

Apprenticeship Resource Pack – Delivery Plan



Lifestyle			
30 – 1 hour	Where do I want to be in 10 years time.	To encourage learners to consider the type of lifestyle they would like in 10 years time, to think about how much money they would need to earn to live the lifestyle. To also consider the occupation they would need to generate the income required and review what qualifications they would need to gain.	Resource 10 years from now
15 minutes	Where does an Apprenticeship sit with all the other post 16 qualifications/ What are the differences between Apprenticeships and other routes.	To identify where Apprenticeships fit within the landscape of post 16 options and to identify that they are a valuable route to take.	Resource Progression Routes at Year 10/11
15 minutes	Why should I do an Apprenticeship/ what's in it for me.	To identify the features and benefits of an Apprenticeship.	Resource Benefits of an Apprenticeship
15 minutes	What opportunities would there be following an Apprenticeship.	To identify the options available following an Apprenticeship and to raise awareness that it is a valuable route into HE.	Resource Progression Routes at Year 10/11
15 minutes	How do I apply for an Apprenticeship/ website and Apprenticeship vacancies on-line.	To show the process of applying for a vacancy via www.apprenticeships.gov.uk	Resource Your guide to applying for Apprenticeship vacancies www.apprenticeships.org.uk
15 minutes	Where can I get more information Web Quiz and summary.	To establish interest in Apprenticeships and to identify where to go for more information.	www.apprenticeships.org.uk
	Summary and Evaluation/Next Steps.		

Aims	To provide the audience with an overview of an Apprenticeship; What is an Apprenticeship; What is the value of an Apprenticeship – where does it sit with other post 16 routes; To generate awareness of the range of sectors and frameworks available; To raise awareness of the range of sectors available and to generate discussion on atypical routes; Lifestyle versus occupation; How to access an Apprenticeship – Apprenticeship vacancies via the on-line system.
Objectives	At the end of the session/course the learners will: <ul style="list-style-type: none"> • Know what an Apprenticeship is and how it fits in with other post 16 choices; • Be able to identify the value of an Apprenticeship compared to other post 16 routes; • Have an awareness of the range of sectors and qualifications available via an Apprenticeship; • Have (or have access to) the relevant information about Apprenticeships to make an informed decision about their post 16 education; • Know where to get additional information, support and advice; • Know how to apply for an Apprenticeship on-line.
Notes	This can be delivered as a half day workshop however it is more likely that it will be delivered in bite size chunks of 30 minutes to 1 hour. The delivery plan has been divided into 30 minute bite size pieces to enable you to pick and mix depending on your audience. You will need to incorporate an introduction/overview if you are delivering in bite size chunks. For guidance providers the resources have been developed to enable you to also give 1-1 support to young people with a range of factsheets. There are a range of resources to accompany the plan which are identified in the resource activity column. All resources are available to download from the campaign resource site www.lsc.gov.uk/campaignresources . You will need to follow a simple registration process in order to use this site.

Times	Content/Activity	Objective	Resource/Activity
5 minutes	Introduction and overview of session by guidance provider.	To identify the aims and objectives of the session ensuring all learners are aware of the desired outcome.	
What is an Apprenticeship			
5 minutes	Opening Question activity – What is an Apprenticeship Ask learners to record on post it notes what they think an Apprenticeship is and stick on flip chart (2 minutes) Review post it notes as an introduction to the session.	To gauge the starting point with the group/ individuals and their understanding of Apprenticeships within the landscape of post 16 options.	Post it notes Flip chart Pens
10 minutes	Activity What is an Apprenticeship Learners identify what an Apprenticeship consists of in relation to the other post 16 routes matching statements to post 16 routes.	To clarify what an Apprenticeship is, that it is a real job with real pay. To identify that the apprentice will get on the job experience in a real life situation. To promote the chances of progression whilst developing knowledge through qualifications. To confirm that future prospects are good both skills and education related.	Resource What is an Apprenticeship? Resource Apprenticeships – What are they? – Information leaflet
10 minutes	What will I study/What is a framework Identify that the Apprenticeship is a bundle of qualifications and they are grouped together in a framework. There are over 190 Frameworks covering 80 sectors. What is studied will be different depending on the route a learner is following. Every framework consists of a skills element, a competence element and a technical element.	To identify the three components a learner will study as part of an Apprenticeship.	Resource Apprenticeships – What are they? – Information leaflet Resource What is a Framework Resource Framework overviews (30) Resource www.apprenticeships.org.uk

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	Framework Overviews Select a range of Framework overviews and share with the group. Allow the learners to discuss. Each overview identifies the skills, competence and technical elements of the framework and how they differ within each sector.	To encourage learners to investigate the content and overview sections of the fact sheets to develop their knowledge of the requirements within each Apprenticeship. This will allow learners to investigate newer sectors and sectors they may not have considered.	Resource Framework overviews (30)
Gender and Occupations			
30 minutes	Activity 1 – What’s my Job? Learners match apprentice images to job role then discuss their reasons for each. Activity 2 – Males, Females and Occupations Learners review occupation list and decide if the roles are considered to be mostly a female or a male role. Activity 3 – Review Pay Learners will then review the pay associated with the role and record on the sheet provided. Activity 4 – Discussion Class/group discussion on views and results.	To consider gender bias in relation to certain occupations and salary and to encourage learners to consider atypical gender occupations.	Resource What’s my Job? Resource Males, Females and Occupations