



Learning+Skills Council

e2e

**THE E2E PRE
APPRENTICESHIP OFFER**

***GUIDANCE FOR LOCAL LSCs AND
PROVIDERS***

Final Release Version 1

21 July 2004

THE ENTRY TO EMPLOYMENT (E2E) PRE APPRENTICESHIP OFFER

Executive Summary

This guidance has been produced to support E2E partnerships (and local LSCs and providers in particular) in framing the E2E pre apprenticeship offer. This guidance must be used alongside the E2E Framework and E2E Entitlement Curriculum and forms part of the ongoing refinement of the E2E Prospectus.

On 10 May 2004, the importance of pre-apprenticeship E2E within the new Apprenticeships family was announced. The pre apprenticeship offer is about identifying and enhancing those components of the E2E framework particularly relevant to E2E learners seeking to progress to an Apprenticeship. At present it is not the intention to separate out or build pre apprenticeship provision distinct from the E2E framework.

It is recognised that not all young people entering E2E will progress into an Apprenticeship. In this respect this guidance should not be applied to whole E2E cohorts, but used to support individual learning programmes where the young person has expressed a preference for transition from E2E to an Apprenticeship.

Many E2E providers will already be delivering what is, in effect, a pre apprenticeship offer. It is the intention that this guidance should build on existing good practice present across E2E partnerships.

What Is the Pre Apprenticeship Offer?

The pre apprenticeship offer should provide learners with the skills, knowledge and behaviours to enable them to make the transition into a programme led or employer led Apprenticeship.

The pre apprenticeship offer is a particular brigading of an E2E learning programme (through activities and modules) designed to support the young person in achieving their desired destination of moving into an Apprenticeship. The pre apprenticeship offer must not be delivered or seen as something insular and separate from the E2E framework, nor should it be applied retrospectively.

The pre apprenticeship offer will focus on and use particular components of the E2E learning cycle and particular aspects of the E2E Entitlement Curriculum, in order that the young person's experience on E2E prepares them for a successful transition into an Apprenticeship.

*In identifying a fit for purpose pre apprenticeship focussed learning programme for the young person who wishes to use E2E to move into an Apprenticeship, E2E partnerships **must**:*

- *ensure that E2E programmes designed to focus on transition to Apprenticeships are based on the E2E framework and within that the learning cycle*
- *ensure that any identification of a pre apprenticeship offer is informed by and confirmed through the period of Initial Assessment, and that appropriate Apprenticeship provision is available within the travel to learn area, in order that successful transition can take place*
- *ensure that the young person is aware of what an Apprenticeship is and what it involves as part of Initial Assessment and leading through the induction process (this will encompass both visits to employers, meetings with and mentoring by apprenticeships, as well as identification of particular occupational areas and job roles)*
- *ensure that the pre apprenticeship offer encompasses some types of formal learning environments and styles that the young person may experience as they transfer to an Apprenticeship, (this may involve experiencing whole class learning and teaching, portfolio building, learning through discussion alongside individualised and personalised learning)*
- *ensure that the pre apprenticeship offer will support the young person in working towards raising basic and/or key skills achievement to a level commensurate with the threshold expected of an Apprenticeship framework*
- *ensure that there are appropriate opportunities within the pre apprenticeship offer for the young person to work towards accredited achievement (including at unit level) across vocationally related or occupational qualifications (following guidance in the E2E Entitlement Curriculum and taking into account length of programme).*

1. Introduction

- 1.1 At the launch of the Apprenticeship family on 10 May and subsequent announcement at the national E2E conference on 13 May, E2E was reaffirmed as a providing a robust and high quality pre-apprenticeship offer for those young people seeking to progress to an Apprenticeship. The placing of E2E within the Apprenticeship family recognises the important role of E2E as a preparatory vocational pathway for those young people wishing to move into an Apprenticeship, and balances this with the recognition that E2E may also facilitate progression into a range of other positive destinations. It also remains the case that the level of achievement and scope of a young person's progression on E2E will ultimately depend on their learning capacity and the point at which they enter E2E.
- 1.2 Reaffirming E2E's pre-apprenticeship offer does not change either the design parameters or learning cycle identified in the E2E Prospectus (January 2003), or the E2E Entitlement Curriculum (April 2004).
- 1.3 It should be remembered that it is often the acquisition of skills, knowledge and attributes which can determine progression and that accreditation opportunities built into the offer must not be standardised but take account of individual aspiration and need. Therefore the flexibility of E2E must be maintained alongside recognition of the importance of individualised or personalised learning.
- 1.4 For many providers delivering E2E, there will already be a match between what this guidance suggests in framing a pre apprenticeship offer, and what is already being delivered. E2E will be an appropriate programme for a wide range of young people from entry (and in some cases pre-entry) to level 1, not all of whom will wish to progress into an Apprenticeship. In this respect it is important that other positive destinations are not inadvertently devalued or undermined. The E2E Entitlement Curriculum states:

For some learners E2E may be a stopping off point in and of itself. And where this is the case, E2E partnerships must ensure that the learner can positively progress into a sustainable place in employment or other appropriate provision building on their achievement within and across E2E.
- 1.5 In addition, in his keynote address at the E2E National Conference, Ivan Lewis stated:

“...what we need to do is ensure that E2E is a high quality and first choice programme for those who want it into an apprenticeship and in this sense that it does genuinely become a pre-apprenticeship. For those young people who don't want to do that, where it is not appropriate for them, we also need to be clear about other professional routes and the fact that this is a very diverse group of young people.”

Ivan Lewis, E2E National Conference, 13 May 2004.

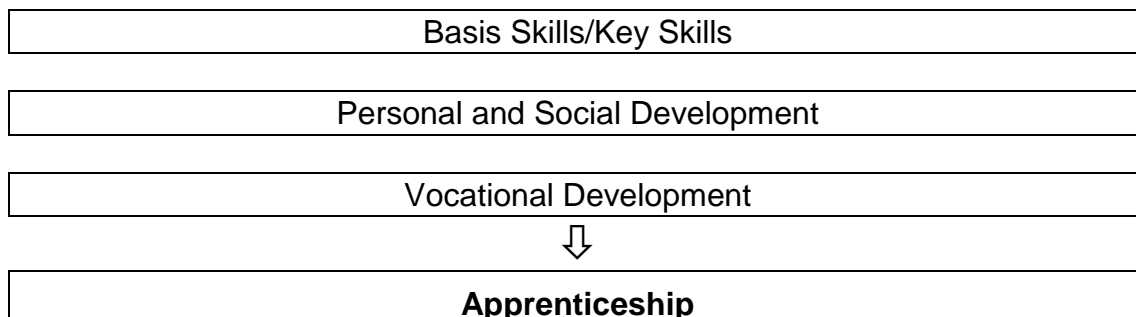
- 1.7 The LSC is working with QCA on developing a coherent framework of provision below level 2 for all learners. A key part of this will be the examination of the range of provision available below level 2, and the range of progression routes available.
- 1.8 This guidance has been produced in consultation with the LSC E2E Advisory Group, Sector Skills Councils and E2E providers. In using this guidance colleagues should also be aware of and make use of the range of E2E support materials now available from both the Standards Unit and the Learning and Skills Development Agency (LSDA). In particular the *'Focussed Progression'* project undertaken by LSDA as part of the national E2E support and development programme. This is concerned with the design of E2E programmes to support and facilitate progression to an Apprenticeship (available through the LSDA website - www.LSDA.org.uk).
- 1.9 The positive strengths of E2E must not be lost in framing the pre apprenticeship, that is the ability to design flexible programmes of learning within an overarching framework, underpinned by the Entitlement Curriculum and geared to individual needs and aspirations. It will also be important, when planning the pre apprenticeship offer that outcomes anticipated realistically fit into the length of time an individual would be expected to remain on E2E.
- 1.10 In focussing on those components of the E2E framework, which are particularly applicable to a pre apprenticeship offer, the following should be taken into account:
 - the importance of Initial Assessment and within that appropriate screening and diagnosis of a range of skills along with confirmation on the part of the individual of a desire to progress to an Apprenticeship; the pre-apprenticeship offer cannot be a retrospective offering and must begin as a result of and part of Initial Assessment
 - the importance of working with the young person to ensure that learning outcomes support progression towards one or more of the mandatory outcomes in the Apprenticeship (for example basic skills at entry level 3, key skills tests at level 1, achievement of vocationally related qualifications at level 1 or units from a NVQ at level 1 or 2)

- the importance of exposing the young person to more formal learning environments to prepare them for the taught programme element of the Apprenticeship
- the importance of enhanced emphasis on employment rights, responsibilities and skills, specifically related to the framework sector and job roles the young person is considering.

2. The Pre Apprenticeship Offer

- 2.1 Both the E2E Passport and Entitlement Curriculum stress the importance of determining the learner's progression route at the end of the Initial Assessment phase. This should inform the design of an individualised programme of learning which, through tackling barriers to starting a full Apprenticeship framework and identifying fit for purpose personal and progression goals and targets, can support the young person in moving towards their desired destination of entering a framework.
- 2.2 Wherever possible, progression routes should be identified through the six-week Initial Assessment phase. The process of assessment itself must identify that not only is the young person now ready to build towards a sustained learning programme, but must be robust in raising awareness and understanding in the young person of what destination options E2E can offer and providing careers information advice and guidance. To achieve this, it is essential that Initial Assessment includes a period of time spent in the workplace where a period of diagnostic vocational development across more than one area of work can take place if necessary. That is, recognising that the young person may need to sample and understand a carousel of vocational and work tasters before being able to make an informed decision in respect of identifying a particular framework for progression.
- 2.3 Within the Initial Assessment period consideration should be given to both work tasters (to identify a preferred job role and sector) and work placements (to confirm existing preference). In addition, recognised basic skills and/or key skills diagnostic assessment tools should be used in order to ensure that the pre apprenticeship offer can particularly support the young person in moving to a level commensurate with the threshold of the Apprenticeship framework they wish to progress to.
- 2.4 The pre apprenticeship offer will contain the same components and be part of the same framework as all other progression offers leading to positive destination outcomes from E2E.

Pre Apprenticeship route



- 2.5 However, the emphasis of the components, and their delivery and outcomes will need to reflect the identified progression pathway of transition to an Apprenticeship¹
- 2.6 Within any pre apprenticeship offer the vocational development strand will be important and may embrace some sector specific learning (normally the opportunity to work towards vocationally related awards and qualifications at an appropriate level), which could enhance transition into an Apprenticeship. QCA have recently written to all Awarding Bodies with guidance on fit for purpose qualifications within E2E. The E2E Entitlement Curriculum makes it clear that E2E should not be qualification driven nor should qualifications be offered on E2E as a standardised offer. However, the Entitlement Curriculum also states that E2E partnerships must:

“ensure that there is an entitlement for every young person to work towards a qualification within E2E, bearing in mind that the purpose of the qualification must be considered alongside the likely progression routes that the qualification would offer the young person.”

- 2.7 In respect of the above, there is already an existing range of level 1 qualifications (both NVQs and vocationally related qualifications), sector specific Entry level certificates and more general Entry level certificates in Skills for Working Life and Preparation for Employment available to E2E learners. QCA have, though identified gaps in respect of:
- sector specific Entry level qualifications, which also provide embedded general employability skills
 - vocational taster qualifications at level 1

¹ Although this should not be done too rigidly, bearing in mind that some young people may decide to change their progression routes as they move through the programme.

- 2.8 With both the recent review of entry level qualifications, and nationally established E2E provision, it is anticipated that Awarding Bodies may now focus on developing provision to fill the gaps identified above, with a particular emphasis on short qualifications to support a wider range of vocational areas.
- 2.9 In considering qualifications within the pre apprenticeships, guidance contained in the E2E Entitlement Curriculum should be followed but the programme must not be solely reduced to NVQ learning. The qualification offer should be appropriate to the individual needs of the young person and should not distort length of stay.
- 2.10 Although not often a key barrier to starting and completing an Apprenticeship, vocational development is a key component in the pre apprenticeship offer and should be distinguished through a significant period of work placement (ideally with an apprentice and/or employer already involved in an Apprenticeship programme and certainly involving time spent in the work place, not simply in the provider's centre).
- 2.11 Within the Personal and Social Development strand the framing of a pre apprenticeship offer will encompass developing attitudes and behaviour expected in the workplace along with employability (as already scoped in the E2E framework). Work placement may need to be preceded by a preparatory period with the provider working with the young person in respect of the attitudes, behaviours, expectations needed for the workplace. It is also expected that this strand will cover preparation for transition into the Apprenticeship encompassing areas such as portfolio building, organising learning (including preparation for a more formal learning environment), understanding the demands of an Apprenticeship and so on.
- 2.12 There is a significant body of evidence suggesting that the main barriers for many young people to starting and completing Apprenticeship frameworks arise from poor basic skills or limited personal and/or social skills.
- 2.13 It should also be remembered that Apprenticeship frameworks have explicit minimum requirements for key skills. Therefore, whilst not seeking to impose a minimum mandatory requirement for key skills within the pre apprenticeship offer of E2E, it is clearly desirable and good practice to give young people on E2E, seeking to progress to an Apprenticeship both the opportunity and encouragement to work towards key skills achievement at level 1 through building evidence for key skills portfolios and preparation for the key skills tests.

- 2.14 Within the basic/key skills strand of the pre apprenticeship offer providers will be expected to support the young person working towards achievement of at least Entry level 3 in basic skills (to ensure the jump to an Apprenticeship is not too great) and, as indicated above, to support, where appropriate, working towards basic/key skills at level 1. Learners should be offered the opportunity to take the Entry level 3 basic skills tests in literacy and numeracy with access to on-screen testing (for level 1 and level 2 basic skills assessment) a desirable approach.
- 2.15 Providers should, wherever possible and appropriate, adopt an approach of embedding basic skills in the vocational context. The pre apprenticeship offer should be mapped to Skills for Life and every effort made to ensure that basic and/or key skills are embedded across the pre apprenticeship offer as a basis for good teaching and learning practice.

3. The Pre Apprenticeship Offer and E2E

- 3.1 An Apprenticeship has always been one of the positive destinations from E2E. In 2001 the Modern Apprenticeship Advisory Committee recommended the establishment of pre-employment provision for those young people not immediately able to enter an Apprenticeship or other employment. This recommendation led to the national establishment of E2E.
- 3.2 In order that the transition to an Apprenticeship is not too much of a jump for young people, the E2E pre apprenticeship offer will need to encompass a greater expectation of working towards accredited learning. However, this must not result in the adoption of a standardised qualification driven approach and where opportunities for accredited learning are offered, they must support the young person's successful transition to an Apprenticeship.
- 3.3 As part of the revision of the E2E Prospectus, further guidance will be developed to support the range of progression offers to positive destination outcomes which E2E supports. This will include both progression to employment and to level 2 provision (within a further education setting). It is also intended to provide further guidance on ensuring meaningful and sustained outcomes for those young people who may achieve at entry on E2E and seek to use E2E as a stepping off point.

© LSC August 2004

Published by the Learning and Skills Council.

Extracts from this publication may be reproduced for non-commercial educational or training purposes on condition that the source is acknowledged and the findings are not misrepresented.

This publication is available in electronic form on the Learning and Skills Council website: www.lsc.gov.uk

Publication enquiries: 0870 900 6800

Ref: LSC/AA000/1193/04