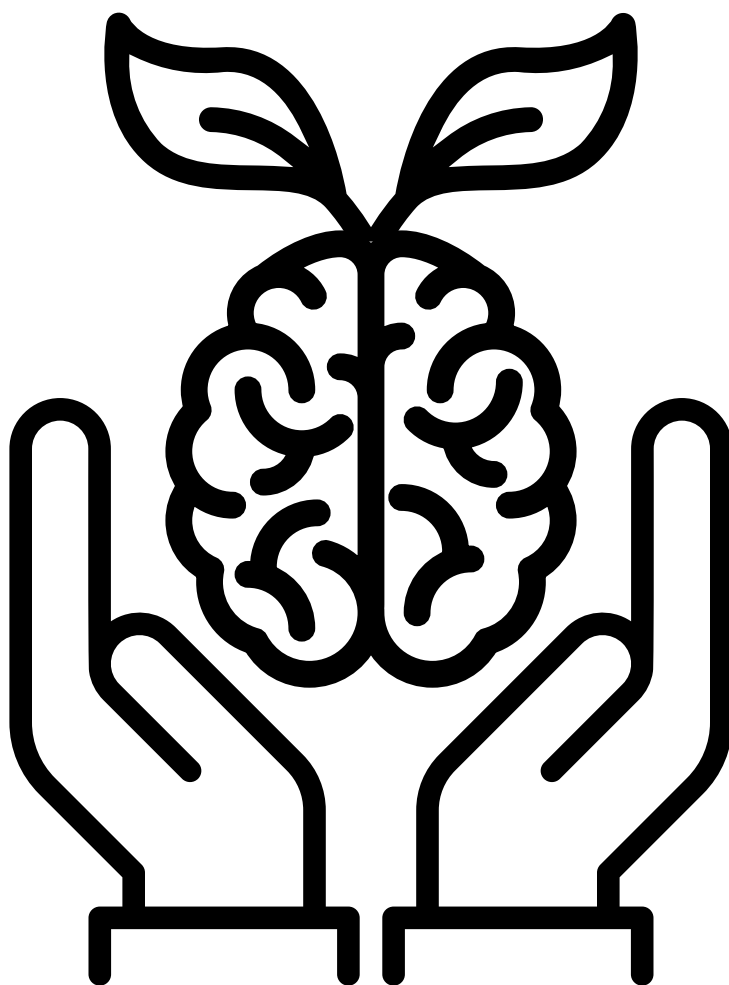


Parents' and Carers' Pack

Apprenticeship Information

Edition 25: May 2021



There are always possibilities for a positive future

Carolyn Savage, Head of NEET and Youth Engagement

Dear Parents and Carers,

Under usual circumstances, May typically marks the start of the exam and testing season for many students. Due to Covid-19, the way that exams and results are processed will again be a little different. With all of these changes and disruption to the education system, it is really important that we focus on the wellbeing of young people and continue to help them to feel positive about their futures.

Mental Health Awareness Week, observed between the 10-16th May, is an opportunity for us to focus on the mental health and wellbeing of our young people, as well as ourselves. We have included tips on maintaining good mental health and building resilience, to help now and in the future.

Also, in this month's edition, we are pleased to be sharing with you a selection of personal stories from a variety of apprentices and employers who all explain the benefits of apprenticeships. Each apprentice has started at a different level and time in life. An important reminder that apprenticeships are for individuals of all ages and levels.



Carolyn Savage
Head of NEET and Youth Engagement
Education and Skills Funding Agency part of DfE

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Supporting your child with their mental health

Mental Health Awareness Week, 10th – 16th May 2021

We all understand that the world has changed significantly as a result of Covid-19. Anxiety levels are understandably high for many people. There are lots of young people feeling nervous about their futures and may be facing uncertainty in their 'next step', as well as feeling anxious about exam results.

As restrictions start to lift, going back out and seeing friends again may also cause some anxiety. This month, Mental Health Awareness Week will take place between 10th – 16th May, which aims to support our mental health and wellbeing.

We share important information with you below about the week and ways in which you can support your child over the coming months.



Mental Health Awareness Week

Hosted by the Mental Health Foundation, this year's theme is 'Nature'. The Chief Executive of the Mental Health Foundation shares an article on why they have chosen this theme for 2021 and ways in which families can get involved in the week: <https://www.mentalhealth.org.uk/campaigns/mental-health-awareness-week/why-nature>

Keep talking

Mental health and wellbeing is rightly very high on people's agenda. Your child may be feeling anxious about moving on from school or college. They may have planned to secure an apprenticeship or another job, but now they are feeling uncertain about the vacancies that are going to be available or the types of job roles employers may be recruiting for. Providing space to talk about their options, discuss their concerns and worries and offering help to get them prepared will support these emotions.

Stress and anxiety

Stress or anxiety will impact most people at some point and can cause different symptoms and reactions. It is a feeling of unease or worry and can be mild or severe.

Signs and symptoms of anxiety include changes in thoughts and behaviours and could include the following:

- Fatigue
- Loss of appetite
- A feeling of dread
- A feeling of being "on-edge"
- Difficulty concentrating
- Difficulty sleeping

DASH for physical wellbeing

When good habits become part of daily routines, it can create a positive impact on mental health and wellbeing. Finding ways to help your child to strive for good physical and mental wellbeing can help them to deal with stressful times and build their resilience. Following the principles of DASH (Diet, Activity, Sleep and Hydration) can be helpful in setting some goals to start making small changes.

More support

It is important that if unexplained changes start to occur with your child, you talk to them about it and if needed, seek support.

There is some great advice on the NHS website: <https://www.england.nhs.uk/mental-health>

If at first you don't succeed, try, try again

Helping your child to stay resilient

Apprenticeships are real jobs and therefore individuals will need to participate in a competitive application, recruitment and selection process. For some employers this could be a fairly short process of an application and interview, but for other positions this could mean months of working through multiple application stages and activities. It is likely that your child will need to apply for a few vacancies before they are successful in securing the perfect apprenticeship for them.

Below are a few recommendations on how you can help keep them on track to secure an apprenticeship that they will be happy in.



1. REMAIN POSITIVE

Positivity is key when searching for an apprenticeship, especially after facing setbacks. Reassure your child that these are competitive places and in no way have they failed by not getting the first apprenticeship that they apply for. Try to encourage them to reflect on what went well and anything they might change for future applications.



2. STAY ENGAGED

After facing rejection, it can be difficult to remain enthusiastic and excited about opportunities. Help your child to stay engaged with the application process by searching for vacancies with them. You can receive alerts for new vacancies by registering on Find an apprenticeship:

<https://www.gov.uk/apply-apprenticeship>



3. SEEK ASSISTANCE WITH THE APPLICATION PROCESS

A second pair of eyes is always helpful when checking through an application. This can be a useful way of spotting any grammatical or spelling errors, as well as making sure your child has answered the questions appropriately. Asking a teacher or careers leader at your child's school or college would be a good way to get some constructive feedback on an application.



4. PRACTICE MAKES PERFECT

If there is an element of the application and recruitment process that your child is anxious about, try and take some time to practice this with them. For example, you could ask them mock interview questions or help them to practice a presentation. If they don't want to be interviewed by you, perhaps ask a family friend.

Apprentice perspective: An apprenticeship at Wycombe District Council

Rebekah shares why she wanted to become a Chartered Town Planner

I chose town planning as a career because I wanted to be part of the decision-making processes that shape our towns and cities. Many of our historic, local communities need regeneration, and I wanted to be part of the driving force that brings about change.



The benefits of apprenticeships

I chose the apprenticeship route as it enables me to reinforce the knowledge and skills that I learnt at university in a live working environment. Being an apprentice gives me the best of both worlds in terms of gaining invaluable experience and learning the theory behind why we do the planning. My employer, Wycombe District Council, is able to cover the fees for my course from the apprenticeship levy, which is in place in England.

The Council will be reaping their reinvestment by training and upskilling me for the longer term. Moreover, an apprenticeship appealed to me as I am able to earn while I learn, which means I gain a qualification while on a salary and will not have to worry about paying back university fees later on.

What I am learning

As part of my course at London South Bank University, one of my modules - Making Sustainable Places - included a field trip to Cornwall. We examined the issues surrounding sustainable clay mining, proposed housing developments and conserving the natural landscape.

This field trip allowed me to explore planning constraints in a very unique landscape and got me thinking about the need to provide development to reinvigorate deprived areas while also considering the needs of the neighbouring communities.

Employer mentoring and support is key

At Wycombe District Council, the Development Management teams have been very supportive in my personal development by arranging for me to shadow different officers and gain experience out in the field. So far, I have shadowed planning officers at site visits and client meetings, which have provided me with an insight into how local people and housing developers interact with the planning system.

Working within the planning support teams has provided me with context on how processes operate within the planning department of a local authority, from the initial to the final stages. My line managers have also organised training to help me further develop my skills and acquire the experience needed for my course.

A steppingstone to my future career

I would recommend this degree apprenticeship to anyone ready to take on a challenge and also those wishing to learn and take on the vast opportunities that a career in town planning brings.



Find out more

To find out more about the RTPI's Chartered Town Planner degree apprenticeship, please visit: www.rtpi.org.uk/become-a-planner

T Levels in Health

New for September 2021

If your child is interested in a career supporting medical teams in hospitals or a healthcare setting, they could consider doing a T Level in Health following their GCSEs.

What are T Levels?

T Levels are a new 2-year qualification equivalent to 3 A levels. They've been co-created by industry and government, helping students to gain the knowledge and skills needed to leap ahead of the crowd and into their desired career.

Students spend 80% of their time in the classroom learning the content of their chosen subject and 20% of the time undertaking an industry placement with an employer, giving them both the theory and practical experience to progress in the sector.

Health T Levels

The health sector is one of the fastest growing industries. Choosing a career in this field will provide opportunities in making a huge difference in other people's lives and society as a whole.

All students on the Health T Level will study core content to develop a general understanding of Health and Science and further their knowledge in the subject. This will include:

- working within the health and science sector
- health, safety and environmental regulations
- managing information and data
- principles of good scientific and clinical practice
- core science concepts including the structure of cells, tissues and large molecules, genetics, microbiology and immunology

They will also learn about topics specific to health, including:

- understanding the healthcare sector
- providing person-centred care
- supporting health and wellbeing



In addition to the core content, each student must also choose one of the following specialisms:

- supporting the adult nursing team
- supporting the midwifery team
- supporting the mental health team
- supporting the care of children and young people
- supporting the therapy teams
- From September 2022 - dental nursing

Alongside the theory work, they will also be able to put everything they learn into practice, with a substantial industry placement of around 45 days, giving them an amazing opportunity to work in a hospital or healthcare setting, gaining invaluable experience and key skills that employers are looking for.

What's next?

Following a T Level, a student can progress straight into a skilled profession through an apprenticeship or full-time job or continue their studies at University. To find out more about T Levels, please visit: www.tlevels.gov.uk

Understanding an apprenticeship in Furniture & Wood Manufacturing

Jack shares his ambition to become Didac's first Woodworking Machinery Trainer

Jack is a furniture and wood trainer at the Woodwise Academy in Bristol, where he is completing a Level 3 apprenticeship in Wood Machining.



Please tell us about your apprenticeship and why you have chosen this career.

After I left school at 16, I was unsure of my career path. It was recommended that I contact Didac, which I did, and they invited me to look around their Woodwise Academy. Straight away, I knew I wanted to attend. I attended three days per week and completed a Level 2 diploma in furniture making using hand skills.

During the course, my trainers gave me some experience in using portable power tools and full woodworking machines. As I progressed through the course, I began to have a massive interest in wood machining, which included setting up, operating, cleaning, maintaining and the mechanics of the machines. After completing the Level 2 diploma, I had the opportunity to apply for a Level 2 apprenticeship in Wood Machining as Didac's own apprentice. I was successful with my application.

During my two years of training, I was given the opportunity to help out on the courses that took place at the Academy, including the Level 2 Diploma course, which I had just finished. I liked being able to help others and support the trainers delivering the courses. This was noticed at Didac.

After completing my Level 2 Apprenticeship, I was able to take on a role as a trainer, whilst doing a Level 3 in Wood Machining, which I am completing now. My day can vary between working on the laptop doing admin and running a machining course and delivering a furniture course.

How did you find your apprenticeship?

I heard about my apprenticeship whilst on the Level 2 diploma at Didac. This has allowed me to complete more apprenticeship programmes.

How is your apprenticeship being delivered?

My training is delivered by Didac trainers. I have one day per week to learn as well as having practical training with my trainer once a month. In between, I am given practical training and work tasks to gain knowledge and experience, which makes up 20% off-the-job training.

What are your career goals?

I am now 19, and my goal is to continue at Didac, learning more and more from all the trainers and continuing to progress. My ambition is to become Didac's first home-grown Woodworking Machinery Trainer to deliver commercial work-based training and apprenticeship training. This will take time to achieve but in a couple more years, I should accomplish that. To help me become a teacher, I am also studying for a Level 4 qualification in education and training. Becoming a Didac trainer would be a significant achievement for someone in their early 20's.

What do you like to do outside of work?

Outside of work, my goal is to travel and see different parts of the world. Some of my greatest achievements so far are making home furniture, winning a lot of leagues and cups with my football team and losing a lot of weight when I was younger, starting weight training and going to the gym.

Finally, what would your advice to students and parents be about apprenticeships?

Apprenticeships are a very good way to learn, where you gain a highly respected qualification at the end. I would highly recommend apprenticeships for anyone who wants to learn and open a door to a career afterwards.

Understanding an apprenticeship in Furniture & Wood Manufacturing

Jack shares his ambition to become Didac's first Woodworking Machinery Trainer

Below we take a look at three Furniture and Wood apprenticeships with Didac national training providers that are currently available.

Level 2



Wood Products Manufacturing Operative

This apprenticeship teaches individuals to learn how to prepare wood and then produce products following a specification, using a range of machinery, tools and equipment.

The programme also teaches how to install the appropriate fixtures and finish a product with sealers and paint.

Typical duration

Minimum 1 year, maximum 2 years

Level 2



Fitted Furniture Installer

During this apprenticeship, individuals will learn how to install furniture for bedrooms, kitchens, offices and more.

The programme covers the transporting and handling of materials to make sure the materials arrive in good condition, measuring and marking out where the furniture will go following the specifications and understanding how to safely use power tools and hand tools to then assemble the furniture.

Typical duration

Minimum 1 year, maximum 2 years

Level 3



Fitted Furniture Design

Fitted Furniture Design Technicians create suitable fitted furniture for a variety of rooms, office spaces and bespoke commercial developments.

The individual will learn to design using hand and computer drawings, to do the relevant surveys to provide accurate quotes and agree all stages of each project.

Typical duration

Minimum 1 year, maximum 18 months



More information

For more information on all of the above and other Furniture and Wood apprenticeships, please visit: https://didac.co.uk/course_cat/apprenticeshipsfw

Myth-busting Traineeships

Find out more about traineeships with our myth-buster

Introduction to traineeships

A traineeship is a skills development programme that includes a work placement. The full programme can last from 6 weeks up to 1 year, though most traineeships last for less than 6 months. The young person will spend at least 70 hours with an employer offering a safe, meaningful, and high quality work experience placement.

Traineeships help 16 to 24 year olds (or 25 year olds with an Education, Health and Care (EHC) plan) get ready for an apprenticeship or job if they don't have the appropriate skills or experience.

We have taken seven frequently asked questions about traineeships and shared the facts to separate the myths from the truth.

1 "Traineeships are just a work experience placement programme that do not lead to jobs." **MYTH**

FACT: The Traineeship Impact Evaluation (published June 2019), found that: 75% of trainees started in further learning, employment or an apprenticeship within 12 months of starting the traineeship.

2 "Traineeships are only for young people with significant barriers to learning and work." **MYTH**

FACT: Traineeships are for young people who just need a little help to become employment ready or given a chance to show an employer what they can do.

For young people with significant barriers to work or study, there are other funded programmes available to prepare young people to be ready for a traineeship.

3 "There are few benefits to the individual in undertaking a traineeship." **MYTH**

FACT: Traineeships help prepare a young person for a specific apprenticeship or employment. The young person gets to experience what it is like to work in an industry that interests them. They will also spend time with a training provider on a programme tailored to their needs, which might include interview skills, confidence-building, Maths, English and digital skills or a vocational qualification, all of which is fully funded for them.

4 "There is no financial help available for trainees." **MYTH**

FACT: Traineeships are of benefit to young people who need to develop their work skills. To support those from disadvantaged backgrounds to access the programme, trainees may be eligible for financial support. This could be from their Jobcentre if they are receiving benefits, or through their training provider, including support for:

- travel and meal costs
- childcare costs
- disability support

5 "Traineeships are unpaid" **TRUE**

FACT: There is no requirement to pay trainees for their time on a work placement because they are undertaking training and are not employed. However, the employer may choose to pay the young person or help cover their expenses, such as travel and subsistence. The experience and skills gained from completing a traineeship could help the young person to move onto an apprenticeship or employment where they will be earning a salary.

Myth-busting Traineeships

Find out more about traineeships with our myth-buster

6 “There is no guaranteed job at the end of a traineeship work placement.” **TRUE**

FACT: We hope there can be a real job interview for an apprenticeship or other post, but recognise this is not always possible. We would expect the young person to have a formal exit interview to help them to practise and prepare for future opportunities. This should include meaningful written feedback reflecting on the time spent at the placement to help the young person improve their performance.

More information on traineeships:

Contact the National Apprenticeship Service (NAS) on: nationalhelpdesk@findapprenticeship.service.gov.uk or 0800 015 0600 for advice and support on traineeships.

If you are an employer, the NAS can help you set up a traineeship and put it on [Find a traineeship](#). You can [contact a local training provider](#) directly to design a traineeship. They will publicise the traineeship.

7 “Why would an employer want to get involved with offering traineeships to a young person”

- To help them get to know and work with a young person to see if they're right for an apprenticeship or job in their business.
- They are helping to support young people into meaningful work.
- They are raising awareness of the opportunities available for young people.



Apprentice perspective: Taking a leap of faith

Katie changed her career to work towards being a paramedic

Katie left her job as a pub/restaurant manager to pursue her dreams as a paramedic. She completed her apprenticeship with North East Ambulance Service NHS Foundation Trust and is now a student paramedic at Sunderland University.

How I got into the apprenticeship

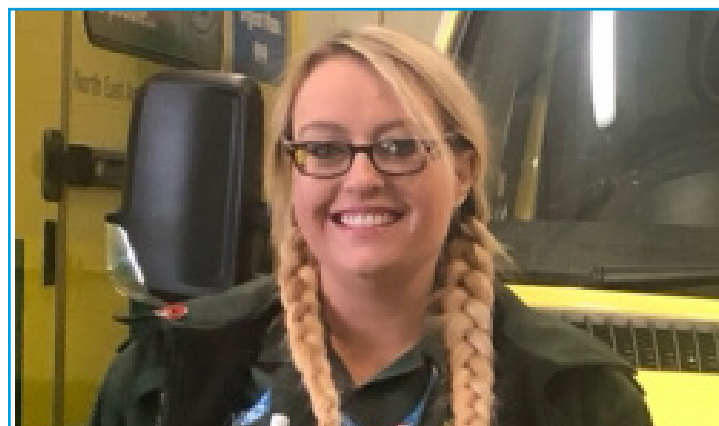
In 2007, I made a drastic career change from a secure, well-paid pub/restaurant manager job to follow my dreams of becoming a paramedic. I was successful in getting a post at North East Ambulance Service (NEAS), first as a call handler, I then progressed to be a dispatch officer within the control room. It was both stressful and rewarding, but my ultimate goal remained to become a paramedic. I took my second career leap of faith and applied internally to become a service scheduled care apprentice. I thought it would give me frontline experience and prepare me to take the next step. Towards the end of my 12-month apprenticeship, I applied to become a student paramedic. Through a rigorous recruitment process, I was awarded a much-coveted spot at Sunderland University.

What I do

As an apprentice and a student paramedic, no two days are the same. Every day is varied and poses different challenges. We bear witness to the harsh realities of all sorts of environments and circumstances. It's not your average apprenticeship or degree course, but both are extremely rewarding roles.

The best bits and challenges

The best bit by far is the team - you become a family. No matter how bad your day has been, you can always rely on the people in the crew room back at the ambulance station to lift your spirits. The management team is very supportive too. You also make friends for life with the people on your course; nothing cements a friendship more than a shared goal. One challenge I've encountered about apprenticeships and university education has been the issue of age. People assume that apprenticeships are only open to school leavers or those under 25, but that's not the case. In my apprenticeship cohort, the ages ranged from 19 to 44. It's also similar for the degree course.



Life outside of work

Going to the gym is a hobby. I'm glad I started going before I went on the road as the job requires a certain level of strength and fitness. Manoeuvring patients isn't an easy task, you have to look after your back and knees. Cardio work and training with weights is a great way to keep them up to the task!

Career plans and top tips for others

As a student paramedic, my focus is on graduating, and getting out on the road as a newly qualified paramedic. There are various options open to us once we qualify. I'm interested in the emergency care practitioner role. I'm not one to settle, I keep pushing and working towards the next goal. I'm proud of myself for making the bold decision to leave my secure dispatch officer position. Seeing where I am now, and where I am heading, it's really paid off. Plus, being recognised for such a bold move as a student of the year at the NEAS 2018 awards was another proud moment! My advice to anyone thinking about a paramedic apprenticeship? Go for it! Make sure you have a good network of support to help maintain a healthy work/life balance. I'm a single mum and without family and friends behind me, I'd find some of the shifts and studying tough. The role is stressful enough at times so having a solid foundation of support is a massive bonus.



More information

To find out more about careers in the NHS visit: www.healthcareers.nhs.uk

Supporting neurodiversity

We hear from the Office of Government Property on how they support their neurodiverse apprentices



Neurodiversity is the diversity of human brains and minds. Conditions like Autism and ADHD are variations of the human brain. At University College of Estate Management (UCEM), the disability and wellbeing team work hard to help meet their neurodiverse students' needs and strive to make learning with them as inclusive as possible with online learning programmes catering for professionals in the built environment. The Civil Service is striving to make the workplace more inclusive with the support of UCEM.

Zoe Bacon, Property Apprenticeship Manager at the Office of Government Property, has shared how she works in partnership with UCEM.

"I know all employers and learning establishments want talented people to work and study with them, and for those talented people to be able to perform to their best ability, enjoying and taking pride in what they do. An inclusive workplace is essential to making that happen.

During my Civil Service career, I have spent the most time working in property and HR. I work with all government departments from Homes England to DWP, the Defence Infrastructure Organisation to the Valuation Office, Department for Education to the Ministry of Justice.

I'm here to help with building pipelines of wonderfully talented diverse people from outside and inside the existing Civil Service who are ready to start their property career, to use property apprenticeships to meet their capability needs, to provide guidance and advice



regarding the needed infrastructure to support their apprentices and help train their apprentice's managers, mentors etc. so that they and their apprentices get the most out of their apprenticeship programmes.

I was introduced to the University College of Estate Management (UCEM) when I first started in this role, as many of our government surveying apprentices study with UCEM. I think I have a very open and effective working relationship with UCEM.

Each of our apprentices studying with UCEM has an Apprenticeship Outcomes Officer (AOO) who are there to support the apprentices through their programme with both their personal and career progression, as well as the completion of the apprenticeship. The AOO also provides pastoral care as well when needed. On top of that, UCEM also has a disability and wellbeing team that provides support to those apprentices that require it, supporting apprentices with disabilities, learning difficulties, health conditions and others. A number of apprentices come to realise that they may be dyslexic when they are studying and UCEM's wellbeing team is there to support and help."

Find out more

To hear more on how UCEM support students, listen to their Digging Deeper podcast series – Episode 5 Neurodiversity: www.ucem.ac.uk/whats-happening/blog/podcast-digging-deeper-neurodiversity









We would like to thank UCEM for sharing their insightful article.

Apprenticeship standards

Keep up to date with the range of apprenticeships available

Apprenticeships are being developed and released all the time through The Institute for Apprenticeships and Technical Education. The list below shows some of the brilliant apprenticeship standards available.

Find out more here: <https://www.instituteforapprenticeships.org/apprenticeship-standards/>

Agriculture, Environment and Animal Care	Countryside Ranger 	Provide daily management, maintenance, conservation and protection of the natural environment and inspire people about the natural environment.	Level 4
Business and Administration	Senior People Professional 	Improve people practices in organisations in order to drive organisational performance and effectiveness.	Level 7
Care Services	Church Minister (Integrated Degree) 	Offering leadership to local churches and supporting and supervising other practitioners in areas such as leading worship, preaching, pastoral care, facilitating faith development and community action.	Level 6
Construction	Electro-Mechanical Engineer 	Solve real-world problems using a combination of mechanical and electrical engineering expertise.	Level 6
Creative and Design	Senior Journalist 	To inform the public, either through news and current events, or through the creations of authoritative features, opinion or analysis.	Level 7
Digital	Radio Network Technician 	Ensure that digital data and voice networks operate at an optimal level.	Level 3
Hair and Beauty	Wellbeing and Holistic Therapist 	Create, implement and adapt tailored holistic and wellbeing experiences.	Level 3
Health and Science	Sports Coach 	Use sports knowledge and skills to create and deliver coaching programmes.	Level 4

Employer perspective: Brother UK

Apprenticeships in the Digital Sector

Brother UK is a supplier of technology solutions, helping businesses deliver greater productivity and efficiency through documentation, digitisation, collaboration and mobile work solutions.

They scooped the PrintIT Award for Best Apprenticeship Programme and are one of only 9 UK companies to receive the new 'We Invest in Apprenticeships' accreditation, which has been developed with the Department of Education to recognise the consistent delivery of high-quality apprenticeships.

Hear more from their team about their apprenticeship programmes and what makes them so successful below.

Delivered in partnership with the Apprentice Academy and the Open University, Brother's 18-month apprenticeship programme, which began in 2014, aims to develop young talent from its local community in Tameside, a Manchester borough, which faces economic and social challenge. Providing pathways for apprentices into employment is a key part of Brother's dedication to growing people at all levels of the business and they are committed to ensuring apprentices, from school leavers to diploma trainees and degree learners, account for 5% of their workforce.



Gemmer Crozier

Learning and Organisational Development Manager, Sam Johnson, said "Our people are central to every success we achieve as a business. Investing in their development not only creates a positive working culture but also ensures we have a sustainable future by generating the skills we need to grow. Our apprenticeship programme represents a vital part of this, enabling us to bring in new talent while providing an opportunity to support the young people in the communities we work in. Our award-winning scheme is a testament to the efforts we have put into it and the value we place on our learners and we look forward to building on the success we have achieved."

Apprentices coming into the company are closely mentored and provided with a level of support that means they get a very in-depth understanding of the business across a variety of areas, not just in relation to the department where they serve their apprenticeship. Importantly, almost all of the 20 trainees employed by brother since the scheme was launched have remained with the business and a number of former apprentices have gone on to take up diverse roles within the company.

Managing Director, Phil Jones, firmly believes that apprentices help give the diversity he believes is beneficial to Brother UK's operation through the introduction of younger people with fresh ideas, lots of confidence and energy and the ability to adapt to the everchanging workplace.

He said "An apprenticeship does not mean you were/are not bright enough to go to university, quite the opposite. It's a positive choice to enter the world of work and kick off a career earlier.

Former apprentice, Gemmer, now leads the company's green strategy as a Sustainable Development Coordinator. Gemmer's seven-year tenure with the firm has seen her complete both a Level 3 Business Administrator apprenticeship and a second in Leadership and Management.

The Parent Perspective Podcast

The Parent Perspective podcast will tackle the challenges parents and carers are facing in trying to support their children with career advice. The podcast will provide a space for listeners to explore which careers are available today and to be inspired by UK organisations and leading experts working with young people.

The podcast will offer parents and carers practical solutions so they can support more informed career decisions with greater confidence. Each episode will feature parents in conversation, share the lived experience of diverse role models, and provide real-time insights into how the world of work is changing.

The
Parent
Perspective
podcast