

The Young Apprenticeships programme 2004–07: an evaluation

An evaluation of the effectiveness of the Young Apprenticeships programme from its introduction in 2004 to the provision in 2006/07.

The Young Apprenticeships programme has continued to improve since its introduction. Improved collaboration in Young Apprenticeships partnerships has brought about stronger provision. Better monitoring of progress and improved advice and guidance have raised achievement and sustained high levels of motivation and enjoyment. Employers saw significant benefits for themselves and for the students.

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Executive summary

This report is based on a three-year evaluation of the Young Apprenticeships programme, which was launched by the (then) Department for Education and Skills (DfES) in September 2004.¹ From that date, schools were able to offer a much more varied, flexible curriculum for the 14 to 16 age range and work-related learning became part of the statutory curriculum for this age group. The Young Apprenticeships programme enables motivated students of average and above average ability in Key Stage 4 to study for nationally recognised vocational qualifications. Two days a week are given to the programme, which is organised and taught by the local Young Apprenticeships partnership. Each partnership is required to provide 50 days' work experience for each student.

Inspectors from Ofsted visited 18 partnerships in the academic year 2004/05, 24 in 2005/06 and 14 in 2006/07. The partnerships represented a range of vocational areas.

The Young Apprenticeships programme has continued to improve since its introduction. Key areas for improvement, which Ofsted identified following the first inspections in 2004/05, have largely been tackled successfully. In 2006/07, students' achievement was at least satisfactory in all the partnerships inspected, and good in half. This is a significant improvement since 2004/05. A strong feature of the learning in 2006/07 was the extent to which students were able to take responsibility for their work in the classroom and the workplace, which also represents a much improved picture since 2004/05. In 2006/07, as in previous years, teaching motivated students, captured their interest and developed their study skills effectively. It also helped to ensure that students achieved well. Arrangements for monitoring and assessing students' progress were better in a greater proportion of the partnerships inspected in 2006/07 than in 2004/05.

Throughout the first three years, students' personal development has been a great strength of the programme. The students in the partnerships inspected in 2006/07 were highly motivated, well behaved, enthusiastic and enjoyed the programme. Their positive attitudes impressed employers who saw clear benefits from the programme, for themselves and for students.

A greater proportion of the partnerships inspected provided good work experience in 2006/07 than in previous years. All but three of the partnerships inspected had put in place the arrangements for 50 days' work experience. In nine of the partnerships, curriculum programmes were good; none was inadequate. Compared with previous

¹ Ofsted has published earlier reports on the programme: *The Key Stage 4 curriculum: increased flexibility, work related learning and Young Apprenticeship programmes* (HMI 2478), 2005; and *Evaluation of the Young Apprenticeships programme* (HMI 2635), 2006.

years, a greater proportion of the partnerships inspected in 2006/07 linked activities, including those in the workplace, more effectively to the qualifications sought by students. Partnerships used a variety of enrichment activities which motivated students and extended the activities and qualifications available. Students and their parents were well informed about the programme, including progression routes at age 16. Since 2004/05, this has become a successful aspect of the programme.

Leadership and management of partnerships were good in over half of those inspected in 2006/07. This is a substantial improvement since 2004/05, when leadership and management were judged to be good or better in only a quarter of the partnerships inspected. An important factor has been better collaboration at senior level between partners and good day to day organisation.

In 2006/07, recruitment and selection procedures were good or better in nine partnerships. This is a much stronger element of the programme than in 2004/05, when a small number of students on the programme had not met the entry criteria.

Within the broad picture of improvement, some persistent weaknesses remain. Arrangements for self-evaluation, although satisfactory in 10 of the 14 partnerships in 2006/07, were often not well developed; in three partnerships they were inadequate. Although a smaller proportion than in previous years, almost half the partnerships inspected in 2006/07 did not set sufficiently challenging targets based on students' performances in Key Stage 3. The use of individual learning plans was inadequate in one third of partnerships, as was the match of activities to individual students' abilities and aptitudes. In over half the partnerships, policies and strategies to tackle gender stereotyping were either non-existent or had limited success. In seven partnerships, the provision of work, including homework, between sessions was inadequate, and the development of key skills was weak in six: this was inadequate in four partnerships and good in only three. Although there has been some improvement in these areas, there is still much to be done.

Key findings

- The partnerships inspected show that the Young Apprenticeships programme continues to provide a successful alternative to traditional routes through Key Stage 4 for average and above average ability students. The proportion of partnerships where students achieve well has increased significantly since 2004/05.
- From the beginning a strong characteristic of the programme has been the students' good personal development. In almost all the partnerships throughout the three years of inspection, students have been enthusiastic, well motivated and well behaved. Employers have seen the programme's benefits for themselves and for students.
- Teaching and learning were good in over half the partnerships inspected in 2006/07 and 2005/06. Since 2004/05, students' ability to work more

independently has improved, as have the arrangements for monitoring their progress.

- The quality of information that students and their parents receive about course requirements and where courses could lead at age 16 is a much improved aspect. Arrangements for recruiting and selecting students also improved in the second and third years of the programme.
- The leadership and management of partnerships have improved each year. Strategic collaboration between partners at a senior level has been a key factor.
- Persistent weaknesses remain, including the inadequate setting of challenging targets based on students' performance at Key Stage 3, the use of individual learning plans, the lack of work provided for students between sessions, and the poor planning and coordination of the key skills curriculum.
- Strategies to reduce gender stereotyping in some vocational areas have had limited success or were non-existent in too many partnerships.

Recommendations

To improve provision and opportunities for students, Young Apprenticeship partnerships should tackle persistent weaknesses with greater rigour through:

- using Key Stage 3 data more effectively to provide challenging targets and activities which are matched more appropriately to students' abilities
- using individual learning plans more effectively.

In addition, partnerships should:

- tackle gender stereotyping rigorously in different vocational areas
- provide frequent, planned opportunities for students to extend and consolidate their learning between sessions
- coordinate and plan for the development of students' key skills.

Evaluation of the Young Apprenticeships programme

Achievement

1. Achievement was satisfactory or better in all 14 partnerships inspected in 2006/07 and in half of these students achieved well. This is in line with achievement in partnerships inspected in 2005/06 and an improvement since 2004/05. In all but two partnerships in 2006/07, there was no underachievement and students were on track to achieve level 2 qualifications. For example, in a partnership which provided hairdressing as a vocational area, students were making good progress towards a level 2 diploma in hairdressing and a level 2 certificate in preparation for employment. In one partnership which provided health and social care as a vocational area, in addition to following the level 2 preparation for employment course and a GCSE in health and social care, more able students were making good progress with a level 2 technical certificate in children's care, learning and development.
2. Students' knowledge and understanding of the vocational sector were at least satisfactory in 2006/07 and good or better in half the partnerships inspected. This strength of the programme is consistent with previous years. One partnership, for example, enabled students to have insights and experiences of the wider aspects of the construction industry. The work of suppliers and specialist contractors and consideration of new-build and refurbishment projects, services and technical professions were covered well in a comprehensive package. As a result, students' knowledge and understanding of the vocational sector were outstanding.
3. Different features of the programme helped students to develop a good picture of the vocational sector, including:
 - visits to local companies and public sector organisations
 - presentations and talks by local employers
 - students' own research for assignments on aspects of the vocational sector
 - teaching programmes which focused on different aspects of the vocational area
 - careers information and interviews with the Connexions service
 - tutors and teachers with recent experience of the vocational sector
 - work placements.
4. In 2004/05, few of the partnerships inspected set challenging targets based on the students' prior attainment at Key Stage 3. Although this had improved in partnerships inspected in 2006/07, it was still a weakness in six partnerships. For example, in one partnership where target-setting was ineffective, targets lacked rigour and were set for groups rather than for individual students. In another, targets were too broad and not always sufficiently challenging, which inhibited students' progress. Where target-setting was effective, targets were clear, specific and challenging. For example, in a partnership which provided

business administration as a vocational area, targets agreed with young apprentices were related specifically to the successful completion of different components of their vocational qualifications.

5. Students' personal development was good in all but two partnerships visited in 2006/07 and never inadequate. This has been a major strength throughout the first three years of the programme and continues to improve. In 2006/07, attendance was good in all partnerships inspected and behaviour was never less than satisfactory. Behaviour was good in six partnerships and outstanding in four, reflecting the high regard in which students held the programme.
6. In seven partnerships visited in 2006/07, students spoke very highly of the provision, which they enjoyed a great deal. This showed in their enthusiasm for the programme which has been undimmed in most partnerships inspected since 2004/05. Students in one partnership, which provided retail as a vocational area, could not stop saying how good their experience was and how different it was from school. This theme was echoed by students in four other partnerships. Students said they enjoyed the programme because they were treated more like adults, took pride in their work and went on work placements. They appreciated the variety of activities and teaching methods used. In the one partnership where students did not enjoy the programme, they were anxious about missing classes in school without any support to catch up on missed work.
7. In all but one partnership inspected in 2006/07 students took advantage of the opportunities for independent learning. This involved planning their work effectively, sometimes over several weeks, and getting on with tasks in the classroom and the workplace without direct or constant supervision. This was a distinct improvement since 2004/05. For example, in one partnership which provided retail as a vocational area, teachers noted that young apprentices took more responsibility for their own learning than their peers in school did. In their work placements they followed protocols and procedures accurately. In another partnership which offered experience in the automotive vocational area, students applied concepts they had learned in college effectively in the workplace. In a partnership which provided construction as a vocational area, students made good use of equipment and materials, negotiated their programmes of work and reviewed their achievements.
8. The growing independence of young apprentices was supported by the development of study skills, which was good in half the partnerships inspected in 2006/07 and satisfactory in the remainder. Students in a partnership which provided sports management as a vocational area developed research techniques which helped build their portfolios. Business administration students with another partnership were able to collate research information and present it in different ways.

Teaching, learning and assessment

9. In the partnerships inspected in 2006/07, teaching and learning were good in eight and satisfactory in six. This is an improvement on previous years. Strengths in teaching and training, which made a major contribution to students' good achievement and personal development in the majority of partnerships, were:
 - teachers' and trainers' subject knowledge and skills in behaviour management, which were good in 11 partnerships
 - vocational content, which was good in 10 partnerships
 - encouragement given to students to work in teams, which was good in nine partnerships
 - opportunities for students to work independently, which were good in eight partnerships.
10. Teachers' and trainers' subject knowledge and the vocational content of the teaching have been good since the start of the programme in 2004/05. For example, in a partnership which provided training in the automotive vocational area, the teacher was well qualified, had worked in the motor vehicle industry and showed good understanding of the awarding body's assessment requirements.
11. The provision of opportunities for independent learning and teamworking is the most improved aspect of teaching and learning over the three years of the programme. For instance, in a health and social care partnership, students were asked to work independently on a solution to a problem. They then worked effectively in teams to decide on the best solution. Almost all the students made a good contribution to the work in each group and those who did not initially join in contributed well following effective encouragement by the teacher.
12. In over half the partnerships visited in 2006/07, teaching engaged and motivated the students highly effectively. This has been a strength of the programme since its inception. For example, students studying retail with a partnership where teaching was good evaluated each training session. They completed an evaluation form as a group and discussed their views with the trainer. The trainer listened carefully to the feedback, collected the evaluation forms, and adjusted the content, approach or delivery of the following session where necessary. This activity motivated the students and helped them to take a mature view of their work. It also enabled trainers to meet students' needs more effectively. Well planned aims and objectives were shared with the group. Links between various stages of the session and between different sessions of the day were made clear. The trainer checked that the group understood its work and students evaluated their own understanding in each session.

13. Planning of teaching programmes to match students' different abilities and aptitudes was satisfactory or better in all partnerships. In one partnership which provided construction as a vocational area, planning for the needs of groups and individuals was good, as the needs of individuals in the group were recognised and well managed. Students were placed in teams, with the intention of developing working relationships rather than maintaining friendships. Two female students in particular were sensitively discouraged from working together all the time by the tutor's skilful management. The needs of students studying engineering in one partnership were well met through the planned use of tasks at various levels of difficulty, allowing individuals with different abilities to make good progress. The extent to which individual needs were met was inadequate in five partnerships. In one of these partnerships, the range of activities was insufficient to challenge more able students or engage lower ability students effectively.
14. Assessment was good in five partnerships inspected in 2006/07 and satisfactory in the remainder. This element has improved since the first year of the programme. For example, in a partnership which provided business administration as a vocational area, good assessment involved assessors observing students monthly in the workplace and also assessing portfolio evidence. Assessment was thorough and provided written feedback to students, which helped them understand how much progress they were making against their targets. A weakness in assessment in three partnerships was the lack of written feedback in students' portfolios.
15. In 2006/07, monitoring of progress was satisfactory or better in all but two of the partnerships inspected. This is an improvement on previous years, since this was a weakness in 2004/05. One partnership monitored hairdressing students' progress thoroughly. Staff tracked the completion of tasks and assignments and programme managers tracked overall progress against targets. Another partnership's monitoring of its construction students' progress was good and was used to help teachers plan subsequent activities in order to meet students' learning needs. Students were able to identify how well they had done in assignments and assessed tasks against their targets.
16. Seven partnerships inspected in 2006/07 employed support staff in addition to teachers, trainers and course tutors. In all cases the support staff were deployed effectively. For example, one partnership employed a teaching assistant to monitor the day to day progress, attendance and behaviour of business administration students who attended a further education college, and to provide the information to individual schools. The teaching assistant developed a link role between the college and the school curriculum, keeping schools up to date with the content of training at the college.

Curriculum programmes

17. In 2006/07, curriculum programmes were good in half the partnerships inspected and satisfactory in the remainder. In nine partnerships the programme was well matched with the school curriculum, but the match was inadequate in one. In this case students missed lessons in English, mathematics or science without any 'catch up' time to support them. One partnership, with construction as a vocational area, also provided a programme that was well matched to the school curriculum. The Young Apprenticeships programme was linked to both information and communication technology and design technology, and effective timetabling minimised disruption to the students' other learning in school.
18. Nine of the 14 partnerships inspected in 2006/07 met the programme requirements in full, which were to provide level 2 qualifications for all, to allocate two days each week to the programme and include 50 days' work experience. This was a major improvement since 2004/05 when only three of the 18 partnership inspected met these requirements. In 2006/07, one partnership did not provide the opportunity for all students to achieve level 2 qualifications. Two partnerships did not provide the full two days needed to meet programme requirements, and in three partnerships arrangements for work experience did not meet the 50 day requirement.
19. In all but one partnership inspected in 2006/07, activities were at least satisfactorily linked to the qualifications; in nine these links were good. For example, in a partnership which provided sports management as a vocational area, assignments for the vocational qualification were carried out through work placements. A weaker area of curriculum provision was the development of key skills. This was inadequate in four partnerships and good in only three. This uneven provision has persisted since 2004/05. Where it was inadequate, the provision for key skills development was not included in programme planning or coordinated between partners. The planning of key skills was also a weakness in partnerships where provision was otherwise satisfactory overall. For example, in one partnership, although students were developing key skills in communication, numeracy and information and communications technology through the programme activities, these key skills were not formally planned within the programme or referred to in lesson plans.
20. The provision of work between sessions was satisfactory or better in half the partnerships inspected in 2006/07 and good in only three. Although provision has improved over the three years of the programme, it was inadequate in six partnerships: they simply did not provide any young apprentices with activities, such as homework, between sessions. This has been a persistent weakness since 2004/05. Where provision was satisfactory or better, partnerships ensured that students had assignments and specific tasks to complete, and that they carried out research or undertook other activities to develop their portfolios.

21. In 2006/07 enrichment activities were good in eight of the partnerships inspected and inadequate in one. Successful enrichment activities helped to motivate students. They included the use of visiting speakers from different professions within a vocational area; visits to trade conferences, museums and other organisations in a vocational area; residential visits; involvement in the Duke of Edinburgh award scheme and opportunities to gain extra qualifications.

Working with employers

22. Of the partnerships inspected in 2006/07, links with employers were outstanding in two, good in seven and satisfactory in five. This aspect of the programme has improved steadily each year. Working with employers was most effective when:
- employers were represented on the partnership steering group
 - employers helped draw up a service level agreement which identified the role and responsibilities of all partners, including the employers themselves
 - employers provided a team of dedicated training mentors to work with students on work placements
 - employers provided sponsorship to provide resources, materials, training and recreational facilities
 - local education business partnerships built on existing links with employers and helped to provide high quality work placements
 - employers were guided as to what activities and experiences in the workplace best met individual students' needs and contributed to the qualifications students were trying to achieve
 - there were formal procedures for ascertaining employers' views of the programme
 - the recruitment and selection of young apprentices involved employers.
23. Employers saw the programme in a positive light. They considered that it benefited students because they:
- saw relevance in their school studies to the world of work
 - sampled various aspects of the industry before committing themselves to full-time employment in it
 - understood the progression routes post-16 leading to a career in the vocational area
 - gained experience and training in real working environments
 - developed an understanding of how the industry works
 - gained a detailed insight into the high levels of technical skills required in some vocational areas
 - developed skills and attributes which made them more employable, including a willingness to learn, interpersonal skills through working with adults in the work place, communication skills, teamworking, good timekeeping and attendance.

24. Employers also identified benefits in the programme for their own organisations. In young apprentices they saw young people who were developing the skills and aptitude to progress in their industry. The young apprentices would join the labour market with desirable skills and an understanding of different aspects of the vocational area. These would enable them to make a fuller contribution to an organisation when they entered full-time employment. Employers in some vocational areas saw the programme as a means of introducing more able students to vocational areas which they might not otherwise have considered. The programme opens up a progression route into further education, training and employment for able students whose strengths lie in their aptitude for high level practical work or who have strong interpersonal skills. Some employers also used the programme for assessing and recruiting potential employees. Young apprentices have gained employment as a result of successful work placements.

Advice and guidance

25. Advice and guidance were good in half the partnerships inspected in 2006/07 and were satisfactory in the remainder. Health and safety and child protection arrangements were never less than satisfactory. The reporting of progress to parents was good in two partnerships and satisfactory in the rest. Students were well informed about post-16 progression routes in 10 of the partnerships, with none inadequate.
26. An improved aspect of advice and guidance was the extent to which students and parents were informed about the course requirements. This was a weakness in 2004/05 but became an area of strength by 2006/07, when it was good in six partnerships and outstanding in three. Good-quality provision included comprehensive information about the programme alongside other options at Key Stage 4. This incorporated a clear statement about entry requirements for the programme, an indication of the level of commitment needed, course content and progression routes post-16. Typically, a parents' evening was organised in addition to the main Key Stage 4 options evening and involved the school, partnership representatives and employers. One partnership which offered hairdressing as a vocational area provided case studies of students who had benefited from the programme in previous years.
27. Since 2004/05, when the recruitment and selection of young apprentices were weak, there have been major improvements. In nine partnerships in 2006/07, recruitment and selection procedures were good and none was inadequate. In a partnership which provided hospitality and catering, for example, students and parents were invited to spend some time in the college where much of the programme would take place. Another partnership, which provided engineering experience, had students complete a detailed application form, attend individual interviews, and sit further tests to assess their aptitude for the programme, in addition to meeting the Key Stage 3 entry requirements. In three of the partnerships, not all entrants had met the Key Stage 3 attainment

requirements, although partnerships used other forms of assessment to ensure students were suitable.

28. Improvements in the arrangements for recruitment, the selection of students and information for parents had helped to reduce the drop-out rate from the programme. Of the 311 students who started in cohort three in the partnerships inspected in 2006/07, only 17 withdrew. Six partnerships retained all their students on the programme. This compares favourably with 2004/05 where, in one partnership, for example, 12 of the 29 students withdrew because of inadequate information for parents and weak selection procedures.
29. In over half the partnerships inspected in 2006/07, policies and strategies to tackle gender stereotyping were either non-existent or had limited success. For most vocational areas, numbers were dominated by only one gender (Table 1). In the engineering, hairdressing, health and social care, and motor vehicle areas, only one gender is represented.

Table 1: The number and gender of young apprentices in cohort 3 in partnerships inspected during 2006/07.

Vocational area	Number of boys	Number of girls
Business administration	13	19
Construction	39	2
Engineering	24	0
Hairdressing	0	10
Health and social care	0	30
Hospitality and catering	20	9
Motor vehicle	17	0
Retail	6	13
Sports management	45	13

30. Although there has been an improvement on previous years, this weakness has persisted through the programme. There are some exceptions. For example, in the construction vocational area, which has been a traditionally male preserve, one partnership recruited and retained two girls out of a total of 15 students who started the course. The partnership has used Learning and Skills Council (LSC) and Sector Skills Council guidelines and materials. Staff are trained to work with girls and the girls are encouraged to work in teams independent of each other.
31. The use of individual learning plans was a weakness in 2004/05 and 2005/06. Since 2005/06 there has been some improvement in the proportion of partnerships where they were used satisfactorily but their use was inadequate

in five of the partnerships visited in 2006/07. In one partnership where the use of individual learning plans was weak, they were limited to college staff and not used by partner schools. In addition, they were not updated regularly and lacked important content such as results of assessments, students' long term goals and records of work placement activities. In other partnerships, individual learning plans were not used to monitor and track students' progress or help identify learning needs. Their use was satisfactory in six partnerships and good in only one. In this partnership, which provided vocational experience in sports management, individual learning plans were used effectively to set and monitor students' progress against their individual learning targets and were discussed regularly in tutorials.

Management of collaboration and partnership activities

32. Improvements in leadership and management made from 2004/05 to 2005/06 have been sustained. In 2006/07 and 2005/06, leadership and management were good in just over half the partnerships inspected, whereas in 2004/05 only one quarter of partnerships inspected was judged good in these aspects. The proportion of partnerships inspected where leadership and management were inadequate has fallen each year. In 2006/07 leadership and management in all partnerships were satisfactory or better. The strength of leadership and management was reflected in the good capacity for improvement in 11 of the 14 partnerships.
33. A weakness in 2004/05 was the lack of regular communication between partners at management and practitioner levels. This situation has now improved a great deal. Of the partnerships inspected in 2006/07, collaboration between partners at management level was good in nine, and satisfactory in all but one of the remainder. In the exception, significant changes in partnership members were taking place which inhibited the work of the partnership. Support from local LSCs and local authorities varied across different partnerships, often with one or the other being more influential or dominant in the work of the partnership. Other partners which figured strongly in partnership activities were education business partnerships, Connexions and Sector Skills Councils. Day to day organisation was good in nine partnerships, outstanding in one and satisfactory in the rest.
34. Strong collaboration was exemplified by a partnership which provided construction as a vocational area. The steering group, with representatives from the partners, met weekly to evaluate and plan the partnership's work. In addition, the local LSC provided support and guidance on health and safety, and the local authority provided training for partnership staff. The Sector Skills Council provided support on equal opportunities issues and guidance on post-16 progression and careers. A service level agreement, based on previous partnership working, was drawn up between the training provider, schools and employers. This helped to provide coordinated, effective learning for the young apprentices. Each day, schools were informed immediately of any problems

related to attendance, illness or behaviour. This was coordinated effectively by a dedicated school support officer.

35. Recruitment, selection and training of staff were satisfactory in all the partnerships inspected in 2006/07 and good in five. The use of resources and accommodation was satisfactory or better in all the partnerships and good in nine. This aspect of the programme has been strong in all three years. For example, in one partnership, hospitality and catering students were taught by experienced staff in a kitchen with industry standard equipment. In another partnership, hairdressing students used accommodation and equipment at a college and training provider which were otherwise used to train full-time hairdressing students.
36. The quality of self-evaluation varied in partnerships inspected in 2006/07. Although arrangements were inadequate in three partnerships, in each case this was because it was early in the life of the partnership and procedures had not been developed. Self-evaluation was satisfactory in seven of the remaining partnerships and good in four. One partnership which provided hairdressing experience received strategic reports three times a year on the overall position of the partnership. In addition, operational reports on students' progress were produced six times a year. Areas for improvement were targeted by action plans based on self-evaluation information.

Notes

The Young Apprenticeships programme was launched in September 2004. It aims to provide a new route for motivated students of average or above average ability in Key Stage 4 (14 to 16 age range) to study for vocational qualifications. Students are based in school and follow the core National Curriculum. For two days a week, or its equivalent, they work at school or college with training providers and in the workplace towards nationally recognised vocational qualifications delivered by their local Young Apprenticeships partnership. A unique feature of the programme is that each partnership is required to provide 50 days' work experience over the two year duration of the programme.

The first cohort of 1,000 students, in 39 partnerships, in 30 local LSC areas completed the Young Apprenticeships programme in July 2006. Programmes for the first cohort were available in the engineering, business administration, motor (automotive), art and design, and health and social care industries. Cohort 2 (2005–07) involved 2,000 students, across 78 partnerships in 41 local LSC areas. It included the industry sectors for cohort 1 and, in addition, performing arts, textiles, hospitality, and sports management, leadership and coaching. Cohort 3 (2006–08) involves a further 3,500 students and includes additional industry sectors in construction and hairdressing. Cohort 4 (2007–09) will have up to 10,000 students.

The survey was carried out by Her Majesty's Inspectors and Additional Inspectors. They visited 56 partnerships between the autumn of 2004 and the summer of 2007 involving students from cohorts 1, 2 and 3. Partnerships were selected to reflect the range of vocational areas represented. Inspectors observed lessons or training sessions, and met partnership staff from schools, colleges, work-based learning providers and employers. Inspectors talked to students and visited them in their work placements. Teaching was not always taking place during inspectors' visits.

The survey sought to answer the following questions:

- how well do students achieve on Young Apprenticeships programmes?
- how well do they develop active learning skills through their offsite interactions with employers and other partners and through other partnership activities?
- how effectively do partnerships work together to formulate, implement and evaluate plans to fulfil the requirements of the Young Apprenticeships programme?
- how well do partnerships operate on a day to day basis, including arrangements for monitoring attendance and behaviour and ensuring students are safe?
- what is the quality of teaching and training provided by partners?
- how effective are information, guidance and support for students, including the monitoring and assessment of their progress?
- what are the factors which enable Young Apprenticeships programmes to provide a high quality experience where students are well motivated, achieve well and develop a good range of work-related learning skills?
- what are the barriers to success of Young Apprenticeships programmes?
- how has the effectiveness of the programme, particularly in the outcomes for the students, changed over the period of inspection between 2004 and 2007?
- how well have recommendations for improvement from reports in 2005 and 2006 been implemented?

Further information

Ofsted first reported on the Young Apprenticeships programme in 2005, as part of a wider survey into 14–19 learning and work-based learning:

The Key Stage 4 curriculum: increased flexibility, work-related learning and Young Apprenticeship programmes (HMI 2478), Ofsted, 2005;
www.ofsted.gov.uk/publications/2478.

A further report was published in 2006:

Evaluation of the Young Apprenticeships programme (HMI 2635), Ofsted, 2006;
www.ofsted.gov.uk/publications/2635.

Other relevant information may be found from the sources below.

Action for change: how those in work-related learning can break down gender segregation in vocational education, training and work, Equal Opportunities Commission, 2005.
www.eoc.org.uk

Young apprenticeships: equal opportunities (IES Report 428, ISBN 1-85184-360-4), B Newton, L Miller, K Akroyd, S Tuohy, Institute of Employment Studies, 2006. (Commissioned by the DfES.)
www.employment-studies.co.uk

The Learning and Skills Council
www.lsc.gov.uk

Annex 1

Partnerships visited

Partnership	Local Learning and Skills Council	Vocational area
2006–07		
Amber Valley and Erewash 14–19 Project	Derbyshire	Engineering
City of Westminster 6f Partnership	London Central	Hospitality
ContinU	Hereford and Worcester	Business administration, Engineering
Engineering the Future (Laird)	Cheshire and Warrington	Engineering
Esh YA Programme	County Durham	Construction
FUTURES	Nottinghamshire	Sports management
Greater Reading Consortium	Berkshire	Automotive
Hospitality Now	Staffordshire	Hospitality and catering
Lincs and Rutland Boston Partnership	Lincolnshire and Rutland	Hairdressing
Manchester Occupational Partnership	Greater Manchester	Business administration, Engineering
Sheffield Learning for Life	South Yorkshire	Construction
South Nottingham College	Nottinghamshire	Sports leadership, coaching and management
Watford Retail YA	Hertfordshire	Retail
Young Apprenticeships in Health, Care and Child Care	Nottinghamshire	Health and social care
2005–06		
Age Concern Training	Lancashire	Business administration
Barnet Partnership	London East	Art and design
Barnsley LA	South Yorkshire	Health and social care
Basingstoke College of Technology	Hampshire and Isle of Wight	Automotive
Deerness Valley School	County Durham	Business administration
East Sussex Weald	Sussex	Automotive
EEF Northern Association	Tyne and Wear	Engineering

Partnership	Local Learning and Skills Council	Vocational area
Hillingdon Training Ltd	London West	Automotive
Humberside Consortium for Learning	Humberside	Business administration
Kendal College (South Lakes Federation)	Cumbria	Hospitality
Knowsley College	Greater Merseyside	Engineering, Health and social care
Mid Cheshire College	Cheshire and Warrington	Health and social care
North Warwickshire and Hinckley	Coventry and Warwickshire	Art and design
Pro-Co North West Ltd	Greater Manchester	Automotive, Business administration
Pro Train	Norfolk	Engineering
Rutland and South Lincolnshire	Lincolnshire and Rutland	Art and design, Automotive
Selby College	North Yorkshire	Business administration
Training for Today	Greater Manchester	Health and social care
Waseley Hills High School	Hereford and Worcester	Hospitality
West Cheshire College	Cheshire and Warrington	Hospitality
West Sussex EBP	Sussex	Automotive
Wolverhampton LA	Black Country	Engineering
Woodham Technology College	County Durham	Health and social care
Yorkshire Coast College	North Yorkshire	Automotive, Business administration
2004–05		
Axis	Cheshire and Warrington	Engineering
Council for Administration	London Central	Business administration
Dearne Valley	South Yorkshire	Engineering, Business administration, Art and design
Derwent Training	North Yorkshire	Engineering
EMTEC	Nottinghamshire	Automotive
ITE Fareham	Hampshire and Isle of Wight	Automotive
Knowsley College	Greater Merseyside	Engineering
Laird Foundation	Greater Merseyside	Engineering

Partnership	Local Learning and Skills Council	Vocational area
Leicester Business Centre	Leicestershire	Art and design, Business administration
NHSU	Northumberland	Health and social care
North Tyneside	Tyne and Wear	Engineering, Art and design
Norton Radstock	West of England	Engineering, Business administration
Oxford and Cherwell	MKOB	Engineering
SETA	Hampshire and Isle of Wight	Engineering
Stevenage 14–19 Pathfinder	Hertfordshire	Business administration
TDR	Tyne and Wear	Engineering
T2000	Lancashire	Automotive, Engineering
York College	North Yorkshire	Engineering, Business administration