

Feasibility Study

Apprenticeships in Youth Work

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**TRANSFORMING YOUTH WORK IMPROVEMENT FUND
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APPRENTICESHIPS IN YOUTH WORK

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PARTICIPATING ORGANISATIONS:

- Lancashire County Council Youth & Community Service,
- Lancashire Youth Association,
- NW Regional Youth Work Unit

TITLE: A feasibility study into apprenticeships in youth work across Lancashire County Council Youth & Community Service and the voluntary youth work sector

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CONTENTS: Sections & Appendices (hyperlinked within this document)

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1.0 Introduction

This report is about the analysis of a piece of research undertaken into the recent pilot “Apprenticeships in Youth Work” and other similar “Traineeships in Youth Work” which have been delivered in a number of Youth Services across the UK over the past few years. A definition of research given by Hucker, K. (2001, p.1) ¹ provides a simple and clear understanding as follows:

“Research is the way we find out new things, and different methods of research can be used to find out new information or to analyse how we might do something better or more efficiently”.

The aim of this research project was to establish how feasible it would be to operate such an apprenticeship or traineeship scheme, across the county and through the statutory and voluntary youth work sector, involved in transforming and improving youth work. Also, it sought to learn from others’ experiences and develop best practice ideas from these national schemes.

In addition, it was agreed at the outset that this work would incorporate colleagues’ findings on ‘apprenticeships’ in other areas across the North West via a small working group, which had been established by the Regional Youth Work Unit.

Meetings of the working group and the authors informed this research – the dates of which are listed at - [Appendix one: Working Group Meetings](#) and a questionnaire (formulated by the group) to capture information, was conducted at face-to-face meetings, telephone conversations or completed by the authors from existing research papers. A copy of the questionnaire is included in this document at - [Appendix three: Feasibility Study Questionnaire](#)

A list of the organisations consulted, which were running either pilot Apprenticeships in Youth Work, or similar traineeship schemes is given below:

Table 1. List of external Organisations and Lead Contacts

Organisation	Lead Contact
Wolverhampton Youth Service	Sean Cullen & Gloria Jones
Wolverhampton College	Penny Madden
Plymouth Youth Service	John Dunn
North Tyneside Youth Service	Lynne Jameson & Maureen Gray
Norfolk Youth Service	Roz Barnett
ContinYou	Bill Malley & Mo Javaid
Youth Link – Scotland	Timothy Frew & Gillian Lithgow

Note: The ‘interviews’ took place over a three-month period commencing in November 2005. A list of contact details and useful web sites is attached at – [Appendix seven: Contact information](#)

Introduction – continued

To realise the aim of the project, nine key objectives were agreed with a work plan and time schedule. See – [Appendix four: Work Plan](#).

The nine objectives are listed below and the working group monitored progress towards these objectives at each of its meetings.

Table 2. Key Objectives

1. To research any existing pilot work on youth work apprenticeships
2. To establish the current structure for apprenticeships which are operating within LCC
3. To define the structure of funding and payments for delivery of apprenticeships
4. To ascertain the potential levels of demand for apprenticeships across the sectors
5. To create a schematic to detail the possible journeys of apprentices
6. To share practice development across the sectors plus working towards a draft report.
7. To produce a report detailing the feasibility of youth work apprenticeships in Lancashire and produce the plan for the implementation of a pilot apprentice scheme
8. Hold an event to share the information from the report with partners
9. Explore the infrastructure needed to support apprenticeships in either a VYSION or Public Sector body

Framework

The framework for the Apprenticeship in Youth Work was approved for England and Wales in January 2006. (Note: a similar framework for Scotland was approved in July 2004). **At Level 2 it is called an Apprenticeship and at Level 3 it is called an Advanced Apprenticeship.** The framework contains the contact details and mandatory requirement for organisations wishing to operate these apprenticeships. A full copy of the framework is at - [Appendix eight: Apprenticeship Framework](#) a summary of which is provided below at Table 3.

It should be noted that Apprenticeships are owned by the particular Sector Skills Council (Lifelong learning UK [LLUK] in this instance) and that all those wishing to operate the scheme must first sign up with LLUK.

Table 3. Apprenticeship Framework content summary

Apprenticeships in Youth Work	
Type	Apprenticeship
NVQ Level 2	Youth Work
Key skills	Communication – Level 1 Information Technology – Level 1 Application of Number – Level 1 Problem Solving – Level 1 Working with Others – Level 1 Improving Own Learning and Performance – Level 1
Technical certificates	City & Guilds Certificate in Supporting Youth Work – Level 2 ABC Certificate in Youth Work – Level 2
Type	Advanced Apprenticeship
NVQ Level 3	Youth Work
Key skills	Communication – Level 2 Information Technology – Level 1 Application of Number – Level 2 Problem Solving – Level 2 Working with Others – Level 2 Improving Own Learning and Performance – Level 2
Technical certificates	City & Guilds Certificate in Supporting Youth Work – Level 3 ABC Diploma in Youth Work – Level 3

(Note: the name 'modern apprenticeship' referred to at different parts of this report was dropped in the final framework as described in Table 3. above).

2.0 Reasons for Apprenticeships

Firstly, here is a definition given for the word apprentice by WordNet ²:

Adjective: in training; "an apprentice carpenter" [syn: apprentice (a)]
n: works for an expert to learn a trade [syn: learner, prentice] v: be or work as an apprentice.

As well as the information gained through the questionnaires there are a number of Drivers or external factors which are influencing the general picture in relation to workforce developments and the authors note below a list of these Drivers from the government's emerging policy agendas:

National Drivers

- Skills for Life
- Lifelong Learning
- Skills for Productivity
- Learning & Skills Council
- 14-19 Gateway
- Change for Children Workforce Agenda
- The Children's Workforce Council
- Pay & Workforce Development Strategy
- Best Value and Public Service Agreements

Gaps in Profession

- NYA Workforce Development report - Spotlight (November 2005)
- Transforming Youth Work "ensuring a high quality workforce" (March 2002)

Links to Youth Work Policy

- Every Child Matters – next steps
- Youth Matters – next steps
- Transforming Youth Work Agenda

These policy developments are discussed in more detail in Section 2.1.1 below, together with summary on the background information on the formation of apprenticeships by the Learning and Skills Council at Section 2.1.2. A full copy of this Learning and Skills Council paper can be found at: http://www.aimhigher.ac.uk/sites/practitioner/resources/Apprenticeships_and_WBL_16.01.06.pdf

2.1 National Perspective

2.1.1 Apprenticeship background

"The UK's Productivity Gap: what research tells us and what we need to find out" confirms, there remains a significant productivity gap between the UK and its main comparators – France, Germany and the United States.

The persistent productivity gap between the UK and the two big continental European economies can mainly be 'explained' by the fact that they have more capital invested per worker and their workers are more skilled. Skills have a big impact on productivity. The UK is behind France and Germany in terms of intermediate skills and behind the United States in graduate skills.

This skills gap has been identified as a problem for the UK for successive years and a number of initiatives and policies have been put in place to try and raise both the skill levels of the UK workforce and, therefore, productivity levels.

1991 – Introduction of the concept of Life Long Learning

1998 – "The Learning Age" and "Lifelong Learning"

1999 – "Learning to Succeed"

2003 – "21st Century Skills – Realising our Potential"

The LSC document "Skills We Need" (2004) clearly outlines the skill levels, which will be required within the UK by 2010 for the UK economy to remain competitive, and identifies the actions, which need to be taken now in preparing the skilled workforce of the future.

The Government has introduced a number of initiatives aimed at working with employers to raise the skill levels of the adult workforce. "Getting on in Business, Getting on at Work – (DFES 2005) puts employers needs centre stage in the design and delivery of training to meet their business skills gaps. The National Employer Training Programme offers free training in the workplace in basic skills up to Level 2 and Skills Academies provide a network of specialist colleges and training providers to meet employment skills gaps. The development of the Quality Curriculum Authority's [QCA] "Framework For Achievement" will offer a clear and simple qualification structure for individuals and employers to support 14 – 19 and adult reforms.

In addition to the skills gap evidence points an ageing workforce and a reduction in the numbers of young people entering the workforce. It has been identified that there is a need to invest in young people as the future workforce to fill a potential gap.

2.1.1 Continued...

Young People have been a particular focus of several strategies, noting that they will become the future workforce of the UK. The 14 – 19 Education and Skills Strategy (2004) aims to transform secondary and post secondary education with the targets of enabling young people to:

- Participation in learning at the age of 17 to increase from 75% to 90% over the next 10 years
- Have a grounding in English, maths and skills for employment
- Pursue vocational routes
- Stretch all young people
- Re-engage where disaffected.

At the same time as reforms in the types and routes to secondary educational qualifications (through the introduction of Diplomas) it is recognised that offering young people work based learning opportunities, post compulsory education, both encourages young people to remain in training and education, ensures the acquisition of key skills and offers a route to skills development through work as a preferred style of learning. The Apprenticeship Framework offers such an opportunity and helps achieve the government's target to raise participation in Level 2 qualification programmes and a target of 3 million people to achieve their first Level 2 qualification by 2010. Although Apprenticeships have been in existence for a number of years there have been a number of difficulties associated including a lack of use by employers and lack of support for learning resulting in early disengagement from programmes by young people.

The Apprenticeship Task Force was launched in 2003 to support and promote the use of Apprenticeships. This was followed in 2006 by the development of the Apprenticeship Ambassadors Network, which is to continue aspects of the work of the original group with the aims:

- To champion Apprenticeships to employers of all sizes with the aim of increasing Apprenticeship take-up, particularly in sectors of poor penetration and to help promote diversity/equal opportunities.
- To advise and help employers in improving Apprenticeship outcomes.
- To provide feedback to Government, the Learning and Skills Council (LSC) and the Sector Skills Development Agency on issues, which affect the quality and effectiveness of Apprenticeships and to flag, up any other policy issues which require further exploration.

Specific activities

- Being pro-active in promoting Apprenticeships within their own organisations and supply chains (where appropriate).
- Providing advice and support to organisations seeking to establish Apprenticeships.

2.1.2 Learning and Skills Council – Background to Apprenticeships

Apprenticeships are the Government's preferred route into work-based learning (WBL) for young people aged 16-24 who are capable of achieving at Level 2 (Apprenticeship) and Level 3 (Advanced Apprenticeship). They are also the most common way in which young people enter WBL. They provide a structured programme of training leading to recognised qualifications and are available across a wide range of occupations and across the different sectors of the UK economy. Apprenticeships are open to anyone aged 16-24 who is resident in England and who is not in full-time education. Entry requirements are flexible because they are not just based on academic achievement. Practical skills and an interest in the area of work chosen are just as important. There are now more Apprentices in learning than ever. In 2004, there were more than 255,000 young people engaged in learning. The LSC achieved its Public Service Agreement target of 175,000 Apprenticeship starts in 2004/05. 2005/06 is the first year of a new performance indicator for Apprenticeships, where the LSC will seek to improve the number of learners who leave with a full framework from one in three to one in two. This will equate to a 75% increase in achievements in 2007/08 compared to 2002/03.

2.3 Gaps in the Profession

The NYA briefing paper on workforce reform (Spotlight issue 31) and the recommendations from the 'Warwick Conference 2002', provide detailed information on the gaps in the Youth Work profession as précised below:

"OFSTED experiences a disturbingly high number of occasions when youth services are staffed by unqualified, inexperienced and inadequately supported staff". The paper also notes that there are inconsistencies in the staff development available for full-time and part-time staff posts, and for those roles considered as professional roles and those as youth support work roles. All of this has a significant impact on the quality of youth work, as experienced by young people. Equally, it has a profound effect on the image of youth work, as held by other professionals and policy makers."

Youth services continue to spend an alarmingly small percentage of their budgets on activities to support staff development activity and fail to integrate staff development needs with the need to keep the service running. Too often the provision of youth work and the process of staff development are seen as divergent, with one having inevitably to lose out in order for the other to succeed – staff development usually being the natural victim. In January 2004 Ofsted began a four-year programme to inspect all local authority youth services. This is the first concentrated and comprehensive review of youth services and is providing a clear picture of the delivery and management of youth work through the statutory sector. A report has been published of the first year's findings. A key observation in the briefing paper was that *'... Good services had sufficient well qualified and appropriately trained staff and maintained a balance between full-time and part-time workers. Too many unqualified or inexperienced staff affected the quality of the work.'*

2.3 Continued...

The key issues are as follows:

- The impact of youth work becoming a graduate profession by 2010
- The development of the 'common core of skills and knowledge', applied to all professions within the children's workforce – including youth work
- The impact on youth work of a single qualifications framework
- The review of national occupational standards for youth work and the benefits of replacing them with national professional standards
- The relevance and position of an NVQ in youth work being developed at Level 4 and its link to youth support worker qualifications
- The impact of the new JNC framework and further developments linked to the framework
- The development of a 'license to practice' programme and how this will improve youth work
- What national support and framework might be required in order to establish effective CPD opportunities for youth workers at all levels within youth work
- Replacing the probationary period by 'newly qualified youth worker' status
- Incentives to bring people into youth work and to develop those already qualified.

The identification of these key issues are supported by the outcomes of the Workforce Conference held in Warwick 2002³, which recommended, as part of its report, that a range of new qualifications must be developed, as a matter of urgency to include: modern and graduate apprenticeships (page 5); the ***recruitment of younger trainee youth workers is a key issue*** and the development of a clear coherent access route for young people into the youth work profession through, for example, the ***development of a Modern Apprenticeship type programmes*** and/or through community volunteering routes on a systematic and planned basis (page 9).

Within the local Lancashire context it is noted that, whilst an initial route into experience of youth work is provided by programmes such as Beginning Youth Work (OCNW) no consistent development or employment opportunity into a career in Youth Work exists for young people.

So, in this context, the authors note that: the provision of high quality training and a range of access routes into, and through, a career in Youth Work for young people (as part of the children's workforce as a whole) is of high importance.

2.4 Links to Youth Work Policy

In addition, there are a number of policy developments in relation to a contemporary youth work curriculum, which add useful contexts and strengths in which to base this 'training' for young people. Specifically, Every Child Matters [ECM] – next steps, Youth Matters – next steps and the Transforming Youth Work agendas. Within each of these policy directions it is relatively easy to identify how the development of Apprenticeships in Youth Work could add value to the desired ECM outcomes, the targets set out in Youth Matters (in relation to the Youth Offer) and the concept of establishing a learning organization as enshrined in Transforming Youth Work.

2.4 Continued...

Apprenticeships can therefore be seen as an extension of good quality youth work, with the core values of education, participation, empowerment and equality of opportunity embedded at the heart, whilst supporting youth engagement accreditation and peer education.

These contexts provide useful stepping-stones for personal and social developments* for both for the growth of young people as participants in youth service provision and the development of young people as facilitators and leaders of youth work activities. Many may still refer to this as "senior member training" and in that sense the Apprenticeship route is no different too much of the quality work which has gone before, but which provides a formal structure, career and employment opportunities. And it is this added benefit, which will allow many young people and in particular those who might not otherwise be able to remain in a position of study without pay, which makes an Apprenticeship in Youth Work a very attractive option.

*Note: A current amendment to the *Education and Inspections Bill 2006* is "to make it explicit that Local Authorities in fulfilling the new duty must ensure access to activities that will promote personal and social developments".

2.5 Information gathered from the questionnaires on the 'pilots'

Analysis of the questionnaires a range of reasons and perceived benefits for setting up such schemes, all of which support the preceding documentary evidence, and includes the following:

- Wanted a 'grow your own' route for senior members as a part of workforce development strategy
- To improve recruitment
- To meet BVPIs
- To develop innovative youth work practice
- Identification of possibility from local councilors
- Aging workforce
- To support growth of leadership skills among young people
- To improve the labour market from which recruitment can take place
- The opportunity of linking practice to study in a practical way
- Offering the opportunity of a professional continuation route at a locality level
- To support succession planning within the organisation

These findings are discussed in more detail in Sections 3 and 4 of this report.

2.6 The working group also carried out a SWOT analysis on the issue of Apprenticeship in Youth Work, see - [Appendix two: SWOT Analysis](#) for details.

3.0 Research Findings

Research, conducted by structured interviews using a questionnaire, was carried out with a number of the recognised Youth Work Apprenticeship pilots. Within Lancashire County Council, a number of other apprenticeships in a variety of departments had already been set up. This was studied as a possible example of good practice and as an opportunity to develop further understanding about the issues of setting up an apprenticeship scheme – see Section 3.1.1 below.

Due to the fact that the framework for Youth Work Apprenticeships was only approved in January 2006, a number of youth services, voluntary youth organisations and local authorities have developed a variety of approaches to setting up 'alternative apprenticeship schemes' (referred to as traineeship schemes in this report) and a number of these were also identified and are also included in the research.

The sub sections below contain summaries of the key aspects, in particular their structures funding and support, of the 'pilots' and traineeship schemes. All the issues regarding employment are covered specifically in Section 4, which follows this section.

3.1 Programme Structures, Funding and Support

3.1.1 Lancashire County Council [LCC], although not running an Apprenticeship in Youth Work, has established a number of apprenticeships. 16 Apprentices are currently employed across a number of council departments. These are in craft, business administration and engineering.

Originally six places were established in 2003. One cohort has left already and a further 16 have been recruited since then. These apprentices are doing a National Vocational Qualification [NVQ] at Level 2.

Apprentices with LCC are employed on a 2-year fixed term contract from the age of 16 with the same conditions of service as other APT&C / NJC employees. So far there has been 100% success rate. Six of the original cohort to complete the scheme have secured full time employment though not necessarily with the Council.

Apprenticeship posts are funded out of mainstream staffing budgets and are created where a vacancy exists and the post is deemed to be suitable. This can enable an efficiency saving to be made as a result of the spinal point to which employees are recruited.

3.1.1 Continued...

The apprentices attend training for ½ day a week and undertake work-based placement for 4.5 days a week. Up until 2006 this training was provided internally by LCC. From 2006, due to different arrangements with LSC, it is likely that a Training Provider will deliver the training for the scheme.

Each apprentice has a generic Job Description, which enables, where possible, for employees to be matched appropriately to areas of interest and aspiration for development.

3.1.2 Cheshire County Council although like Lancashire do not yet run Apprenticeships in Youth Work they do however offer other Apprenticeships and work in partnership with Total People, a private training provider. Total People draw down the money from LSC and provide off the job training. Cheshire employs a County Youth Training Co-ordinator who negotiates with Total people to place Apprentices with the authority. Her role is to manage the recruitment and selection of candidates, develop placements within the authority, ensure the quality of placement and apprentice experience, and interview and pre select candidates. The authority placement provider then interviews these pre-selected candidate(s).

In order to run Apprenticeships in Youth Work the process would require Cheshire Youth Service to find a training provider who could draw down the LSC money and be willing to work in partnership with the Youth Service and possibly other youth work providers in the voluntary sector. Because of the NVQ element in the Apprenticeship, finding sufficient A1 qualified assessors with the professional competence might be an issue. The Youth Service has been advised that a minimum cohort of 12 would be needed and currently a small group is looking at the pros and cons of employing apprenticeships in the Cheshire Youth Service.

3.1.3 North Tyneside Youth Service are currently running a pilot Modern Apprenticeship for five young people in Youth Work aged 18 plus. (Four are 18 years and one is 20 years). The programme is run through North Tyneside Training Services [NTTS]. The young people do not have employed status but are provided through NTTS with £40/week; a travel pass and an allowance for food. The apprentices are contracted for a 32-hour week and participate in the NVQ Level 2 Youth Work, the Duke of Edinburgh Award (at either Silver or Gold) and all in house required training.

These apprentices undertake 1 day/week training and 4 days/week work based placement. Apprentices rotate their placement every 6 months across the four Area Teams to ensure that they gain experience of outreach work; centre based work and sexual health based work, and thus each gains a greater understanding of youth work in a variety of contexts.

3.1.3 Continued...

The scheme has a co-ordinator who meets with the apprentices on a weekly basis. Each apprentice has an NTTS contract outlining the hours of work, sickness procedures, start and termination dates etc. The Youth Service ensures that each apprentice has a Learning Contract and a learning and development plan.

The Youth Service provides the NVQ2 Training drawing down LCS funding through NTTS. The scheme lasts 16 months for those aged 18 and 14 months for 20 year olds. This is because of LSC funding criteria.

3.1.4 Plymouth Youth Service decided to 'go it alone' as at the time the framework was not approved. They used own tutors and got them A1 qualified. The local community college acted as centre though it was felt that the technical certificate was 'poor' as everything needed was embedded in NVQ.

There were issues around funding related to age and eligibility for funding, as this was provided under the European Social Fund Objective 2 criteria and matched to a local authority contribution, which included apprentice's wages. They didn't touch LSC funding and the partners for this scheme were the Youth Service and the local community college.

During the second cohort the local authority will lead on the scheme, as part of syndicate including college and a steering group was set up with representatives from the college, Connexions, and the YOT. The work based learning and training were divided as follows: 20 hours face to face and 10 hours training each week. It was felt that the young people needed to have the right level of maturity for the role, and aged 18 to 19 seemed about right, although they did have one 17 year old on the scheme who had lots of voluntary experience. They recruited for 40 new apprentices on the first cohort and half were aged between 16-18 and the other half aged 19-20.

Retention on the scheme was good, three left the scheme in total and most are now still within the Youth Service. At the time this survey was conducted Plymouth Youth Service were recruiting for a second cohort of 40 and the current apprentices will be part of the interview panel.

3.1.5 Youth Link Scotland This traineeship scheme 'Route 98'⁴ operated in the voluntary sector and was established to:

- Develop innovative youth work practice throughout Scotland,
- To support the growth of leadership skills among young people, and
- To lead the way in education for life, supporting training at all levels.

Research into this programme shows - the model of training young people to become qualified informal and community educators, which has been thoroughly tried and tested over its six year period of operation, was largely successful. In particular the programme offered an excellent route for young people from non-academic backgrounds to gain qualifications whilst undertaking meaningful employment. Interestingly, because of the high quality of workers which this programme produced, the research notes ***"there might be merit in lowering the threshold for 'qualified' status in Scotland, or at least in furthering development of approaches to measuring quality that are not based entirely on academic qualifications."*** (Note this work took place in Scotland where currently the minimum professional qualification is a degree).

The funding for the programme from a variety of sources, grant making trusts and local authorities, was raised by each of the 21 host partner agencies. The average cost of funding a placement was £19,000 per annum, though this sum did not include the costs of management and administration of either YouthLink or the host agency. The arrangements here enabled the costs of managing, co-ordinating, and training the trainees to be split equally by all the partners. Training was provided by the YMCA George Williams College, which is based in London, via distance learning courses. This training follows an academic route as opposed to a Work Based Learning route, and has progression routes to higher levels of education. Although qualification levels are different in Scotland, trainees were working towards a minimum of an equivalent Level 3 qualification and out of the 21 enrolled, four achieved a Diploma in Higher Education (L4) and nine achieved a Certificate in Higher Education (L3). Others completed training on the path towards a Certificate and some are continuing to degree level. Once again it should be noted that at the time framework for apprenticeships in youth work was not available, however the framework was established in Scotland in July 2004, ahead of England & Wales, partly as result of the success and demands, which came from this pioneering programme.

Trainees on the programme had one day a week study leave – though it was strongly reported that 'supervisors' let this slip, which had a detrimental effect on trainees' learning, partly explained as a result of the 'remoteness' of the college. It was felt that placement supervisors were a key role and it is recommended that programmes adopt a model of 'willing trained and briefed staff to undertake this role, and that time for study must not be compromised on such an academically focused course. In addition, the programme benefited from a steering group, consisting funders, training providers, member organisations and staff from the board of YouthLink Scotland.

3.1.5 Continued...

All Trainees, aged between 18–30, were employed by YouthLink and placed in a statutory or voluntary sector organisation for a period of up to five years. These placements were designed to develop the work of the host organisation.

It should be noted that each trainee took a different qualification route depending on their particular entry level and personnel preferences for learning and work requirements.

Retention rates were good of the 21 enrolled. From the statistics it would appear that following the programme: nine have embarked on degree level courses, three who left took up full time youth worker posts and 2 returned to other full time education.

3.1.6 ContinYou another voluntary organisation operated a traineeship scheme funded by the DfES with £1.4 Million called Young Leaders in the Community [YLiC] for three years as a pilot from March 2002. It was developed to provide a route back into learning and employment for young people unwilling or unable to access more conventional training opportunities. The summary information below is taken from a full report of the YLiC programme (Young Leaders in the Community – Achievements, learning points and factors critical to the success of the programme, Davies B, 2005⁵).

The programme recruited 40 Young Leaders a year for three years from four Black Country Boroughs. Young Leaders undertook supervised work placements with Voluntary Community Sector organisations and, in Year 3, with some statutory sector agencies. They also carried out two days a week off the job training run by the Boardesley Institute (a local training provider). Young Leaders were paid at the minimum wage. During the year they worked towards an NVQ (Level 2 or 3) in Community Work (Year 1) and Youth Work (Years 2 and 3), which was assessed by the Boardesley Institute.

YLiC was delivered through an operational partnership made up of: ContinYou, the contract holder, which provided overall co-ordination, employed a Pastoral and Placement Co-ordinator and commissioned annual evaluations; Black Country Connexions which employed the Young Leaders and provided management infrastructure and PA support; and The Boardesley Institute, which provided off the job training. A strategic steering group oversaw YLiC, which met four times a year and included representatives from the DfES and the main operational partners.

The programme enjoyed great success in terms of its retention rate, participants' personal and social development and the high percentage of young people who returned to, and remained in, education, employment or training after leaving the programme. Between 80 and 85% of the 117 young people involved completed the programme. In Year 1 – 79% gained NVQ Level 2; in Year 2 – 61% gained NVQ Level 2 and 25% gained NVQ Level 3; in Year 3 – 56% gained NVQ Level 2 and 12% gained NVQ Level 3.

3.1.6 Continued...

These results are particularly significant because of the levels of disadvantage and underachievement recorded by those joining the programme and their diverse backgrounds. The access to a qualification leading to employment (without going to college) and pay were seen as key motives for joining.

The support provided to the Young Leaders was a critical factor in the success of the programme. A full time Pastoral and Placement Co-ordinator was appointed with substantial youth work experience. 95% of the Young Leaders were satisfied or better with the support they received. Three Peer Mentors were selected from the previous year's cohort in Year 2 and four in Year 3.

Placements were initially in voluntary and community sector organisations, and by Year 3 around 25% of the placements were provided by statutory sector organisations to improve the Young Leaders' experience. Most gained their 3 days a week work experience in the same agency. A small number changed placement agencies, either by choice or because of difficulties in their initial placement.

All Young Leaders built a portfolio of their work for the NVQ. A paperless portfolio was developed using computer software and audiovisual input facilities for entering evidence onto a CD. This both helped them meet the NVQ standards and allowed easy and quicker cross-referencing of portfolio evidence. The programme also provided the 'underpinning knowledge' required for gaining the NVQ, especially at Level 3, and 15 local Youth & Community workers gained the Assessors' qualification [A1] through the training provider. With respect to Basic Skills, all were given an initial baseline assessment of their basic skills and those with serious problems were picked up early and individual learning plans were agreed and any extra support needed identified.

The report [5] notes critical to the success of the programme was the appointment of full time or substantial part-time assessors with relevant skills and experience. This report also notes that the factors critical to its success seem particularly relevant to the emerging Youth Work Apprenticeship award.

4.0 Employment Issues

4.1 Employment Status

One of the key considerations in considering an apprenticeship scheme will be the employment rights and conditions of the young people concerned.

A variety of employment practices for the different schemes were identified as recorded below:

- **Lancashire County Council and Wolverhampton Youth Service:** employ their apprentices on two-year fixed term contracts out of existing vacant posts on APT&C/NJC conditions of service.
- **Cheshire County Council:** Apprentices are employed on one-year temporary contracts by the authority with agreed day release to the training provider. Cost to the placement provider is £108. The apprentice is paid either £80 per week (17 and under) rising to £85 at 18 and over. Trainees would normally work a 37- hour week. If the placement leads to a permanent employment with the placement provider there is a one off payment of £150.
- **North Tyneside:** provides no employment status to the apprentices, though NTTS provides a maintenance allowance.
- **YouthLink Scotland:** employed each of the trainees on a contract of employment for the duration of each particular project with the host organisation – usually three years but up to five in some cases. Following which (while they were offered career guidance) they were required to organise their own future employment and as such, no further guarantee of a post was offered. Trainees were paid a salary of £16,000 and had a travel allowance of £1,000 per annum. Training costs were provided in the region of £2,000 per annum, which covered both college fees, and all the associated costs of books, accommodation for attendance and work related training costs such as computer courses and attendance at conferences.
- **Plymouth Youth Service:** employed their apprentices' full time on JNC terms and conditions. In addition, the finding from the survey noted: job descriptions provided were written specifically for the apprentices, and all apprentices should be on the same level and terms and conditions.
- **ContinYou:** Black Country Connexions employed The Young Leaders for 30 hours/week at the minimum wage for 21 year olds. Black Country Connexions also provided the management infrastructure and Personal Adviser [PA] support.

For further recommendations on employment status see [Appendix eight: Apprenticeship Framework Template](#) Section 3.2 (page 44) Employed Status.

4.2 Numbers of apprentices

Most schemes had started with small numbers, between five and ten, for several reasons, as recorded below:

- In most cases the apprenticeship was a pilot
- Funding opportunities
- Capacity
- Ease of co ordination
- To maintain the ability to support the apprentices effectively

However, there were some notable differences especially in the voluntary sector traineeship schemes, principally related to the funding available, as highlighted below:

YouthLink Scotland had a total of 21 apprentices over a longer period of time (3-5 years). This was due to the nature of this particular project, which secured significant funding from a range of funding partners including Grant Making Trusts, Local Authorities and a grant of £73,000 from the rank Foundation to provide overall management support and co-ordination.

Also, because of the large amount of 'up front' funding secured, the Young Leaders in the Community scheme, operated by ContinYou, involved a total of 117 young people, 39 in each of the three years it operated.

4.3 Ages

This was a key area of consideration for providers and the age range varied across projects as recorded below:

- Lancashire 16 – 19 years (*Note: not Youth Work Apprentices*)
- Wolverhampton 17 – 19 years
- North Tyneside 18 – 20 years
- Youthlink Scotland 18 – 30 years
- Plymouth 16 – 19 years
- ContinYou 16 – 19 years

The main consideration seemed to revolve around the ability of the young person to deliver youth work in a youth work setting if they were aged 16 or 17. Several projects thought that this could be overcome and was an issue of careful and appropriate planning. North Tyneside, for example, had taken the decision to offer the scheme to 18 year olds and restrict work-based placements to working with young people aged 14 – 17 years. The benefits of peer education were highlighted. And John Dunn at Plymouth Youth Service did note that level of maturity was an issue.

4.4 Age Related Employment issues

No specific issues relating to the employment age of the young people were pointed out. Where employed the apprentices underwent all the required Criminal Record Bureau disclosure checks and were covered by the usual employment insurances. The apprentices were also required to undertake legislative training such as child protection etc.

4.5 Roles

The roles in which the apprentices were deployed varied across the schemes in operation. In North Tyneside the apprentices rotate their placement every 6 months across the four Area Teams to ensure that they gain experience of outreach work centre based work and sexual health based work and thus gain a greater understanding of youth work in a variety of contexts.

In addition, with regard to roles, it was felt important to note at this stage that a trainee under the age of 18 would need to be treated more as 'young person' (a student/ young leader in the community) than as a 'colleague' (worker in training) especially, though not solely, in relation to organisations safeguarding young people policies.

4.5 Roles continued

Nationally there has been discussion through PAULO around employment issues and at the Youth Work Apprenticeship Implementation Meeting held on 7th December 2004, the following issues and challenges (page 5) from the piloting groups were noted:

“The meeting then went on to hear current plans of those at the meeting wishing to pilot. Sean Cullen, Mo Javaid and John Dunn all gave accounts of their own areas and points raised were:

- The transition into the work place
- Funding and costs
- Diversity of those applying for apprenticeships
- Demand
- Development and progression
- Lack of assessors
- Placements
- Support and training (training the trainer)

In addition, an Employment Rights and Responsibilities table was formulated, below:

Table 4.

Employment Rights and Responsibilities – Target	
1.	The candidate knows that employers and employees have a range of statutory rights and responsibilities under employment law and that employment can be affected by other legislation as well
2.	The candidate knows that there are procedures and documentation in their organisation which recognise and protect their relationship with their employer
3.	The candidate knows that there are a range of sources of information and advice available to them on employment rights and responsibilities
4.	The candidate understands the role played by their occupation within their industry and organisation
5.	The candidate has an informed view of the types of career pathways that are open to them
6.	The candidate knows the types of representative bodies relevant to their industry, and organisation and their responsibilities
7.	The candidate knows where and how to get information and advice on their industry, occupation, training and career
8.	The candidate can describe and work within their organisation's principles and codes of practice
9.	The candidate recognises and can form a view on issues of public concern that affect their organisation and industry

The framework template ([Appendix eight: Apprenticeship Framework Template](#)) outlines the type of role and Apprentice and Advanced Apprentice might be doing as illustrated in table 5 section 4.5.1 below (as extracted from the Framework Template).

4.5 Roles continued

4.5.1 What type of job might an apprentice be doing?

Table 5.

Apprentice:
<p>List of the occupations/most commonly used job roles/activities an apprentice is likely to fill. Apprentices will undertake duties under direction, with a limited need for initiative and independent action. Key duties will include:</p> <ul style="list-style-type: none">➤ Working directly with young people to develop their social education by providing programmes of activities, services and facilities;➤ Establishing contact with and guiding young people as part of local programmes;➤ Assisting in the provision of advice and support to local community groups and agencies;➤ Assisting in the motivation, retention, developing and support of staff and volunteers;➤ Assisting with service development by contributing to planning, delivery and monitoring of local provision;➤ Day to day administration to ensure smooth running of services;➤ Implementing equal opportunities policies.
Advanced Apprentices:
<p>Advanced Apprenticeships will take operational youth work responsibility for a local youth club/project, or carry project-wide responsibility for an area of curriculum or service development. They will be line managed by professional youth and community workers who will provide strategic leadership and operational guidance. Key duties will include, in addition to those set out above:</p> <ul style="list-style-type: none">➤ To establish and maintain relationships with young people and community groups;➤ Maintain quality of service provision including giving directions to other workers;➤ First line management responsibility for workers and volunteers, including recruiting, developing and disciplining of staff;➤ Initiating and monitoring developments of services, particularly with other agencies;➤ Performing and ensuring the discharge of administrative duties (including budget control, records, keeping health and safety);➤ Contributing to ensuring implementation of equality policies.

5.0 Other Issues

Further points and issues, which have been identified through the research, are listed below. These points are based on organisations' findings and developments, and on the participants' experience and learning gained through establishing and operating traineeship schemes and programmes similar to Apprenticeships in Youth Work.

- 1) The need for central co-ordination of the scheme where there are more than one or two apprentices was seen as crucial to the consistency of scheme administration and tracking as well as being able to offer mentoring support outside line management arrangements to the apprentice. Clarity of role and function of line manager, co-ordinator and any training provider was seen as crucial to the success of the scheme.
- 2) As the Apprenticeship contains both the VRQ and the NVQ qualifications there is a need for organisations to consider capacity and qualification issues (i.e. A1 Assessor Award) if assessment is to be undertaken within and by the workplace. Where the Training provider provides this this will not be an issue.
- 3) A number of employers had used existing vacancies on existing pay and conditions to create Apprenticeship posts, whereas others had sought specific funding for a large-scale project and others had used a Training Agency, which provided a training allowance to the young person. Whilst the LSC provides differing amounts of funding to the training provider for Apprenticeships at both Level 2 and 3, any access to such funding for the employer to support or deliver the training would need to be determined by a franchise agreement with the Training Provider. A full exploration of funding routes and possible arrangements enables a number of different models or approaches to be used but also needs to be clarified and confirmed before commencement of the scheme.
- 4) In the course of this research contact was made with Apprenticeships Solutions, a private organisation which had at one time been set up and funded by LSC to act as broker between the employer and any training provider. There are advantages to this approach and such a broker could offer support in setting up the scheme. However, it may be determined that there is sufficient infrastructure in place in larger organisations to utilise internal networks for the setting up of Apprenticeships. Consideration would need to be made in any furthering of an Apprenticeship scheme as to whether brokerage would be useful or direct contact and negotiation with a Training Provider.
- 5) It is worth noting that both LCC Youth & Community Service and Lancashire Youth Association have also extensive experience of managing successful traineeship schemes not dissimilar to the Youth Work Apprenticeship pilot projects and others mentioned in this report. Thus, in relation to this experience and piece of research both organisations are in good position to develop and incorporate an Apprenticeship scheme.

6.0 Recommendations & Conclusions

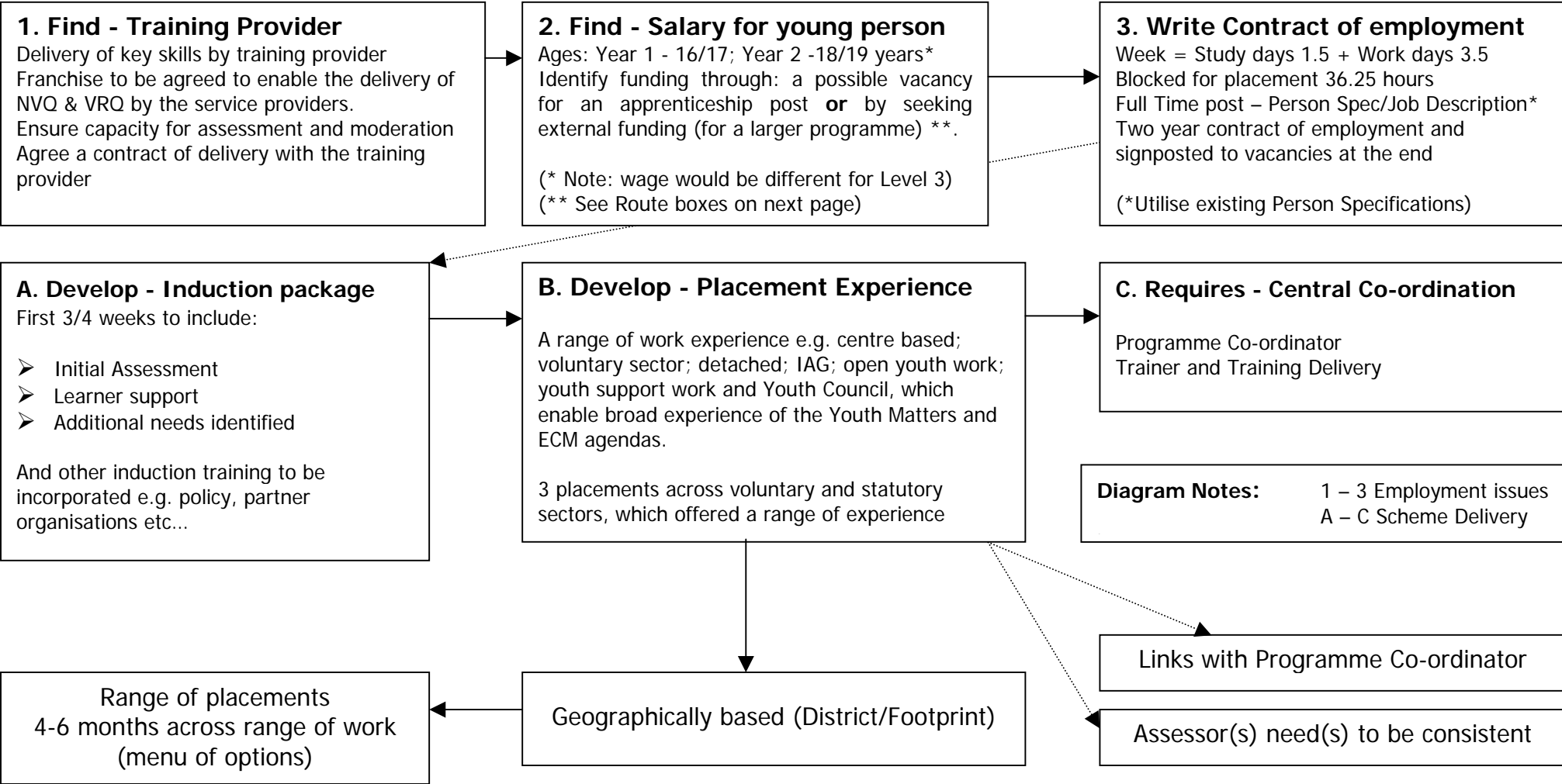
6.1 Drawing from the finds from this research a number of key issues were identified which would need to be put in place for the setting up of an apprenticeship scheme. These issues had an element of process about them and included the following priorities:

1. Establish the scope of the apprenticeship (e.g. Age)
2. Finding a training provider
3. Establishing the employment status and associated administration
4. Developing a package which includes induction placement experience and type and range of work
5. Delivery of the programme

Model 1. Identifies the key issues and considerations of this process (see next page)

6.2 Establish the scope There would appear to be three possible options for consideration these are detailed in section 6.3 below.

MODEL 1. OPERATION OF YOUTH WORK APPRENTICESHIPS IN LANCASHIRE AT LEVEL 2



6.3 Options routes

6.3.1 Option One: Run Apprenticeships in Youth Work for 16 – 18 year olds.

Year 1: 'Peer Education' year whilst undertaking training (Apprentices doing youth work from a peer educators' basis) This would enable young people to undertake youth work from a Senior Member perspective and undertake roles and responsibilities appropriate to their age and act as a peer educator across two placement settings (6 months each). They would also commence the NVQ and VRQ at Level2. This would provide a progression route in Year 2 into more formal aspects of youth work and for them to undertake a wider range of placements.

Option 1. 16-18 Route:

Year 1 – 16/17: 'Peer Education' year whilst undertaking training (Apprentices doing youth work from a peer educators' basis) in 2 placement settings.

Pay: £82.01/week (training allowance - equates to £3,936.48/annum)

Year 2 – 17/18: Wider range of placements whilst continuing to undertake training.

Note 1. A salary jump at aged 18* to minimum wage which equates to around £12,000/annum inclusive (*Note this would only apply to small number, if recruits commenced in July of school leaving year).

Note 2: This route - would be a broad training opportunity which (possibly) could be created through a vacancy, though this would need a more flexible vacancy to allow the range of opportunities (Note: may need to check any HR/employment law issues here).

6.3.2 Option two: Run the apprenticeship for 18+ year olds.

Year 1: Enrolled into an NVQ and VRQ at Level 2. Young people on this route would undertake the range of placements from Year 1, which would be continued in Year 2.

Option 2. 18 + Route:

Year 1 – 18/19: Enrolled to existing Initial Training Programmes (NVQ L2) and commence on placements.

Pay options: a. Minimum wage, or b. JNC 1-4 (Assistant YSW and Worker in Training)

Year 2 – 19/20: Continue of full range of placements and continuation of training

This Route – would be applied for by Job Vacancies.

6.3 Options routes Continued...

6.3.3 Option three: To consider running Model 1. but applied to Level 3 i.e. for Advanced Apprentices. The template framework (See [Appendix eight: Apprenticeship Framework Template](#)) states the minimum age of entry to an Advanced Apprenticeship in Youth Work is 18 and candidates must have a period of previous experience in a role with a level of responsibility and the completion of Level 2 NVQ/VRQ or equivalent. Whilst this route has not been considered in detail by the report, this option would provide a career progression route for those completing Level 2 NVQ/VRQ and we recommend that this option be given further consideration.

6.3.3 Overarching Recommendations:

1. The research illustrates the benefits of apprenticeships to those organisations, which have adopted them. Without exception both the young people involved and the organisations have illustrated the positive aspects of adopting these opportunities for young people. There are both strategic and operational benefits to all partners involved. Therefore we recommend that this be given consideration for implementation.
2. The research has identified existing practices both internal and external to Lancashire and we recommend that these be utilised. For example LCC has experience and an infrastructure to support apprentices and the knowledge from this should be utilised where appropriate.
3. The research identified that most schemes benefited by starting with small numbers and it is recommended that any initial pilot should start with no more than 10 apprenticeships within the first year.
4. It appears to be of vital importance that sufficient capacity is built into any scheme delivery and this is accounted for at all levels, for example, assessment, moderation, line management etc. Therefore we recommend that any scheme would require a programme co-ordinator over and above other roles to ensure the efficient and effective operation of the programme and pastoral and placement support for apprentices. This would ensure adequate support to the young people and improve the retention rate for the duration of the scheme. (Refer to 3.0 and compare successful retention of ContinYou). The numbers and levels of other roles would need to be determined in conjunction with and by existing and potential Level 2 programmes.
5. Whilst there may be concern about offering youth work apprenticeships to 16 / 17 year olds it has been shown throughout the research that this is highly possible given adequate and appropriate planning regards roles and responsibilities. We would recommend that consideration be given to either or both of the options detailed above for implementation. In addition, we would recommend that an Apprenticeship, which commences at 16/17, develops the focus of Peer Education in Year 1 with an emphasis Leadership in Year 2.
6. We recommend that a franchise partnership with a Training Provider be identified to enable internal delivery of the VRQ (Technical Certificate) and NVQ (Work Based Learning). We recommend that existing partnerships be explored in the first instance with the second option to use a broker such as Apprenticeship Solutions Limited.
7. We recommend that the Training Provider delivers particular aspects of the scheme as follows:
 - a. Training Provider to provide initial assessment of Key Skills
 - b. Training Provider to provide the required Key Skills

8. The roles and responsibilities of all those involved need to be clear and consistent. It is recommended that a Programme Co-ordinator be appointed to co-ordinate the scheme, provide pastoral support across the apprenticeships, liaise with line managers, tutors, and assessors and be responsible for setting up moderation and quality assurance procedures. Line managers take responsibility for the day-to-day workload, supervision and on the job coaching and support to enable achievement of evidence for the NVQ. Assessors should be responsible for assessment planning and assessing evidence in line awarding body requirements.
9. That clear guidance is developed for each of the roles involved.
10. It is recommended that a partnership approach to setting up apprenticeship between statutory and voluntary sectors. This will enable the development of placement opportunities across the sectors. This would include the formation of a partnership steering group. Any employment issues, which this raises, would need to be explored.
11. It is recommend that Lancashire County Council be the employer with any invoicing arrangements set up to incorporate external funding sources.
12. We are recommending that existing infrastructures be utilised including Lancashire County Council's existing framework around apprenticeships (contract of employment, central unit training courses etc.). This would enable closer integration with existing PSA targets for apprenticeships and the associated Learning Agreement pilot.

6.4 Other issues: In progressing an Apprenticeship in Youth Work Scheme the following items must be addressed at an early stage by the partnership steering group established:

- Funding for salaries/pay for routes in Voluntary Youth Sector – may be addressed partly via the partnership arrangements or funding applications
- Time & Costs & Consistency of Line Manager & Supervision
- E-mail/Login/ICT access
- How much is this worth? May be addressed via performance/impact measures
- How much will it cost / v income?
- Placements – possible difficulties relating to locating Apprentice in their 'existing' Youth Club/Group
- Explore Agency Placements
- CRB Clearance
- Marketing of Apprenticeships, to identify what it entails, career progression, quality and work.

6.5 Conclusions

Without doubt there is a strong case for the development of Apprenticeship in Youth Work in Lancashire. Everyone consulted in relation to this study identified the positive and added value, which such a scheme could bring.

This report has sought to bring together these findings and present a possible model for operation in Lancashire. It should be noted that because of a number of constraints, in terms of the newness of the framework, original brief and the limited access to those scheme of which we are aware, this report has sought to identify the main and current themes, but is in no way a comprehensive analysis. Rather, it seeks to present a balanced and considered case drawing on best practice and learning available.

Finally, we also note in completing this feasibility report that there are significant changes taking place within Lancashire Youth & Community and potentially the voluntary youth sector across Lancashire, which may provide further opportunities for developments, which this report has not considered

Appendix one: Working Group Meetings

Table 6. Dates of meetings and attendees (notes of these meetings are available on request)

DATE	VENUE	CONTENT – ATTENDEES
4 th November 05	10 Fishergate Hill	Andrea, Graham and Mary Kenny
16 th November 05	County Hall	Andrea, Graham, Mary, Alan Goode, Alima
23 rd January 06	St Martins	Andrea, Graham, Mary, Alan Goode, Alan Smith
23 rd February 06	10 Fishergate Hill	Postponed to 28 th February
28 th February 06	White Cross	Andrea and Graham – Brief update meeting
6 th March 06	10 Fishergate Hill	Andrea and Graham – PM meeting
13 th March 06	County Hall	Andrea and Graham – AM meeting
22 nd March	10 Fishergate Hill	Andrea and Graham – AM meeting
15 th May 06	10 Fishergate Hill	Andrea and Graham – AM meeting
13 th June 06	County Hall	Andrea and Graham – AM meeting
4 th July	10 Fishergate Hill	Andrea and Graham – AM meeting
23 rd August	10 Fishergate Hill	Andrea and Graham – AM meeting

Appendix two: SWOT Analysis

Table 7. SWOT Analysis – Apprenticeships in Youth Work

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Paid • Employed • Integral part of workforce • Full time • Cheaper – savings • Fits BVPI Targets (Las only) • Fits partnership targets • Fits Government targets • Saves time on recruitment • Saves time on induction 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Skill base to manage • lack of motivation (from overwork) • lack of infrastructure • placement overload
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Young people into workforce • advocates youth work as a profession • provides a progression of youth work into a youth work career! • to develop new partnerships • to review the contractual basis of new staff • creates opportunities for CPD within the workforce • moves the service towards a learning organisation • more return than from an HE placement 	<p>THREATS</p> <ul style="list-style-type: none"> • Age range if young for this work • questions of capability • loss of resources to support the student • complexity of the package • present aging workforce

Appendix three: Feasibility Study Questionnaire

QUESTIONS to lead contacts in study organisations:

Public Sector: Voluntary Sector: College:

SECTION ONE: Reason for apprenticeship in youth work:

- Can you explain why you set it up?
- What were the perceived benefits?

SECTION TWO: Funding Structure:

- How was the programme structured?
 - a. How did you get the funding?
 - b. Who were the partners?
 - c. Which partner led on what? (E.G. who is leading on: Key Skills; Youth Work Skills; and Technical Certificate?)
- What funding issues were there? (I.E. who got paid what level of funds for the delivery of each of the components of the programme?)

SECTION THREE: Scheme Structure:

5. Which Level did you offer? 2 or 3

- What were the issues, if any, regarding the Level? (E.G. if at level 3 how did you provide the underpinning knowledge and how did you ensure the role was to meet the Level 3 descriptor?)
- What was the breakdown of work and college time?
- Did you have monitoring tasks to perform related to the funding?

Yes No

- And, if so, what administration was required to support this?

SECTION FOUR: Employment Issues:

- Work placements – do the apprentices have employed status?

Yes No

11. What status did the apprentices have if they finish early? (And how would manage someone's term and conditions in these circumstances?)

- Supervision – what are the capacity issues for line management?
- How many apprentices did you employ?
- What ages were they?
16-17 18-19 19 plus
- What age related issues did you encounter? (E.G. how have you employed 16 year olds? Also in relation to CRB Checks and Insurance?)
- Role – how were apprentices deployed and what terms and conditions?
- What measures did you take, if any, to brief your workforce and convince them of their suitability?
- What is the retention rate on the programme? (I.E. of those who were registered on the programme how many completed?)
- What was the retention rate following the programme (I.E. how many of the apprentices have you employed?)

SECTION FIVE: Other:

- Did you have links with the Voluntary Youth Sector on this programme?
Yes No
- And, if so, please describe these.
- What does it take to get an apprentice through? And based on your experience what were the pitfalls and what would you say to an organisation, which is starting out?
- Did you have links with your regional links?
Yes No
- If so, what are your regional links?
- We are planning to hold a launch event in Lancashire to youth service colleagues next spring and we are also considering holding a regional event. Would you be interested in either of these events to answer questions and speak about your experiences?

END OF QUESTIONS

Appendix four: Work Plan

**Transforming Youth Work Improvement Framework – Voluntary Youth Sector – Lancashire
Work Plan – Youth Work Apprenticeships**

AIM – To conduct feasibility on the implementation of Youth Work Apprenticeships in Lancashire

<u>Objectives</u>	<u>Role of LCC Y&CS</u>	<u>Role of LYA</u>	<u>Method</u>	<u>Time</u>
<ul style="list-style-type: none"> To research any existing pilot work on youth work apprenticeships 	Follow up leads write meet + bring back information to the steering group	Liaise with NWRWU + follow leads, request information fed to Lancs. Group. Speak to Alan Goode and draft questions	Evidence from mapping Desktop research Telephone survey Database created	8 days split: 4 days LYA 4 days Y&CS
2. To establish the current structure for apprenticeships which are operating within LCC	Maintain contact with NWRWU reps in Local Authorities. Establish LCC HR Contacts and contact at Adult colleges, websites, Chorley apprenticeship centre et al.	Work on information provided by AP	Desktop and telephone meetings with colleagues	4 days Y&CS
3. To define the structure of funding and payments for delivery of apprenticeships	Identify LCC employment and employer issues/ costs with LSC to explore funding links	Identify the employment issues and costs in the voluntary sector and work on information provided by AP	Letters, Telephone, meetings	4 days LYA
4. To ascertain the potential levels of demand for apprenticeships across the sectors		Two questionnaires – to identify appropriate recruitment sources. Pilot at TDG meeting in Dec 05	Questionnaire to key stakeholders, Focus groups meetings	4 days LYA

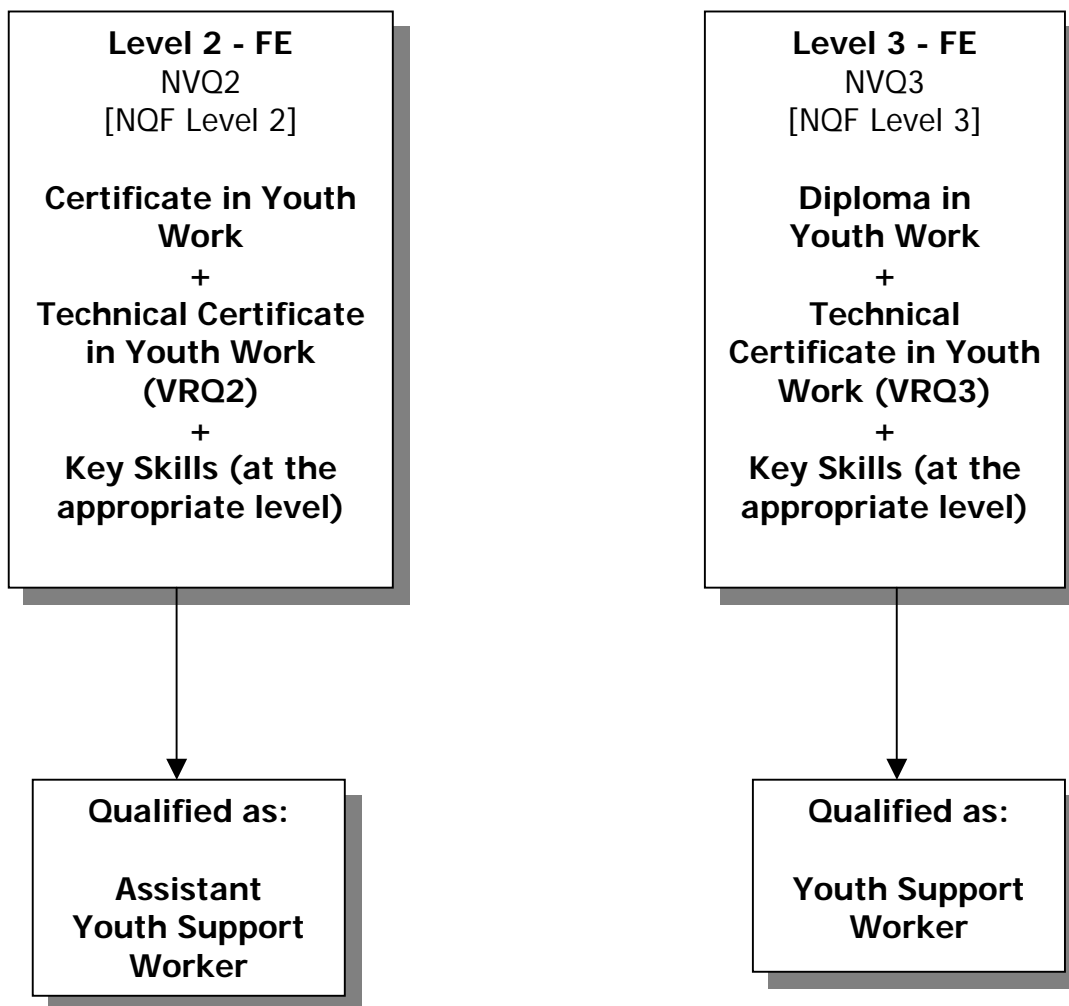
AP = Andrea Phillimore; GW = Graham Whalley

<u>Objectives</u>	<u>Role of LCC Y&CS</u>	<u>Role of LYA</u>	<u>Method</u>	<u>Time</u>
5. To create a schematic to detail the possible journeys of apprentices	Feed information to LYA	Produce chart and diagram(s)	Charts, Graphs, Tables	2 days LYA
6. To share practice development across the sectors + working towards a draft report.		Provide secretariat services to the Lancashire AYW Steering Group Produce draft report	Monthly meetings of the Lancashire AYW Steering Group and attendance at the NWRWU working group meetings plus meet St Martins and meet with NYA WGr	4 days LYA
7. To produce a report detailing the feasibility of youth work apprenticeships in Lancashire and produce the plan for the implementation of a pilot apprentice scheme	Arrange printing of the report	Write final report	Written report – distributed to partners	4 days LYA
8. Hold an event to share the information from the report with partners	Joint event co-ordination	Joint event Co-ordination	A partnership event + report launch	<ul style="list-style-type: none"> • days Y&CS 1 day LYA
9. Explore Infrastructure needed to support apprenticeships in a VYSIO and Public Sector body	Explore in relation to a Children's Service Directorate	Explore in relation to a VYSIO*	Telephone discussions	<ul style="list-style-type: none"> • day Y&CS 1 day LYA

- **VYSIO – Voluntary Youth Sector Infrastructure Organisation**

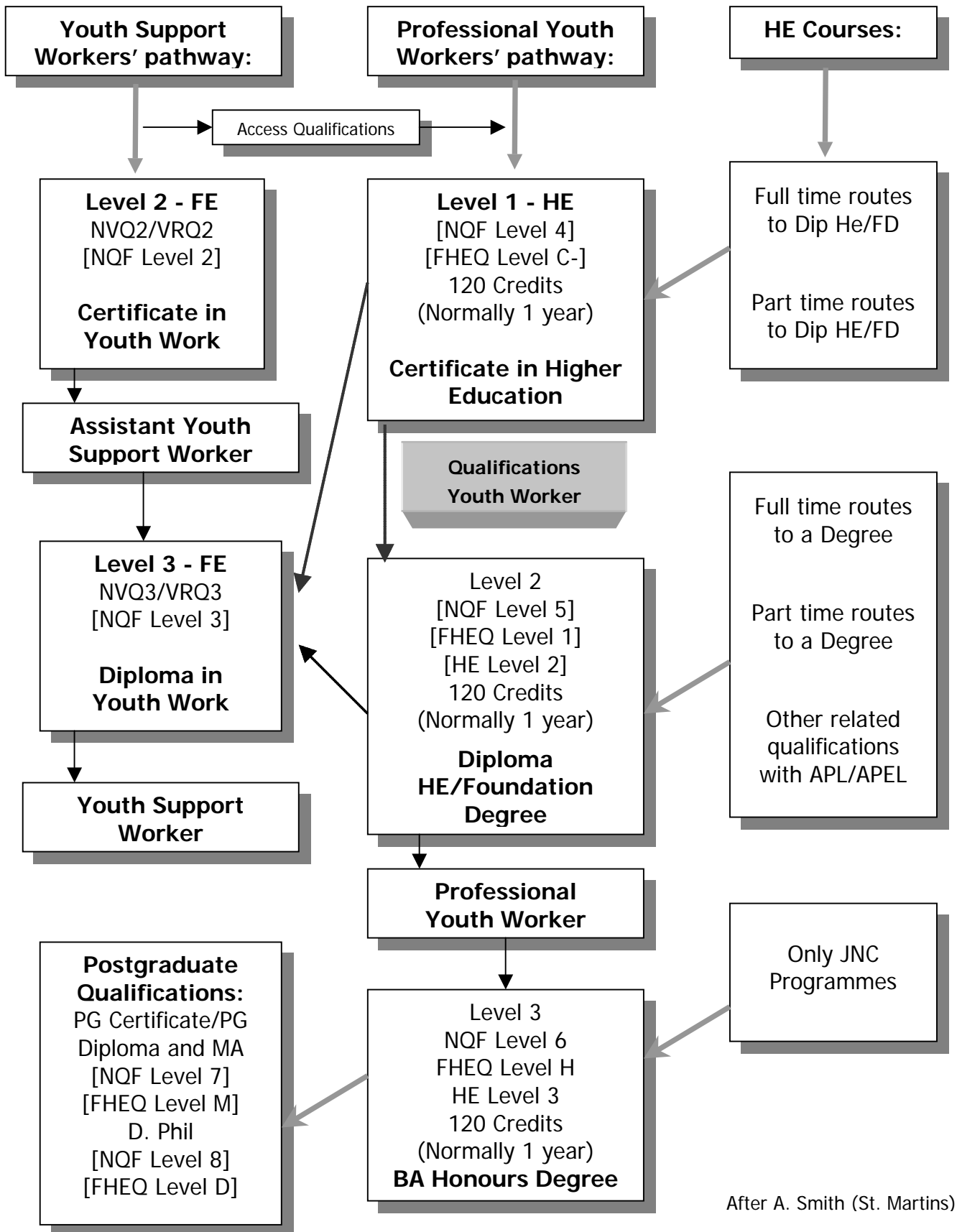
Appendix five: Diagram 1.

Diagram 1. Apprenticeship Package – to a qualification in Youth Work



Appendix six: Diagram 2.

Diagram 2. Pathways to a Qualification as a Youth Worker



Appendix seven: Contact information

Table 8.

Organisation	Named Contact
Wolverhampton Youth Service	Sean Cullen
City of Wolverhampton College	Penny Maddern
Plymouth Youth Service	John Dunn
North Tyneside Youth Service	Paula Holland
Norfolk Youth Service	Roz Barnet
ContinYou	Mo Javid
ContinYou	Bill Malley
Youth Link – Scotland	Timothy Frew
Youth Link – Scotland	Gillian Lithgow
Hampshire Youth Service	Richard White
Apprenticeship Solutions Limited	Rob Smith

Useful Websites and Contact details:
Lifelong Learning UK – 0870 757 7890 www.lifelonglearninguk.org
Learning and Skills Council – 0800 150400 www.apprenticeships.org.uk
ABC Awards – 01823 365442 www.abcawards.co.uk
City & Guilds - 0207 294 2800 www.city-and-guilds.co.uk
Graham Whalley – 01772 208598 grahamw@lya.org.uk
Andrea Phillimore – 01772 532821 andrea.Phillimore@ed.lancscc.gov.uk

Appendix eight: Apprenticeship Framework Template

Apprenticeship and Advanced Apprenticeship in

Youth Work

Framework Template (England and Wales)

Framework Code 340

Date submitted to AAG:	September 2005
Date approved by AAG:	November 2005
Issue number:	1
Implementation date:	1 st November 2005

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1 Details of the Industry or Sector

Item	Detail
Apprenticeship	Apprenticeship in Youth Work. For use in England and Wales
Advanced Apprenticeship	AA in Youth Work. For use in England and Wales
Joint Apprenticeship and Advanced Apprenticeship	
Name of SSC/sector body	Lifelong Learning UK
Contact name	Maureen O'Mara/Ted Le Riche
Address	Lifelong Learning UK 5 th Floor St Andrew's House 18 – 20 St Andrew Street London EC4A 3AY
Telephone number	0870 757 7890
Fax number	0870757 7889
Email address	maureenomara@lifelonglearninguk.org
Date sent to AAG	August 2005
Date of Implementation	November 2005

1.1 Plans for the Framework

This framework has been developed by PAULO NTO, the former NTO for community-based learning and development. Lifelong Learning UK has now obtained a licence as a Sector Skills Council; its scope includes Youth Work. The SSC is the standards setting body and will assume responsibility for the maintenance of the Apprenticeship frameworks, including the Apprenticeship and Advanced apprenticeship in Youth Work.

2 Summary of the Mandatory Outcomes

Framework Code

3	4	0
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Apprenticeship	Level	Advanced Apprenticeship	Level
NVQ(s) Youth Work	2	NVQ(s) Youth Work	3
Key Skills Communication Application of Number Information Technology Problem solving Working with Others Improving Own Learning and Performance	1 1 1 1 1 1	Key Skills Communication Application of Number Information Technology Problem Solving Working with Others Improving Own Learning and Performance	2 2 1 2 2 2
Technical certificates(s) 100/5276/8 City & Guilds Certificate in Supporting Youth Work 100/5157/9 ABC Certificate in Youth Work	 2 2	Technical certificate(s) 100/5277/X City & Guilds Certificate in Supporting Youth Work 100/5188/0 ABC Diploma in Youth Work	 3 3
Additional employer requirements An HSE Appointed Person First Aid Qualification		Additional employer requirements ENTO health and Safety unit A: <i>Ensure your own actions reduce risks to Health and Safety</i> An HSE Appointed Person First Aid Qualification	
Employment rights and responsibilities To be covered as part of induction and subsequent phases for apprenticeship, as appropriate		Employment rights and responsibilities To be covered as part of induction and subsequent phases of apprenticeship, as appropriate	

3 Overview of the Framework

3.1 Rationale for Framework

The Apprenticeship and Advanced Apprenticeships in Youth Work have been developed as a high quality programme forming steps on the ladder to youth work career. The Apprenticeship is designed for people who have recently become active as youth workers. They are working within an organisation, community or project, paid or unpaid, in an assisting or supporting role in the personal development of individual young people or groups. The Advanced Apprenticeship is intended for people who have a fairly wide experience of youth work, in more than one group or situation, in a paid or unpaid capacity. They are often working on their own initiative, and have responsibility for determining the direction of their own work and providing guidance and support for other paid or unpaid workers a qualified youth support workers.

The framework is relevant for employers and providers in both the voluntary and local government youth work sectors. The local authority sector employs around 25,000 youth workers, about 22,000 of whom work part-time. An equivalent figure for the voluntary sector is harder to estimate, but is likely to be at least as large.

Apprenticeship routes, both at Apprenticeship and Advanced Apprenticeship levels, are being developed in a response to a need to address significant recruitment and retention problems in youth work. There is concern that the average age of the workforce is rising, and that there is under-representation of minority ethnic groups. Many youth work organisations report difficulties in filling posts with suitably qualified candidates. Employers are keen to recruit local people into work with young people, and see the Apprenticeship as a valuable additional route into a youth work career. Those who successfully complete either Apprenticeships will be able to undertake the role of Youth Support Worker as recognised by the Joint Negotiating Committee (JNC) for Youth and Community Workers. JNC sets conditions of employment and pay scales for Youth and Community Workers and it currently distinguishes between those who have completed the VRQ or NVQ at level 2 and level 3.

It is estimated that the take-up is likely to be in the range of 100-150 places nationally, of which about 2/3 would be Advanced Apprenticeship.

3.2 Employed Status

Apprenticeships should ideally be employed as youth support workers from the start of the apprenticeship, but this is not a statutory requirement. They can be:

- Directly employed by an employer and on their payroll
- Based with an employer but not directly employed and paid an allowance by the employer
- Based with a provider and placed with an employer who will provide work based learning opportunities

All Advanced Apprentices should be employed as youth support workers from the start of the apprenticeship, unless there are exceptional circumstances.

In all cases apprentices must be linked with an employer or sponsored by an employer from the outset even if they are not actually employed.

3.3 Consultation on Framework Development

You are required to give details of the Steering Group/Management Group members involved in the development of the framework

Organisation	Name of Representative
Employers	
Cambridge Youth Service	Julia Daniel
Hull Youth Service	Christine Jewett
Leicester City Youth Service	Fiona Bedford
Worth Unlimited	Andrew Musgrove
Providers	
ContinYou	Bill Malley
LSCs	
Trade Union(s)	
Did not nominate a representative – were informed of progress and involved in a consultation meeting	
Connexions or Careers Service	
Black Country Connexions	Mohammed Javaid
Awarding Bodies	
City and Guilds	Pam Carswell
ABC Awards	Julie Lloyd
Others	
PAULO NTO	Ted Le Riche
The National Youth Agency	Liz Morrey/Steve Drowley
National Council of Voluntary Youth Services	Judy Hunter
Department of Education and Skills	Maureen McDaid

3.4 Consultation with the Industry/Sector/Providers

(Please delete the box(es) which do not apply)

Post	<input type="checkbox"/> YES	<input type="checkbox"/>
Email	<input type="checkbox"/> YES	<input type="checkbox"/>
Telephone	<input type="checkbox"/> YES	<input type="checkbox"/>
Focus groups	<input type="checkbox"/> YES	<input type="checkbox"/>

Other (please specify)

Information placed on relevant websites and in Young People Now

	Organisation	Name of Representative
Employers		
No. of employers	Brighton and Hove Youth Services	Nigel Jenner
	Greenwich Council	Elizabeth Perry
	North Tyneside Council	Phil Dixon
	Norfolk County Council Youth Service	Roz Barnett
	Portsmouth City Council	Isabelle King
	Plymouth City Council	Jo Dunn
	Wolverhampton City Council	Gloria Jones
	YMCA North Shields	Maur Gray
Providers		
	North Radstock College	Andy Burkitt
	Bordesley Institute	Bruce Malkin
	Wolverhampton College	Penny Madden
LSCs/ELWa regional offices		
	Tyne and Wear	Kirsty Leaderman
Trade Union(s)		
	Community and Youth Workers Union	Doug Nicholls and Ian Richards
	National Association of Youth and Community Officers/NUT	Keith Raynor-Lunn
Connexions or Careers Wales		
	Black Country Connexions Service	Mohammed Javid
Awarding Bodies		
	City and Guilds, ABC	Pam Carswell, Veronica Read, Tony Sharp and Robbie Beecher at ABC
Higher Education (AMAs) only		
	Open University	Christine Wise
Others		
	National Youth Agency	Steve Drowley

4 Content of Framework

4.1 NVQ(s)

For the Apprenticeship:

Level 2 NVQ in Youth Work

This NVQ has been developed from the National Occupational Standards for youth work and consists of six units, four of which are mandatory and two optional, from a choice of eight.

For Advance apprenticeship:

Level 3 NVQ in Youth Work

This NVQ has been designed from the National Occupational Standards for youth work and consists of eight units, four of which are mandatory and four optional (two from a choice of eight plus a further two from a choice of six).

4.2 Key Skills

The following key skills must be achieved by Apprentices:

Key Skill	Level	
	A	AA
Communication	1	2
Application of Number	1	2
IT	1	1
Working with Others	1	2
Improving Own Learning and Performance	1	2
Problem Solving	1	2

Apprenticeship candidates who have achieved a good (A*-C) GCSE in English or Maths need not be asked to attempt levels 1 or 2 key skills qualifications in Communication or Application of Number. Where GCSE A*-C English or Maths are being claimed as a 'concession' against the whole level 1 or 2 key skills qualification, a maximum period of three years will be allowed between the award (i.e. date of certification) of the GCSE and the registration (start) date of the Apprenticeship/Advanced Apprenticeship programme.

4.3 Technical Certificates

Technical Certificates focus on the knowledge and understanding which underpins the NVO competencies and additional knowledge to facilitate progression to HE or higher levels of working. Technical Certificates may also cover wider Aspects of the occupation/sector as determined by LLUK. They are a structured approach to teaching and assessment, including external assessment, and are capable of being delivered through a taught programme on off-the-job learning.

New qualifications, which will form the required technical certificate for the Apprenticeship and Advanced Apprenticeships now exist, and will be submitted for inclusion in the National Qualifications Framework. The Approved Technical Certificates are as follows:

100/5276/8 City & Guilds L2 Certificate in Supporting Youth Work

100/5277/X City & Guilds L3 Certificate in Supporting Youth Work

100/5157/9 ABC L2 Certificate in Youth Work

100/5188/0 ABC L3 Diploma in Youth Work

There may be instances where an apprentice will be exempt from achievement of a technical certificate as part of their apprenticeship, for example, if they have already achieved an award that is one of the recognised qualifications that meet the requirements for a technical certificate and has been agreed by the SSC, or if the apprentice has achieved an award that is a level higher than that required by the framework. To avoid any difficulties at the point of claiming the apprenticeship completion certificate, providers must gain written agreement to any exemptions during the initial development of the apprentice's individual apprenticeship plan from the SSC. Where an apprentice is exempt from the technical certificate, they may be encouraged to achieve an alternative acceptable qualification or one at a higher level that meets the requirement for a technical certificate.

4.4 Additional Employer Requirements

There are no additional requirements in the Apprenticeship beyond **An HSE Appointed Person First Aid Certificate**.

Employers in this sector will require Advanced Apprentices to achieve level 3 ENTO Health and Safety unit A: *Ensure your own actions reduce risks to Health and Safety* and an HSE Appointed Person First Aid Certificate

4.5 Employment Rights and Responsibilities

Employment Responsibilities and Rights (ERR) include material covering:

- The rights and responsibilities of workers (including equal opportunities legislation)
- The organisation, disciplines and representative structures of the industries concerned
- The impact on the sector of public law and policies

For this framework, the SSC recommends that ERR is covered in the apprentice's induction and subsequent phases of their apprenticeship, as appropriate. There are no formal evidence requirements for this component of the framework, but it is recommended that apprentices record, in a reflective log, relevant information covering these areas.

5 Implementation of Framework

5.1 Entry Requirements

There are no nationally laid down minimum entry or previous experience requirements for Apprenticeships. However, Apprenticeship candidates should normally be able to demonstrate ability to achieve at least level 1 Communication skills, and Advanced Apprenticeship candidates level 2 by the end of their Apprenticeship. The minimum age entry to the Apprenticeship is 16 years and the minimum age for entry to the Advanced Apprenticeship is 18 years.

Evidence from a voluntary organisation or local authority of volunteering or other experience in working with children and/or young people would be recommended for entry to Apprenticeship and is an expectation for Advanced Apprenticeship applicants. Direct entry to the Advanced Apprenticeship will normally require a period of previous experience in a role with a level of responsibility and completion certificate of a level 2 VRQ/NVQ or equivalent. Apprentices would be expected to show the following skills and attributes:

- Motivation to succeed in working with young people
- Willingness to learn and apply that learning in the workplace
- Ability to demonstrate that they have the potential to complete the qualifications which are part of the Apprenticeship
- Willingness to communicate effectively with a range of people
- Being numerate and literate
- Willingness to undergo a police check.

5.2 On- and Off-the-job Learning

Young people are entitled to receive appropriate learning away from the direct working environment; providers and employers should work together to manage this process. It is recommended that a minimum of one day per week is allocated to off-the-job training.

Off-the-job training is defined as learning which takes place:

- Within the workplace, but away from the normal day to day work responsibilities, for example, using a computer or distance learning materials in a separate room or office
- Away from the workplace at the premises of a learning centre or local college

5.3 Minimum Duration of Training

The minimum duration acceptable for completion should be at least 12 months for Apprenticeship and 24 months for Advanced Apprenticeship, unless individual circumstances (such as significant prior learning) make the relevant minimum length of stay inappropriate.

5.4 Health and Safety

Health, safety and security issues are a formal part of the induction of all apprentices and are a key element of the Employment Responsibilities and Rights component of this framework. Employers in this sector will expect Advanced Apprentices to achieve level 3 ENTO Health and Safety unit A: *Ensure your own actions reduce risks to Health and Safety* and also a relevant first aid certificate: HSE Appointed Persons First Aid Certificate.

All partners involved in the implementation of apprenticeships must adhere to their statutory responsibilities for health and safety as follows:

- A safe working environment for apprentices must be provided whilst they are at work or in training
- Appropriate training on health and safety in the workplace must be given to each apprentice
- Awareness of, and compliance with, legislation relating to the Health and Safety at Work Act 1974, the Working Time Regulations 1998 and any other relevant legislation must be demonstrated
- Additional employer specific considerations for sectors, for example, local authority regulations for registration of those working with children or vulnerable adults
- The apprentice must be aware of and comply with their statutory responsibility for health and safety at work. This relates to their own safety and to the safety of others in the work place. They must also be aware of, and comply with, any additional health and safety procedures laid down by their employer/provider
- Local LSC's are responsible for monitoring the compliance of providers to their statutory health and safety obligations and will carry this out through their Quality Assurance procedures
- Providers will monitor the compliance of employers with Health and Safety statutory requirements
- Apprentices may be required to undertake minimal and low level supervision of younger people who are under the age of 14 years. Advanced Apprentices may be required to take a higher level of supervision of younger people who are under the age of 14 years and to provide support to Apprenticeship candidates at level 2.
- Apprentices must be willing to undergo a Criminal Records Bureau check (these are mandatory for all those working with young people under the age of 18 years and those working with vulnerable adults).

5.5 Equality and Inclusion

Youth Work values and celebrates the contributions made by different individuals, groups and communities and is committed to their support and promotion. Education and training for youth and community work is committed to challenging oppression and unjust discrimination, and to promoting equality of opportunity for all involved. Youth work is committed to the principle of equality but recognises that there is widespread, unjust, direct and indirect discrimination against many individuals and groups of people. Many individuals and groups experience this discrimination as oppression – a systematic process whereby more powerful individuals, groups and institutions unjustly limit the lives, experiences, opportunities, choices and material wellbeing of those with less power. Effective youth work can play a part in redressing such disadvantage and discrimination.

Whilst equality has been identified here under a separate heading, the principles relate to all those systems and procedures which have the potential to discriminate against apprentices at any point during the programme – from recruitment and selection and induction, through to successful completion.

There should be open recruitment of Apprentices to the programme, which is available to all young people, regardless of gender, ethnic origin, religion/belief, sexual orientation or disability who meet the stated selection criteria. All partners involved in the delivery of the apprenticeship – local LSC's, providers, assessment centres and employers must be committed to a policy of equality and must have a stated equality policy and procedure. Employers/providers must be able to demonstrate that there are no overt or covert discriminatory practices in selection and employment. All promotional, selection and training activities must comply with relevant legislation including:

- The Sex Discrimination Act, 1975, and Code of Practice
- Equal Pay Act, 1970
- The Race Relations Act, 1976 and Code of Practice
- The Race Relations Amendment Act, 1999
- The Disability Discrimination Act, 1995 and Code of Practice
- Rehabilitation of Offenders Act, 1974
- Employment Relations Act, 2002
- Human Rights Act, 1998
- Special Educational Needs Disability Act, 2001
- Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003

The apprentice's knowledge about equality policies and procedures can be used as evidence for the Employment Responsibilities and Rights component of this framework.

5.6 Transfer Arrangements From Previous Framework

Not applicable

6 Achievement and Progression

6.1 Certification

The successful apprenticeship will receive an Apprenticeship Completion Certificate from LLUK. This is separate from, and in addition to, those certificates awarded for the achievement of the individual components of the framework, eg., NVQ, key skills, and the technical certificate.

Providers are responsible for claiming the National Completion Certificate from LLUK *and* for providing evidence of completion of the mandatory outcomes. They are also responsible for ensuring that the apprentice receives the Completion Certificate when awarded by the SSC.

LLUK's requirements for claiming the certificate are:

Employers/providers will initiate the requests for an Apprenticeship Certificate having ensured that all evidence of completion is available for the LLUK'S and LSC's audit purposes. The provider is also responsible for paying the Apprenticeship Completion Certificate fee. Copies of the Certification Form can be obtained from LLUK.

6.2 Progression

The Apprenticeship in youth work provides a sound basis for young people to undertake further learning and development of their careers. Apprentices can progress to become Advanced Apprentices. Currently they in turn can go on to undertake Higher Education or and Honours Degree in youth and community work. Such qualifications that are professionally validated by the National Youth Agency give fully qualified status as a professional youth worker recognised by the Joint Negotiating Committee.

Youth work qualifications are also increasingly valued in other areas of work with young people, for example by organisations such as Connexions and Youth Offending Teams. There are likely to be opportunities for those who obtain an Apprenticeship in youth work to move into such areas.

The apprentice's knowledge about career pathways, information sources and the names of relevant professional bodies are part of the Employment Responsibilities and Rights component of this framework.

7 Marketing and Promotion

Lifelong Learning UK – the Sector Skills Council – will develop a detailed marketing strategy. This will include:

- A launch event for employers
- Guidance material for employers
- Recruitment literature for Connexions and Career Wales staff to use with young people
- Literature mapping routes into and through youth work careers, showing the qualifications climbing frame' for all areas of work with children and young people
- A periodic review of marketing and promotional materials with key stakeholders in the sector.

8 Fact Sheet Template

Apprenticeship and Advanced Apprenticeship in Youth Work

What's involved

An Apprentice can expect to be doing work-based with an employer and to be paid, either a wage if they are employed, or a training allowance. The apprenticeship will include a National Vocational Qualification, Key Skills and Technical Certificate as listed below.

National Vocational Qualification	Key Skills	Technical Certificates
Apprenticeship – Youth Work level 2	<p>Communication - level 1</p> <p>Application of Number - level 1</p> <p>IT - level 1</p> <p>Working with Others - level 1</p> <p>Improving own Learning and Performance - level 1</p> <p>Problem Solving - level 1</p>	<p>City & Guilds Certificate in Supporting Youth Work level 2</p> <p>ABC Certificate in Youth Work level 2</p>
Advanced Apprenticeship – Youth Work level 3	<p>Communication – level 2</p> <p>Application of Number – level 2</p> <p>IT – level 1</p> <p>Working with Others – level 2</p> <p>Improving own Performance – level 2</p> <p>Problem Solving – level 2</p>	<p>City & Guilds Certificate in Supporting Youth Work level 3</p> <p>ABC Diploma in Youth Work level 3</p>

Entry Requirements

Apprenticeship candidates should normally be able to demonstrate at least level 1 Communication skills, and an Advanced Apprenticeship candidate level 2. Evidence of volunteering or other experience in working with children and/or young people would be recommended for entry to Apprenticeship and an expectation for Advanced Apprenticeship applicants.

Apprenticeship candidates would be expected to show the following skills and attributes:

- Motivation to succeed in working with young people
- Willingness to learn and apply that learning in the workplace
- Ability to demonstrate that they have the potential to complete the qualifications that are part of the Apprenticeship
- Willingness to communicate effectively with a range of people
- Being numerate and literate
- The minimum age for entry to the Apprenticeship is 16 years, and the minimum age for entry to the Advanced Apprenticeship is 18 years.

Apprentices must be willing to undergo a Criminal Records Bureau check (these are mandatory of all those working with young people under the age of 18 and those working with vulnerable adults).

Minimum Periods of Training

<p>What type of job might an apprentice be doing? List the occupations/most commonly used job roles/activities an apprentice is likely to fill. Apprentices will undertake duties under direction, with a limited need for initiative and independent action. Key duties will include:</p> <ul style="list-style-type: none"> • Working directly with young people to develop their social education by providing programmes of activities, services and facilities; • Establishing contact with and guiding young people as part of local programmes; • Assisting in the provision of advice and support to local community groups and agencies; • Assisting in the motivation, retention, developing and support of staff and volunteers; • Assisting with service development by contributing to planning, delivery and monitoring of local provision; • Day to day administration to ensure smooth running of services; • Implementing equal opportunities policies. <p>Advanced Apprenticeships will take operational youth work responsibility for a local youth club/project, or carry project-wide responsibility for an area of curriculum or service development. They will be line managed by professional youth and community workers who will provide strategic leadership and operational guidance. Key duties will include, in addition to those set out above:</p> <ul style="list-style-type: none"> • To establish and maintain relationships with young people and community groups; • Maintain quality of service provision including giving directions to other workers; • First line management responsibility for workers and volunteers, including recruiting, developing an initial disciplining of staff; • Initiating and monitoring developments of services, particularly with other agencies; • Performing and ensuring the discharge of administrative duties (including budget control, records, keeping health and safety); • Contributing to ensuring implementation of equality policies. 	<p>How long does the apprentice take to complete?</p> <p>An Apprenticeship should normally take at least 12 months to complete</p> <p>An Advanced Apprenticeship should normally take at least two years to complete.</p>
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Progression

How could the apprentice progress after completing this apprenticeship?

Apprentices can progress to become Advanced Apprentices. They in turn can go on to undertake Higher Education qualifications such as a Foundation Degree, Diploma in Higher Education or an Honours Degree in youth and community work. Such qualifications, where they are professionally validated by the National Youth Agency, give fully qualified status as a professional youth worker.

Youth work qualifications are also increasingly valued in other areas such as Connexions and Youth Offending Teams. There are likely to be opportunities for those who obtain an Apprenticeship in youth work to move into such areas.

Annex A

Technical Certificates Linked to NVQs for the A/AA in

YOUTH WORK

Title of qualification recognised as a technical certificate	Level	Awarding body	Qualification reference no.s	No of Guided Learning Hours	Qual. start Date	Qual. end Date	Certification end date	A or AA	Relevant NVQ title
Certificate in Supporting Youth Work	2	City & Guilds	100/5276/8	180				A	Youth Work
Certificate in Supporting Youth Work	3	City & Guilds	100/5277/X	240				AA	Youth Work
Certificate in Youth Work	2	ABC	100/5157/9	180				A	Youth Work
Diploma in Youth Work	3	ABC	100/5188/0	240				AA	Youth Work

Annex B

Apprenticeship in

YOUTH WORK

(Please complete the tables below and include with your submission to the LSC/AAG. The qualifications to be listed are those that are a mandatory requirement. You do not need to fill in the shaded boxes.)

Framework Code

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Implementation

1st November 2005

Issue number

1

NVQs

Title of NVQ	Level	Qualification reference number	Awarding body	<i>Occupational sector (to be completed by LSC national office)</i>	Qualification funding category <i>(to be completed by LSC national office)</i>
Youth Work	2	7/41/925/02 100/3343/9	ABC		
Youth Work	2	9248 100/2756/7	City & Guilds		

Key Skills

Title of Key Skill	Level	LSC funding rate <i>(to be completed by national office)</i>	
Communication	1		
Information Technology	1		
Application of Number	1		
Problem Solving	1		
Working with Others	1		
Improving Own Learning and Performance	1		
Please see Summary of the Mandatory Outcomes for details			

Technical certificates

Title of qualification recognised as a technical certificate	Level	Qualification reference number	Awarding body	Number of Guided Learning Hours (GLH)*	Funding Rate 16-18 <i>(to be completed by LSC national office)</i>	Funding Rate 19+ <i>(to be completed by LSC national office)</i>
Certificate in Supporting Youth Work	2	100/5276/8	City & Guilds	180		
Certificate in Youth Work	2	100/5157/9	ABC	180		

*Note: These must be the recommended GLH detailed by the awarding body. Incorrect GLH information will lead to incorrect funding of providers.

Annex B

Advanced Apprenticeship in

YOUTH WORK

(Please complete the tables below and include with your submission to the LSC/AAG. The qualifications to be listed are those that are a mandatory requirement. You do not need to fill in the shaded boxes).

Framework Code

3	4	0
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Implementation date

1st November 2005

Issue number

1

NVQs

Title of NVQ	Level	Qualification reference number	Awarding body	<i>Occupational sector (to be completed by LSC national office)</i>	Qualification funding category <i>(to be completed by LSC national office)</i>
Youth Work	3	9248 100/2757/9	City & Guilds		
Youth Work	3	7/41/925/03- 100/4518/1	ABC		

Note: The occupational sector and the Funding Code may not map directly if the Funding Code is annotated with an asterisk. In these cases the funding category will be derived from the NVQ reference number (see Annex A), for example, occupational sector may be Hospitality (J) but may be funded at (F) Management and Professional

Key Skills

Title of Key Skill	Level	LSC funding rate (to be completed by LSC national office)	
Communication	2		
IT	1		
Application of Number	2		
Problem Solving	2		
Working with Others	2		
Improving Own Learning and Performance	2		
Please see Summary of the Mandatory Outcomes for details			

Technical certificates

Title of qualification recognised as a technical certificate	Level	Qualification reference number	Awarding body	Number of Guided Learning Hours (GLH)*	Funding rate 16-18 (to be completed by LSC national office)	Funding rate 19+ (to be completed by LSC national office)
Certificate in supporting Youth Work	3	100/5277/X	City & Guilds	240		
Diploma in Youth Work	3	100/5188/0	ABC	240		

* Note: These must be the recommended GLH detailed by the awarding body. Incorrect GLH information will lead to incorrect funding of providers.

7.0 Reference List

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- ² WordNet ® 2.0, © 2003 Princeton University and On-line Medical Dictionary, © 1997-98 Academic Medical Publishing
- ³ Ensuring a High Quality Workforce Conference Report – Warwick University 4-5 March 2002 – National Youth Agency, Connexions and DfES, online at:
http://www.nya.org.uk/shared_asp_files/uploadedfiles/{371d2a67-b775-4687-8339-820e78c80854}_tywconfreport.pdf
- ⁴ A Road Well Travelled? A research review of Route 98, YouthLink Scotland's work-based training programme. Diane Machin, Heather Malcolm and Duncan Kirkpatrick August 2004 published by YouthLink
- ⁵ Young Leaders in the Community – Achievements, learning points and factors critical to the success of the programme, Davies B, 2005, published by ContinYou