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Guidance notes

1 Introduction

This toolkit takes you through all the processes involved in setting up and running a post-16 Student Apprenticeship scheme across a consortium area or in an individual borough. It is based on the London South pilot scheme which started in autumn 2002 and includes many examples of the materials designed and used in this pilot.

The guidance includes our recommendations for effective practice and highlights the main issues and pitfalls that we faced in implementing the project.

Background

In the 2003 document “14-19: Opportunity and Excellence” the DfES has stated the need to change the image of vocational education and training in this country. There are skills shortages amongst school and college leavers that need addressing and there is still a perceived divide between school and the workplace, which needs bridging. Student Apprenticeships succeed in addressing all these issues.

Funded jointly by the European Social Fund and the LSLSC, BELS (“Business & Education in London South”) have developed a pilot project which has enormous potential for linking the academic and the vocational routes for young people in the future. It is based on earlier work done in Walsall and Bristol, details of which are shown in this DfES document

“An Introduction to Student Apprenticeships” (Ref PP80D10/44557/0801/14).

The aims of the BELS Student Apprenticeships Scheme are:

- To develop greater links between education and training
- To enhance the employability of post-16 students
- To reduce the skills shortages in the area
- To develop good practice for later use and dissemination

In the first year of the pilot project, our job sector focus was on

- Business,
- Construction and
- Health and Social Care.

In year 2 we tried to widen these vocational areas, to include Leisure and ICT but placements in these areas were not easy to find.

Key points about post-16 student apprenticeships

- Full time post-16 students in schools or FE colleges combine their studies with a work placement with a local employer.
- Students spend 4 days a week in school or college and one day a week in the work placement.
- They are not paid for their one day per week work placement.
- They work towards relevant work based units, for example a Level 2 or Level 3 NVQ or Key Skill unit, to combine with their Intermediate or Advanced level courses.
- They are supported by an assessor, who visits them at the workplace each month to review progress.

What sort of students does the scheme suit?

- Full-time students in Years 12 or 13 who would welcome the opportunity to add some accredited vocational experience to their CV, to increase their employability. Some may be considering going into full time work rather than applying for university at the end of their school/college course.
- They may be studying for AS/A levels and/or vocational qualifications at advanced or intermediate level but have some available space in their timetables.
- They need to have the motivation to attend regularly, work hard and persist in their efforts.

What do students gain from this programme?

- An enriched curriculum offer
- Valuable experience of work /a foot in the employment door
- An improved understanding of a specific skills sector
- Accredited units of work based qualifications and key skills
- Increased confidence, maturity and employability
- Enhanced applications to FE/HE or to a potential employer.

What do employers gain from this programme?

- Access to students of high motivation and in some cases high ability
- Low risk, low cost work experience from potential employee
- Confidence to support the Modern Apprenticeship scheme in future

What do the training providers gain from this programme?

- Access to schools and colleges and some higher ability students
- Increased take up and lower drop out rates on training programmes
- Early links to young people who could hit the ground running as Advanced Modern Apprentices

How is a student apprenticeship programme organised?

Summary

- Scheme managers interview and recruit training providers, who identify student apprenticeship vacancies in relevant job areas;
- Schools/colleges promote scheme to suitable candidates. Interested students complete an application form that is forwarded to the relevant training provider
- Applicants undergo initial assessment by training provider. Successful applicants are referred to companies offering placements in their local area; the company interviews the applicant(s) and takes on those who are suitable.
- After an induction period an individual learning plan is completed and signed
- The student undertakes work experience for one day a week and works towards relevant work based units. The training provider arranges for each student to be guided by a qualified assessor who visits each month to review progress and send back assessment reports.
- Before the placement ends the student has completed a portfolio of evidence for one or two NVQ /key skill units.

Appendix 1.1 shows an information sheet about Student Apprenticeships,

Each phase of the scheme is outlined in more detail on the following pages.

Appendix 1.1



Student Apprenticeships: An introduction

What are student apprenticeships?

A Student Apprenticeships scheme offers an opportunity for students (usually post-16, from either school sixth forms or FE Colleges) to combine their studies with a work placement with a local employer. Students will spend 4 days a week in school or college and one day a week on a work placement. They will work towards units of relevant work based qualifications, for example, a level 2 or level 3 NVQ or Key Skill unit. They will not be paid for their one day per week work.

Which students will student apprenticeships be most appropriate for?

Student apprenticeships will suit students in Years 12 and 13 who would welcome the opportunity to add accredited vocational experience to their curriculum profile. They may be studying for AS/A levels and/or vocational qualifications at advanced or intermediate level but have some available space in their timetables. They would need to show the motivation to work hard and persist in their efforts.

What will they gain from this programme?

They will progress from full time education with:-

- valuable live experience of work
- an improved understanding of a specific skills sector
- accredited units of work based qualifications
- evidence of key skills, and
- increased confidence and maturity

all of which will enhance their applications to further or higher education or to a potential employer.

Which particular skills sectors are being targeted by this pilot scheme?

In our project the skill sectors are: Business / IT, Construction, Health and Social Care, Engineering, Leisure and Tourism and maybe a few others if funding permits.

How might a student apprenticeship programme be organised?

It is usually organised along the following lines:

- Selected training providers identify student apprenticeship vacancies in relevant job areas;
- Schools and colleges promote the programme vacancies to suitable candidates;
- Interested students complete an application form that is forwarded to the relevant training provider;
- Applicants are interviewed by the training provider who offers initial assessment and careers guidance;
- Successful applicants are referred to companies offering placements in their locality and the company interviews the applicants, taking on those who are suitable;
- The training provider runs an induction session for the student(s), to clarify the objectives of the apprenticeship and to confirm each student's individual assessor;
- A training or learning plan is completed and signed by all parties;
- The student undertakes work experience for one day a week and works towards units of relevant work based qualifications. The training provider arranges for this work to be assessed;
- At the end of the placement the student, employer and school/college consider an appropriate route for progression.

What's happening, nationally and locally?

Two regional pilot schemes, in Walsall and Bristol, have been running for at least two years. Other regional pilot schemes started in 2002-03, one of them being the BELS programme in South London. Its aim has been to place 25 post-16 students from schools and colleges across the region in work placements for about six months from early in 2003 and to develop as time goes by a toolkit of procedures and best practice that can be disseminated to others.

Training providers will be put in touch with interested students at schools and colleges through Sarah Sutherland or Jim Forrest at the BELS office, as soon as we receive applications in the appropriate job area and locality.

Address: BELS,
3rd Floor, Surrey House,
Scarbrook Road,
Croydon
CR0 1SQ

Telephone: 020 8726 0710

2 Operational plan – the stages

2.1 Set up the management of the Student Apprenticeships project

- Recruit local project managers and other project staff as appropriate.
- At least one of these should have experience in managing work experience programmes and working with employers. Other useful assets would include: experience of working with training providers, familiarity with vocational portfolios and experience in liaising with schools and colleges at post-16 level.
- Establish a steering group of key personnel to advise the managers and other project staff on any relevant issues.

2.2 Recruit Training Providers for the project

- Obtain a list of local training providers, approved by the local LSC. Contact the training providers on this list with introductory letter, including a briefing sheet on the project (see Appendix 1.1). Consider using material from the DfES document “An Introduction to Student Apprenticeships”, e.g. a case study example or two.
- Follow up interested training providers with a visit, checking these selection criteria:-
 - a. Experience of vocational assessment of apprentices in the right job areas
 - b. Experience of a range of key skills assessment
 - c. Coherence of their paperwork systems and track record of their ability to complete paperwork on time
 - d. Availability of placements in the right geographical areas
 - e. Availability, experience and commitment of vocational assessors
- Ask to see their current paperwork for apprenticeships and discuss in some detail the types of job sector areas that they cover most easily with their placements. Also check the experience of their assessors and the geographical range of their placements.
- Clarify that the paperwork that training providers will need to provide for their Student Apprentices, should include;
 - Initial assessment form, completed by the trainer at the interview, with details of student's skills, attributes and aspirations
 - Placement information form, including employer details and signature
 - Individual learning/training plan including details of assessor
 - Assessor report form, for each monitoring visit
- From the outcomes of the visit, consider whether the training provider will be able to deliver the project within the time-scale needed and in the appropriate skills sectors and geographical areas for the students. Confirm your decisions by letter to the successful training providers. Keep the others on a reserve list.

Appendix 2.2 shows examples of introductory materials for trainers:

(a) introductory letter and reply slip;

(b) a list of questions to be used when interviewing prospective trainers;

(c) follow-up letter to selected trainers, asking for a list of early vacancies.

Appendix 2.2a Example of introductory letter to trainers

Date

«Title» «Forename» «Surname»

«Jobtitle»

«Company»

«Town»

«Code»

Dear «Title» «Surname»

A NEW VENTURE: STUDENT APPRENTICESHIPS

The government has recently set up a new "Student Apprenticeship" scheme for students aged 16 to 19 in school sixth forms or FE colleges who would benefit from combining school or college work with a regular weekly placement in an appropriate work environment. The scheme is being trialled through a number of regional pilots and we are pleased to tell you that one of those pilots is being run by Business & Education London South (BELS), funded by London South LSC.

Student apprenticeships are suitable for students who are in post 16 full time education who may be studying for A/AS Levels or vocational qualifications. They will spend one day a week with an employer working towards a training specification which is individually designed to meet their needs and those of the employer. This should include accreditation in the form of one or two NVQ units and a key skills portfolio. They will not be paid for the work they undertake. Our aim is for placements to start in the autumn and last for about six months. Some students might then continue into an advanced modern apprenticeship.

The main skills sector areas that are to be included in the pilot project are:

- Business (including IT, customer service and administration)
- Construction
- Engineering
- Health and Social Care (including hairdressing and child care)
- Leisure and Tourism

We are writing to invite you to join us on this exciting scheme. We are able to offer funding to training providers who can assist us in recruiting employers, arranging placements and organizing regular visits from assessors. We enclose a two-page summary of the proposed Student Apprenticeship scheme for your additional information.

If you are interested in participating in this pilot scheme, please would you e-mail us at studentapps@bels.org.uk or jim@jimfo.freeseve.co.uk, as soon as possible. One of us will then contact you to explain the scheme in more detail. We look forward to hearing from you.

Yours sincerely

Jim Forrest
Project Officer

Sarah Sutherland
Project Officer

Appendix 2.2b

Questions used when interviewing prospective trainers

BELS SA Project: Visits to Training Providers Questions to ask

Training company, location / address
Contact name(s) Phone /fax
Mobile Email address

Initial questions:

1. What job areas do you cover?
What experience do you have of organising modern apprenticeships?
What experience do you have of organising any other placements for young people?
2. What experience do you have of assessing vocational skills?
At what level and which units? (All on Section 96 list?)
What experience do you have of assessing key skills?
At what level and which units?

How many vocational assessors on your books? How experienced?

Are they freelance or employed by you?

What is their workload? How often do they tend to visit the learners?

Discuss assessors' role. Expect them to visit each student, for a maximum of 2 hours, at least once every month. Check that they see this as feasible.

How do you advise the assessor and a new candidate?

What follow-up is there on whether appointments are kept?

3. What sort of 1-day-per-week vacancies are you likely to be able to provide?
With which companies?
Where, geographically?
Date by which you could supply details of vacancies.....
4. How are health and safety checks organised?
In what form would you provide evidence of these for BELS to monitor?
5. *Explain that the student will not be paid for the work. Some employers pay travel expenses.*
6. *Discuss this outline "programme procedure":*
 - *training providers identify student apprenticeship vacancies and send details to BELS*
 - *BELS inform schools & colleges who promote the vacancies to suitable candidates*
 - *interested students complete an application form to be forwarded via BELS to relevant training provider*
 - *applicants are interviewed by training provider who offers initial assessment and guidance*
 - *successful applicants are referred to the local companies offering placement and interviewed before placement begins. Short-Event Record form completed for student and an induction process carried out by trainer with groups of students.*

- *training provider then completes Individual Learning Plan / training specification which must be signed by the student, parents or carers, the School/college, employer and training provider*
 - *student undertakes work experience for one day a week and works towards about 2 units of relevant work based qualifications. The training provider arranges for this to be assessed regularly*
 - *at the end of the placement the school/college, student and employer consider an appropriate route for progression*
7. *Ask training provider for (blank and completed) copies of*
- *their own initial interview/assessment form, including examples of diagnostic assessments*
 - *a standard letter of agreement for a student contract/placement*
 - *their training specification or Individual Learning Plan*
 - *the assessment plan they use to track progress*
- Show the BELS own initial interview / IKLP/ assessment forms.*
8. *Can a placement be arranged for two half days a week if necessary? Ask for flexibility re the days of the week for arranging placements.*
9. *Mention finance. Can offer up to £825 per student to pay for*
- *initial interview and assessment*
 - *placement preparation and confirmation, + job description*
 - *production of Individual Learning Plan*
 - *monthly assessor visits and ass't reports*
 - *generation of portfolio & registration fees*
- Mention penalty clause if employer takes student off SA course into full employment (£1000). Ask about their practice.*

10. *Additional Key Points*

The job description and the ILP will be linked where possible to the course being carried out by the student.

Assessor to complete an assessment report/action plan after each visit. One copy for student, another for training provider. Training provider to forward copy to BELS and to the school/college.

Assessor to act as mentor and guide, will look at job role and help link it with appropriate units (eg health and safety, customer care), give students advice on what evidence to collect for portfolio and how.

To be easily accessible to student by phone and e-mail.

(Show our new phone contacts form.)

Expect student to complete two units, either both vocational (NVQ level 2 or 3) or one vocational and one key skill unit.

11. *Any other issues to resolve.*

Visiting BELS officer Date of visit.....Verdict

After all this, the training provider is ready to join the scheme.

Appendix 2.2c

(Follow-up letter to interested training providers, usually sent after the recruitment visit)



[insert date]

[insert name and address]

Dear [insert name]

BELS PROJECT ON STUDENT APPRENTICESHIPS - FOLLOW-UP LETTER

Thank you for responding positively to details of our Student Apprenticeship pilot project. As a follow-up we are enclosing a more specific reply slip, for you to give us some details of **one-day-per-week vacancies** that you can offer to interested students in the near future.

We are gathering a list of would-be student applicants from schools and colleges and hope to start matching students with placements as soon as you return us your list of potential vacancies.

As a reminder, the main skills sector areas that are to be included in the pilot project are

Business (including IT, Customer Service and Administration)
Construction
Engineering
Health and Social Care (including Child Care and Hairdressing)
Leisure & Tourism

Please return the attached reply slip to Jim Forrest or Sarah Sutherland at the BELS office by(date) if possible.

Yours sincerely

Jim Forrest
Project Officer

Sarah Sutherland
Project Officer

Enc: Reply Slip



STUDENT APPRENTICESHIPS: TRAINING PROVIDER'S REPLY SLIP

We wish to be involved in this year's Student Apprenticeship pilot project and have some potential vacancies.

Company:

Address:

Telephone: Fax:

Contact name Job Title:.....

E-mail: Date:

Please give brief details of the number and type of placements you can provide:

Occupational area	Name of employer	Address / location /post code	No of Vacancies

Please post or fax your reply to Jim Forrest or Sarah Sutherland at the address above.

2.3 Alert the schools and colleges

- Obtain list of schools and FE colleges in the project area, preferably with key contact names (head of sixth form in schools, careers co-ordinator and /or work-based learning manager in colleges).
- Prepare and send introductory letters and information packs, to heads of sixth form in the schools and to careers co-ordinators in the colleges.
As well as the letter, include:-
 - the introductory summary, as for trainers (see Appendix 1.1)
 - selected excerpts from the DfES document “An Introduction to Student Apprenticeships”, e.g. one or two of the case study examples.
 - introductory sheets to be circulated to students, outlining the nature of student apprenticeships and a specification of a suitable student.(see Appendix 2.3b)
 - (when you have developed it, in Year 2) a case study of a successful student in your local scheme.

From our experience, the **characteristics of a successful student apprentice** include some (but not necessarily all) of these traits:-

- able to communicate both orally and in writing
- able to meet targets
- reliable and punctual
- possessing a good attendance record
- prepared to travel to a placement
- able to work with others for quite long hours
- independent thinkers
- willing to learn
- flexible
- self motivated
- interested in the programme, understand its aims and objectives
- have an awareness of what its outcomes and benefits are likely to be.
- informed about NVQs

Students need to be shown a list like this, so that they know what they are taking on before they apply. (See Appendix 2.3b)

Allow 3 weeks for schools/colleges to respond. Collate the responses.

- Send follow-up letter to interested schools and colleges; include:
 - More copies of the student specification and introductory details
 - a list of the vacancies that may be available locally
 - application forms for those students to fill in by a certain deadline
 - reply slip for the school/college to list students who are interested

Some applications will be in direct response to a specific job advertisement from the training provider; others will be more general, citing a particular job area that interests the student.

Appendix 2.3a shows examples of letters and introductory materials for schools or Colleges.

Appendix 2.3b shows some introductory materials designed to clarify the scheme to students.

Appendix 2.3c shows an application form to be completed by the student and endorsed by the teacher/tutor.

Appendix 2.3d shows an example of a follow-up letter to schools and colleges and an appropriate reply slip

Yours sincerely, etc

STUDENT APPRENTICESHIPS: SCHOOLS / COLLEGES REPLY SLIP

We are interested in being involved in this year's Student Apprenticeship pilot project and are ready to bring a few students forward to take part.

School /College:

Address:

.....

Telephone:

Fax:

e-mail:

Signed:

Position:

Date:



GUIDANCE TO STUDENTS ON THE NEW STUDENT APPRENTICESHIPS

- Student apprenticeships are a brand new scheme
- They are designed so that you can start developing your work skills while still completing your studies
- They allow for one day a week at the workplace, the other 4 days in school or college
- The job area that you choose should fit with your learning and career plans
- After you've filled in the application form you will have an interview with a local training provider to assess your needs
- You should only go through with your application if you feel really committed
- After your interview, the trainer will work out the best placement for you and contact the employer, who will also meet you before you start your placement
- Everybody will sign an agreement about your student apprenticeship - you, your parent/carer, your teacher, the trainer and employer
- You will not be paid for your time at the placement but, if you work hard and attend regularly, you will have the chance to complete one or two vocational units and key skills units and therefore gain some useful extra certificates
- The trainer will be responsible for organising an assessor to visit you at your workplace, to give you advice and to assess your progress
- The student apprenticeship will last about 6 months.

Good luck!

BELS Student Apprentices Person Specification

A successful student apprentice should be

- good at communicating with others, through speaking, listening and writing
- reliable and punctual and have a good attendance record
- able to meet targets and deadlines
- good at keeping work records
- able to work enthusiastically with others
- prepared to travel to the placement
- flexible, willing to adapt and learn
- independent and self motivated
- really interested in the particular work placement offered
- aware of the aims of the student apprenticeship scheme
- committed to working hard each week to achieve good outcomes

If this description seems to fit you, then you may be successful in applying for a student apprenticeship.

BELS STUDENT APPRENTICESHIP – APPLICATION FORM

PERSONAL DETAILS

Surname/Family Name

Other name(s)

Address

Post Code

Date of Birth

Telephone No

School/College

REASON FOR APPLICATION

Please explain why you are applying for a student apprenticeship.

Are you applying for a placement you have seen advertised? If so, please tell us which one and explain why you are interested in it. If not, please give details of the type of placement you are looking for, eg. childcare, construction, business admin, etc, the type of organisation you would like to be placed with, and why.

	<input type="text"/>		<input type="text"/>
Parent/Carer's signature	<input type="text"/>	Date	<input type="text"/>

TEACHER/TUTOR REFERENCE

Please ask a teacher/tutor to provide a reference explaining why a student apprenticeship would be suitable for you.

Name:

Position:

Date:

DIARY DATES

Please give details of any commitments that may prevent you from attending your placement, eg School/College holidays, family holidays to be taken during term time, dates of exams, dates by which course work must be completed etc.

RETURN OF APPLICATION

Please return your completed application form to Sarah Sutherland or Jim Forrest at BELS at the address at the top of the first page of this application form.





(Name)
(School/College),
Address
Date

Dear

BELS PROJECT: STUDENT APPRENTICESHIPS - FOLLOW-UP LETTER

Thank you for responding to our initial letter about the Student Apprenticeship pilot project, funded by London South LSC and the European Social Fund. The scheme can enrich the curriculum of the more vocationally orientated students by offering them **1 day per week** as a Student Apprentice, in an occupational area which complements their studies and fits with their career plan. The student will have the chance of gaining one or two units of a vocational qualification and some key skill accreditation as well, (at level 2 or level 3).

We are building up a pool of potential vacancies for the coming year with local training providers and are now ready to ask you to begin identifying the students who would be interested and whose timetable will allow them to manage one day per week at the workplace. Please could you arrange for interested and committed students with a good track record for attendance to complete a copy of the enclosed application form which should be returned to us with the School/College reply slip by date.

As a reminder, the available job areas are:
Business (including IT, Customer Service and Administration)
Construction
Engineering
Health and Social Care (including Child Care and Hairdressing)
and possibly Leisure & Tourism

We look forward to hearing from you soon.

Yours sincerely

Jim Forrest

Sarah Sutherland (Project Managers)



SCHOOLS / COLLEGES REPLY SLIP re STUDENT APPRENTICESHIPS

School / College

.....

Details of students who may be interested in a one day per week placement:

Name and Year Group	Current course and level	Preferred occupational area*	Preferred weekday for placement

(*an aspect of business, health & care, engineering, construction, or leisure and tourism only)

I can confirm that each student has been approached and is aware of the **possibility** of starting a student apprenticeship soon.

Signature:

Position:

Date:

3. Implementation

3.1 Match training providers and placements to students

- Send a **partnership agreement**, outlining the obligations of the training provider and employer, the school or college and the central office. The appropriate parts should be signed by each separate party and returned to the central office. Where possible this should be explained during a visit.
- If specific vacancies are being offered by the training providers, the central office sends these to interested schools/colleges in the appropriate geographical area for students to apply. Completed applications are returned via the central office to the trainer concerned.
- Where students are applying for a particular job area but not a specific advertised vacancy, their applications are forwarded via the central office to the appropriate training provider, relaying this information back to the school/college and student
- At this stage the onus is on the training provider to make contact with the student, either directly at home or through the school/college. Try to include a map for each training provider showing the location of the relevant school/college(s), perhaps one of the computerised map sections based on the school or college's post code.
- Training providers may wish to interview the student(s) either at their own base or at the school or college. The latter is easier for the students. Some interviews will be linked to specific vacancies; others will be more general in approach.

Our experience shows that to be successful, a placement should be

- one the student is interested in
- easy to travel to
- on the right day of the week to fit the student's overall timetable
- linked to some part of the student's current course
- matched to a student's abilities and aptitudes
- visited regularly by an assessor or mentor

The employer / trainer should be asked to provide

- a job description of each placement
- an induction process for each student, possibly grouping the students together for this
- a variety of work tasks which become more challenging as the student progresses
- regular assessment visits for the student

- As the results of the interviews come through from trainers to the central office , BELS then set up checklists of participants, indicating the extent of involvement. These checklists can turn into ongoing **structured matrices**, useful for recording and monitoring the project (see section 4 below).

For our checklists we found that it was helpful to focus on

- (a) each school or college's cohort
 - (b) each training provider's group of candidates
 - (c) individual students, one by one, matched to specific training providers and placements,
- We also recommend developing separate **envelope or ring files for each student** who applies for a student apprenticeship and inserting a copy of every piece of paper that involves the student. This helps to prepare records for any audit purposes.
 - Ensure that lines of communication are well established at the start. Develop a contact grid for the student so that he/she obtains the telephone and email contacts of the trainer, assessor, employer and the BELS office.

Appendix 3.1 shows these processes in action. It includes;

- (a) an example of a letter to a training provider, with student and school / college details
- (b) an example of a Partnership Agreement;
- (c) an example letter to the school/college giving details of the trainer;
- (d) a developing checklist of schools and colleges taking part
- (e) a planning matrix showing the initial outcomes for each student who applies
- (f) a list of items kept in each student folder
- (g) a telephone contact sheet

Appendix 3.1a *Generic example letter to training provider allocating particular students to them, with details also of the school/college*



Date
Name, Firm, Address,

Dear

Student Apprenticeships

Further to our recent meeting, we are writing to say how pleased we are that you can participate in our pilot project on student apprenticeships. We would be grateful if, as a matter of urgency, you could now proceed with the next stage of the project which is for you to arrange to interview, assess and find placements for some of the students from whom we have received applications. The terms of the project oblige us to arrange for students to begin their placements before the end of next month, so time is pressing.

The students with whom we would like you to work come from ...(number) Schools/Colleges in (..... names of boroughs or areas) and copies of their application forms are enclosed. The preferred day of the week is mentioned in each individual form. We feel that the quickest way to contact the students to arrange an interview and assessment is at their home, and their address and telephone number are included on their application form. However, it is important that a copy of the interview arrangements is also sent to their School or College tutor, particularly if you wish the interview and assessment to take place there. Their contact details are as follows:

Insert names of school/college contacts, addresses and phone numbers (it may be up to about 4 institutions per training provider.)

We enclose street maps of the school/college whereabouts to help you locate them.

You may find it helpful to ask the student to bring their National Record of Achievement to the interview and assessment.

We would be grateful if you would send us copies of your initial assessment of the student, including any decisions made, using the BELS form, as soon as possible after the interview. Please would you also arrange for students to complete the left hand section of the Short Event Record, a copy of which is enclosed, and return it to us when the placement interview has also taken place and a starting date is arranged.

We will need a signed copy of the student's Individual Learning Plan by the end of the first month at the workplace and subsequent monthly assessment review forms, according to the proposed timeline for Year 2 of the project.

We also enclose a copy of the Partnership Agreement we have drawn up which sets out the responsibilities of each party involved in the project. Please would you sign your section of this (Section 3) and send it back to us **by return of post**.

We thought it would be helpful to clarify the funding for the project. Training providers will be paid £... for each placement they organise. This is to include the interviewing and placing of the student, the induction process, the development of the ILP, the monthly assessment reviews and for the units which the student obtains at the end (which will help pay for the registration fees.) Payment will be in monthly instalments, of £75units for each activity covered. The first payment of £150 is conditional on all initial paperwork for the interview and subsequent placement (including the Short Event Record) being completed and returned to the BELS office.

Invoices should be sent to Sally Morse at the BELS office on the last day of the month.

We hope that you find this helpful but if you require clarification or any further information, please do not hesitate to contact us. Our e-mail address is:

studentapps@bels.org.uk

Thank you again for your help with our project. We look forward to hearing from you very soon.

Yours sincerely

Jim Forrest
Project Officer

Sarah Sutherland
Project Officer

Encs: Partnership agreement documents
Student application forms
School or College map
Short Event Record forms

Appendix 3.1b Extracts from a Partnership Agreement document

BELS Student Apprenticeships Partnership Agreement

. The School/College's Obligations

The School/College will

- a. Provide a named contact who will have management responsibility for the student apprenticeship scheme.
- b. Provide a named contact who will have day-to-day responsibility for the scheme and be the first point of contact.
- c. Check there is appropriate liability insurance cover for students undertaking student apprenticeships.
- d. Promote the scheme to students as early as it is possible to do so. Ideally, students should be provided with information about the scheme as part of the curriculum offer made to them in the academic year preceding the one in which they would participate in the scheme.
- e. Use BELS' student specification to help identify those students for whom the scheme is most likely to be suitable and who will benefit from participating in it. Identify the type of vacancies these students are likely to be looking for.
- f. Ensure that, before they apply to join the scheme, students are well briefed about its aims and objectives, understand what it will entail and are clear about the level of the commitment they will be expected to make.
- g. Provide interested candidates, who meet the above criteria, with application forms and ensure that, once completed, these are returned to BELS.
- h. Arrange, if asked to, for the training provider to interview applicants at their School or College.
- i. Ensure that the training provider has the information it needs about each student to be able to carry out the necessary risk assessments for that student. This information should include a note of any medical problems or special educational needs.
- j. Provide a health & safety and 'child protection' briefing to students before they start their placement.
- k. Provide, where appropriate, learning support assistants to work with students who are on the School/College's special educational needs register.
- l. Provide students' parents or carers with information about the scheme and obtain

their consent for students to undertake specific work placements.

- m. Work with the training provider to ensure that students' individual learning plans are linked to elements of their School/College course work.
- n. Work with the training provider to ensure that the School/College responds to regular feedback about students' attendance and progress and, should problems arise, work with the training provider and student to address them.
- o. Evaluate the placement at its completion, including responding to any BELS questionnaires, and report back to the training provider and BELS.
- p. Have regard to all relevant legislation, especially the Equal Opportunities Act, the Race Relations Act, and the Health and Safety at Work Act.

Name:

Signature:

Job Title:

School/
College:

Date:

.

The Training Provider will

- a. Provide a named contact who will have overall responsibility for students taking part in the scheme.
- b. Provide a named contact (an assessor) who will have day-to-day responsibility for the students and act as a first point of contact.
- c. Identify employers with vacancies for student apprentices.
- d. Consider students' application forms for student apprenticeships and decide which applicants should be interviewed.
- e. Arrange to interview applicants and carry out an initial assessment of skills recording the outcome of the interview and the assessment on the standard form provided by BELS.
- f. Arrange for successful applicants to be interviewed by a potential placement provider.
- g. Let the School/College and BELS know when a student has been offered a placement and the date it is due to start.
- h. Complete a placement information form and provide the School/College and BELS with a copy.
- i. Ensure that it has appropriate liability insurance cover for students on placements and that employers providing placements do so too.
- j. Ensure that health and safety assessments of employers' suitability to provide work placements are carried out and that Schools/Colleges and BELS are advised of the outcome.
- k. Liaise with Schools/Colleges and employers to ensure that risk assessments are carried out.
- l. Provide an induction session for students which provides them with information about the scheme, NVQs, compiling a portfolio, lines of communication, their expectations of the student, employers' expectations of students etc
- m. Ensure that the employer provides the student with a job description, a work-place induction and a variety of work tasks that become progressively more challenging as the student progresses.
- n. Work with the student, the employer and the School/College to ensure that an appropriate individual learning plan is drawn up which is linked to elements of the student's School/College course work.

- o. Provide a named assessor who will undertake an agreed programme of regular visits to the student in the work place, complete a report and action plan after each visit and send copies of these to BELS. He or she should also provide the student with telephone and e-mail advice if required.
- p. Provide the student's School/College with regular feedback about the student's attendance and progress and, should problems arise, work with the School/College and student to address them.
- q. Facilitate the assessment, verification and certification of students' learning.
- r. Have regard to all relevant legislation especially the Equal Opportunities Act, the Race Relations Act, the Health and Safety at Work Act and Child Protection legislation.
- s. Ensure that employers providing work placement for students are aware that they will incur a penalty fee of £1000 should they recruit a student prior to the completion of the student apprenticeship.

Name:

Signature:

Job Title:

Company:

Date:

4. BELS' Obligations

BELS will

- a. Provide named contacts with responsibility for managing and maintaining an overview of the scheme.
- b. Promote the scheme to Schools/Colleges and training providers.
- c. Determine, according to agreed criteria, which Schools/Colleges and training providers should participate in the scheme.
- d. Establish a funding agreement with training providers participating in the scheme.
- e. Provide Schools/Colleges and training providers with standard documentation including briefing materials, forms, letters etc.
- f. Facilitate contact between Schools/Colleges and training providers and help to resolve problems or issues should they arise.
- g. Produce a toolkit of procedures and best practice.
- h. Evaluate the scheme, disseminate the results, and devise a strategy for sustaining and developing the scheme for the future.

Name:

Signature:

Job Title:

Company:

Date:

Appendix 3.1c Example follow-up letter to schools/colleges



[insert date]
[insert contact details]

Dear [insert contact name]

Student Apprenticeships

Thank you for sending us application forms from your students interested in student apprenticeships.

We have forwarded the application forms to the following training provider and have asked them to contact the students at home to arrange an interview and assessment as soon as possible. We hope that the students will be able to begin their placements before the end of November. We have stressed that the training provider should also send a copy of the letter to you particularly if they wish the interview and assessment to take place at your School / College.

[insert TP details]

You will, of course, need to obtain consent from your students' parents or carers for them to participate in the programme and the enclosed model consent form may help.

We have also drawn up an agreement which sets out the responsibilities of each party involved in the project and a copy of this is enclosed for your information. Please sign your own section of the document (section 2) and return it to us within two weeks.

We hope that this is helpful but if you require clarification or any further information, please contact us. Our e-mail address is studentapps@bels.org.uk

We look forward to hearing from you very soon.
With kind regards

Yours sincerely, etc

Encs: Copy of letter to Training Provider
Parental/Carer consent form
Partnership agreement documents

Appendix 3.1d

Example of checklist of progress for schools and colleges involved (blank version of the table including headings)

BELS STUDENT APPRENTICESHIPS PILOT PROJECT

School/college follow-up details.

School / college Contact name	2 nd Reply slip returned ?	No.of students for St Apps	Job areas requested	Individual appl'n forms received/	Interview forms back from trainer?	No of students placed

Appendix 3.1 e

Planning matrix for student Apprenticeships

BELS /Student Apprenticeship Individual student summary

Updated on

.....(Current date)

School/Coil/ LEA/ Staff contact	Student Name	Yr / se x	Postco de	Course & Level	Requeste d Job area	Day of wee k	Trainer	Interview ass't date	Placement / & start date	ILP & units chosen

Appendix 3.1 f

ITEMS in each STUDENT APPRENTICE FOLDER

Student name **School/College**

Item No	Description	Tick / date added to folder
1.	Completed individual Application form	
2.	Accompanying school/college form	
3.	Letter to school/college with details of trainer	
4.	Trainer's Initial interview form	
5.	Copy of ESF SR form	
6.	Signed employer/placement agreement	
7.	Individual Learning Plan	
8a.	Monthly assessor reports	
8b.	“ “ “	
8c.	“ “ “	
8d.	“ “ “	
9.	Interim evaluation response (Questionnaire or Interview)	
10.	Final evaluation response (Questionnaire or Visiting Interview)	
11.	Evidence of Unit certificates	
12	Other evidence	

Appendix 3.1 g

Contact Grid for Student Apprenticeship for (student)

	Student	School/college	Training provider	Employer	Assessor	BELS
Contact name						Jim Forrest & Sarah Sutherland
Phone no(s), incl mobile						020.8726 0710
Fax no						020.8726.0700
Email address						studentapps@bels.org.uk

The student should make sure that everybody on this list has a copy of this completed sheet.
This will make it easier to keep in contact.

3.2 Standardise the main recording paperwork

- We have found it useful after a period of time to merge the key features of the various paperwork examples from each training provider to create standardised BELS Student Apprenticeships forms for the main training providers' paperwork, particularly those related to essential returns for the project.
- The initial interview and assessment of the student's skills, aspirations and needs is an important process and needs recording in a systematised way.
- In our first year we used the standard LSC Individual Learning Plan form which had been designed for full Modern Apprenticeships. We have now revised that to accommodate the needs of the student apprenticeship scheme and have obtained clearance from the LSC for its use in Year 2 and beyond.
- The regular assessment review meetings between assessor/tutor and the students, generally held at the workplace, need a standardised report form. Again, we have merged the range of questions used currently by our active training providers into a new standard form for student apprentices.
- **Appendix 3.2** shows some standardised forms for the Student Apprenticeship processes, namely:
 - (a) Initial Interview record
 - (b) Individual Learning Plan
 - (c) Assessment Review Form
 - (d) Assessment Review/Plan Form

Appendix 3.2a BELS Student Apprenticeships: Initial Interview Record

Student's Name:

School/College:

Date of Interview: **Venue**.....

Appearance: Exceptionally well turned out
Well groomed
Neat and tidy
Unimpressive
Untidy

First Impression: Excellent
Favourable
Average
Nondescript
Poor

Personality: Outgoing
Friendly, pleasant
Confident
Loud
Self-conscious, shy
Introvert, quiet
Unfriendly

Communication Skills: Clear logical expression
Above average
Hesitant
Limited vocabulary
Very difficult to understand

Enthusiasm for Work: Ambitious
Motivated, keen
No ambitions
No motivation, indifferent

Qualifications: Excellent
Relevant
Keen to study
Few

Work Experience: Varied and very relevant
Some suitable experience
Restricted
Unsuitable
Not relevant

Placement details *(to be filled in once the placement has been established)*

Placement:

Address:
.....
.....

Contact:

Job title:

Telephone:

E-mail:

Interview date & time:

Interview feedback:
.....
.....
.....

Successful: **Yes/No**

Start date:

School/College Notified: **Yes/No** **Date:**

Next steps:
.....
.....
.....
.....
.....

INDIVIDUAL LEARNING PLAN for Student Apprenticeships

This Individual Learning Plan outlines a programme of learning agreed between the Company/Organisation, Provider (if other than the Company/Organisation) and the Learner. The Plan is to be carried out under Work Based Learning arrangements and is underwritten by a Partnership Agreement (if applicable). It is composed of Parts 1, 2 and 3.

Data Protection Act 1998:

The Learning and Skills Council may share this information with other organisations and Department for Education and Skills for administrative, statistical and research purposes, to inform Careers/Connexions and other guidance and to monitor progress of Learners.

PART 1 (to be completed for all Learners, all information will be treated in confidence)

Section 1: Learner, Employer/Organisation and Provider (as applicable) Details:

Learner Name: _____

Date of Birth: ____/____/____ National Insurance Number: ____/____/____/____/____

Employer/Organisation Details:	
Name:	
Address:	
Telephone Number:	
Supervisor Name:	
Assessor Name:	

Training Provider Details:	
Name:	
Address:	
Telephone Number:	
Contact Name:	

Section 2: Programme

Student Apprenticeships: Level 2 Level NVQ Learning:

Start Date: _____ / _____ / _____ Expected Completion Date: _____ / _____ / _____

Section 3: Initial Assessment

(Evidence of Initial Assessment must be available as outlined in Part 2 of the ILP)

Type of Assessment	Date Completed

Section 4: Mandatory/Additional Outcomes

Title of Outcome	Reference No.	To be achieved (✓)	Already achieved (✓)

Title of NVQ Area): _____

Section 5: Signatures

We hereby confirm that we have read, understood and agree with the contents of the ILP.

Learner Name: _____ Signature : _____ Date: _____

Employer. Name: _____ Signature: _____ Date: _____

Assessor/Training Provider

Name: _____ Signature: _____ Date: _____

School/college _____ Signature: _____ Date: _____

Individual Learning Plan - Part 2

Learner Name: _____ School/college: _____

Section 1: Initial Assessment

1a: Qualifications, Experience & Skills gained already (eg, GCSEs, AS levels, GNVQs, NVQs)

Summary, e.g. 2 GCSEs at B, 3 at C, 1 at D, 1 at E

(See Application form for more details)

Qualifications that the learner is working towards (eg, GCSEs, A levels, GNVQs, NVQs)

Title	Level	Grade	Date Achieved

Other relevant learning/experience/skills (this could include hobbies and interests and experience of work)

1b: Outcomes from Initial Assessment

Record details and results following initial assessment (include basic skills assessment and results)

Assessment method used	Results	Recommendations

1c: Personal, Career & Progression Objectives

Record the employment objectives of the Learner and any further career/progression aspirations including entry into full/part time education following the term of the programme.

Employment and Career Progression Objectives

Section 2: TRAINING DELIVERY

2a: Induction

Outline details of Induction training, including any specific outcomes

Start Date: _____ Expected Duration: _____ Completion Date: _____

2b: NVQ Training

NVQ Title: _____ NVQ level: _____

NVQ Reference number: _____ NCVQ Last Entry Date: _____

NVQ Registration Date: _____ Awarding Body _____

NVQ Units:

Unit code	Unit Title

2c: Key Skills Training

Outline details of any specific key skills training to be undertaken

Start Date: _____ Expected Duration: _____ Completion Date: _____

2d: Key Skills Accreditation

Key Skill Title	Reference Number	Awarding Body	Level	Anticipated Completion Date

2e Additional Qualifications/Training

Record any additional qualifications, awards and/or training required in order to satisfy the requirements of the Student Apprentice. Include any specific training at the employer's premises

Qualification – Award - Training	Ref' Number (if appropriate)	Awarding Body (if appropriate)	Level (if relevant)	Anticipated Completion Date

2f Planned Attendance

Enter the Learners' typical agreed hours of attendance for on and off the job Learning and the day of the week when this will generally take place

Day	A.M.		P.M.	
	From	To	From	To
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Work location

2g: On & Off the Job Training

Record the names and locations of the organisation(s)/departments who will carry out the various phases of the learning and the person responsible within that organisation

Name of organisation	Name of person responsible	Component of framework delivering	On the Job (✓)	Off the Job (✓)	Location

Section 3: ASSESSMENT

Record the assessment arrangements for each component of the framework

Qualification	Assessor Name	Assessment Location	Assessment Methods	Internal Verifier Name

Section 4 – SUPPORT & PROGRESS REVIEW

4a: Mentoring Arrangements

Where applicable, record the name and contact details of the Learner's Mentor

Contact Name	Contact Details

4b: Support Arrangements

Record any planned support arrangements for the Learner.

Arrangements	
Tools & equipment	
Protective clothing	
Childcare	
Travel	
Special provision	

4c: Progress Reviews

A formal review of progress should involve the Learner, employer/organisation and/or provider.

Briefly describe the process by which these reviews will take place

Formal Review Dates			
Proposed Review Date	Actual Review Date	Proposed Review Date	Actual Review Date

Record of Actual Leaving Date: _____ / _____ / _____

PART 3 – INDIVIDUAL LEARNING PLAN – AGREED CHANGES

Learner Name: _____ Page _____

Details of Agreed Change/s:	
Learner Signature: _____	Date: _____
Employer Signature: _____	Date: _____
Training Provider Signature: _____	Date: _____

Details of Agreed Change/s:	
Learner Signature: _____	Date: _____
Employer Signature: _____	Date: _____
Assessor/ Training Provider Signature: _____	Date: _____

BELS Student Apprenticeships

1st / 2nd / 3rd / 4th **ASSESSMENT REVIEW / PLAN**

(Please circle the appropriate number)

This document is for recording progress towards the student's Individual Learning Plan at the regular review meetings between student and assessor. Successes and areas of difficulty will be discussed and any significant changes to the Learning Plan should be noted both here and on the Plan itself.

Name of student apprentice	Review for the month of
Assessor's name	Training provider
Placement	Supervisor name
NVQ job area and unit(s) being attempted	Key Skill unit(s) being attempted

Student's attendance record in this review period (+comment if needed) days out of (maximum)
Student's comments:- Examples of successful work since last review Any recent difficulties encountered
Health & safety aspects
Equal opportunities / support needs

Progress towards portfolio

NVQ (or K.Skill)	Tasks done	Assessment	Assessor comments
------------------	------------	------------	-------------------

elements addressed recently		method	

Agreed action for the next month

NVQ (or K.Skill) elements to tackle	Tasks to be done	Assessment method	Assessor comments

Assessor's overall comments
Supervisor's comments
Planned date of next assessment review

Learner's signature	Assessor's signature	Supervisor's signature
Date	Date	Date

4. Monitoring and Evaluating

4.1 Monitoring Progress

- Establish deadlines with trainer for interview, placement and return of paperwork. Make clear when everything will happen and which documents need to be returned by when, e.g. interview assessment form, partnership agreement, placement confirmation form, Short Event Record, the ILP and the monthly assessment report forms. Put this in the form of a timeline chart, which is agreed by the training providers.

Monitor progress of initial interviews and placements. Clarify the units to be attempted by students –ensure they are included in the individual learning plan and that the student is fully aware of what they have to do to gain them.

- Monitor progress continually through the ensuing months, mainly through the training providers. Stress to trainers the importance of regular feedback on student's progress - e.g. tie in the monthly report returns with invoices from the training providers. Try to ensure that the schools and colleges are also kept in touch with the students' progress and/or problems, as the monthly assessment reviews are carried out.
- Visit to interview a proportion of students once they are well established. Make the appointment directly with the student but also contact the employer to check that it is convenient for you to visit. Let the training provider know in advance that you are due to visit, in case they wish to raise any points about the student. Allow at least an hour for the visit and use a checklist of questions to record the student's responses as you conduct the visit and consult the employer as well about the student's progress.
- Try to ensure that the compilation of the NVQ/Key Skill unit portfolio is not left until too near the end of the 6 month placement.
- Record progress and outcomes by updating your student matrix at the end of each month. Allow some time to remind training providers for their paperwork. Evidence of progress will include continual attendance, positive assessment reviews, positive evaluation about the relevance of the work tasks, the actual units gained eventually and the student's destination decisions.
- Clarify with each training provider how they will send you the evidence for the student gaining the unit(s). In some cases they will have a "direct claim" facility which enables them to confirm quite quickly on-line that the student has gained the unit.

Appendix 4.1 includes

- A draft timeline for training providers, designed to keep momentum going.
- A sample monitoring matrix of each student's progress
- A method of linking outcomes to monthly returns

Appendix 4.1a**BELS Student Apprenticeships Year 2 Timelines**

August/ September	<ul style="list-style-type: none"> • BELS invite selected training providers to look for potential vacancies
September	<ul style="list-style-type: none"> • Training providers locate and alert potential vacancies and send lists to BELS • Schools and colleges across the BELS area receive details of the scheme, followed by details of vacancies
October	<ul style="list-style-type: none"> • Students return application forms for vacancies (with school/college endorsement) to BELS, who forward them to appropriate training provider • Trainer interviews students, carries out initial assessment and makes selections. • Short Return forms completed by student and original returned to BELS by trainer. • Trainer organises initial meeting between student and employer. Placement details given to student and copies sent to school/college and to BELS.
November	<ul style="list-style-type: none"> • Students undergo induction through trainer and start one day per week placements, using the BELS work diary. • Partnership agreements signed by relevant parties.
December	<ul style="list-style-type: none"> • Trainer/assessor's first support visit, by end of the first 3 or 4 weeks, to reassure student and clarify understanding of all parties. • Student's Individual Learning Plan is established and a copy sent to school/college and to BELS (by Xmas)
January	<ul style="list-style-type: none"> • First assessment review report, copied to schools/college and to BELS.
February	<ul style="list-style-type: none"> • Second assessment review report
March	<ul style="list-style-type: none"> • Third assessment review report
April	<ul style="list-style-type: none"> • Fourth assessment review report, with details of units
June	<ul style="list-style-type: none"> • Units claimed • Certificates arrive • Celebrations

Appendix 4.1b Monitoring matrix for ongoing recording of student progress

School	Student	Education course	Post code	Training provider	Employer	NVQ Key Skill units attempted	Days worked	Units gained	Destination
School A									
School B									
College A									
College B									

4.2 Evaluate the programme

- Evaluate the programme mid-way through the year and at the end of the year. Pay particular attention to students' perceptions as they work through the 6 months. The feedback from all the other parties is also important.
- Include written questionnaires in the evaluation process with students, probably one at half-way and one as the students finish in the summer. Give the opportunity for closed and open questions. Also include any evidence picked up during your visits.
- Either visit a range of trainers, employers, assessors and school/college co-ordinators to obtain feedback on the project, or involve them in written response to questionnaires or invite all parties, giving them a month's notice, to an evaluation event, in which all successes and issues can be discussed at some length (at least half a day). Compile and circulate a conference report.
- Look openly for ways of improving the systems for next time as a result of feedback and outcomes. Try to consult key stakeholders with any major changes in procedures or paperwork.
- Consider developing one or two case studies of successful students, to celebrate their success and to act as guidance notes for future project participants.
- **Publicise the programme** widely in the locality. Write articles for local LSC newsletter, for any other funding agency and for local papers. Inform the local M.P. whenever you have good news
- Organise a central celebration event at the end of the first year, to disseminate good practice and encourage others to come on board. Make good use of your most successful trainers at this event.
- Start the next cycle of project work as soon as possible after the evaluation is complete.

Appendix 4.2 shows

- Sample questionnaire form for students
- Example programme for evaluation conference

STUDENT APPRENTICESHIP SUMMER QUESTIONNAIRE for STUDENTS

Name

School or College

Where is your placement?

Which day of the week have you been going?

Which units have you been working towards?

How many of these have you achieved so far?

What have you liked best about your placement? Why?

Is there anything you haven't liked? Why?

Which work tasks do you think you have been best at doing?

Which were the most difficult tasks to complete. Why?

In what ways has your placement helped you with the courses you have been taking at School or College?

What are you hoping to do next year?

What are your career aims at present?

Is there anything else you want to tell us?

Date

Signature

Thank you for filling in this questionnaire. Please return it to Sarah Sutherland or Jim Forrest at BELS at the above address by Tuesday, 5 July 2004.



Appendix 4.2b An evaluation conference programme outline

- **Welcome and Introduction**
- **Review of the Project so far**
 - Project aims
 - Ref DfES booklet on Student Apprenticeships
 - BELS' own intro to student Apprenticeships
 - Interim outcomes
 - Matrix of current students
- **Looking at the successes**
 - What makes a good student apprenticeship?
 - Sample guidance for students
 - Examples of positive feedback from students
 - The personal characteristics of a successful student apprentice
- **Identifying the problems**
 - General reasons for withdrawing
 - Operational hurdles to overcome
- **Coffee**
- **Improving the lines of communication**
 - Revised Application forms
 - Draft phone contact sheet
 - Other ways of improving communication
- **Paperwork in general**
 - Partnership Agreement
 - Revising the ILP
 - Revising the initial interview form and assessment review form
 - Use of other proforma
- **Preparing for the second year**
 - Proposed job sector areas for year 2
 - Proposed Year 2 timelines
 - Other recommendations
- **Evaluation and close of conference**

BELS Student Apprenticeship Toolkit

5. GLOSSARY of ACRONYMS

AMA	Advanced Modern Apprenticeship (level 3)
ARP	Assessment Review / Plan
AS	Advanced Subsidiary exams (first year of A levels)
BELS	Business and Education in London South – a consortium of 6 borough-based organisations managing EBL contracts from LSLSC and other funding bodies.
CITB	Construction Industry Training Board
DfES	Department for Education and Skills
EBL	Education business links
EBP	Education Business Partnership
ESF	European Social Funding
EYCE	Early Years Care and Education
FE	Further Education (college)
FMA	Foundation Modern Apprenticeship (level 2)
GNVQ	General National Vocational Qualification course
H & S	Health and Safety
H&SC	Health and Social Care - title of a common vocational subject in schools and colleges
IIR	Initial Interview Record
ILP	Individual Learning Plan
IOSH	Institute of Occupational Safety and Health (awarding body for H&S qualifications)
KS3	Key Stage 3 (age 11 - 14)
KS4	Key Stage 4 (age 14 – 16)
L2	National Level 2 (e.g. for an NVQ, GNVQ or a Key Skill)
L3	National Level 3 (e.g. for an NVQ, AVCE, A level or Key Skill)

L&T	Leisure & Tourism - title of a common vocational subject
LSC	Learning and Skills Council (National Office – Coventry)
LSLSC	London South Learning and Skills Council (Regional Office – Croydon)
NVQ	National Vocational Qualification programme
QCA	Qualifications & Curriculum Authority
SA	Student Apprenticeship
SER	Short Event Record (for LSC registration)
WEx	Work experience – placements with employers for pupils age 14-19
WRL	Work-related learning