

 For information

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Leading learning and skills

# North West LSC Information Pack for Personal Advisers

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# E2E Programme

The Entry to Employment Programme (e2e) is designed to meet the needs of those young people for whom the mainstream programmes at Level 2 and above may not be suitable. It contains three core strands and aims to help young people to prepare for progression to apprenticeships, further education, or employment. It will focus on the needs of individuals. The three core strands; basic and key skills, vocational skills and development and personal and social development will be an integral part of the programme. It is envisaged that all learners will require some element of each depending upon the outcome of their initial assessment.

The e2e programme will be targeted at those young people who fall within the following categories:

- They are likely to be the most disadvantaged and disaffected and may have learning difficulties and /or experienced long periods away from formal education.
- Those young people who cannot commit to mainstream programmes because, they are, for example, pregnant or awaiting trial or custody.
- Young people who are able to commit to achievement on a programme of thirty hours or more, but will need to build trust and confidence as well as develop their personal skills.

There should be flexibility in configuring the strands to meet different learner needs. Together these core strands will aim to develop a learner's motivation and confidence, basic and/or key skills, personal effectiveness, and to acquire knowledge, skills and understanding through opportunities to sample different work and learning contexts. Within each core strand there should be a range of appropriate learning activities (modules), selected according to learners' needs. These will form the learner's programme and be introduced at appropriate points, examples are shown in Table 1.

Delivery should be accommodated in appropriate settings using innovative methods and resources. Each learning activity should offer a range of schemes of work, and therefore be appropriate for learners working at differing levels. Strands will have clear learning outcomes and may where appropriate, lead to accreditation.

Table 1

Basic Skills and Key Skills	Vocational Development	Personal and Social Development – these are examples of what may be offered, other appropriate learning opportunities should be considered		
Numeracy / Application of Number	Work placements, work-based learning	ESOL	Parenting skills	Anger management
Literacy / Communication	Job Search, Employability skills	Independent living skills	Drug and alcohol counselling	Community projects
IT	Work tasters / trials	Budgeting	Citizenship	
Working with others	Vocational learning			

## Additional Information

Early assessment for learners going on to e2e is important, as they do need to be able to progress. In some cases this may not be a positive progression, e.g. young pregnant teenagers and young offenders awaiting a custodial sentence. These should not be grounds to refuse a place on the programme (subject to places being available).

- The eligibility and suitability must be determined by Connexions.
- There should be no instances where a provider has to deny a young person a place if Connexions have determined that they are both eligible and suitable. However in some cases providers may feel that referrals are inappropriate and this should be resolved through discussion by both parties.
- Connexions and providers will need as much information as possible from the initial assessment with learners, to advise and ensure correct referral to e2e.
- The six-week assessment period is to allow for devising and agreeing a suitable individual programme for the learner.

Please note that for those learners with severe learning difficulties or disabilities, mental health problems and/or who need extremely high levels of support or 1:1 care, FE colleges or other agencies may be more appropriate.

**e2e will become part of the Foundation Learning Tier from 2010.**

## Useful Contacts

Websites linked to e2e and Foundation Learning Tier:

[www.foundationlearningtier.org.uk](http://www.foundationlearningtier.org.uk)

[www.lsc.gov.uk](http://www.lsc.gov.uk) (follow links for e2e)

# Apprenticeships

There are over 180 Apprenticeships available across more than eighty industry sectors. They include accountancy, business administration, construction, engineering, manufacturing and many more. The Apprenticeship programme is a 'framework' of qualifications, usually an NVQ, key skills and a technical certificate with the framework developed by the relevant Sector Skills Councils and employers.

## Target group

- Age 16-18 (priority group)
- Age 19-24
- Just left school
- Prefer a more practical route to learning

## Eligibility

There are no fixed entry requirements for most Apprenticeships. However, for some more technical Apprenticeships young people may need GCSE grades A\*-C in maths, English and science.

Young people who apply for Apprenticeships will be assessed for suitability and aptitude to complete the framework. If the application is successful, an offer of either an Apprenticeship or an Advanced Apprenticeship will be made. Which type will depend on the skills, experience and qualifications gained.

## Benefits

- Currently there are more than 130,000 businesses across England offering Apprenticeships.
- 240,000 apprentices in England alone, all learning whilst they earn.
- A mixture of on and off the job training.
- Apprenticeships can lead to higher education including University.
- Apprentices earn on average, over £100k more in their lifetime than other employees.

## Brief Overview of the Programme

### Programme Led Apprenticeships

Programme Led is an alternative delivery model for young people choosing an Apprenticeship route, but where there is no employer available to support the young person. For these young people there will be delivery of elements of the programme (e.g. technical certificates) with a provider or college developing underpinning knowledge whilst supporting progression onto an Apprenticeship with an employer.

### Apprenticeship

This consists of a Level 2 qualification with the appropriate key skills and technical certificate. The programme is a combination of time with an employer with a mix of on the job training, with assessment in the workplace doing real work alongside centre based study. The length of programme will vary depending upon the sector and the development needs of the young person, and can be from 12 months to over two years. Young people who need additional help to achieve the Apprenticeship framework can be supported by the provider in relation to personal and intrinsic skills development.

### Advanced Apprenticeship

This consists of a Level 3 qualification with the appropriate key skills and technical certificate. The programme is a combination of time with an employer with a mix of on the job training, with assessment in the workplace doing real work alongside centre based study. The length of programme will vary depending upon the sector and the development needs of the young person, and can be from 12 months to over two years.

### Wages?

A wage of at least £80 a week is standard practice. In fact, most apprentices are paid more than this.

### Useful Contacts

[www.apprenticeship.org.uk](http://www.apprenticeship.org.uk)

National Minimum Wage Helpline –

**08456 000 678** [www.direct.gov.uk/employment](http://www.direct.gov.uk/employment)

Learn Direct – **0800 100 900** [www.learnirect.co.uk](http://www.learnirect.co.uk)

Learning and Skills Council – [www.lsc.gov.uk](http://www.lsc.gov.uk)

# ESF Provision

The detail below provides examples of the projects that are being delivered or planned to be delivered very shortly. For full information on the ESF provision that is available in your area please speak to the relevant Partnership team.

## Learning and Support during Key Stage 4 for those Disengaged or at Risk of Disengaging and Transition Support

The aim of this programme is to identify those young people who, during Key Stage 4, are disengaged or particularly at risk of disengaging from learning, and provide them with additional specialist support and personalised learning programmes, including work related learning; and to strengthen the transition into post-16 learning for young people who, for a variety of reasons, may find this a particularly difficult challenge. The programme is designed to improve the rate of participation amongst this group of young people in post-16 learning or employment.

The project will provide two discrete modules; as the needs of the client group are diverse, the programme should be tailored to the individual needs of each young person.

**Module 1** – a tailored programme for each young person, with intensive personal guidance and support to equip and develop the understanding of the opportunities available at post-16.

**Module 2** – a tailored programme to assist each young person with the transition into post-16 learning by equipping them with intensive mentoring and guidance to face this challenge.

### Target Groups and Priority

Target groups are residents of the geographical locations identified and who are:

- Young people aged 14-16 in Key Stage 4 who are disengaged or who are at risk of disengaging from learning.
- Those young people aged 14-16 in Key Stage 4 who are disengaged or at risk of disengaging/ from learning and likely to find the transition to post-16 learning particularly challenging, e.g. those who have had a fixed term or permanent exclusion, or who have poor attendance records.

Within these two overarching groups, priority groups are:

- Vulnerable groups, for example, looked after children, learners with learning difficulties and/ or disabilities, homeless or those vulnerably housed teenage parents.

## Retention in Post 16 Learning

The aim of the programme is to ensure that all young people who join post-16 learning move through a clear and successful pathway of education, training or employment through to the age of 19. This project is designed to reduce the number of young people aged 16 and 17 who drop out from their programme of learning from a range of colleges, school 6th forms and work based learning providers across the North West and to support young people to progress onto sustainable learning/employment opportunities to achieve economic well-being. The project will provide two discrete modules. As the needs of the client group are diverse, the programme should be tailored to the individual needs of each young person, and as such, it is anticipated that some young people will require both elements of activity whereas in other instances the young person may not need the full breadth of activity.

**Module 1 Transitional Mentor** – this intervention will be focused at learners identified as being 'most at risk' or vulnerable by providers and through the Connexions Service.

**Module 2 Programme of Motivational Activities** – once the young person is established onto a programme of learning this module will offer a range of motivational activities for providers to use. These will help to retain young at risk learners linked to the achievement of a young person's individual learning goals.

Both support modules will be delivered as an additional element to any existing programme of learning and/or as an innovative but integrated part of a young person's learning and development plan.

### Target Groups and Priority

The target group for these programmes are:

- Young people who join post-16 learning and who for various reasons may need particular extra support to ensure that they remain in learning or employment to the age of 19, for example;
  - Learners with Learning Difficulties and/or Disabilities (LLDD)
  - Looked after children
  - Vulnerable groups
  - Young parents
  - Those with repeated episodes of Not in Education, Employment or Training (NEET) or a track record of poor attendance
  - Those aged 18 who are at risk of disengagement from learning.

### Progression Pathways Programme

The aim of the programme is to ensure that there is suitable employment focused training provision available for those young people who, for a variety of reasons, are not yet ready to enter mainstream programmes (e.g. e2e, FE, Apprenticeship, Jobcentre Plus provision) or employment. This programme is designed to be additional to the current learning and employment programmes on offer for 16-19 year olds. The programme will provide young people with the abilities and behaviours needed for further learning and skills development. It will equip the young person with an understanding of what opportunities and support are available to them, develop their self esteem and motivate them to develop themselves. The programme will deliver preparatory training programme to young people identified as target groups for this programme.

The programme contains three elements:

- 1 An 'Energiser' programme
- 2 Training provision
- 3 Employment Tasters

The programme is based on the following principles:

- The programme is designed for those disengaged young people who may not be ready for other LSC or Jobcentre Plus mainstream activity, ensuring quality training provision tailored to their needs.
- The programme should act as a bridge to positive outcomes such as other learning or employment including Jobcentre Plus programmes, e2e, Apprenticeships or FE.
- In developing 'behaviours' we expect the young person to develop practices and customs that support their development and for the young person and the potential provider to understand their preferred learning style.
- By the end of the programme the young person will be emotionally ready to learn or work and to apply their learning, skills and behaviours to further studies or work. They will be motivated and understand how they can help themselves to remove their barriers to learning or employment.

### Target Groups and Priority

The target group for these programmes are:

- 16-19 years old, who have left compulsory education, and who are currently not in employment, education or training (NEET).

Within this overarching group, individuals may:

- Have yet to achieve a first Level 2 or equivalent and who may require support at Level 1.
- Be vocationally unaware/ undecided and may possess a Level 2 qualification.
- For a variety of reasons not be ready to enter e2e programmes.
- Have learning difficulties and/or disabilities.
- Be looked after children.
- Be teenage parents.
- Be young offenders.

## Route Way to Employment for People with Learning Difficulties and/or Disabilities

The aim of this programme to enhance supported employment opportunities for young people and adults with Learning Difficulties and/or Disabilities (LLDD). The aim is for young people and adults to achieve equality of opportunity, social inclusion and integration into the mainstreams of society and sustainable employment in integrated settings.

The programme will provide employability skills to young people and adults with LDD needs enabling learners to access sustainable employment with employers from a broad range of sector and social businesses, so that they are able to meet, with reasonable adjustments, the needs of the employer.

The programme will also work alongside current learning and skills providers who deliver to LLDD to look for opportunities to provide progression opportunities to sustainable employment for those ready and able to work.

The programme will offer a person centred, tailor made service, that ensures young people and adults are suitably matched with, and supported into, sustainable employment opportunities.

It is expected that the learner will follow these stages:

**Stage 1** – This focuses on engagement, information, advice and guidance (IAG) and initial assessment.

**Stage 2** – This will focus on pre-employment training and any core skills development needed to make people ready for work or work placement.

**Stage 3** – This stage will support the beneficiary in their recruitment and interview readiness and any support they may require in order to be offered an interview and successfully gain employment.

**Stage 4** – Once in employment it is thought that the beneficiary will need additional support to sustain employment and some specific 'on the job' development activity either continuing or enhancing the training they commenced in Stage 2. During this stage, support packages should be made available to support the employer to meet the needs of the beneficiary to ensure mutual benefit.

**Stage 5** – Advice and information linked to career progression and sustainable employment should be available for beneficiaries once the support programme has come to an end. This should include, where appropriate, continuation of training through to a full Level 2 via mainstream provision e.g. Train to Gain.

### Target Groups and Priority

Adults, who are unemployed or economically inactive, but seeking work and young people (aged 16 +) who are NEET or in learning and at risk of unemployment, with Learning Difficulties and/or Disabilities with emphasis being placed on people within the following profiles: Autistic Spectrum Disorder, Severe Learning Difficulties and Moderate Learning Difficulties. Also those with Mental Health issues and Emotional and Behavioural Difficulties.



# Learner Support

## Helpline, Assessment and Payment Body (HAPB)

The way a number of Learner Support schemes are nationally administered is changing. Nationally, The LSC invests some £870 million in Learner Support, 10% of the LSC's total income. Under the new arrangements, all applications for EMA, ALG, Care to Learn Awards, Dance and Drama Awards, Adult Childcare Payments, and Residential Accommodation payments will be dealt with by the new Helpline, Assessment and Payment Body (HAPB).

### Who is the HAPB?

The HAPB is a consortium of three separate organisations: Liberata, PA Consulting and Perot.

### Why change?

The LSC is aiming to have a single, integrated learner support service administered/managed by HAPB. Learners should benefit from a Single Application Process that enables them to access a number of learner support strands, and through a supported application route.

### When will the System Go Live?

The new learner support service will go live in spring 2008. In terms of the user (Provider) interface, it should not look too different from the previous system (e.g. It will still have 'super users' who have wider access to elements of the system). A number of pilot users are involved in testing all aspects of the system to ensure effective roll- out.

## Key Features of the New Service

- A new learner portal:
  - New online and telephone application channels.
  - Single point of access to Learner Support schemes.
  - Early decision in principle through pre-application guidance.
  - Personalised services through a 'My Account' type approach (e.g. a learner could look up their application history, payments made/ due.
  - No payment decisions (e.g. if their attendance is unsatisfactory).
  - Pro-active personalised communications by choice of channel (e-mail, SMS via mobile phone).
- New Learning Provider and Childcare Provider Portals.
- Phased roll- out of IT solutions across all schemes (i.e. not all elements of the new service will be available at the start).
- Taking care of 'hard to reach' customers.



# The Diploma

The Diplomas are central to the reforms set out in the 14-19 Education and Skills White Paper (February 2005), developing a system which prepares all young people for success in life.

Developed in partnership with employers, schools, colleges and universities, they provide a suite of qualifications offered at three levels in 14 broad employment sectors. The first five – Construction and the Build Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development are being taught in consortia of schools, colleges and work based learning providers from September 2008. All 17 Diploma subject areas will be available by 2013.

A Diploma leads to further education, higher education or employment. Suitable for any young person of any level of ability who likes a course that combines theory with practical application.

## How do Diplomas Differ?

They blend theoretical study with practical and applied learning related to an employment sector.

They do not make young people ready for a specific job – this is the function of Apprenticeships and NVQs – but they give valuable transferable skills sought by employers and universities.

The Diploma gives students an insight into the way a sector works along with valuable skills such as teamwork.

Learning can be applied to realistic scenarios and learning will be in different settings, including the workplace, the classroom and local colleges.

Three levels of Diploma:

- **Foundation Level 1** – Takes approx one and a half days over two years and is broadly equivalent to five grade D-G GCSEs.
- **Higher Diploma Level 2** – Takes two days over two years and is equivalent to seven grade A-C GCSEs.
- **Advanced Diploma Level 3** – For those over 16 taking broadly the same amount of time and equivalent to three A levels.

## Components of the Diploma

**Principal learning** – an awareness of a broad employment sector in addition to work-relevant knowledge, skills and understanding. At least half of this learning is set in a work-related context.

**Functional skills** – developing ability to apply English, maths and ICT skills in situation relevant to work and life.

**Personal, learning and thinking skills** – teamwork, creative thinking, reflective learning and self-management.

**Additional or specialist learning** – options that let students go into more depth in a specialist area, or broaden study programme.

## Useful Contacts

Further information can be obtained from:

[www.teachernet.gov.uk/diplomas](http://www.teachernet.gov.uk/diplomas)

[www.qca.org.uk/diplomas](http://www.qca.org.uk/diplomas)



# World Skills 2011

The biggest skills competition in the world comes to London from the 6th to the 9th of October 2011.

- 500,000 visitors;
- 1,000 competitors;
- 50 countries;
- 40 skills;
- 4 days;
- 1 chance to excel.

## Why Get Involved?

World Skills London 2011 will:

- Allow our skilled young people to prove that they are the best in the world.
- Offer a unique chance to drive UK innovation and skills excellence.
- Help give the UK a competitive edge in the global economy.
- Provide an opportunity to be associated with world class excellence.
- Improve the career prospects and skills levels of young people across the UK.

## Useful Contacts

More information at:

[www.worldskillslondon2011.com](http://www.worldskillslondon2011.com)





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