



EP4A

Get involved in EP4A:  
*European Partnerships for Apprenticeships*

## Capacity Building Study Visit

### Participant Study Pack

**RINOVA**

innovate, create & regenerate

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## Introduction to EP4A

The European Union Erasmus+ project Get involved in EP4A: European Partnerships for Apprenticeships brings together intermediary organisations and VET stakeholders to build capacities of intermediary bodies such as chambers of commerce, industry, trades and crafts supporting apprenticeships in SMEs and to support strong partnerships with social partners and other relevant stakeholders such as chambers and various competent institutions.

The project's overall objective is "to contribute to the increased employability of young people in the partner countries" enabling them to meet the Europe 2020 and respective national targets.

The project specific objective is to promote apprenticeships by building partnerships between intermediary bodies, companies, VET providers, public authorities and social partners in project countries.

Apart from establishing partnerships between businesses, VET providers and intermediary organisations together with public authorities and social partners with the aim of getting more SMEs involved in apprenticeships; the project will enhance the awareness of the benefits of apprenticeships among target SMEs through the implementation of tailor made attractiveness campaigns.

The main target group are SMEs with no or limited experience in apprenticeships. This project will also involve public authorities such as ministries and VET agencies, VET providers, student and parent associations, social partners and other related key stakeholders.

This project is expected to generate wide and high quality impact on SME level. SMEs will be able to co-shape WBL-reform within the Apprenticeship Partnership structures and thus contribute to the modernisation, attractiveness and better accessibility of apprenticeships; benefit from better awareness and advisory services on apprenticeship programmes (planned and existing) and be recognised and awarded for recruiting apprentices. Thus, the supply, quality and attractiveness of apprenticeships will be improved in all four partner countries.

## Project Background

Tackling labour force skill mismatches and increasing the employability of young people are common challenges across many European countries, including Croatia, the UK, Slovakia & Serbia. There is strong evidence that work-based learning, particularly apprenticeship helps to equip young people with the skills that can improve their employability and ease the transition from school to work. Expansion of apprenticeships is therefore one of Europe's top priorities in the period 2015-2020. Yet, many SMEs are reluctant to recruit apprentices due to various factors, incl. internal shortfalls, burdensome or incomplete regulatory frameworks and inadequate awareness of the real benefits of work-based learning (WBL) for companies. All project countries have recently launched policy reforms aiming at further promoting apprenticeship programmes in line with the policy objectives of EU 2020, ET2020, the Bruges Communiqué and the "Riga Conclusions", incl. related national target commitments.

**The EP4A project** aims to promote apprenticeships by building partnerships between intermediary bodies, companies, VET providers, public authorities and social partners in project countries.

## Project Objectives

Project specific objective will be attained through **two main results**:

- **Partnerships between businesses**, VET providers and intermediary organisations together with public authorities and social partners are built and/or further strengthened with the aim of getting more SMEs involved in apprenticeships; and
- **Awareness of the benefits** of apprenticeships enhanced among target SMEs through the implementation of tailor made attractiveness campaigns.

## Main Target Group

The main target group are SMEs with no or limited experience in apprenticeships.

Main project activities:

- **Analyzing of country contexts**, SMEs needs and European best practices in the field of apprenticeships
- **Enhancing professional capacities** of intermediary bodies/project partner organizations' staff to support partnership building and promote apprenticeships to SMEs via **training workshops, study visits and peer learning, and elaborate on of SMEs Apprenticeship Guides**;
- **Organizing series of partnership building workshops, round-tables and meetings**
- **Developing partnership building Road Maps** for Croatia, Slovakia and Serbia (UK partner with an advisory role)
- **Preparing and signing Memoranda of Understanding underpinning the operation of**
- **Apprenticeship Partnership structures** in Croatia, Slovakia and Serbia (UK partner with an advisory role)
- **Implementing Apprenticeship Awareness Campaigns**

**Introducing Help desk lines** to assist SMEs to engage in apprenticeships

- **Organizing info days** for SMEs to promote apprenticeships
- **Developing a “Trademark”** for SMEs engaging in the provision of apprenticeships in Croatia, Slovakia and Serbia
- **Organizing an International Conference** in Zagreb to promote knowledge transfer, disseminate project work and promote the idea of a **Danube Alliance of Apprenticeships**

## Expected Impact

The project will have a **major impact on the target group (SMEs) both in short and long term contributing to the increased awareness and supply of apprenticeships in all four countries.**

Though primarily targeting SMEs with no or some experience in apprenticeships, project work will entail a multi-layered impact in an effort to ensure sustainability by means of including all major VET stakeholders.

More specifically, **the project's short-term impact** on SMEs will entail the following elements:

- **Active engagement in policy dialogue and policy-making:** The inclusion of SMEs in the building and works of structured social dialogue platforms such as the foreseen and established Apprenticeship Partnerships will provide for an increased “bottom-up” perspective which will be anchored on learning the lessons out of real experiences before embarking on large scale interventions, including regulatory changes, where deemed necessary;
- **Increased awareness of benefits of taking apprenticeships, related responsibilities and available incentives** resulting from tailor-made and needs-responsive attractiveness campaigns and guidance toolkits;
- **Strengthened collaboration** with other key VET stakeholders and **increased understanding of respective roles and responsibilities of each key player** i.e., the State, chambers, schools, VET providers, and trade unions, at national, regional and local levels: decision-making, implementation, advisory and control;
- **Better quality of WBL-related advisory and counselling services for SMEs** as a consequence of strengthened capacities of their respective professional business support organisations such as chambers;
- **Recognition and award for companies** that provide quality apprenticeships (“Trademark”);
- **Increased awareness of good European practice and knowledge transfer** in the field of apprenticeships by means of exposure of SMEs management to peer learning on successful apprenticeship schemes and latest European initiatives and platforms.

**The long term project impact** is expected to lead to:

- **Increased supply of apprenticeships** in all four countries resulting from effective policymaking decisions and concrete actions plans produced, incl. under the aegis of Apprenticeship Partnerships;
- **Increased social responsibility of SMEs** by means of enhanced understanding and recognition of the importance of apprenticeships to a skilled labour force;
- **Strengthening of the WBL and apprenticeships systems in all four countries** resulting in a better matching of skills as a result of in-house training, increased production, new knowledge and perspectives from apprentices;
- **Increased competitiveness of SMEs at national and European level** as a result of enhanced quality and employability of future labour force due to anticipated better collaboration between schools and companies;
- **Enhanced standing and recognition of SMEs** as a good employer, and more broadly among their clients, suppliers and other key stakeholders.

The presence of the **public authorities, intermediary bodies, & VET providers with credibility** - being partners with direct influence in policy making and implementing responsibilities - will play a crucial role in reaching a high impact for the project results and for ensuring project sustainability and long lasting impact. Project impact will also reach the European level via the sharing of products with EU level knowledge institutions such as CEDEFOP and ETF and apprenticeship networks such as EAfA.

## Introduction to WP3 Capacity Building

### Key objectives

EP4A: Work Programme 3 Capacity Building enhances the current skills and knowledge of relevant human resources in Croatia, Serbia and Slovakia to:

- Support the building and workings of Apprenticeship Partnerships (through trainings and exposure to good practices and techniques on advocacy, lobbying, negotiations, brokering agreements); and
- Enable them to effectively reach out SMEs (design and implementation of attractiveness measures).

Components:

- 1 vivid, interactive and dynamic 5-day knowledge transfer study visit to London – March 2017
- Advocacy training workshops in Croatia, Serbia and Slovakia – May 2017

3 Advocacy training workshops (2 days):

- Croatia (30 people from national & regional levels)
- Slovakia (15 people)
- Serbia (15 people)

Advocacy training workshops aim to:

Enhance the skills of designate Public Relations (PR), help-desk officers and apprenticeship promotion agents to:

- Effectively promote the benefits of apprenticeships *vis-à-vis* SMEs, counsel and advise clients;
- Design and implement attractiveness campaigns targeting SMEs;
- Training will also be extended to VET experts employed in the partner organisations and focus on strengthening their lobbying and negotiation skills as well as partnership formation and coordination capabilities.

The EP4A UK Study Visit involved: a 5-day knowledge transfer study visit to London in March 2017 which aimed at exposing key staff from partner organisations (18 in total) to 3 key Apprenticeship elements:

1. Understand the workings of exemplar Apprenticeship Partnership structures linking together businesses and their employees with schools and colleges;
2. Modern techniques and approaches on lobbying, advocacy, partnership organisation and coordination, as well as communication with a diverse range of actors in the field of apprenticeships, with particular focus on how to effectively reach out to SMEs with no or some prior experience in offering work-based learning; and
3. Successful cases of apprenticeship programmes steered by Apprenticeship Partnership organisations such as the Education Business Partnerships (site-visits at selected SMEs).

### UK Study Visit objective

The planned 5-day Study Visit to London had three objectives:

- To expose European Delegates to the workings of exemplar Apprenticeship Partnership structures linking together businesses and their employees with schools and colleges such as the Education Business Partnerships-EBPs organisations;
- To acquaint European Delegates with modern techniques on lobbying, advocacy, partnership organisation and coordination, as well as communication with a diverse range of actors in the field of apprenticeships, with particular focus on how to effectively reach out to SMEs with no or some prior experience in offering work-based learning;
- To carry out site-visits at selected SMEs to acquaint participants on successful cases of apprenticeship programmes steered by the partnerships organisations such as the EBPs.

## Introduction to the UK Education system

The UK's education system is different depending on which country (England, Wales, Scotland and Northern Ireland) that a pupil, student or learner is based in. The UK educational structure is divided into:

- **Primary**
- **Secondary**
- **Tertiary and Further Education**

State schools (Local Authority managed institutions) are free for all pupils. Independent schools are also available throughout the primary, secondary and tertiary levels of education.

Pupils start school when they are turn 5 years of age; however, there also exist a range of pre-nursery and pre-school options available to children in the UK.

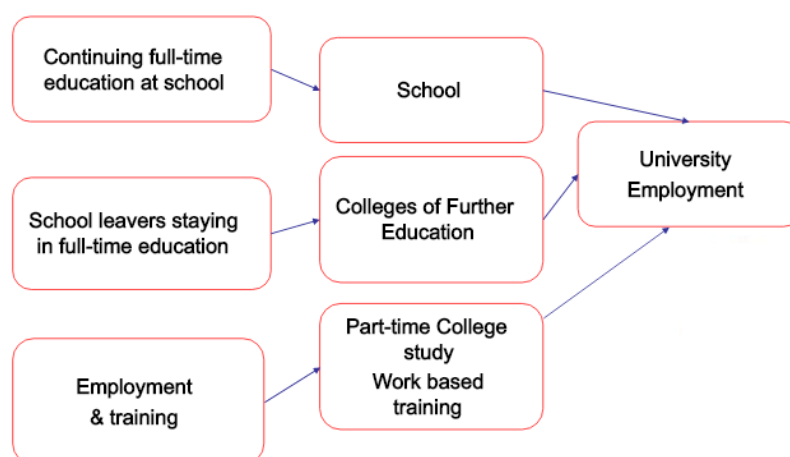
The official age for when a young person can leave school in England is 18. However, a pupil can choose between: full-time education; an apprenticeship; a traineeship; or 20 hours of more a week working or volunteering, while attending part-time education or training.

In Scotland, a pupil can leave school at the age of 16, if they turn 16 between 1<sup>st</sup> March and 30<sup>th</sup> September after 31<sup>st</sup> May. However, if a pupil does not turn 16 until between 1<sup>st</sup> October and 28<sup>th</sup> February, then they must remain in school until the Christmas holidays of that school year.

In Wales, pupils can leave school on the last Friday in June as long as they will turn 16 by the end of that school year's summer break.

In Northern Ireland, if a pupil turns 16 during the school year (1<sup>st</sup> September to 1<sup>st</sup> July), they may leave school after 30<sup>th</sup> June. However, if they turn 16 between 2<sup>nd</sup> July and 31<sup>st</sup> August, a pupil must stay in school until 30<sup>th</sup> June of the following year.

The below diagram indicates the possible route-ways available in the UK:



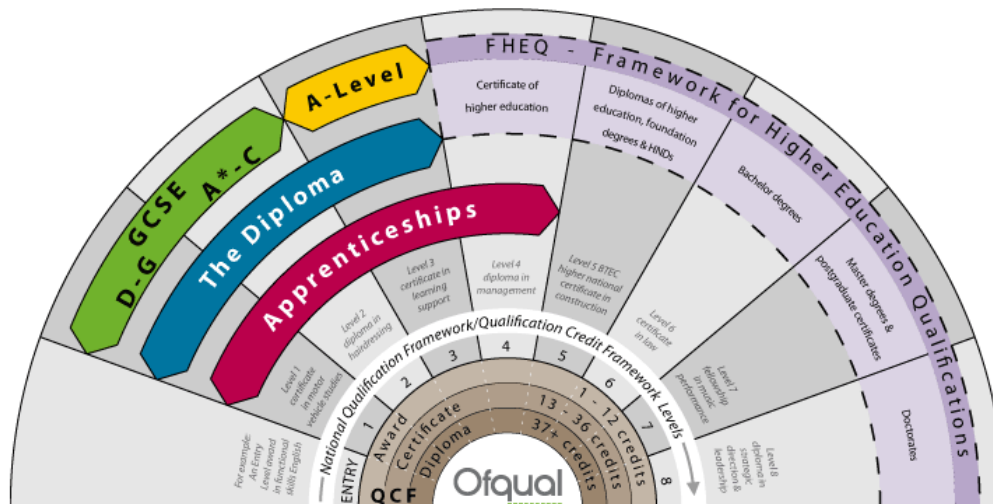
**Career route-ways chart**

Furthermore information on the British Education system is available in Annex 9.

## Apprenticeships and the UK Vocational, Education and Training systems

The VET system is structured differently in each country within the United Kingdom, because power is devolved:

- **England:** VET is managed by Department for Education (DfE).
- **Wales:** VET is managed by the Department for Children, Education, Lifelong Learning and Skills
- **Northern Ireland:** VET is managed by the Department for the Economy.
- **Scotland:** VET is managed by the Minister for Education and Young People and the Minister for Enterprise, Transport and Lifelong Learning. This is further overseen by the Scottish Executive Education Department (SEED) and the Scottish Executive Enterprise and Lifelong learning Department (SEELLD).



Ofqual National Framework in England and Wales

The below diagram provides guidance on how the wider frameworks in England, Wales, Northern Ireland and Scotland:

- National Qualifications Framework for England, Wales and Northern Ireland.
- Credit and Qualification Framework for Wales
- National Framework of Qualifications for Ireland
- The Scottish Credit and Qualifications
- Framework for higher education qualifications in England, Wales and Northern Ireland

See below the Ofqual comparison table for further guidance on the different National Frameworks and levels of qualifications in the United Kingdom:

| Main Stages of education / employment  | Qualifications and Credit Framework/National Qualifications Framework for England, Wales and Northern Ireland<br><a href="http://www.ofqual.gov.uk">www.ofqual.gov.uk</a><br>Level | Credit and Qualification Framework for Wales<br><a href="http://www.cqfw.net">www.cqfw.net</a><br>Level  | National Framework of Qualifications for Ireland<br><a href="http://www.nfq.ie">www.nfq.ie</a><br>Level | The Scottish Credit and Qualifications Framework<br><a href="http://www.scqf.org.uk">www.scqf.org.uk</a><br>Level   | Framework for higher education qualifications in England, Wales and Northern Ireland<br><a href="http://www.qas.ac.uk/academicinfrastructure/faq">www.qas.ac.uk/academicinfrastructure/faq</a><br>Level |
|--|--|--|---|---|---|
| Professional or postgraduate education, research or employment                             | 8 Vocational Qualifications Level 8  | 8 Doctoral Degrees   | 10 Doctoral Degree<br>Higher Doctorate  | 12 Professional Development Awards<br>Doctoral Degrees  | 8 Doctoral Degrees  |
| Higher education<br>Advanced skills training   | 7 Fellowships<br>NIQ Level 5<br>Vocational Qualifications Level 7  | 7 Master's Degrees<br>Integrated Master's Degrees<br>Postgraduate Diploma<br>Postgraduate Certificate in Education (PGCE)<br>Postgraduate Certificates       | 9 Master's Degree<br>Postgraduate Diploma   | 11 SVQ Level 5<br>Professional Development Awards<br>Postgraduate Diploma<br>Master's Degrees<br>Integrated Master's Degrees<br>Postgraduate Certificates | 7 Master's Degrees<br>Integrated Master's Degrees<br>Postgraduate Diploma<br>Postgraduate Certificate in Education (PGCE)<br>Postgraduate Certificates  |
|  | 6 Vocational Qualifications Level 6  | 6 Bachelor's Degree with Honours<br>Bachelor's Degrees<br>Professional Graduate Certificate in Education (PGCE)<br>Graduate Diploma<br>Graduate Certificates | 8 Honours Bachelor Degree<br>Higher Diploma   | 10 Bachelor's Degrees with Honours<br>Professional Development Awards<br>Graduate Diploma<br>Graduate Certificates  | 6 Bachelor's Degrees with Honours<br>Bachelor's Degrees<br>Professional Graduate Certificate in Education (PGCE)<br>Graduate Diploma<br>Graduate Certificates   |
| Entry to professional graduate employment  |  |  | 7 Ordinary Bachelor Degree  | 9 SVQ Level 4<br>Graduate Diploma<br>Graduate Certificates  |   |
| Specialised education and training   | 5 NIQ Level 4<br>Higher National Diplomas (HND)<br>Higher National Certificates (HNC)<br>Vocational Qualifications Level 5   | 5 Foundation Degrees<br>Diplomas of Higher Education (DipHE)<br>Higher National Diplomas (HND)   |   | 8 Higher National Diplomas (HND)<br>SVQ Level 4<br>Professional Development Awards<br>Diplomas of Higher Education (DipHE)                                | 5 Foundation Degrees<br>Diplomas of Higher Education (DipHE)<br>Higher National Diplomas (HND)  |
|  | 4 Vocational Qualifications Level 4  | 4 Higher National Certificates (HNC)<br>Certificates of Higher Education (CertHE)  | 6 Advanced Certificate<br>Higher Certificate  | 7 Professional Development Awards<br>Higher National Certificates (HNC)<br>Certificates of Higher Education (CertHE)<br>SVQ Level 3<br>Advanced Highers   | 4 Higher National Certificates (HNC)<br>Certificates of Higher Education (CertHE)   |
| Qualified/Skilled worker<br>Entry to higher education<br>Completion of secondary education | 3 NIQ Level 3<br>Vocational Qualifications Level 3<br>GCSE AS and A Level<br>Advanced Diplomas   | 3 NIQ Level 3<br>Vocational Qualifications Level 3<br>GCSE AS and A Level<br>Welsh Baccalaureate Qualification<br>Advanced                                   | 5 Level 5 Certificate<br>Leaving Certificate  | 6 Higher<br>SVQ Level 3<br>Professional Development Awards<br>National Progression Awards<br>National Certificates  |   |
| Progression to skilled employment<br>Continuation of secondary education                   | 2 NIQ Level 2<br>Vocational Qualifications Level 2<br>GCSEs at grade A* - C<br>ESOL skills for life<br>Higher Diploma<br>Functional Skills Level 2 (English, mathematics & ICT)    | 2 NIQ Level 2<br>Vocational Qualifications Level 2<br>Welsh Baccalaureate Qualification<br>Intermediate<br>GCSEs grade A* - C                                | 4 Level 4 Certificate<br>Leaving Certificate  | 5 Intermediate 2<br>Credit Standard Grade<br>SVQ 2<br>National Progression Awards<br>National Certificates  |   |
|  | 1 NIQ Level 1<br>Vocational Qualifications Level 1<br>GCSEs at grade D - G<br>ESOL skills for life<br>Foundation Diploma<br>Functional Skills Level 1 (English, mathematics & ICT) | 1 NIQ Level 1<br>Vocational Qualifications Level 1<br>GCSEs at grade D-G<br>Welsh Baccalaureate Qualification<br>Foundation                                  | 3 Level 3 Certificate<br>Junior Certificate   | 4 Intermediate 1<br>General Standard Grade<br>Scottish Vocational Qualifications (SVQ) 1<br>National Progression Awards<br>National Certificates          |   |
| Secondary education initial entry into employment or further education                     | Entry Level  | Entry Level  | 2 Level 2 Certificate   | 3 Access 3<br>Foundation Standard Grades<br>National Progression Awards<br>National Certificates  |   |
|  | Entry Level  | Entry Level  | 1 Level 1 Certificate   | 2 Access 2<br>National Progression Awards<br>National Certificates  |   |
| Qualifications can be taken at any age in order to continue or return to training          |  |  |   | 1 Access 1  |   |

Ofqual comparison table

## UK Apprenticeships: an overview

### A brief history of the UK's Apprenticeships systems

Apprenticeships in the UK, particularly in England have their origins in the medieval craft guilds in the Middle Ages. By the Tudor period, apprenticeships were seen as an acceptable form of training. As well as craft training, the master of the apprentice was also responsible for the „latter's moral welfare; and gave him board and lodgings“(House of Commons: a short history of apprenticeships in England: from medieval craft guilds to twenty-first century [link](#)).

The first national apprenticeship system was established in 1563 by the Statute of Artificers, which set the official apprenticeships' terms and conditions, similar to the UK apprenticeship minimum standards today. Apprenticeship popularity in the craft sectors declined in the early nineteenth century due to the bad conditions in factories and perceived exploitation of apprentices. However, apprenticeships in professions and certain industries (engineering, shipbuilding, plumbing, electrical work) became more popular.

Growth continued throughout the century, the result being by 1960s over 30% of boys left school to become apprentices. However, the overall quality of apprenticeships was coming into question. This resulted in a decline, with half as many apprentices in employment in 1995 compared to 1979.

The UK current apprenticeships were launched in 1993. Entitled Modern Apprenticeships, apprentices were officially recognised as employee and were allowed to claim a proper wage for their work. Apprentices could be aged up to 25 years old. Furthermore, the relationship included a written agreement between apprentices and employers; the qualification became the focus, instead of the length of time, and the apprenticeship was a minimum of Level 3 qualification, equal to A-levels. This was soon followed by the Level 2 programme (equal to GCSEs) called the National Traineeship, which intended to be a progression route for would be apprentices who were not ready for a Level 3 qualification.

By 1998 over 250,000 people in England and Wales were on a Modern Apprenticeship. The businesses involved were SMEs with few employees. Key sectors included: Engineering; Retailing; Business Administration etc.

Eventually, the National Traineeship programmes became Foundation Modern Apprenticeships. Level 3 Modern Apprenticeships became Advanced Modern Apprenticeships.

These changes were soon followed by the development of national frameworks for each sector qualification, ensuring their existed a minimum recognised standard throughout Apprenticeship training providers.

By 2004, a re-brand of apprenticeship programmes took place again, with the creation of Advanced Apprenticeships (Level 3 upwards) and Apprenticeships (up to Level 2 and later called Intermediate Apprenticeships). The Upper age limit of 25 was removed.

Furthermore, pre-apprenticeships were created for young people not ready for a full apprenticeship programme. Young Apprenticeships for 14-16 year olds were also launched in schools.

This was soon followed by the government's apprenticeship offer: where the UK had a duty to provide an apprenticeship place for every qualified young person aged 16 to 19, who wished to complete one. However, this was never implemented due to changes in the political landscape.

With the arrival of a new Government, Higher Apprenticeships were launched, equal to foundation degrees. The Young Apprenticeship scheme ended. An Employer incentive grant was launched for small firms wishing to hire 16 to 24 year old apprentices. The Employer incentive scheme equalled £1,500 per Apprentice outside of London, or £3,000 for London SMEs.

Between 2009-2012, apprenticeships doubled following the launch of apprenticeships for the 25 plus.

In 2012, new minimum standards were put in place which stated that an apprenticeship must last at least 12 months, offer 30 hours' employment a week and a minimum amount of guided learning. Maths and English through Functional Skills qualifications also became a requirement for those apprentices' who had not earned a level 2 (GCSE level) in these subjects.

Changes to the UK's Apprenticeships programmes continue. Following the Richard Review of Apprenticeships, a new funding system is piloted throughout the UK, which will see employers being put in charge of the design of apprenticeship schemes and the funding available.

## UK Apprenticeships – defined

In the UK, an apprenticeship is employment, which includes work-based training allowing an apprentice to earn while they learn, and gaining a nationally recognised qualification.

In the UK, Apprenticeships take between one and five years to complete and are available in 1,500 occupations across 170 industries varying from construction to manufacturing through to IT and the creative and digital sectors.

Apprenticeship qualification levels depend on an apprentice's current skill level and qualifications. Apprenticeships have equivalent educational levels to more traditional forms of qualifications:

| Name         | Level       | Equivalent educational level     |
|--------------|-------------|----------------------------------|
| Intermediate | 2           | 5 GCSEs passes at grades A* to C |
| Advanced     | 3           | 2 A level passes                 |
| Higher       | 4,5,6 and 7 | Foundation degree and above      |
| Degree       | 6 and 7     | Bachelor's or Master's degree    |

The UK Apprenticeship structure includes three key elements:

- **Employment**
- **On-the-job & off-the-job training**
- **Industry-recognised Qualification (including Functional Skills, where applicable)**

In some instances, a final assessment will take place at the end of a programme to assess the apprentice's ability and competence in their job role.

## Apprenticeships – Qualification

Apprenticeship Qualifications utilised the Qualifications and Credit Framework or QCF. It replaced the UK's National Qualifications Framework (NQF) in 2015. It recognises qualifications and units by awarding 'credits'. Credits can be collected, and eventually builds into a qualification, at the learner's own pace. QCF qualifications are regulated by Ofqual in England, DCELLS in Wales and CCEA in Northern Ireland. As discussed earlier in this report, Scotland utilises a different regulation system.

Each unit equals a certain level of credits. Complete enough credits and the Apprentice can gain their qualification. QCF qualifications are available from Entry Level to Level 8.

The QCF system is also broken down into three types of qualifications:

- **Awards**
- **Certificates**
- **Diplomas**

| Type         | Credits          | Learning hours   |
|--------------|------------------|------------------|
| Award        | 1 to 12 credits  | 10 to 120 hours  |
| Certificates | 13 to 26 credits | 130 to 260 hours |
| Diplomas     | 37 credits +     | 261 hours +      |

## Apprenticeships: Accreditation, Quality Assurance & Standardisation

Quality is a key element of QCF. A unit and qualification is designed by an Accrediting body, and includes several layers of quality assurance through assessments.

In order for an Apprenticeship provider to deliver a qualification, they must be assessed by an accrediting body. The Apprenticeship provider must have staff qualified to deliver the programme. Qualified staff include: Assessors, who are responsible for the delivery and assessment of learners work; the IQA (an Internal Verifier, who holds an Internal Quality Assurance qualification or its equivalent) is responsible for Standardisation, checks the learners work, ensures that the Assessor is correct in both their assessments and support of a learner; this is followed by a EQA (External Verifier) visit from the Accrediting body checking both Apprenticeship provider's overall quality, again through assessing the IQA and Assessors assessment of learners' work.

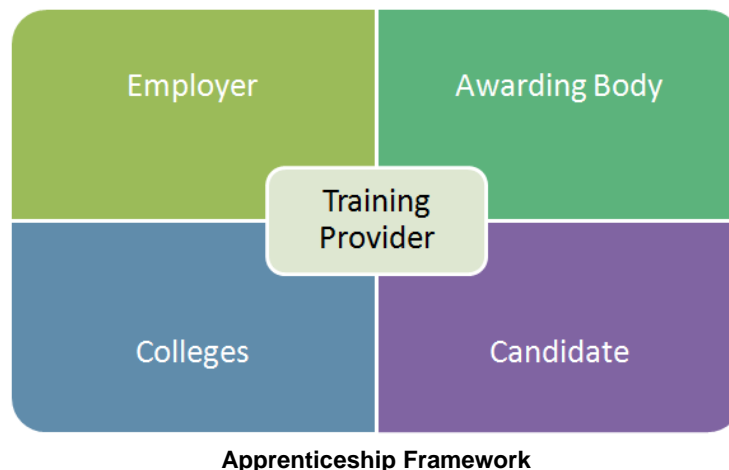
|               | UNIVERSITY                        |                                |   |
|---------------|-----------------------------------|--------------------------------|---|
| LEVEL 8       | Doctorate<br>PhD                  |                                |   |
| LEVEL 7       | Master's Degree<br>MA, MSc, MPhil |                                |   |
| LEVEL 6       | University Degree<br>BA, BSc      |                                |   |
| LEVEL 5       |                                   | Foundation Degree<br>FdA, FdSc | HND                                       |
| LEVEL 4       |                                   |                                | HNC                                       |
| LEVEL 3       | A-Level                           | A2                             | L3 Extended Diploma<br>(National Diploma) |
|               |                                   | AS                             | L3 Diploma<br>(National Certificate)      |
| LEVEL 2       | GCSE<br>Grades A-C                |                                | L2 Diploma<br>(1st Diploma)               |
| LEVEL 1       | GCSE<br>Grades D-G                |                                | L1 Diploma<br>(Foundation)                |
| ENTRY LEVEL 3 | Key Stage 3                       |                                | E3 Diploma<br>(Foundation)                |
|               | SCHOOL / 6TH FORM                 |                                | F.E. COLLEGE                              |

QCF Levels against the wider VET sector (Accredited Qualification website)

## David Garcia – Creative Apprenticeships in the UK.

### The Current status of Apprenticeships in the UK and recent changes to the sector.

Building on the presentation of Sheniz Tan, the current status of the Apprenticeship programme in UK is called the Apprenticeship Framework. The apprenticeship framework is a structure in which several agents are involved:

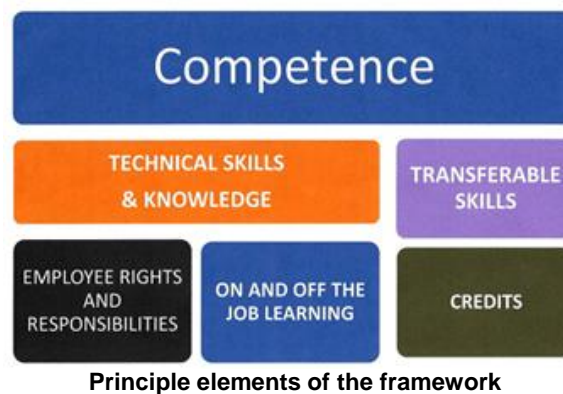


The Awarding Body is the Agency in charge and authorised by the Department of Education to deliver qualifications according to the National Qualification Framework. The Employer is intended to provide a safe environment for the Candidate and contribute to his/her training and education in all the aspects contained within the framework.

Colleges are the institutions who receive the contract from the Department of Education, and either deliver themselves acting as Training provider or in most cases subcontract the provision to a training provider and maintain the Quality Assurance function.

The candidate is the person who becomes an apprentice under the framework. The candidate signs 2 contracts, one with the training provider and one with the employer. The Training providers in charge of the delivery of all the aspects of the framework and are responsible for the wellbeing of the candidate.

The principal elements of this framework:



More details about the former apprentice framework can be found at the Federation for Industry Sector Skills & Standards [website](#):

From May 2017 (piloted since Summer 2016), a new scheme has been launched by UK's education authorities in close dialogue with UK Industry, to tackle and improve problems identified in the delivery of the Apprentice framework. The new structure is called the **Apprenticeship Standards**:

"The new standards put employers in control of designing apprenticeships, so people are equipped with the skills that meet the needs of their organisation. The reforms are:

- Replacing the existing complex frameworks with short, simple, accessible apprenticeship standards describing the skills and knowledge that an individual needs to be fully competent in an occupation; and written by employers in a language they understand.
- Improving the quality of apprenticeships through higher expectations of English and Maths, more rigorous testing to ensure the apprentice is fully competent and raising aspirations for apprentices by introducing grading at the end of the apprenticeship.
- Giving employers control of the funding so that they become more demanding customers."

For more information, read the Employer Reform Factsheet linked below:

### **[Employer Reform Factsheet](#)**

In the Apprenticeship Standards the structure changes drastically mainly in terms of "who defines and determines the content or the training, and how this content is established. The awarding body disappears as main agent for this function which is now taken by what is called Apprentice Trailblazers: Consortiums participated by all the stakeholders of the different sectors and professions who create the content following a established procedure of dialogue and implementation."

Further information about this process, read the Institute for Apprenticeship's Guide for trailblazers:

### **['How to' guide for Trailblazers](#)**

For a full list of current apprenticeship standards approved and those in development, please visit:

### **[Current Apprenticeship standards](#)**

One of the main aspects that have changed within the apprenticeship sector and the most controversial one in terms of policies, has been the funding aspect with the introduction of the Apprenticeship Levy, compulsory for all large employers in the UK, and at the same time the most celebrated change in the system is the apprenticeship service:

### **[Apprenticeship funding: how it will work](#)**

## Apprenticeship Levy

The Apprenticeship Levy is part of a new financial structure of Apprenticeship programmes. Whereas previously Apprenticeships funding was allotted to Apprenticeship providers to decide on the frameworks to offer employers, such as Health & Social Care/Hospitality, under the Apprenticeship Levy scheme, any employer with a staff bill of over £3 million per annum, will have to pay the Apprenticeship Levy and the employer will decide how to utilise any Apprenticeship funding and Training Providers will have to approach employers.

For businesses that pay less than £3 million per annum towards their staff bill, the current system will remain the same.

| Apprenticeship Levy element  | What is involved  |
|--|---|
| Choosing a Training Provider   | There are 2 different types of Apprenticeships to choose from: <ul style="list-style-type: none"> <li>▪ Apprenticeship standards: each standard covers a specific occupation and set out core skills, knowledge and behaviours an apprentice will need; they are developed by employer groups known as 'trailblazers'</li> <li>▪ Apprenticeship frameworks: a series of work-related vocational and professional qualifications, with workplace and classroom-based training</li> </ul>                                     |
| Agree a price and payment schedule   | The employer and training provider must then agree a total price for each apprenticeship, which includes the costs of training and assessment.  |
| Pay for training and assessment with funds through your apprenticeship service account | Once an apprenticeship programme has been selected, monthly payments are sent to the Training Provider  |
| Co-investment  | When employers cannot afford to pay for training in a particular month, the UK Government will ask the employer to share the remaining cost of training and assessing for apprentices with the Government. This is called Co-Investment: <ul style="list-style-type: none"> <li>▪ Employers will pay 10% of any outstanding balance for the month</li> <li>▪ The Government will pay the remaining 90% up to the funding band maximum</li> <li>▪ Any remainder (over the maximum), must be paid by the employer.</li> </ul> |

## Case Study 1: MiddletonMurray

| Profile   |
|---|
| <p>In 2002, CEO Angela Middleton, set up MiddletonMurray, which has now grown into a group of companies with branches employing 90 permanent staff, many temporary staff, freelance trainers and suppliers.</p> <p><b>Mission:</b><br/>To develop great careers for the next generation of employees and to build future-proof workforces for our SME clients</p> <p><b>Vision:</b><br/>To be the leading provider of workforce solutions for SMEs in London and Kent</p> <p><b>Products/Services:</b></p> <ul style="list-style-type: none"> <li>▪ Recruitment services to Employers</li> <li>▪ Apprenticeships</li> <li>▪ Training</li> </ul> <p>Pre-Apprenticeships</p>  |
| Programmes available  |
| <p>Apprenticeship programmes are offered to young people aged 16 to 24. Level 2 and Level 3 qualifications are offered in:</p> <ul style="list-style-type: none"> <li>• Business Administration</li> <li>• Child Care</li> <li>• Customer Service</li> </ul> <p>Higher Apprenticeships are also offered at Level 4 and Level 5.</p> <p>16 to 18 year olds must pass a Pre-Apprenticeship (Traineeship) programme before they can be assigned to an employer. The Pre-Apprenticeship will incorporate a work experience activity for 6 weeks.</p> <p><b>Pre-Apprenticeship/Traineeship – 6-week programme</b></p> <ul style="list-style-type: none"> <li>• Employability skills</li> <li>• Life Plan – 5-10 year plan</li> <li>• Budgeting plan</li> <li>• Work Skills accreditation course</li> </ul> |

## SME Engagement methods

MiddletonMurray utilises the Apprenticeship Training Agency (ATA) approach when working with SMEs, offering them the option of a certain level of flexibility on hosting Apprentice.

MiddletonMurray's uses a learner-led approach to engaging with new SMEs, based on learners' pre-apprenticeship programmes and their aspirations with regards sectors and employer types.

Marketing is especially important, in the recruitment of new SMEs:

- **Campaigns**
- **Open days**
- **Social Media**
- **Cold calling**

Each method of Employer engagement changes based on the type of sector, the Employer belongs to.

MiddletonMurray works closely through the National Apprenticeship Service, using its websites and referrals through the website to match suitable employers and learners.

MiddletonMurray also partners with key stakeholders, such as strategic Local Authority partners in Kent. Activities include:

- Guest speakers from large companies
- Referrals from the events are introduced to MiddletonMurray by the Local Authority

### SME engagement

Many SMEs believe that they are unable to commit the time to appoint an Apprentice.

In order to address this, MiddletonMurrays' Employer Engagement Team:

- Ask employers about their day
- And the create a job role based on what they say, specifically what they do not have time to complete
- Employer Engagement Team then invites them in for an Open Day – no obligation
- Employer Engagement Team focuses on sustainability – where an employer has accepted one apprentice, they will often return for a second apprentice.

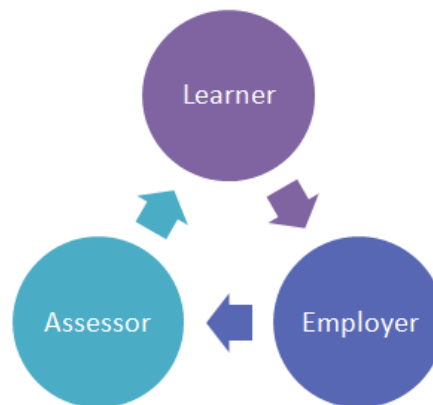
### In-work support

- Once an Apprentice starts employment, they receive in-work support, including fortnightly calls from their Assessor
- Employers also receive regular contact from their assigned Employer Engagement contact

## MiddletonMurray - Apprenticeship Delivery Plan

| Month 1 |                             |
|---------|-----------------------------|
| Week 1  | Progression review          |
| Week 2  | Work place visit assessment |
| Week 3  | Remote session              |
| Week 4  | Classroom session           |
| Month 2 |                             |
| Week 1  | Remote session              |
| Week 2  | Work place visit assessment |
| Week 3  | Remote session              |
| Week 4  | Classroom session           |

## MiddletonMurray - Apprenticeship Cycle



## Case Study 2: CareerWise

| Profile   |
|---|
| <p>CareerWise is a development consultancy organisation focusing on supporting young people, the unemployed, professionals and fellow Training Providers, Welfare to Work, Youth organisations and Employers throughout London to develop, grow and be aspirational.</p> <p>Established in 2011, CareerWise was a small consultancy organisation that did occasional training, while supporting the delivery of partner organisations. In 2014, had 3 staff members and gradually the organisation received contracts.</p> <ul style="list-style-type: none"> <li>▪ Apprenticeships</li> <li>▪ Youth In Action Youth Exchange</li> <li>▪ 19+ Loan schemes</li> <li>▪ Skills Support for the Unemployed</li> </ul> <p>Alongside these programmes, CareerWise also started to support staff in work, through progression projects and 24+ Apprenticeships.</p>  |
| Programmes available  |
| <p>Programmes and services CareerWise offer include:</p> <ul style="list-style-type: none"> <li>▪ Apprenticeships <ul style="list-style-type: none"> <li>- Customer Service</li> <li>- Health &amp; Social Care</li> <li>- Child Care</li> <li>- Early Years Education</li> <li>- Leadership &amp; Management</li> <li>- Hospitality</li> </ul> </li> <li>▪ Careers &amp; Information, Advice &amp; Guidance</li> <li>▪ Pre-Apprenticeships</li> <li>▪ In Work progression</li> <li>▪ Unemployment support programmes</li> </ul> <p>Learner engagement</p> <p>According to CareerWise, many learners, especially young people wish to complete qualifications especially Apprenticeships that believe they either are not in the right sector or would not be able to prove their competencies. Such as a learner in a Customer Service role, may wish to complete an Apprenticeship in Team Leading or Management, however, they would not be able to achieve their qualification, because they are not carrying out any management or team leading activities. Learners would not be able to prove competencies in these roles.</p> |
| SME Engagement methods  |

## Best practice when working with Employers

- Eligibility checks at sign-up (No Sole Traders/Liability insurance)
- Signing of Declaration
- Knowledge/Skills – not necessary to hold set qualifications
- Employment skills-focused

## Sales Teams

- Employer Engagement Team that recruit employers
- Match learners to employers
- CareerWise's Sales Team members all hold Assessor qualifications, to assist in their understanding of the qualification, the skills a learner needs to learn and also assist them in understating the role of the Assessor.
- Need to offer more to employers, especially in a competitive environment
- Build strong partnerships in the communities they serve – ensures long term relationships

## CareerWise's methods of delivering Apprenticeships

Peer Assessors – young people recruit young people. Also ensure engagement through peer-to-peer learning. The key focus of CareerWise's apprenticeship delivery includes:

### Employers – Assessors – Learners

### Awarding Bodies

## Assessments

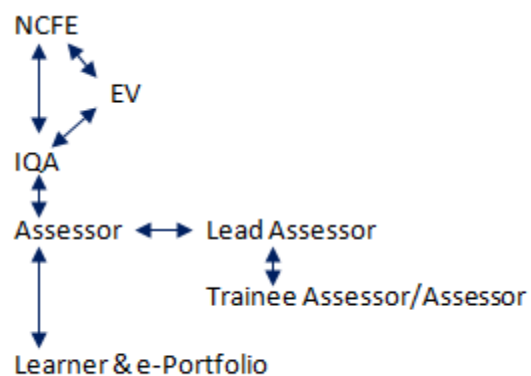
- Questions & Answers
- Witness Statements
- Assignments
- Individual Learning Plans

## Assessors need to be:

- Competent
- Qualified
- Experience
- Flexible
- Ensure they have Timely completers (within a 12 month period), as CareerWise will lose its' final payment from the funder, if learners are not completed within 60 days after the 12<sup>th</sup> month

## Best Practice

- Standardised Meetings
  - Monthly
  - Share practices
  - Identify Learner issues



CareerWise key stakeholders:

- Awarding Body
- Employers
- Unemployed
- Funders

## Case Study 3: Fashion Enter

### Profile

Fashion Enter is a not for profit, social enterprise, which strives to be a centre of excellence for sampling, grading, production and for learning and development of skills within the fashion and textiles industry.

#### **FashionCapital.co.uk**

FashionCapital.co.uk is the UK's leading portal for the fashion industry and is the sister company to Fashion Enter Ltd

Launched in 2001 the Fashion Capital site is a one stop online resource with a dedicated team of journalists, business advisors and industry experts to ensure users receive a unique insight into the world of fashion.

#### **Production and Sampling**

Fashion Enter has a Factory for large-scale production and a Fashion Studio for grading, sampling and small productions runs. Both units are Sedex approved and produce for leading retailers, retailers, designers and new business start-ups.

#### **Fashion Technology Academy**

The Fashion Technology Academy (FTA) is collaboration with Fashion Enter Ltd - sister company to FashionCapital.co.uk, Haringey Council, DWP and global retailer ASOS.com.

Opened in March 2015 the fully equipped FTA is an extension of the successful Stitching Academy and includes a range of qualifications at Levels 1 to 4, which cover the entire of the 'Garment life cycle' including Stitching, Production and Pattern Cutting. Fashion Enter are also one of the largest training providers of Apprenticeships at levels 3 and 4 within Apparel Manufacturing (fashion) working with employers such as ASOS.com, Marks & Spencer, River Island and House of Fraser.

The academy is the first apparel manufacturing training academy in the country to operate alongside a live factory and fashion studio ensuring that students gain exposure to real 'Best of British' manufacturing whilst training for their qualifications. The FTA has been created to train a new generation of skilled workers ensure that the UK apparel manufacturing sector continues to thrive.

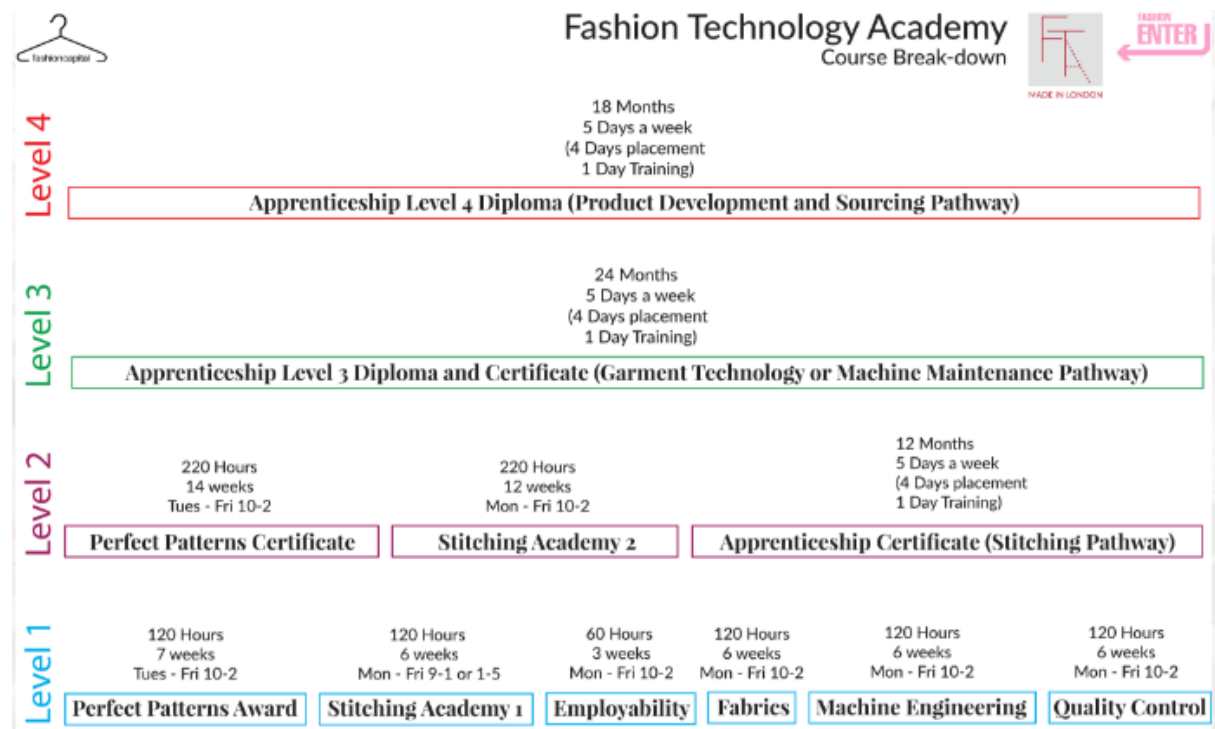
### Programmes available

#### **Apprenticeships**

Fashion Enter is England's leading provider for the Fashion and Textiles Apprenticeship programme offering Level 2 Apparel Apprenticeship, Level 3 Diploma in Apparel Footwear, Leather or Production and Certificate in Apparel Manufacturing Technology, and Level 4 Technical Textiles – Product Sourcing and Development.

In 2013 Fashion Enter was awarded The Tick Mark of Excellence by Creative Skill set for its training standards provision and is now an accredited Showcase Centre through ABC

Awards due to its high standard of excellence attained in training at all levels. The Fashion and Textiles Apprenticeship programme is a unique combination of training and career specific work experience. The apprentice will be working with one employer for the entire course therefore providing an opportunity for both the employer and the individual to develop a long and sustainable relationship.



## Business Mentoring

Business mentoring and support is an invaluable resource for both new business start-ups and established businesses looking to expand their label.

To ensure the successful implementation of all business functions there are many considerations and decisions that need to be reviewed from business strategy to initial design concept, product development, sourcing, production, finance, marketing, legal and those all important sales!

FashionCapital.co.uk has over 30 years experience in the industry and has developed an extensive network of key industry experts now available to support your business. The team of mentors have been carefully selected for their specialised areas of expertise.

## Case Study 5: 15billionebp

### Profile

**Vision:** To transform young futures by pioneering innovative careers work that is proven to transform the futures of young people by supporting them to meet the needs of the 21<sup>st</sup> Century employer.

**What is an EBP:** Education Business Partnerships (EBPs) are organisations that support the education, training and development of young people by linking businesses and their employees with schools and colleges. Previously, most EBPs were established within the local education authority structure and received government grants.

**Who funds 15billion:** funders include

- Local Authority – CEIAG within CORE schools
- Schools/Colleges (WRL, Additional CEIAG, CU, Primary/Secondary, Additional boroughs)
- Corporate sponsorship
- ESF – Cluster/Youth talent
- Erasmus+ (Euro i-VET, developing a qualification for Euro i-VET professions/teachers)

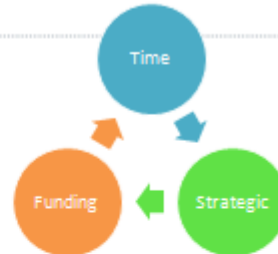
### Where we work



### About the area

- 10 local Authorities
- Diverse communities
- High levels of deprivation & unemployment
- Low levels of participation

## Corporate Relationships



| Potential Areas for Partnership Working | Details   |
|---|---|
| Volunteering Opportunities              | Established Secondary Events<br>Established Primary Events<br>Non-Executive Board |
| Bespoke Programmes                      | Careers Day<br>Business Mentoring Programme<br>Organisation specific programmes   |
| Work Experience                         | Pre and Post 16 Placements  |

### Programmes available

#### Primary offer

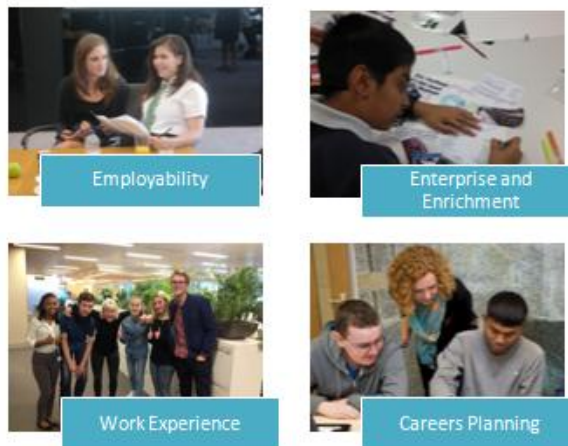


East London Children's University



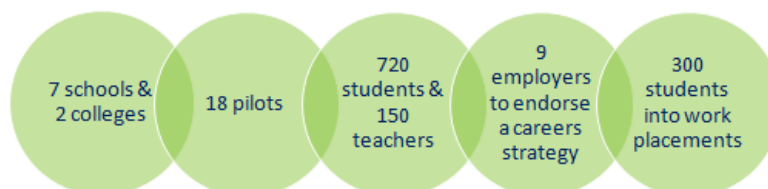
Work Week

## Secondary offer



**CAREERS CLUSTERS:** “The Careers Cluster is a ESF/SFA funded contract, with the main aim being to help improve the careers provisions/offer within schools & colleges across Newham through working in partnership with businesses and universities”

## The Careers Cluster in numbers



**YOUTH TALENT programme:** Supporting 18-24 years NEET (Not in employment, training or education) candidates into apprenticeships, traineeships or employment; Geographical Location/ Area of Delivery London North & East (10 Boroughs); and Other aspect of the project is an engagement service targeting employers to recruit young people into apprenticeships, traineeships and employment opportunities.

## SME Engagement methods

### Focus Areas



- Clifford Chance
- Financial Conduct Authority
- University of East London
- Barclays
- EY
- Cambridge University
- Transport for London
- KPMG
- Lend Lease
- Royal Air Force
- Parson Brinckerhoff
- University College London

## Modern techniques on lobbying, advocacy and partnerships in the Apprenticeship sector: how to effectively reach out to SMEs

**Expert – Modern techniques on lobbying, advocacy and partnerships in the Apprenticeship sector: how to effectively reach out to SMEs**

**Jamie Stevenson, Director of Business Partnerships, South Thames College**

### Why is employer engagement important to colleges?

- To ensure our curriculum offer is fit for purpose to meet industry and stakeholder expectations
- To ensure our students gain economic prosperity and sustainable jobs after studying
- To ensure businesses have the skills they require in the short, medium and long term
- Training the next generation for jobs don't exist yet

### Why engage with SMEs?

- 95% of London's business population
- Tend to be part of the local community
- Supportive of the local community
- Loyal
- Committed
- They may grow and expand
- You can reach the decision maker

### Partners & Stakeholders

- Apprentices – success stories
- Employers
- Parents
- Members of Parliament
- Local authorities
- Chambers of Commerce
- Business networks
- Institutions/professional bodies
- Job Centre Plus

### Strategies to engage with SMEs

- Unique Selling Point (USP)
- Keep it simple
- One stop shop
- Dedicated team – point of contact
- Carry out a Organisational Training Needs Analysis (OTNA) – consultative selling
- Deliver training to the owner/manager
- Bring them into the college
- Walk the walk

## Partnership strategies

- Joint events
- Offering work experience
- Promoting job opportunities
- Promoting part time opportunities
- Recruiting from our own talent pool
- Pre-employment training
- Traineeship and Apprenticeship joint recruitment
- Developing existing members of staff and succession planning
- Job fairs
- Mock interviews

## Here to support you -Partnership strategies

- A one stop shop – large enough to cover many different training needs
- Develop existing members of staff
- Attract new members of staff
- Help with local recruitment – vacancy matching service
- We advertise and assess, you interview and select
- Also, recruit from a large and local talent pool – access to nearly 18,000 students
- Try before you buy – short courses, apprenticeships, work experience and work related learning

## Apprenticeship strategies

- Recruit Apprentices for entry level jobs, with promotion opportunities
- Use higher/HE apprenticeships as part of a graduate scheme
- Use Apprenticeships for up-skilling and re-skilling (change in job role, management)
- Use Apprenticeships for succession planning
- New entry route into the business
- Alternative way of recruiting

## The offer

- Dedicated Account manager, budget manager and assessor/trainer
- End to end recruitment, assessment and interview service
- Free support and guidance to ensure you take full advantage of apprenticeship opportunities and your levy
- A training and organisational needs analysis to identify and training requirements
- Develop an apprenticeship and training plan
- Deliver training and support to up skill both your existing staff and bring new recruits with talent into your organisation
- Deliver apprenticeship training, mentoring and coaching sessions to potential mentors and managers
- Access to our alumni talent pool
- Provision from level 1 to level 7
- Remove the red tape and burden

## Benefits

- Grow your own
- Managers of the future
- Addresses skills gaps/succession planning
- Reduce staff turnover and recruitment costs
- Loyalty
- Increasing productivity and efficiency
- Fresh new ideas and ways of working
- Improving customer service and repeat business
- Return on investment

## Virtuous Circle/Triangle

### Virtuous Circle/Triangle



## Business Breakfasts with SMEs

|   |   |  |   |
|---|---|--|---|
|   <p><b>a good day starts</b><br/>with a great apprenticeship</p> | <p><b>south thames college</b><br/>Incorporating Merton College</p> <p><b>Join us for a great breakfast</b><br/><b>Friday 7 March, 8am</b><br/>South Thames College<br/>Wandsworth High Street<br/>London SW18 2PP</p> <p>Please join us, Jane Ellison MP and Roger Stalley from Thames Tideway Tunnel, to talk about investment in the area and how businesses can benefit from great apprentices, great training and great support from South Thames College.</p> | <p><b>Learn about great apprenticeships</b><br/><b>Friday 7 March, 8am</b><br/><b>at South Thames College</b></p> <p><b>7.30 Doors open</b></p> <p><b>8.00 Welcome</b><br/>Sue Renner OBE, Principal of South Thames College</p> <p><b>8.10 Keynote</b><br/>Jane Ellison, MP for Battersea, Elephant and Wandsworth</p> <p><b>8.25 Thames Tideway Tunnel</b><br/>Roger Stalley, Head of Asset Delivery</p> <p><b>8.30 How South Thames College can support your business</b><br/>James Stevenson, Head of Business Development, South Thames College</p> <p><b>8.40 Q&amp;A and networking</b><br/>Breakfast refreshments will be served</p> <p><b>Rsvp:</b><br/>Tel: 020 8916 1729<br/>business@south-thames.ac.uk<br/>www.south-thames.ac.uk/events</p> <p>Find out how we can help you:<br/>www.south-thames.ac.uk/business</p> |  <p>South Thames College,<br/>Wandsworth High Street,<br/>London SW18 2PP</p> <p>Stops: Wandsworth Town or Clapham<br/>J10/20</p> <p>Nearest East Putney<br/>Bus: 28, 37, 38, 44, 67, 156, 170, 207,<br/>222, 403</p> <p>Parking available at nearby<br/>Business Centre</p> |
|---|---|--|---|

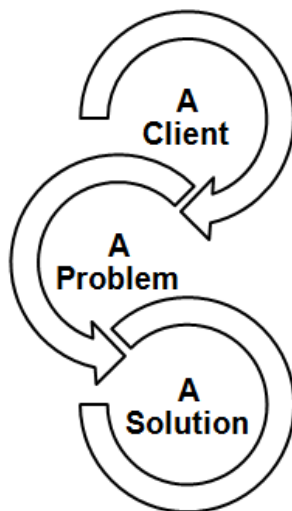
## Case Studies

- <http://www.tacnet.org.uk/home/511>
- <https://www.youtube.com/watch?v=kGdrxZIH7D8>
- Started with 6 employers (SMEs)

- 14 Apprentices
- National coverage
- Recruiting over 500 Apprentices a year
- Over 40 employers in London
- 3 Apprenticeship pathways

## Example Case Study

### 2010

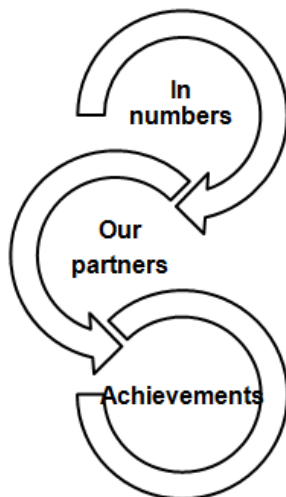


Transport for London  
Framework requirement to  
take on apprentices

Forgotten art...  
No appropriate qualification  
No visible provision  
Insufficient numbers

A consortium is established  
A qualification is developed  
A college is appointed  
Apprentices are recruited

### By 2014

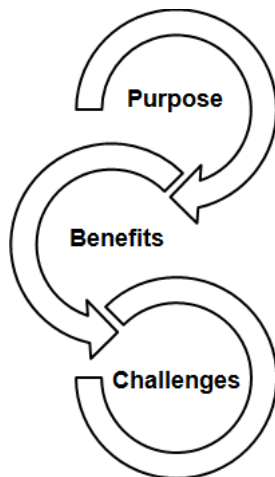


6 companies ⇒ over 50 companies  
8 apprentices ⇒ 300 apprentices  
1 college ⇒ 12 colleges

ICE, CIBSE, IET, IMechE, CIHT,  
Engineering Council  
National Apprenticeship Service  
Transport for London  
Pearson – Edexcel  
College network

Award winning  
2 apprenticeship frameworks in place  
2 in planning stage – others being discussed  
600 apprentices in training  
First apprentices have achieved EngTech and  
TMICE following professional review.

## Examples Case Study 2



Meet business need for highly skilled technicians  
Provide valued work based route to a career as a professional engineer  
Increase number of technician apprenticeships across a range of engineering disciplines

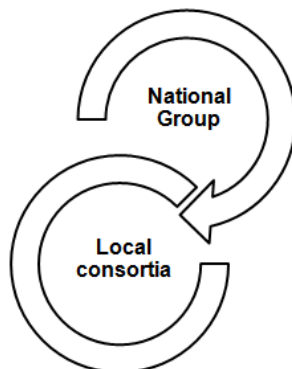
Employer led and responsive to industry needs  
Employers, large & small, have collective 'clout' to influence

- College curriculum content and quality
- Qualification development and revisions

Single point of contact for PEs, Government Agencies and Awarding Bodies  
Support and shared good practice

Perception of apprenticeships and engineering - a toxic mix  
Lack of appropriate, well-informed and widely available careers advice and guidance  
Comparable data to measure achievements

### How it works



#### National Group

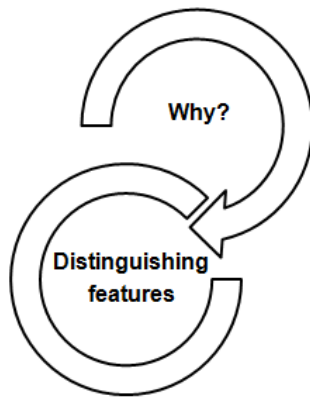
- Hold quarterly workshops to discuss and agree priorities for development and influence in line with TAC objectives
- Provide funds to cover the cost of resources to support the delivery of the business plan including a project manager

#### Local consortia

- Comprise companies, large and small, that have apprentices on Advanced Technician Apprenticeship Programmes in the region
- Provide the forum for training provider and companies to make sure that the programmes meet business need and offer the best quality experience for the apprentice.

## Apprenticeships – The Trailblazers

### Apprenticeship Trailblazers



#### Why?

- Meet needs of future economy
- Viewed with same esteem as university
- More rigour
- More responsive
- Simpler and clearer

#### Distinguishing features

- Designed by employers
- Clear and concise – 2 page Standard
- Minimum 12 months
- Synoptic end-point assessment
- Graded
- Linked to professional registration
- Changed funding rules
  - Employer contribution
  - Employer draws down Government contribution to pay for provision

## Apprenticeship Training Agency (ATA)

The Apprenticeship Training Agency or ATA model is an alternative approach to the recruitment and employment of apprentices. Instead of the traditional Apprentice-Employer relationship, the ATA model offers Employers the opportunity to benefit from the extra staffing that an Apprentice can bring, without the final burden that often comes with the appointment.

The ATA model is specifically designed for those who can only afford to employ an apprentice for 2-3 days a week, which is below the 30 hours a week minimum of employing an Apprentice.

Unlike the traditional method of Apprenticeships, under the ATA model it is the Apprenticeship Training Agency that acts as the employer for the apprentice. The Apprenticeship Training Agency also matches the apprentice to a suitable employer.

The host employer pays the Apprenticeship Training Agency a fee for the apprentices' services, similar to a recruitment agency. This fee is based on the wage agreed between the host employer and the Apprenticeship Training Agency, in-line with the National Apprenticeship Minimum Wage and an ATA management fee.

Employer benefits include:

- Support with recruitment of Apprentices;
- The Apprenticeship Training Agency is responsible for wages, tax, National Insurance as well as the connected administration and performance management;
- The Apprenticeship Training Agency is responsible for the supervision of the apprentice during the Apprenticeship period;
- Links with an approved training provider, as well as ongoing support for the employer and the apprentice throughout the apprenticeship.

Often the Apprenticeship Training Agency is also the training provider who delivers the Apprenticeship qualification.

The ATA model also allows an apprentice to work with more than one employer, which is especially useful when one employment placement does not offer the activities to ensure an apprentice can do the work necessary to achieve their qualification.

## ANNEX 1: Multi-Planning Review – Feedback Record



CareerWise Consultancy

|               |  |          |  |
|---------------|--|----------|--|
| Learner Name  |  | Date     |  |
| Assessor Name |  | Location |  |
| Course Title  |  |          |  |

| Planned Activities |                         | Unit                   |
|--------------------|-------------------------|------------------------|
|                    |                         |                        |
| Due Date           | Assessor Initial & Date | Learner Initial & Date |
|                    |                         |                        |

## ANNEX 2: Multi-purpose Evidence Record – page 1



### Evidence Record

Purpose: to record learner evidence against a range of assessment methods

|               |  |          |  |
|---------------|--|----------|--|
| Learner Name  |  | Date     |  |
| Assessor Name |  | Location |  |
| Course Title  |  |          |  |

| Assessment Method       |  |                               |  |
|-------------------------|--|-------------------------------|--|
| Direct Observation      |  | Learner's Plans / Records     |  |
| Professional Discussion |  | Recognition of Prior Learning |  |
| Reflective account      |  | Other (please state below)    |  |
| Expert Witness Evidence |  |                               |  |

| Recording of Evidence | Unit | Assessment criteria |
|-----------------------|------|---------------------|
|                       |      |                     |

## ANNEX 2: Multi-purpose Evidence Record – page 2



CareerWise Consultancy

### Evidence Record

Purpose: to record learner evidence against a range of assessment methods

| Recording of Evidence | Unit | Assessment criteria |
|-----------------------|------|---------------------|
|                       |      |                     |

|                    |  |      |  |
|--------------------|--|------|--|
| Learner signature  |  | Date |  |
| Assessor signature |  | Date |  |

|   |  |      |  |
|---|--|------|--|
| Internal quality assurance (as appropriate) |  |      |  |
| Name  |  |      |  |
| Signature                                   |  | Date |  |

## **ANNEX 3: Contract of employment – Apprenticeship**

### **Contract of Employment**

#### **A. PURPOSE OF CONTRACT**

This Contract sets out the rights and responsibilities relating to the Apprenticeship and the commitment to see the training through.

This forms the basis of a contract of employment between the participating persons or organisations.

#### **B. EMPLOYER COMMITMENT**

- To provide as far as is reasonably practical the experience, facilities and training necessary to achieve the training objectives specified in the Apprenticeships Plan.
- To pay the apprentice a minimum of £80.00 per week and to provide at least 16 hours of employment per week throughout the apprenticeship.
- To use all reasonable endeavours, with the assistance of the partners, to arrange employment elsewhere should the Apprenticeship be terminated due to redundancy.
- To use all reasonable endeavours, with the assistance of the partners, to arrange a training place for the Apprentice for the duration of the training with another organisation if the Apprenticeship is terminated due to redundancy.
- To undertake their legal and contractual responsibilities for the Health and Safety of the apprentice as detailed in the work place Health and Safety assessment form.

#### **C. APPRENTICE COMMITMENT**

- To work for the employer.
- To observe the employers terms and conditions of employment.
- In both work and training, to be diligent and punctual and to attend training, keep records and take tests to be determined by the employers in order to achieve the Apprenticeship Plan objectives.
- To behave in a responsible manner and to promote the employers best interests.
- To undertake their legal and contractual responsibilities for the Health and Safety of the apprentice as detailed in the work place Health and Safety assessment form.

## D. APPRENTICE DETAILS

Name \_\_\_\_\_

N.I. No. \_\_\_\_\_ Date of Birth \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## E. EMPLOYER DETAILS

Company Name \_\_\_\_\_

Name of Contact \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Tel \_\_\_\_\_

Having read the above document, we the undersigned agree to the terms contained within them:

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(organisation)

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Apprentice)

## ANNEX 4: Training Needs Analysis – for employers

| TRAINING NEEDS ANALYSIS  |   |   |   |
|--|---|--|--|
| <b>COMPANY DETAILS</b>   |   |  |  |
| Business Name: _____   |   | EDRS Number: _____   |  |
| Reg address: _____   |   |  |  |
| Postcode: _____  |   |  |  |
| Website: _____   |   | Contact No: _____  | Borough: _____   |
| Trading period: <input type="checkbox"/> Less than 6 months <input type="checkbox"/> 7-11 months <input type="checkbox"/> 12-23 months <input type="checkbox"/> More than 24 months  |   |  |  |
| No of staff: <input type="checkbox"/> 9 or less <input type="checkbox"/> 10 to 49 <input type="checkbox"/> 50 to 249 <input type="checkbox"/> More than 250  |   |  |  |
| <b>SME status Declaration</b><br>An SME (Small and Medium Sized Enterprise) is defined as a business that meets the following conditions: <ul style="list-style-type: none"> <li>• It employs fewer than 250 persons;</li> <li>• Its annual turnover is below €50m (approximately £45m);</li> <li>• Its balance sheet is below €43m (approximately £39m);</li> <li>• Its business is not a subsidiary and /or under the control of a larger non SME entity.</li> </ul> For further guidance see below link to the EU's website on SME definition.<br><a href="http://ec.europa.eu/enterprise/policies/sme/facts-figures-analysis/sme-definition/index_en.htm">http://ec.europa.eu/enterprise/policies/sme/facts-figures-analysis/sme-definition/index_en.htm</a> |   |  |  |
| I declare that :<br><input type="checkbox"/> Yes – my business meets the above definition of an SME<br><input type="checkbox"/> No – my business does not meet the above definition of an SME  |   |  |  |
| Please note that we are unable to offer support on this programme if you do not meet the criteria for an SME   |   |  |  |
| <b>CONTACT OF ACCOUNTABLE PERSON</b>   |   |  |  |
| Contact Name: _____  |   | Email: _____   |  |
| Position: _____  |   | Tel Number: _____  |  |
| Employment status: <input type="checkbox"/> Full Time [more than 30 hrs] <input type="checkbox"/> Part Time [less than 30 hrs] <input type="checkbox"/> Self Employed  |   |  |  |
| <b>LEGAL STATUS OF BUSINESS</b>  |   |  |  |
| <input type="checkbox"/> Sole trader<br><input type="checkbox"/> Partnership<br><input type="checkbox"/> Private Limited Company<br><input type="checkbox"/> Non – independent company [see below]   |   | <input type="checkbox"/> Public Limited Company<br><input type="checkbox"/> Public Sector Organisation/Local Government<br><input type="checkbox"/> Voluntary/Community Sector/Not for Profit Organisation<br><input type="checkbox"/> Receive 50% or more of your funds from a public sector source |  |
| <b>Non-independent Enterprises can still be eligible providing you can respond positively to one of the following three statements. If you cannot demonstrate A, B or C, the company is ineligible to receive ESF support as an SME.</b>   |   |  |  |
| <input type="checkbox"/> A That the owning organisation meets all of the SME criteria i.e. employee numbers turnover and balance sheet<br><input type="checkbox"/> B The enterprise is held by public investment corporations, venture capital companies or institutional investors that DO NOT exercise control either jointly or individually<br><input type="checkbox"/> C If the capital is spread in such a way that it is not possible to identify by whom it is held and the enterprise declares it legitimately presumes it is not owned by one or more enterprise not fitting the SME criteria  |   |  |  |
| Please provide either Company Registration Number or Unique Tax Reference Number:  |   |  |  |
| Reg Number: _____  |   | Unique Tax Ref Number: _____   |  |
| <b>ABOUT YOUR COMPANY</b>  |   |  |  |
| Please select the sectors that best describe your organisation:  |   |  |  |
| <input type="checkbox"/> Agriculture<br><input type="checkbox"/> Food drink and tobacco<br><input type="checkbox"/> Engineering<br><input type="checkbox"/> Chemicals<br><input type="checkbox"/> Other: (please state) _____  | <input type="checkbox"/> Professional services<br><input type="checkbox"/> Distribution, hotels and so on<br><input type="checkbox"/> Other manufacturing<br><input type="checkbox"/> Health and education services | <input type="checkbox"/> Textiles and clothing<br><input type="checkbox"/> Mining and extraction<br><input type="checkbox"/> Other services<br><input type="checkbox"/> Transport and communications   | <input type="checkbox"/> Utilities (gas, electric, water)<br><input type="checkbox"/> Metals and mineral products<br><input type="checkbox"/> Construction<br><input type="checkbox"/> Banking and business services<br><input type="checkbox"/> Public administration and defence |

|  |                              |                               |                               |
|--|------------------------------|-------------------------------|-------------------------------|
| What are the main markets, products and services that the business offers?                                       |                              |                               |                               |
|  |                              |                               |                               |
| What are the businesses goals and targets for the future?  |                              |                               |                               |
|  |                              |                               |                               |
| What are the current and future key challenges that the business faces?  |                              |                               |                               |
|  |                              |                               |                               |
| How do you promote the business?   |                              |                               |                               |
|  |                              |                               |                               |
| What are your routes to market – how do you sell and who are your customers?                                     |                              |                               |                               |
|  |                              |                               |                               |
| How do you develop new products/services?  |                              |                               |                               |
|  |                              |                               |                               |
| How do you measure – costs, efficiency, customer satisfaction and quality?                                       |                              |                               |                               |
|  |                              |                               |                               |
| Are your employees proficient in ICT – networks, internet, website, email, MS Office?                            |                              |                               |                               |
|  |                              |                               |                               |
| What is the structure of the business? How many departments exist? Can you provide/draw an organisational chart? |                              |                               |                               |
|  |                              |                               |                               |
| <b>HR POLICIES AND PROCEDURES</b>  |                              |                               |                               |
| Do employees have job descriptions and contracts of employment?  |                              |                               |                               |
| Job description  | <input type="checkbox"/> All | <input type="checkbox"/> Some | <input type="checkbox"/> None |
| Employment contracts   | <input type="checkbox"/> All | <input type="checkbox"/> Some | <input type="checkbox"/> None |
| Annual appraisals  | <input type="checkbox"/> All | <input type="checkbox"/> Some | <input type="checkbox"/> None |
| Are they up-to-date?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No   |                               |
| Do you have a training plan?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No   |                               |
| Is there any statutory or industry/ sector regulatory training requirements?                                     | <input type="checkbox"/> Yes | <input type="checkbox"/> No   |                               |
| Do you have a Health & Safety policy?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No   |                               |
| Do you have an Equality & Diversity policy?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No   |                               |

| TRAINING AND DEVELOPMENT   |               |                           |
|--|---------------|---------------------------|
| Is your organisation currently undertaking any training or development? <input type="checkbox"/> Yes <input type="checkbox"/> No   |               |                           |
| If yes, who is the training being delivered by? <input type="text"/>   |               |                           |
| How close is your current workforce to meeting any regulatory training targets? <input type="text"/> %   |               |                           |
| Details of current training taking place (in-house or externally delivered)  |               |                           |
| Do you have any further training and development planned in the next 6 – 12 months? <input type="checkbox"/> Yes <input type="checkbox"/> No   |               |                           |
| If yes, can you provide some details as to what training/development is required and if this is planned for in-house or externally delivered?  |               |                           |
| What are the main business issues [organisation needs] which may have a training solution?<br><i>Things to consider: Are the teams competent in their current job roles, is there any skills gap, are teams prepared for the future, are there any team-wide training needs?</i> |               |                           |
| 1.   |               |                           |
| 2.   |               |                           |
| 3.   |               |                           |
| 4.   |               |                           |
| TRAINING NEEDS   |               |                           |
| Qualifications   | Type or Level | Potential number of staff |
|  |               |                           |
|  |               |                           |
|  |               |                           |
|  |               |                           |
|  |               |                           |
| Bespoke elements   |               | Potential number of staff |
|  |               |                           |
|  |               |                           |
|  |               |                           |
| DEVELOPMENT PLAN   |               |                           |
| ACTION   | TARGET DATE   | RESPONSIBLE PERSONS       |
|  |               |                           |
|  |               |                           |
|  |               |                           |
|  |               |                           |
|  |               |                           |

## EMPLOYER DECLARATION

I understand that this Training Needs Analysis will be used to assist in identifying the organisations training requirements. The action plan on this form will be used by the training provider to determine appropriate qualifications/units for our identified staff members.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Name: \_\_\_\_\_ Position within firm: \_\_\_\_\_

## PROVIDER DECLARATION

I confirm that I have completed the Training Needs Analysis with this organisation.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Name: \_\_\_\_\_ Provider: \_\_\_\_\_

## STATE AID RULES [De MINIMIS]

For most of the 2007-2013 ESF programme the ESF and public match funding provided to providers in Priorities 1 and 4 will not constitute state aid. Where ESF activity is supporting individuals to improve their employability and help them move closer to the labour market the aid is being provided to the individual and there are no direct benefits for enterprises. However for those elements of the programme in Priorities 2 and 5 which provide support to individuals in employment there may be state aid implications because their employers are receiving support towards the costs of training. Where ESF supports individuals in employment to achieve full or part qualifications this may constitute an aid.

The new de minimis regulation covering the 2007-2013 programme enables an enterprise to receive up to €200,000 euros in aid (any public resources including ESF) over three fiscal years. Providing such aid is given within the de minimis rules there is no requirement to notify it to the Commission.

To ensure that the requirements of the de minimis regulation are met, scheme administrators must ensure that any award of ESF and other public match funding to an enterprise given under the terms of the de minimis block exemption does not breach the €200,000 ceiling over three fiscal years. Member states are required to keep detailed records of any de minimis aid paid for 10 years. The new de minimis regulation:

- extends the scope of the regulation to marketing and processing of agricultural products with certain conditions and the transport sector (but not to road haulage operations for the acquisition of road freight transport vehicles);
- prohibits the cumulation of de minimis with other block exempted or notified aid schemes for the same costs, and;
- increases the de minimis level from €100,000 to €200,000 except the road transport sector which remains at €100,000.

Organisations using the de minimis rules must put in place a monitoring system to ensure the limit is not breached. Typically, such a monitoring system will involve:

- asking enterprises receiving support under their scheme to identify all other sources of support (either in cash or in kind) that they have received in the last three years;
- checking if previous de minimis aid is involved, to ensure that the combined assistance does not exceed €200,000 over any three-year rolling period. If the limit is breached, the aid may have to be reduced or refused to ensure the limit is not breached.

The BIS (Department for Business, Innovations and Skills) State Aid Branch advises writing to each recipient in the following terms:

"The assistance for Skills Support for the Workforce constitutes State Aid as defined under Articles 67 and 68 of the Treaty of Rome and is being granted as 'de minimis' aid under Commission Regulation EC/1998/2006. European Commission rules prohibit any undertaking from receiving more than €200,000 euros 'de minimis' aid over a rolling three-year period. Any 'de minimis' aid granted over the €200,000 limit may be subject to repayment with interest. If you have received any 'de minimis' aid over the last three years (from any source) you should inform us immediately with details of the dates and amounts of aid received. Furthermore, information on this aid must be supplied to any other public authority or agency asking for information on 'de minimis' aid for the next three years."

Whilst de minimis rules are straightforward in principle they are difficult and complex to operate in practice because they are not project related and as such rely on individual enterprises being able to identify how much aid and under which schemes they have received support over a rolling three-year period.

I declare that the amount of De Minimis aid received by the company over the last three fiscal years is:

| 2011 | 2012 | 2013 | 2014 | 2015 | TOTAL |
|------|------|------|------|------|-------|
|      |      |      |      |      | 0.00  |

## EMPLOYER DECLARATION

I confirm that, to the best of my knowledge, the information provided is correct and given in good faith. I confirm that I understand that failure to meet the SME status (where applicable) may result in this enterprise being ineligible to receive ESF funds.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Name: \_\_\_\_\_ Position within firm: \_\_\_\_\_

## DATA PROTECTION ACT 1998

This information may be shared with other organisations and Department for Education and Skills and Department for Work & Pensions for administrative, statistical and research purposes, to inform careers and other guidance and to monitor progress.

| SKILLS AUDIT |            |     |           |   |                          |                         |           |
|--------------|------------|-----|-----------|---|--------------------------|-------------------------|-----------|
|              | Staff Name | Age | Job Title | Hours Worked  | Highest Prior Attainment | Possible Training Needs | Action(s) |
| 1            |            |     |           | <input type="checkbox"/> 16 – 19 hours<br><input type="checkbox"/> 20 + hours |                          |                         |           |
| 2            |            |     |           | <input type="checkbox"/> 16 – 19 hours<br><input type="checkbox"/> 20 + hours |                          |                         |           |
| 3            |            |     |           | <input type="checkbox"/> 16 – 19 hours<br><input type="checkbox"/> 20 + hours |                          |                         |           |
| 4            |            |     |           | <input type="checkbox"/> 16 – 19 hours<br><input type="checkbox"/> 20 + hours |                          |                         |           |
| 5            |            |     |           | <input type="checkbox"/> 16 – 19 hours<br><input type="checkbox"/> 20 + hours |                          |                         |           |
| 6            |            |     |           | <input type="checkbox"/> 16 – 19 hours<br><input type="checkbox"/> 20 + hours |                          |                         |           |
| 7            |            |     |           | <input type="checkbox"/> 16 – 19 hours<br><input type="checkbox"/> 20 + hours |                          |                         |           |
| 8            |            |     |           | <input type="checkbox"/> 16 – 19 hours<br><input type="checkbox"/> 20 + hours |                          |                         |           |
| 9            |            |     |           | <input type="checkbox"/> 16 – 19 hours<br><input type="checkbox"/> 20 + hours |                          |                         |           |
| 10           |            |     |           | <input type="checkbox"/> 16 – 19 hours<br><input type="checkbox"/> 20 + hours |                          |                         |           |
| 11           |            |     |           | <input type="checkbox"/> 16 – 19 hours<br><input type="checkbox"/> 20 + hours |                          |                         |           |
| 12           |            |     |           | <input type="checkbox"/> 16 – 19 hours<br><input type="checkbox"/> 20 + hours |                          |                         |           |

#### EMPLOYER DECLARATION

I confirm that the above named staff members are in employment with [please write your organisations name here]

Signed:

Date:

Name:

Position within firm:

## ANNEX 5: Mathematics Initial Assessment Level 1



Maths

Initial Assessment

L1

Name:

Date:

## Number

1. Look at the following numbers and identify the value of the emboldened digit, by completing the words at the side.

- |                       |            |
|-----------------------|------------|
| a. 6 <b>8</b> 7, 456  | eight..... |
| b. 822,8 <b>0</b> 0   | eight..... |
| c. 8 000 0 <b>0</b> 0 | eight..... |
| d. 457 8 <b>9</b> 8   | eight..... |
| e. 399 4 <b>5</b> 8   | eight..... |

2. Put these temperatures in order from coldest to warmest.

|         |     |      |       |         |
|---------|-----|------|-------|---------|
| - 10°C  | 3°C | -1°C | - 4°C | 0°C     |
| coldest |     |      |       | warmest |

.....

3. Lee ordered 200 boxes of computer disks but only 126 boxes were delivered. How many boxes were missing? .....

4. Put these fractions in order from smallest to largest.

|               |                |                |               |               |
|---------------|----------------|----------------|---------------|---------------|
| $\frac{3}{4}$ | $\frac{7}{12}$ | $\frac{3}{10}$ | $\frac{2}{5}$ | $\frac{1}{2}$ |
|---------------|----------------|----------------|---------------|---------------|

.....

5. How much would I earn if I worked 30 hours at £6.53 an hour?

## Measures, Shape and Space

### MSS L1

- Study the following page from a furniture catalogue. Steve and Lisa need to buy a table, 4 chairs and a settee but only have a budget of £650. Identify which pieces of furniture they can afford.



- Add the 12 hour clock time, complete with am or pm, in the boxes under the clocks







3. What is the area of my lawn if it measures 6m by 5.2m?

4. If I want to put a fence around all 4 sides my lawn, what length of fencing do I need to buy?

5. Study the following chart showing mileage between different towns in the UK.

|          |            |         |        |           |         |      |           |            |           |      |        |
|----------|------------|---------|--------|-----------|---------|------|-----------|------------|-----------|------|--------|
| Aberdeen |            |         |        |           |         |      |           |            |           |      |        |
| 421      | Birmingham |         |        |           |         |      |           |            |           |      |        |
| 529      | 113        | Cardiff |        |           |         |      |           |            |           |      |        |
| 71       | 357        | 465     | Dundee |           |         |      |           |            |           |      |        |
| 131      | 290        | 398     | 62     | Edinburgh |         |      |           |            |           |      |        |
| 152      | 286        | 394     | 84     | 45        | Glasgow |      |           |            |           |      |        |
| 387      | 137        | 251     | 318    | 255       | 275     | Hull |           |            |           |      |        |
| 118      | 446        | 553     | 134    | 162       | 178     | 444  | Inverness |            |           |      |        |
| 345      | 93         | 201     | 281    | 214       | 210     | 95   | 370       | Manchester |           |      |        |
| 244      | 208        | 323     | 175    | 122       | 159     | 148  | 274       | 147        | Newcastle |      |        |
| 343      | 132        | 246     | 279    | 191       | 208     | 41   | 367       | 70         | 90        | York |        |
| 549      | 118        | 150     | 481    | 412       | 406     | 216  | 573       | 201        | 288       | 208  | London |

How much further is it from Aberdeen to London than it is from Manchester to York?

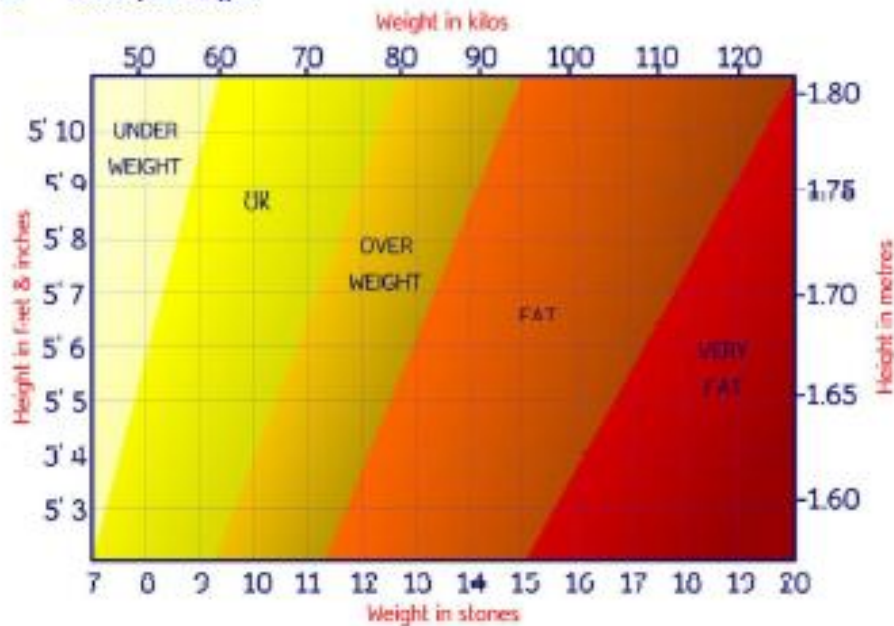
## Level 1 Handling Data

Study the following charts about Ideal weights and compare the information given.

### A Ideal weight for height

| Ideal Weight for Height |        |         |           |         |           |
|-------------------------|--------|---------|-----------|---------|-----------|
| Height                  |        | Men     |           | Woman   |           |
| Feet & Inches           | Metres | Kg      | lbs       | Kg      | lbs       |
| 5' 2"                   | 1.58   | 51 - 64 | 112 - 141 | 46 - 59 | 101 - 130 |
| 5' 2.5"                 | 1.60   | 52 - 65 | 114 - 143 | 48 - 61 | 105 - 134 |
| 5' 3.5"                 | 1.62   | 53 - 66 | 116 - 145 | 49 - 62 | 108 - 136 |
| 5' 4.5"                 | 1.64   | 54 - 67 | 119 - 147 | 50 - 64 | 110 - 141 |
| 5' 5"                   | 1.66   | 55 - 69 | 121 - 152 | 51 - 65 | 112 - 143 |
| 5' 6"                   | 1.68   | 56 - 71 | 123 - 156 | 52 - 66 | 114 - 145 |
| 5' 6.5"                 | 1.70   | 58 - 73 | 127 - 161 | 53 - 67 | 117 - 147 |
| 5' 7.5"                 | 1.72   | 59 - 74 | 130 - 163 | 55 - 69 | 121 - 152 |
| 5' 8.5"                 | 1.74   | 60 - 75 | 132 - 165 | 56 - 70 | 123 - 154 |
| 5' 9"                   | 1.76   | 62 - 77 | 136 - 169 | 58 - 72 | 128 - 158 |
| 5' 10"                  | 1.78   | 64 - 79 | 141 - 174 | 59 - 74 | 130 - 163 |

**B Check your weight**



- What Information does Chart B show give you that Chart A doesn't?
  - weight in kilos ☐ height in metres ☐
  - weight in stones ☐ 5 definitions of weight status ☐
- If you were 1.58m and 65kg circle which of these would be considered an Ideal weight?
 

45kg      55kg      65kg      75kg
- If I was a 1.70m woman and weighed 70kg, which 2 of these statements would be true?
  - According to Chart A, I would be overweight.
  - According to Chart A, I would be underweight.
  - According to Chart A, I would be Ideal weight.
  - According to Chart B, I would be overweight.
  - According to Chart B, I would be underweight.
  - According to Chart B, I would be Ideal weight.

4. Choose one of the following ratios to show how likely these events are to happen.

|           |         |
|-----------|---------|
| 1 in 4    | 1 in 12 |
| certainty | 1 in 2  |

- |    |  |       |
|----|--|-------|
| a. | that a tossed coin will land on heads            | ..... |
| b. | that I will die one day                          | ..... |
| c. | that a person's birthday will be in April        | ..... |
| d. | that a card picked from a pack will be a diamond | ..... |

**ANNEX 6: English Initial Assessment Level 1**



English

Initial Assessment

Level 1

**Name:**

**Date:**

## Level 1

### Reading

The recruits are having to learn about their new working environment. The extracts below are from a poster displayed in all areas of the building.

Read the following carefully.

Keep your work area tidy  
Do not leave trailing wires on the floor  
Clean up any spillages or report them for cleaning  
Food and drink to be consumed only in the canteen  
Report any loose wires  
Do not overload shelves

1. Tick which of these you think is the poster's overall purpose.

- ☐ a. cleanliness;
- ☐ b. tidiness;
- ☐ c. electricity;
- ☐ d. health and safety;
- ☐ e. eating and drinking

Another poster says:

"We have a No Smoking Policy.  
External Designated Smoking Areas Provided."

2. What does this mean to you? Tick your answer.

- ☐ a. The organisation does not allow smoking inside or outside the building.
- ☐ b. Smoking is allowed anywhere.
- ☐ c. Smoking is allowed on the premises anywhere outside the building.
- ☐ d. Smoking is only allowed outside in special specified areas.
- ☐ e. Smokers will not be employed.

On the back of every door in the building is an 'In Case of Fire' poster. It reads:

**If the fire alarm sounds:**

- Stop work immediately
- If not in your normal work area, do not go back to it or stop to collect personal belongings but
- Walk to nearest Fire Exit (do not run)
- Never use the lift
- Vacate the building
- Go to Fire Assembly Point to rear of Car Park
- Give your name to the Fire Marshall
- Inform Marshall of anyone you think may still be in the building
- Wait at Assembly Point until given further instructions by Marshall

On the students' first day the fire alarm sounds. Sue is in the canteen waiting for Harpreet. James is in the Smoking Area outside. Jake is on the stairs going to look for James. Harpreet is in the Ladies' Washroom, near the cloakroom where she has her locker.

**3. What should Sue do?**

- a. Look for Harpreet and tell her about the alarm;
- b. Wait for Harpreet to find her in the canteen;
- c. Walk to nearest Fire Exit and get out of building;
- d. Run to cloakroom for her belongings before leaving the building.

4. What should James do?
  - a. Stay outside where he is
  - b. Go to Fire Assembly Point
  - c. Rush back in building and go up the stairs looking for Jake
  - d. Pop back into Reception on ground floor to find out if it is a practice
  
5. What should Jake do?
  - a. Run downstairs as fast as possible
  - b. Exit and go to Smoking Area looking for James
  - c. Go back upstairs to where he was working
  - d. Continue walking downstairs and go to Fire Assembly Point
  
6. The 5th bullet point on the poster reads, "Vacate the building". If you wanted to replace the word vacate which of these words or phrases would be most appropriate?

|                      |  |
|----------------------|--|
| Empty out of         |  |
| Take a vacation from |  |
| Leave                |  |
| Remove               |  |

The office manager adds a new instruction to the 'In Case of Fire' poster.

7. Rearrange these words to make a sensible new instruction.

999. alerted brigade The  
should ringing fire by be

**Level 1 Punctuation**

Jacey has received this flyer through her letter box advertising a new window cleaning round. It is full of punctuation mistakes and omissions. Can you put it right?

**BJ Windows**

Do you have a window cleaner

If not, why not give me a call im cheap and reliable its getting difficult for me to take on many more  
house's now so why dont you give me a call

Ring me today and ill get back to you asap  
077903060771

## Level 1 Grammar and Composition

Choose the most appropriate conjunction (joining word) to join these sentences together. Write it into the space in the sentence.

|       |      |          |       |
|-------|------|----------|-------|
| if    | so   | although | while |
| since | when | because  |       |

- ..... you are going to complain about the phones being down again, please make sure you explain this is the third time this has happened this week!
- It is now illegal to smoke in public buildings ..... please do not smoke in the office!
- Government recommendations are that we should eat 5 pieces of fruit and vegetables a day ..... many people find this quite difficult.

Insert the correct form of the missing verb.

- We ..... going to go to town yesterday.
- When ..... I going to be able to visit you?

## Level 1 Spelling

Decide which are the correct, red, underlined words to fit into the spaces.

Delete the wrong words.

- a. "Thank you for giving up your/you're time to help with the cubs' party. Unfortunately, they're/their/there aren't enough sandwiches to go round please would you go and make some more/moor? Could you also cheque/check we have enough buns two/to/too. If not, we're going to have to find out where/were/we're the nearest shop is so you can go and get some before its/it's closed. Do you no/know what time that is likely to be? I do hope we're not going to be too late! Hean/Here you are, you'll need some money to buy/by/bye them with."

## ANNEX 7: 15billion Work Week Annual Report 2015/2016



### *TRANSFORMING YOUNG FUTURES*

Building ambition at a young age is crucial to success in later life. Work Week is a week-long interactive programme that fills the need to raise aspirations and understanding of working life at foundation stages, Key Stage 1 and Key Stage 2 across East London.

## WORK WEEK ANNUAL REPORT

2015 / 2016

## WORK WEEK SPONSORS

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15billion-ebp would like to thank our Work Week funders:



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## CONTACT US

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## VISION

---

Work Week provides inspirational, interactive and high-quality learning for primary school children about the world of work and raises awareness of the possibilities and diversity in working life. Work Week is a fundamental part of 15billion-ebp's primary offer alongside Children's University\*, which raises aspirations, attainment and participation in primary schools across East London.

## DELIVERY

---

Work Week is a comprehensive work-related-learning programme for primary schools. 15billion-ebp have designed age appropriate lesson plans & PowerPoints for classroom delivery, interactive visits to workplaces and career focussed classroom sessions led by business volunteers. All children in the school take part in activities during Work Week from 3-11 years old. Work Week is commissioned by schools and is part funded by KPMG, Clifford Chance, Crossrail and Tate & Lyle Sugars to ensure it remains affordable to schools.

## LEARNING OBJECTIVES

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The key learning objectives of Work Week are to:

- Develop pupils' work-related vocabulary
- Increase pupils' understanding of different jobs
- Develop pupils' team work skills
- Develop pupils' financial capability
- Develop pupils' enterprise and problem solving skills
- Develop pupils' awareness and understanding of working life
- Demonstrate the links between learning in school and success in the world of work

"Children had a real insight into work."

Deputy Head, Henry Green Primary School

## PROGRESS

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Work Week has been highly popular among schools and businesses alike. High demand for Work Week from primary schools has enabled us to grow the programme ahead of schedule and we have increased the number of schools by 323% since we launched it in Newham schools in 2013/14 (See Annex A). The programme has exceeded all of our initial forecasts and expectations. Our original 2013/16 target was to deliver the programme in 8 schools, however due to high demand we delivered Work Week in 17 schools in 2013/16.

At our current operating level we are close to reaching capacity to offer the programme in 18 schools which we aim to deliver in 2016/17. Work Week now covers 3 East London boroughs; Newham, Barking & Dagenham, Waltham Forest and there are schools on the waiting list for further places. Business participation in Work Week has also increased by 112.5% since we launched the programme in 2013/14 and this year 68 businesses supported the programme.

As part of Work Week we have also developed a programme aimed at supporting unemployed parents from participating schools. In 2013/16 'Route to Work' supported over 200 parents through a variety of ways including careers advice, work experience, job training and signposting.

\* [www.childrensuniversity.co.uk](http://www.childrensuniversity.co.uk)

## WORK WEEK IN NUMBERS 2015/16

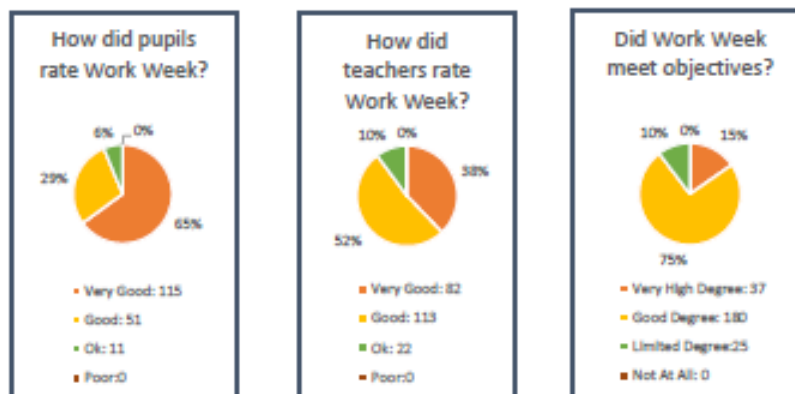
- Approximately 9,700 pupils, aged 3 to 11, participated in Work Week
- 17 primary schools took part in Work Week [see Annex A]
- 325% increase in number of schools since 2013/14
- 68 businesses supported Work Week [see Annex B]
- 112.5% increase in business support since 2013/14
- 370 business volunteers led classroom sessions
- 169 visits to workplaces were carried out

**"The programme was extremely well run."**

Corporate Responsibility Manager, KPMG

## SCHOOL FEEDBACK

Feedback from schools has been overwhelmingly positive. Senior management and teachers have stated that the programme raises aspirations, provides children with a unique insight into working life, breaks down stereotypes about working and provides a fun and enjoyable experience for pupils and teachers. Both pupils and teachers were highly positive in their appraisal of Work Week with the vast majority rating it Very Good or Good. Equally the majority of teachers stated that Work Week met learning objectives.



### WHAT SCHOOLS TOLD US:

*"Lesson plans were very organised and easy to follow. The resources were practical and visual which in turn allowed children to access the lessons."*

Asma Azhar, Dersingham Primary School, Sept 2015

*"The whole week has been incredibly well organised. The staff and pupils have all been very positive about their experiences. The week has helped to raise aspirations."*

Jane Tripp, Deputy Head, Southwood Primary School, Oct 2015

# RINOVA

innovate, create & regenerate

*"The fact that members of staff and pupils are asking if we could do Work Week again speaks for itself! It has been an extremely positive week..."*

**Georgette Smalldridge, Deputy Head, Beam Primary School, Oct 2015**

*"Communication prior to Work Week was excellent... The week was well organized and ran very smoothly... The children got a lot from the visits and the visitors we had in. This was a very successful aspect of the week."*

**Sian Boutalbi, Deputy Head, Plaistow Primary School, Nov 2015**

*"Well organised, as usual, with comprehensive and detailed planning provided and good resources."*

**Sheila Symes, School Coordinator, Keir Hardie Primary School, Nov 2015**

*"The children really enjoyed the out of school trips and had a real insight into work. Several children commented about what they want to do when they are older... it was very well organised from start to finish and ran very smoothly."*

**Matt Murphy, Deputy Head, Henry Green Primary School, Dec 2015**

*"I liked that the children had the opportunity to explore different occupations daily. I thought the PowerPoint presentations worked well and the children enjoyed taking part."*

**Lauren Boulter, Ravenscroft Primary School, Jan 2016**

*"Work Week is a great initiative and created a real buzz within our school. Children enjoyed the visits and input from volunteers... Employability workshop was very well organised and supportive."*

**Bal Kettory, Assistant Head, North Beckton Primary, Jan 2016**

*"We have really enjoyed participating in Work Week! It was very well resourced and organised. The children and staff loved it!"*

**Ama Ospanin, Assistant Head, Carpenters Primary School, Feb 2016**

*"Very well organised—both prior and during Work Week...Nice range of activities available for children to take part in and excellent visitors and visits."*

**Rebecca Eva, Assistant Head, Grange Primary School, March 2016**

*"The quality of lesson plans and PowerPoints were very good as were the trips. The children really enjoyed the week and the range of trips, lessons and visitors."*

**Jo Green, School Co-ordinator, Central Park Primary School, March 2016**

*"Thank you for all your hard work. You did an amazing job which in return made my job a lot easier.... I've thoroughly enjoyed [Work Week] as I know the teachers and the children have... The volunteers were inspirational and the children wanted to know more about their jobs and roles and we're still asking questions after they'd finished the session!"*

**Manpreet Chhabra, Deputy Head, Avenue Primary School, Apr 2016**

*An extremely positive experience for all involved. Well organized. The workshop leaders were professional engaging and friendly. All the visits and visitors were immensely enjoyed by the children... The feedback from both teachers and pupils was extremely positive. Thank you! 15billion-ebp were professional, committed and flexible enabling everyone to access Work Week..."*

*Barbara Lo Guidice, Assistant Head, Monaga Primary School, May 2016*

*"It was a fantastic week. Staff and pupils really enjoyed it and learned lots throughout the week. Thank you to you for organizing it so well and for attending so many of the sessions. Look forward to working with you again next year."*

*Shabana Khan, Headteacher, Calverton Primary School, June 2016*

*"Thank you very much for making it such a success."*

*Anita Kumar, Deputy Head, Winsor Primary School, June 2016*

## BUSINESS FEEDBACK

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### OVERVIEW:

A total of 68 businesses supported Work Week in 2015/16. Businesses ranged in size from SME's to multinational corporates and supported the programme in a number of ways including funding, hosting workplace visits and sourcing volunteers to lead sessions in schools [see Annex B].

15billion-ebp arranged 169 Workplace Visits in 2015/16. Visit content was created in partnership with businesses and gave children an interactive and age appropriate experience of work in different sectors. 15billion-ebp recruited and trained 370 volunteers to come into schools to lead interactive sessions that gave children an insight into the world of work. Thank you to each and every one of them!

Businesses were overwhelmingly positive in their assessment of the programme stating that the programme was worthwhile, well organised and rewarding for their staff. They saw the merit in enabling learning about working life earlier and were keen to continue to support Work Week.

### QUOTES FROM BUSINESSES:

*We thoroughly enjoyed welcoming younger students into our offices, their enthusiasm and excitement was unparalleled! The programme was extremely well run from 15billion and most sessions were over-subscribed with KPMG volunteers on account of the positive feedback the programme received. Keep up the good work!*

*Frances Gallagher, KPMG*

*The Work Week programme is an outstanding addition to the school curriculum. We enjoyed the opportunity to be involved on the project. We enjoyed talking to the children about the world of work, and allowing the children to engage outside their normal routine. The children were very engaged throughout and enjoyed the sessions. Excellent work!*

*Lucy Sabia, Docklands Light Railway*

*The children and staff were fantastic and extremely well behaved.*

*Maddie Hucks, John Lewis*

# RINOVA

innovate, create & regenerate

*The team really loved meeting the children so we're really pleased to hear that they found it valuable and an insight they wouldn't normally have.*

*Charlotte Reichwald, Creature of London*

*"I really enjoyed the experience, the children were so engaging and it was so well organised, it was a real treat away from my day job."*

*Shena Caine, Barclays*

*"The kids were great and I think we all got something out of it."*

*Jackie Connolly, Newham Council*

*"A very worthwhile and satisfying experience and so glad that we were able to participate"*

*Charmain Thomas, Morgan Stanley*

*"I was really impressed with the year 6 pupils, their ideas and presentations were exceptional"*

*Rapinder Kaur, Crossrail*

## WHAT THE FUTURE HOLDS

We are excited to be able to offer the programme to a further school in the 2016/17 academic year. As a small charitable organisation with limited resources we have reached our operational capacity to deliver Work Week in 18 primary schools. Our vision for the future is to increase our capacity and business links to be able to offer Work Week to a larger number of schools to ensure that primary school children across East London have access to high-quality learning about the world of work. Further business support in the form of funding, offering workplace visits and recruiting volunteers is crucial to be able to reach our future objectives and meet demand for the programme.



## Work Week Schools

2013/14 (4 schools - original target 4 schools)

| School Name | Borough | Number of children on roll* |
|-------------|---------|-----------------------------|
| Carpenters  | Newham  | 463                         |
| Gallions    | Newham  | 635                         |
| Keir Hardie | Newham  | 461                         |
| Ravenscroft | Newham  | 565                         |
|             |         | Total: 2,124                |

2014/15 (10 schools - original target 7 schools)

| School Name | Borough | Number of children on roll* |
|-------------|---------|-----------------------------|
| Calverton   | Newham  | 402                         |
| Carpenters  | Newham  | 463                         |
| Dersingham  | Newham  | 668                         |
| Drew        | Newham  | 418                         |
| Gallions    | Newham  | 635                         |
| Grange      | Newham  | 241                         |
| Keir Hardie | Newham  | 461                         |
| New City    | Newham  | 608                         |
| Ravenscroft | Newham  | 565                         |
| Winsor      | Newham  | 603                         |
|             |         | Total: 4,823                |

2015/16 (17 schools - original target 8 schools)

| School Name   | Borough            | Number of children on roll* |
|---------------|--------------------|-----------------------------|
| Avenue        | Newham             | 876                         |
| Beam County   | Barking & Dagenham | 629                         |
| Calverton     | Newham             | 402                         |
| Carpenters    | Newham             | 463                         |
| Central Park  | Newham             | 931                         |
| Dersingham    | Newham             | 668                         |
| Grange        | Newham             | 241                         |
| Henry Green   | Barking & Dagenham | 463                         |
| Keir Hardie   | Newham             | 461                         |
| Mayville      | Waltham Forest     | 433                         |
| Monaga        | Newham             | 705                         |
| New City      | Newham             | 608                         |
| North Beckton | Newham             | 584                         |
| Plaistow      | Newham             | 467                         |
| Ravenscroft   | Newham             | 565                         |
| Southwood     | Barking & Dagenham | 564                         |
| Winsor        | Newham             | 603                         |
|               |                    | Total: 9,705                |

\* Figures based on 2014/15 academic year, actual figures for 2013/14 and 2015/16 may vary. Sourced from GOV.UK <https://www.compare-school-performance.service.gov.uk/find-a-school-in-england>

## Summary of Activities at Work Week Businesses 2015/16

| Business                | Summary of activities at workplace/ in school   |
|-------------------------|---|
| Abbey Leisure Centre    | <ul style="list-style-type: none"> <li>- Budgeting activity</li> <li>- Customer service activity</li> <li>- Healthy eating activity</li> </ul>  |
| Acas Beddon             | <ul style="list-style-type: none"> <li>- Children planted herbs and tasted fruits</li> <li>- Learned about where food comes from</li> <li>- Had a chance to go on the tills</li> </ul>  |
| Ballymore               | <ul style="list-style-type: none"> <li>- Recruited volunteers to lead sessions in schools</li> </ul>  |
| Bank of England Museum  | <ul style="list-style-type: none"> <li>- Viewed exhibits and interactive displays</li> <li>- Watched and participated in a presentation and workshop about the history of money</li> </ul>  |
| Barclays Romford Branch | <ul style="list-style-type: none"> <li>- Customer service activity</li> <li>- Budgeting activity using a monthly wage</li> <li>- Writing and depositing cheques</li> </ul>  |
| Barking Fire Station    | <ul style="list-style-type: none"> <li>- Fire safety talk</li> <li>- Children sat in the fire engine, sprayed the hose and asked firemen questions</li> </ul>   |
| Barts NHS Trust         | <ul style="list-style-type: none"> <li>- Children learnt about the many different roles in the NHS</li> </ul>   |
| BBIMV                   | <ul style="list-style-type: none"> <li>- Recruited volunteers to lead sessions in schools</li> </ul>  |
| Benwin Leighton Palmer  | <ul style="list-style-type: none"> <li>- Role played making business calls</li> <li>- Budgeting activity</li> <li>- Interviewed staff</li> </ul>  |
| Billinggate Market      | <ul style="list-style-type: none"> <li>- Children learnt how the market operates</li> <li>- Volunteer brought different seafood and fish for the children to look at and touch</li> <li>- Children peel and taste prawns</li> </ul> |
| Bouygues                | <ul style="list-style-type: none"> <li>- Recruited volunteers to lead sessions in schools</li> </ul>  |
| Broadway Theatre        | <ul style="list-style-type: none"> <li>- Children shown how to use lighting and sound equipment</li> <li>- Front of house activity</li> <li>- Tour of the building</li> </ul>   |
| Cats Protection         | <ul style="list-style-type: none"> <li>- Children learned about working with and protecting animals</li> <li>- Children had a look at different animal props</li> </ul>   |
| Clifford Chance         | <ul style="list-style-type: none"> <li>- Use telephones to book meeting rooms</li> <li>- Interview activity / tour of the building</li> <li>- Budgeting and catering activity</li> </ul>  |
| Creasure of London      | <ul style="list-style-type: none"> <li>- Budgeting activity for a TV advert</li> <li>- Creating a poster for a product</li> <li>- Interviewing staff</li> </ul>   |
| Crossrail               | <ul style="list-style-type: none"> <li>- Recruited volunteers to lead sessions in schools</li> </ul>  |
| Dagenham Farm           | <ul style="list-style-type: none"> <li>- Volunteer explained about different plants and gardening</li> <li>- Children had a look at gardening props and planted seeds</li> </ul>  |
| Dagenham Fire Station   | <ul style="list-style-type: none"> <li>- Fire safety talk</li> <li>- Children sat in the fire engine, sprayed the hose and asked firemen questions</li> </ul>   |
| Dagenham Library        | <ul style="list-style-type: none"> <li>- Children made a book display</li> <li>- Check in/out books</li> </ul>  |

|                                |  |
|--------------------------------|--|
| DLR                            | - Volunteer discussed different jobs on the DLR and how to stay safe on trains   |
| Dogs Trust                     | - Volunteer talked about working with animals and brought her dog Fudge for the children to meet                                   |
| Dragados Sisk                  | - Recruited volunteers to lead sessions in schools   |
| East Ham Fire Station          | - Fire safety talk<br>- Children sat in the fire engine, sprayed the hose and asked firemen questions                              |
| East London Garden Society     | - Volunteer talked about different plants and gardening<br>- Showed different gardening props<br>- Planted seeds with the children |
| Emirates Experience            | - Cabin crew activity<br>- Learn about jobs in aviation<br>- Had a look around the exhibition                                      |
| Epping Forest                  | - Children learnt about wildlife in the park and jobs outside  |
| Harvester                      | - Children had a tour around the kitchen<br>- Participated in a blindfolded food taste test  |
| HMCPSI                         | - Recruited volunteers to lead sessions in schools   |
| HMRC                           | - Recruited volunteers to lead sessions in schools   |
| Holiday Inn Express Stratford  | - Café activity learning to serve customers<br>- Learnt how to check guest in/out<br>- Children made up a hotel room               |
| House Mill                     | - Children had a tour of the old mill<br>- Café budgeting activity<br>- Advertising poster activity                                |
| Jenkins Lane Recycle Centre    | - Sorted recycled items<br>- Made recycled jewellery   |
| Jerram Faulks                  | - Recruited volunteers to lead sessions in schools   |
| John Lewis Westfield Stratford | - Participated in biscuit decorating<br>- Had a tour of the shop and dressed the mannequin   |
| Keepmoat                       | - Recruited volunteers to lead sessions in schools   |
| KPMG                           | - Budgeting activity<br>- Children made business phone calls<br>- Had a tour of KPMG and interviewed staff                         |
| Laing O'Rourke                 | - Recruited volunteers to lead sessions in schools   |
| Las Iguas Westfield Stratford  | - Customer service role play<br>- Budgeting activity<br>- Children had the chance to make fruit salad                              |
| LBN Newham                     | - Recruited volunteers to lead sessions in schools   |
| Lee Tunnel                     | - Recruited volunteers to lead sessions in schools   |
| Leyton Orient Football Club    | - Tour of Leyton Orient Football Club and introduced to different jobs behind the scenes<br>- Take part in coaching activity       |
| London City Airport            | - Customer service activity<br>- Marketing activity  |
| London Metropolitan Police     | - Recruited volunteers to lead sessions in schools   |
| Manor Park Library             | - Made a book display<br>- Check in/out books  |
| Morgan Stanley                 | - Recruited volunteers to lead sessions in schools   |

|                                   |  |
|-----------------------------------|--|
| Museum of London Docklands        | <ul style="list-style-type: none"> <li>- Children took part in Pounds and Pence presentation learning about money</li> <li>- Tour of museum</li> </ul>   |
| Neilcott                          | <ul style="list-style-type: none"> <li>- Recruited volunteers to lead sessions in schools</li> </ul>   |
| NewVic College                    | <ul style="list-style-type: none"> <li>- Recruited volunteers to lead sessions in schools</li> </ul>   |
| Pizza Express Canary Wharf        | <ul style="list-style-type: none"> <li>- Discussed history of Pizza Express</li> <li>- Made their own pizzas</li> </ul>  |
| Pizza Express Romford             | <ul style="list-style-type: none"> <li>- Discussed history of Pizza Express</li> <li>- Made their own pizzas</li> </ul>  |
| Pizza Express Theatre Square      | <ul style="list-style-type: none"> <li>- Discussed history of Pizza Express</li> <li>- Made their own pizzas</li> </ul>  |
| Pizza Express Walthamstow         | <ul style="list-style-type: none"> <li>- Discussed history of Pizza Express</li> <li>- Made their own pizzas</li> </ul>  |
| Pizza Express Westfield Stratford | <ul style="list-style-type: none"> <li>- Discussed history of Pizza Express</li> <li>- Made their own pizzas</li> </ul>  |
| Plaistow Fire Station             | <ul style="list-style-type: none"> <li>- Fire safety talk</li> <li>- Children sat in the fire engine, sprayed the hose and asked firemen questions</li> </ul>  |
| Plaistow Library                  | <ul style="list-style-type: none"> <li>- Made a book display</li> <li>- Check in/out books</li> </ul>  |
| Royal National Lifeboat Institute | <ul style="list-style-type: none"> <li>- Volunteer showed images and tools/uniform used by lifeboat crew about their work and water safety</li> </ul>  |
| Siemens Crystal                   | <ul style="list-style-type: none"> <li>- Children had a tour of the Crystal looking at sustainable technology and playing games</li> <li>- Looked into recycling and made crafts from recycled material</li> </ul> |
| Statestreet                       | <ul style="list-style-type: none"> <li>- Recruited volunteers to lead sessions in schools</li> </ul>   |
| Stratford Fire Station            | <ul style="list-style-type: none"> <li>- Fire safety talk</li> <li>- Children sat in the fire engine, sprayed the hose and asked firemen questions</li> </ul>  |
| Stratford Picture house           | <ul style="list-style-type: none"> <li>- Introduction to jobs at the cinema</li> <li>- Invited to watch a film screening</li> </ul>  |
| Tando                             | <ul style="list-style-type: none"> <li>- Recruited volunteers to lead sessions in schools</li> </ul>   |
| Tate & Lyle Sugars                | <ul style="list-style-type: none"> <li>- Children had a tour around the factory</li> <li>- Participated in a branding activity</li> </ul>  |
| Tesco Gallions Reach Extra        | <ul style="list-style-type: none"> <li>- Children had a tour of the shop</li> <li>- Had a go at the tills</li> </ul>   |
| The Brokerage                     | <ul style="list-style-type: none"> <li>- Recruited volunteers to lead sessions in schools</li> </ul>   |
| Toby Carvery                      | <ul style="list-style-type: none"> <li>- Discussed history of Toby Carvery</li> <li>- Children had a tour of the kitchen</li> <li>- Blindfolded food taste test</li> </ul>   |
| UEL                               | <ul style="list-style-type: none"> <li>- Recruited volunteers to lead sessions in schools</li> </ul>   |
| Wates Construction                | <ul style="list-style-type: none"> <li>- Recruited volunteers to lead sessions in schools</li> </ul>   |
| Willmott Dixon                    | <ul style="list-style-type: none"> <li>- Children had a look at different building tools</li> <li>- Allow children to try on safety gear and do a construction related role play activity</li> </ul>               |

## ANNEX 8: FASHION ENTER Apprenticeships Qualifications Example

|                                 |  |
|---------------------------------|--|
| <b>Apprenticeship</b>           | Level 3  |
| <b>Course title</b>             | Advanced Apprenticeship Level 3 Diploma and Certificate (Garment Technology or Machine Maintenance pathway)  |
| <b>Location</b>                 | The Factory  |
| <b>Course days &amp; hours</b>  | 5 Days a week (4 days work placement, 1 day training)  |
| <b>Course length</b>            | 24 Months  |
| <b>Contents &amp; Structure</b> | <p>The FTA currently offers Apprenticeships in Apparel at level 3 and level 4.</p> <p>The level 3 apprenticeship is a 13 unit course covering pre-production, production and the post production within fashion manufacturing.</p> <p>You will learn about legislation and how this impacts on the garments being produced, what quality is and how this impacts on design, production and sales, fibres and fabrics, production processes, manufacturing techniques, specification, market research and participate in a comp shop. Optional units include production planning, making a garment and anatomical and flat measuring.</p> <p>You will have access to an on-site Best of British Factory and Fashion Studio where you will see garments in production, participate in practical activities as well as having seminars by current industry professionals. We also have trips to museums and to London Fashion Week.</p> |
| <b>Certificate Units</b>        | <p><b>Mandatory Units</b></p> <ul style="list-style-type: none"> <li>Health, safety and security at work</li> <li>Maintaining the work area for manufacturing sewn products</li> <li>Maintain the quality of production working with textiles, leather and materials</li> <li>Investigate markets, materials and styles</li> <li>Create and maintain technical documents and records in garment construction</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>Assess customer requirements and take measurements</li> <li>Plan apparel production schedule</li> <li>Complete garment to customer specification</li> </ul>  |
| <b>Diploma Units</b>            | <p><b>Units</b></p> <ul style="list-style-type: none"> <li>Managing health and safety and employment rights and responsibilities within the apparel, footwear or leather industry</li> </ul>   |

|                           |   |
|---------------------------|---|
|                           | <ul style="list-style-type: none"> <li>▪ Managing quality standards within apparel, footwear or leather production</li> <li>▪ Managing own working relationships within the apparel, footwear or leather production</li> <li>▪ Managing own working relationships within the apparel, footwear or leather production</li> <li>▪ Manufacturing techniques within apparel production</li> <li>▪ Materials used in the manufacture of apparel</li> <li>▪ Production management within the apparel, footwear or leather industry</li> </ul> |
| <b>Entry Requirements</b> | <ul style="list-style-type: none"> <li>▪ You must be 16 years old or older.</li> <li>▪ You should not be in full - time education.</li> <li>▪ You should be a British citizen, if not proof that you are entitled to state funding ( e.g. proof of citizen of an EEA member state, proof of indefinite leave to remain etc).</li> <li>▪ SOME employers request 5 C grade GCSE's</li> </ul>  |

## ANNEX 9: Introduction to the British education system

Taken from the Just Landed website

<https://www.justlanded.co.uk/english/United-Kingdom/UK-Guide/Education/Introduction>

**British schools have a mixed reputation: while the quality of state education varies widely, universities and other higher education institutions have an excellent international reputation and educate tens of thousands of foreign students a year from all corners of the globe.**

Full-time education is compulsory in the UK for all children between the ages of 5 (4 in Northern Ireland) and 16, including the children of foreign nationals permanently or temporarily resident in the UK for a year or longer. No fees are payable in state schools, which are attended by over 90 per cent of pupils.

The rest attend one of the 3,200 private fee-paying schools, which include American, international and foreign schools. A large majority of pupils stay on at school after the age of 16 or go on to higher education, but a study in 2012 showed a drop of almost 32,000 students staying in education post-16. Currently, in 2013, young people in Year 11 (England) and Year 12 (Northern Ireland) are entitled to leave compulsory education at the end of the school year in which they reach 16. However, from 2015, all young people in England will have to either be in school or on an approved training scheme until they are 18.

Most state schools (primary and secondary) are co-educational (mixed) day schools, with the exception of a few secondary schools that accept boarders. Private schools include day and boarding schools and comprise of single-sex and coeducational institutions. Admission to a state school for foreign children is dependent on the type and duration of the residence permit granted to their parents. Your choice of state and private schools varies considerably depending on where you live.

### Stages of education

#### England:

- Infant schools (Ages: 4+ to 7)
- Junior schools (Ages: 7+ to 11)
- Primary schools (Ages: 4+ to 11)
- Middle schools (Ages: 4 - 12, 4 - 13, 8 - 12, 9 - 12, 9 - 13, 10 - 13, 10 - 14)
- Secondary/High Schools (Ages: generally 11 -16 or 11 - 18)
- Studio schools: for students aged 14 - 19 who require an education based on the world of work which promotes employability and citizenship
- Sixth form colleges (Ages: 16 - 18)
- State boarding schools: most of these accommodate those in the secondary/high school age ranges, but two offer primary provision as well (Ages: 7-18, 4-16)

- Special schools: for children with more complex and long term special educational needs. Age ranges vary, and children enrolling in special schools must have a 'Statement'.
- Academies: these are state schools funded directly by central government. They offer provision for any or several age ranges and accommodate for special needs.
- Free schools: result of a demand for better education in the local area and are established upon the approval of the Secretary of State for Education with funding from central government

The age ranges in the English education system are becoming more varied, with some academies now proposing an all through education from the first year of statutory education to the age of 18. Furthermore, some schools in different phases of education are now federated, meaning they remain separate but are managed under one overall structure.

## **Scotland:**

- Primary (Ages: 4.5 - 12)
- Secondary (Ages: 12 - 16+, 12 - 18)
- Special (age ranges vary)

## **Wales:**

More or less identical to the system in England, except there are no middle schools and there is one state boarding school.

## **Northern Ireland:**

- Primary (Ages: 4+ to 11)
- Post-primary (Ages: 11 - 16, 11 - 18)
- Special (age ranges vary)

## **Nursery & pre-school in the UK**

Attendance at a nursery school or kindergarten for children under five isn't compulsory. All children must start compulsory schooling in the term following their fifth birthday. A government scheme introduced in 1998 makes provision for part-time, 'early years' education for four-year olds from the term following their fourth birthday.

Children are guaranteed three two-and-a-half hour sessions a week at a registered play scheme or school of the parents' choice, which is one of the lowest provisions of nursery education in Europe (in Belgium and France 95 per cent of children attend a nursery school). Children from three to five years old may be catered for in local state nursery schools, in nursery schools attached to primary schools or registered play schemes.

However, the provision of state nursery schools by LEAs isn't mandatory, although LEAs must ensure that there are places at play schemes if there aren't enough state nursery schools. Admission to nursery education is usually on a first-come, first-served basis. Nursery schools have no catchment area and you can apply to any number of schools, although you must register your child for entry as soon as possible. One advantage of

putting your child down for entry at a state nursery school attached to a primary school is that you're usually ensured your child has a place at the primary school later.

The cost of private nursery school varies. Around 6 years ago, it ranged from £50 a week or £400 a term, but it can now cost up to £15,000 a year. Average childcare costs are around £100 short term (25 hours). Some schools allow you to choose a number of morning or afternoon sessions. School hours vary, but may be from 9am to noon (morning session) and 12.15pm to 3.15pm (afternoon session).

Children who attend nursery school all day usually require a packed lunch (a mid-morning snack and drink may be provided by the school). There are over 800 nursery schools in the UK using the world-famous Montessori method of teaching.

If you're unable to get your child accepted by a state-aided nursery school, you must pay for him to attend a private pre-school playgroup. These usually cost from £2.50 to £4 a session. Many playgroups accept children from age two, but stipulate that they must be toilet trained. Informal play facilities are provided by private nursery schools and playgroups, or may be organised by parents and voluntary bodies such as the Pre-School Learning Alliance ([www.pre-school.org.uk](http://www.pre-school.org.uk)), which provides places for some 800,000 under fives. To find out where the nursery schools and playgroups are in your area, get in touch with Childcare Link (0800-096 0296).

Children attend between two and five weekly sessions of two and a half hours a day on average. Parents pay a fee each term and are encouraged to help in the running of the group. A playgroup doesn't generally provide education (just educational games) for under fives, although research has shown that children who attend play school are generally brighter and usually progress at a much faster rate than those who don't.

Nursery school is highly recommended, particularly if a child or its parents aren't of English mother tongue. After one or two years in nursery school, a child is integrated into the local community and is well prepared for primary school (particularly if English isn't spoken at home). A number of books are available for parents who wish to help their young children learn at home, which most educationalists agree gives children a flying start at school.

## **Primary school in the UK**

Primary education in the UK begins at five years and in state schools is almost always co-educational (mixed boys and girls). Primary school consists mainly of first or infant schools for children aged five to seven (or eight), middle or junior schools for those aged 7 to 11 (or 8 to 12) and combined first and middle schools for both age groups.

In addition, first schools in some parts of England cater for children aged from five to eight, nine or ten, and are the first stage of a three-tier school system: first, middle and secondary. Some primary schools also provide nursery classes for children aged five.

LEAs must provide a primary school place at the start of the term following a child's fifth birthday, although some admit children earlier. If a child attends a nursery class at a primary school, he usually moves up to the infants' class at the same school, although it isn't compulsory. Entry to a primary school isn't automatic and parents must apply to the head for a place.

The transition in the other UK countries can be seen in the table in the 'Introduction' section.

In a few areas, children may take the 11-plus examination, which determines whether they go on to a grammar or high school, or to a secondary modern school.

## Secondary school in Britain

Secondary schools are for children from 11 or 12 to 16 and for those who choose to stay on at school until age 18 (called 'sixth formers'). Most state secondary schools are co-educational, although there are many single-sex schools in Northern Ireland. Students are streamed in some secondary schools for academic subjects. The main types of secondary schools are as follows:

- **Middle schools** - Although regarded as secondary schools, middle schools take children aged 8 or 9 who move on to senior comprehensive schools at 12 or 14.
- **Comprehensive Schools** – Admission is made without reference to ability or aptitude. Comprehensive schools provide a full range of courses for all levels of ability, from first to sixth year (from ages 11 to 18, although some cater for 11 to 16-year-olds only) and usually take students from the local catchment area. In some counties, all secondary schools are comprehensive.
- **Secondary Modern Schools** – Provide a general education with a practical bias for 11 to 16-year-olds who fail to gain acceptance at a grammar or high school. Like comprehensive schools, secondary modern schools cater for students from the local area.
- **Secondary Intermediate** – Northern Ireland only. Equivalent to a comprehensive school.
- **Secondary Grammar Schools** – Have a selective intake and provide an academic course for pupils aged from 11 to 16 or 18 years.
- **Studio schools**: for students aged 14 - 19 who require an education based on the world of work which promotes employability and citizenship
- **Academies** - these are state schools funded directly by central government. They offer provision for any or several age ranges and accommodate for special needs.
- **High Schools** – Are provided in some areas for those who pass their 11-plus exam, but aren't accepted at a grammar school.
- **Sixth Form Colleges** – Schools where 16-year-olds (e.g. from secondary modern schools) study for two years for GCE A-levels. It also takes students from comprehensive schools catering for 11 to 16-year-olds.
- **Technical Schools** – Provide an integrated vocational education (academic and technical) for students aged from 14 to 18. Schools take part in the Technical and Vocational Education Institute (TVEI) scheme, funded by the Manpower Services Commission (MSC).
- **City Technology Colleges** – Specialise in technological and scientific courses for children aged 11 to 18 (see below). City Technology Colleges are usually located in deprived parts of the UK.

Comprehensive schools are usually divided into five or seven year groups, with the first year having the youngest children, e.g. 11-year-olds. At the age of 16, students can take GCSE examinations or leave school without taking any exams.

After taking their GCSEs, students can usually stay on at school for the sixth form (or transfer to a 6th form college) and spend a further two or three years studying for their A-level examinations, usually in order to qualify for a place at a university. They can also retake or take extra GCSEs or study for the BTech or GNVQ (General National Vocational Qualification) exams at a 6th form college. Around 40 per cent of all students stay on at secondary school to take A-levels.

The average pupil: teacher ratio in most state secondary schools is around 22, although class sizes are over 30 in some schools. Teaching time is from 22 to 26 hours in secondary schools, but may be increased to boost exam results.

City technology colleges are state-aided, independent of LEAs, and are a recent innovation in state education for 11 to 18-year-olds. Their aim is to widen the choice of secondary education in disadvantaged urban areas and to teach a broad curriculum with an emphasis on science, technology, business understanding and arts technologies. Although initially received with hostility and scepticism by the educational establishment, technology colleges have proved a huge success.

## **State or private school**

One of the most important decisions facing newcomers to the UK is whether to send their children to a state or private school. In some areas, state schools equal the best private schools, while in others (particularly in neglected inner city areas) they lack resources and may achieve poor results. In general, girls achieve much better results than boys and immigrant children (e.g. from Asia) often do particularly well. The UK's education system has had a bad press in recent years and, according to many surveys, is falling behind the leading countries, particularly in mathematics (maths) and science.

Many parents prefer to send their children to a private school, often making financial sacrifices to do so. Not so many years ago, private education was the preserve of the children of the nobility and the rich, although today around half of the parents of private school pupils were themselves educated at state schools. There has been a sharp increase in the number of children attending private schools in recent years, owing to the increasing affluence of the middle classes.

There's no legal obligation for parents in the UK to send their children to school, and they may educate them themselves or employ private tutors. This can be referred to as 'home schooling', but the legal term in England is 'education otherwise than at school'. Parents educating their children at home don't require a teaching qualification, although they must satisfy the local education authority in that the child is receiving full-time education appropriate to his or her age, abilities and aptitudes (they check and may test your child). Expat parents considering this possibility are advised to consult organisations such as ['Education Otherwise'](#) for information about this option and its implications.