

OPENING DOORS TO APPRENTICESHIPS

GLOSSARY

This guide contains some key pieces of terminology in relation to 'opening doors' to Apprenticeships for disadvantaged and disengaged young people that it is important to clarify. As these concepts have various, often disputed meanings, this glossary provides a description of what we mean in this particular context.

Activity Agreement Pilots – an initiative launched in 2006 aimed at testing the effectiveness of financial incentives and intensive support in (re)engaging 16-17 year olds who have been NEET (not in education, employment or training) for at least 20 weeks. The pilots are managed by local Connexions Partnerships. Young people taking part in the pilots are offered a weekly allowance in return for agreeing to a plan and taking part in activities to reintegrate them back into learning. The pilots have now been extended for a third time until April 2011.

Advanced Apprenticeship – the term used for an Apprenticeship which leads to a National Vocational Qualification (NVQ) at level 3 (roughly equivalent to 'A' levels). The term 'Advanced Apprenticeship' no longer exists but is now known as an Apprenticeship level 3.

Apprenticeship – Apprenticeships refer to on-the-job training leading to nationally recognised qualifications, developed by industry.

Apprenticeship Ambassadors Network – a group of senior business leaders¹ who champion Apprenticeships to employers of all sizes with the aim of increasing Apprenticeship take-up, and helping to promote diversity/equal opportunities. The Network also provides feedback to Government and stakeholders on issues which affect the quality and effectiveness of Apprenticeships, and other policy issues which require further exploration.

Apprenticeship Blueprint – this sets out the key characteristics of Apprenticeships to be used when designing an Apprenticeship programme. The Blueprint is a set of guidelines outlining details of the Apprenticeship or training programmes for sector skills councils, employers and awarding bodies involved in the design of Apprenticeship frameworks. The Apprenticeship Blueprint had been succeeded by the Specification of Apprenticeship Standards for England (SASE).

Apprenticeship Framework – a document outlining a structured programme of learning for each Apprenticeship, that explains how the programme will work and the compulsory and optional elements within it. An Apprenticeship Framework normally includes an NVQ at level 2 or 3, Key Skills, and a Technical Certificate.

Apprenticeship Offer – from 2013, any young person aged 16-19 wishing to take up an Apprenticeship and who meets the minimum entry criteria (a full level 1 qualification or above including English and Mathematics) will be entitled to the offer of a place. This is a statutory offer set out in the *Apprenticeships, Skills, Children and Learning Act 2009*.

Apprenticeship Pathfinder – The Apprenticeship Pathfinder is one strand of the Local Wellbeing Project at the Young Foundation and is funded by the National Apprenticeship Service (NAS). The Pathfinder aims to provide empirical evidence of the processes and relationships that will be required by local authorities, the NAS and others, including Connexions, schools and employers, in achieving the Government's aspirations for Apprenticeships, namely that:

- Apprenticeships become a mainstream learning route for young people aged 14-19
- young people meeting the specified entry standards will be entitled to an offer of an Apprenticeship place by 2013
- one in five young people are engaged in Apprenticeships within the next decade

Apprenticeships, Skills, Children and Learning Act – An Act of Parliament that was passed 12 November 2009 which includes expanding and strengthening Apprenticeships. The Act provides a statutory framework for Apprenticeship, as well as an entitlement of an offer to all 'suitably qualified young people' of an Apprenticeship place by 2013 (see 'Apprenticeship Offer' above). It also places a statutory duty on schools to provide information, advice and guidance (IAG) about all options in the 16-19 phase including Apprenticeships.

Apprenticeships Task Force – set up in February 2003, this was an independent group aimed at increasing the number of Apprenticeships available. It played a role in providing a strategic overview of Apprenticeships, advising on developments and ensuring that they met the changing needs of employers and young people. A final report² was published in 2005, and now the Apprenticeship Ambassadors Network is taking forward some aspects of the work.

Apprenticeship Vacancies – launched in 2009, it is the official online recruitment system for Apprenticeships in England and is managed by the National Apprenticeship Service. The system enables vacancies from employers to be viewed and applied for nationally by thousands of candidates who register onto the system, making it easy to attract and recruit apprentices. Apprenticeship Vacancies lets candidates search for vacancies using selected criteria such as geography, occupation, job role and keywords. The system can be managed by learning providers on behalf of employers or by employers themselves and is designed to manage the recruitment process end to end through to successful appointment of an apprentice. The service is available on the National Apprenticeship Service website: www.apprenticeships.org.uk

Backing Young Britain – a cross-government campaign bringing together business, public sector organisations and the voluntary sector to provide more opportunities for young people by offering Apprenticeships, work experience or jobs.

Careers Education and Guidance (CEG) – a coordinated programme of study aiming to give young people the skills they will require in future progression routes. CEG begins at age 11-14 by preparing young people for the curriculum decisions they will make in Year 9 and 11 (age 14-16). All students from Year 7-11 have a statutory right to receive a CEG programme, although it is outside the National Curriculum so there is no statutory programme of study. The Department for Children Schools and Families (DCSF) provides published guidelines for CEG programmes that give the recommended learning outcomes for key stages 3 and 4, and post-16.

Care to Learn scheme – a government-funded scheme that helps to pay for childcare and related travel costs for young parents (under the age of 20) who are in learning. This does not extend to Apprenticeships, which are classed as employment.

Churn – A phenomenon referring to young people NEET (not in employment, education or training) who leave the NEET group for learning or employment, but find it difficult to sustain their education or employment and return to NEET status, often repeatedly.

Cohort – a group of people sharing a particular statistical or demographic characteristic; for example, the Apprenticeship Offer will be available for the first cohort of 17 year olds in 2013.

Completion rates – in this context the proportion of apprentices successfully completing their Apprenticeship Framework.

Connexions – a public service for young people aged 13-19 (and up to the age of 25 for young people with learning difficulties or disabilities) living in England. The service provides advice on a variety of issues, from careers, learning and money through to health, relationships and free time. Local authorities have responsibility for Connexions and the service is managed by local Connexions Services, which bring together key youth support services.

Diploma – a new qualification for 14-19 year olds in England. One of the four main learning routes in the 14-19 phase, it offers a balance of theoretical and applied learning, including sector related learning, life skills and project work. Additionally, it covers relevant skills in Mathematics, English and ICT. There will eventually be 17 subjects, or 'lines of learning', which will be available across the country by 2011.

Educational Maintenance Allowance (EMA) – a monetary allowance available for 16-18 year olds enrolled on either a further education course, a Diploma, or an Entry to Employment (E2E) course. To qualify, the total household income must be under £30,810 per tax year. EMA comes in weekly payments of £10, £20 or £30 which is paid directly into the young person's bank account.

Employability skills – a set of skills or attributes that are attractive to employers and that enable an individual to be successful and effective in the workplace. These skills could include team working, problem solving, communication and literacy. There is no one definition of employability, although it is commonly agreed to cover a range of so-called 'hard' and 'soft skills', such as IT literacy and communication skills respectively.

Employee Rights and Responsibilities – All apprentices will learn about Employee Rights and Responsibilities as part of their Apprenticeship Framework. As an employee an individual has both rights and responsibilities for their own and their colleagues' wellbeing. An employee has the legal right to work in a safe and healthy environment; an employer can ensure this by, amongst other things, controlling health and safety risks, and providing rest breaks during the working day, time off during the working week and annual holiday. Apprenticeships with an employed status (i.e. not Programme-led Apprenticeships – see below) will be covered by a contract of employment and relevant employment legislation. These will outline apprentices' rights and responsibilities. Apprentices are entitled to terms and conditions of an Apprenticeship in writing, and there should be an Apprenticeship contract in place outlining rights and responsibilities.

Entry to Employment (E2E) – a learning programme which began in England in August 2003. It is intended for individuals aged 16-18 years old who are not participating in any form of post-16 learning, with the aim of progressing into an Apprenticeships, further learning or employment. The young people undertake learning in three core areas: basic and key skills, vocational development, and personal and social development. Learning takes place in a variety of settings, from classrooms and one-to-one coaching to presentations, work experience and volunteering. Looking to the future, E2E will become part of Foundation Learning (see below).

Flexibility – flexibility in post-16 provision means young people aged 16-19 being able to access learning which is flexibly delivered to meet their needs, including flexible entry points during the year, flexible timetabling, course content, and anticipated outcomes. This may include offering learning programmes at a range of levels, depending on local need.

Floating NEETs – young people who move in and out of work, learning and NEET (not in employment, education or training) status.

Formal education – learning linked with schools and training institutions, delivered in a structured and certified programme.

Foundation Learning – flexible learning programmes for learners at Entry level and level 1, which combine vocational learning and Functional Skills with personal and social development. These programmes offer learners the opportunity to specialise and provide a clear path towards level 2 qualifications, further learning and work. Foundation Learning applies to learners aged 14-19 and to adult learners aged 19 and above. By 2010-11, all relevant post-16 provision will be part of Foundation Learning. By 2011-12, the majority of schools will be involved.

Informal Learning – learning which generally takes place outside the formal education system, and often occurs outside formal education settings and environments. Informal learning opportunities often arise from the interests of individuals or groups, and can include learning by observation or discussion in a work context, for example.

Information, Advice and Guidance (IAG) – a service providing help and advice about jobs, qualifications, training and related services. For young people, this may be provided by schools, colleges or local authorities via Connexions. The aim of IAG is to provide young people with the support they need to succeed in education and make informed choices about their careers.

Jobs Without Training (JWT) – full-time work for young people that does not include formal training towards the standard of an NVQ level 2 qualification, or above.

Jobseekers Allowance (JSA) – the main state benefit for people of working age who are out of work or work less than 16 hours a week. In order to qualify, an individual must be between 18 and state pension age and available for and actively seeking work.

Learning Agreement Pilot (LAP) – a joint initiative between the Learning and Skills Council (LSC) and Connexions, to increase and improve the training and learning options available to 16 and 17 year olds in jobs without training. It was designed to test the effectiveness of brokerage and learning agreements at re-engaging 16 and 17 year olds who are in jobs without training and to test the effectiveness of financial incentives as a means of encouraging employees and employers to take up the offer of training. The pilot came to an end in July 2009.

Learning and Skills Council (LSC) – set up under the *Learning and Skills Act 2000*, the LSC is a non-departmental public body. It took over the roles of the Further Education Funding Council and Training and Enterprise Councils. From April 2010, local authorities will be transferred the LSC funding and responsibility for learning for young people aged 16-19 in colleges, schools and training. Two successor organisations, the Young People's Learning Agency and the Skills Funding Agency, will also commence operation at this time (see below).

Learning route – a learning option available for 14-19 year olds. There are four learning routes: Apprenticeships, general qualifications (GCSEs and A Levels), Foundation Learning and Diplomas.

Local Wellbeing Project – a partnership between the Young Foundation, Professor Richard Layard of the Centre for Economic Performance at the London School of Economics, the Improvement and Development Agency (IDeA) and three local authorities – Hertfordshire County Council, Manchester City Council and South Tyneside Metropolitan Borough Council. The project aims to test practical ways of improving both individual and community wellbeing and resilience. The full report of the project is available at <http://www.youngfoundation.org/publications/reports/the-state-happiness-new-report>

Mentor – a trusted counsellor or teacher, who is able to advise and support. For Apprenticeships there is no single format for using mentors. They are sometimes supplied by the training provider; the employer can act as a mentor formally or informally or previous apprentices can act as mentors.

Minimum Levels of Performance (MLP) – minimum success rate levels set by the Learning and Skills Council, which allow Apprenticeship providers to view whether their provision is above or below the threshold, and inform ongoing contracting decisions.

National Apprenticeship Service – an expert service designed to increase the number of all-age Apprenticeship opportunities and have end to end responsibility for Apprenticeships in England. A key role of NAS is to work with employers and those who advise learners so that more young people and adults have access to Apprenticeships and to influence and deliver policy. The National Apprenticeship Service supports, influences purchasing of training through the Skills Funding Agency, and coordinates the delivery of Apprenticeships throughout the UK.

NEET – young people who are not in education, employment or training. The Government uses the number of young people aged 16-18 who are NEET as their main measure; however, others advocate that young people aged up to 24 should be included in statistics. Those in jobs without training do not fall into this category.

Pre-Apprenticeship – courses or training for learners that allow them to develop a range of employability, Functional and vocational skills before committing to an Apprenticeship programme. Pre-Apprenticeship programmes may enable learners to gain a minimum level of qualifications required for a certain Apprenticeship, or help learners to make a decision about which Framework to pursue.

Programme-Led Apprenticeships – to date Programme-Led Apprenticeships (PLAs) enable learners to commence an Apprenticeship Framework with a college or training provider, whilst waiting for an employment opportunity. They can provide opportunities for young people who are finding it hard to secure an Apprenticeship with an employer, or who need a period of initial training before embarking on a full Apprenticeship. Learners on PLAs are non-employed, and as such do not receive the Apprenticeship wage. They may, however, be eligible for Education Maintenance Allowance. PLAs are excluded from the statutory definition of an Apprenticeship in the new *Apprenticeships, Skills, Children and Learning Act 2009* which states that apprentices must have employed status.

Progression Pathway – Provision as part of Foundation Learning will be via a number of Progression Pathways. Each is built from qualifications at Entry Level and level 1 which combine vocational learning, Functional Skills and personal and social development. Through Progression Pathways, learners are usually expected to progress to one of the following destinations: a full level 2 qualification, general qualifications i.e. GCSEs / A Levels, Train to Gain, an Apprenticeship, or supported employment/independent living.

Raising of the compulsory Participation Age (RPA) – the *Education and Skills Act 2008* introduced a statutory duty on young people in England to participate in some form of accredited education and training until age 18. The participation age will be raised to 17 in 2013, and to 18 in 2015.

Reforms to 14-19 education – the reforms to the 14-19 education phase, set out by the Government, aim to raise the education and skills levels of learners. The reforms will deliver a curriculum that encourages development

of both Functional Skills, such as English, Maths and ICT, and life and social skills, in order to better prepare young people for progression. Some of the key elements include Raising of the compulsory Participation Age (RPA), placing responsibility for education and training of all young people under 18 years old with local authorities, and introducing a new suite of qualifications including the expansion of Apprenticeship opportunities.

Sector Skills Councils (SSCs) – state-sponsored, employer-led organisations that aim to reduce gaps and shortages of skills, improve productivity, boost sector workforce skills and improve learning resources. These aims are achieved by, for example, contributing to the design and approval of Apprenticeship frameworks and creating Sector Qualification Strategies.

Skills Funding Agency (SFA) – from 1 April 2010, the SFA will be the single funding provider for adult skills in England outside of higher education. Its main function will be to direct funding quickly and efficiently to further education colleges and other skills providers. It will take an activist approach to deliver the skills that employers and individuals need now and in the future, supporting skills development in areas of strategic importance to the economy.

Small and Medium Enterprise (SME) – a business or organisation whose level of employees or turnover falls below certain thresholds. SMEs are defined by the European Commission as employing between 10 and 249 staff.

Soft Skills – interpersonal skills that enhance an individual's interactions which an employer may view as favourable, for example, the ability to communicate, lead or work in a team.

Specification of Apprenticeship Standards for England (SASE) – The SASE replaces the non-statutory 'Blueprint' for Apprenticeships and is in response to the commitments set out in World Class Apprenticeships published in 2008. The SASE will set out minimum national requirements for Apprenticeship frameworks, including vocational and transferable skills, off-workstation learning time and minimum entry requirements.

Subsidy – financial assistance given to contribute towards a cost, which may be used to help or encourage a particular outcome. In relation to Apprenticeships, for example, a subsidy of £2,500 has been available (until the end of March 2010) to employers who take on a 16 or 17 year old apprentice who was formerly unemployed.

Suitably Qualified – The Apprenticeship Offer, set out in the *Apprenticeship, Skills, Children and Learning Act 2009*, states that young people will be entitled to 'elect' for an Apprenticeship providing they are 'suitably qualified'. This is defined as having achieved a full level 1 qualification, including English and Maths.

Supply and Demand – supply refers to the number of Apprenticeship opportunities that are being provided by employers. Demand refers to the number of young people wanting an Apprenticeship placement. There is an imbalance in the supply and demand for Apprenticeship places; the demand for Apprenticeships amongst young people particularly greatly outstrips the supply of opportunities from employers.

Train to Gain – part of the Government's Solutions for Business. Train to Gain includes the national skills brokerage service and aims to provide a broad range of training to improve the skills of employees. The training is to level 2, level 3 and other higher level skills, for example Leadership and Management.

Training Provider – these may be local, regional or national companies or organisations who offer a range of training at different levels, alongside an NVQ or equivalent qualification. Some offer a range of skills at a local level, whilst others train specific skills on a country-wide basis. Following the closure of the Learning and Skills Council in April 2010, training providers will need to hold a contract with the local authority post April 2010 in order to deliver Apprenticeship training.

Transition/gap year NEETs – young people who have chosen to take time out from employment education or training (for example, to travel) before progressing to further or higher education.

Vocational education – learning provision that provides practical experience in a particular occupational field, such as agriculture or industry. In the UK, vocational education includes development of professional and careers-based development, as well as personal skills.

Wellbeing – refers to quality of life, for example being well, happy or prosperous. The main factors which may alter wellbeing include relationships, health and community.

Work-based learning – any formal education, learning or practical training that predominantly occurs in the work place.

Young Apprenticeship Programme - for learners aged 14-16 to take vocational qualifications, alongside the National Curriculum, in industry-specific applied learning programmes. Young apprentices engage in vocational provision for two days a week over a two-year period, including 50 days' work experience. The Young Apprenticeship programme is provided through partnerships between schools, colleges, training providers and employers.

Young people on the margins – This refers to any young person who is disadvantaged and/or disengaged from society and, specifically, learning and work. It can refer to young people who are homeless or experiencing financial hardship, young parents, those with learning difficulties and/or disabilities, young carers and those who have come into contact with the youth justice system, for example. It can also refer to young people who are participating in learning and/or work, but who are in danger of dropping out.

Young People's Learning Agency (YPLA) – a non-departmental public body set up as part of the DCSF's 14-19 reform to support local authorities in carrying out their new duties. It commences operation on 1 April 2010, when the Learning and Skills Council closes. It forms part of the wider 16-19 system, and its duties include providing funding for local authorities, ensuring national budgetary control and checking local authority plans are consistent with the concept of a 14-19 entitlement. The YPLA has reserve powers to intervene and ensure that appropriate provision is commissioned if local authorities cannot fulfil their new duties.

Youth unemployment – refers to young people aged 16-24 who are available for work (i.e. not in training or education, or unable to work for health reasons) but are unemployed.

14-19 phase – a period of transition for young people from compulsory education to training, employment or further education. There are four key routes through this phase including GCSEs and A Levels, Apprenticeships, Foundation Learning and Diplomas.

REFERENCES

1 A list of the business leaders can be viewed here <http://www.employersforapprentices.gov.uk/index.cfm?action=Members>

2 Apprenticeships Task Force (2005) Final Report: The Business Case for Apprenticeships.



ABOUT THE LOCAL WELLBEING PROJECT

The Local Wellbeing Project is a partnership between the Young Foundation, Professor Richard Layard of the Centre for Economic Performance at the London School of Economics, the Improvement and Development Agency (IDeA) and three local authorities: Hertfordshire County Council, Manchester City Council and South Tyneside Metropolitan Borough Council. The aim of the Local Wellbeing Project is to pioneer new approaches in the design and delivery of policies and services to contribute to public happiness and wellbeing, which could be replicated more widely.

Project Partners:



MANCHESTER
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Project funder:



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