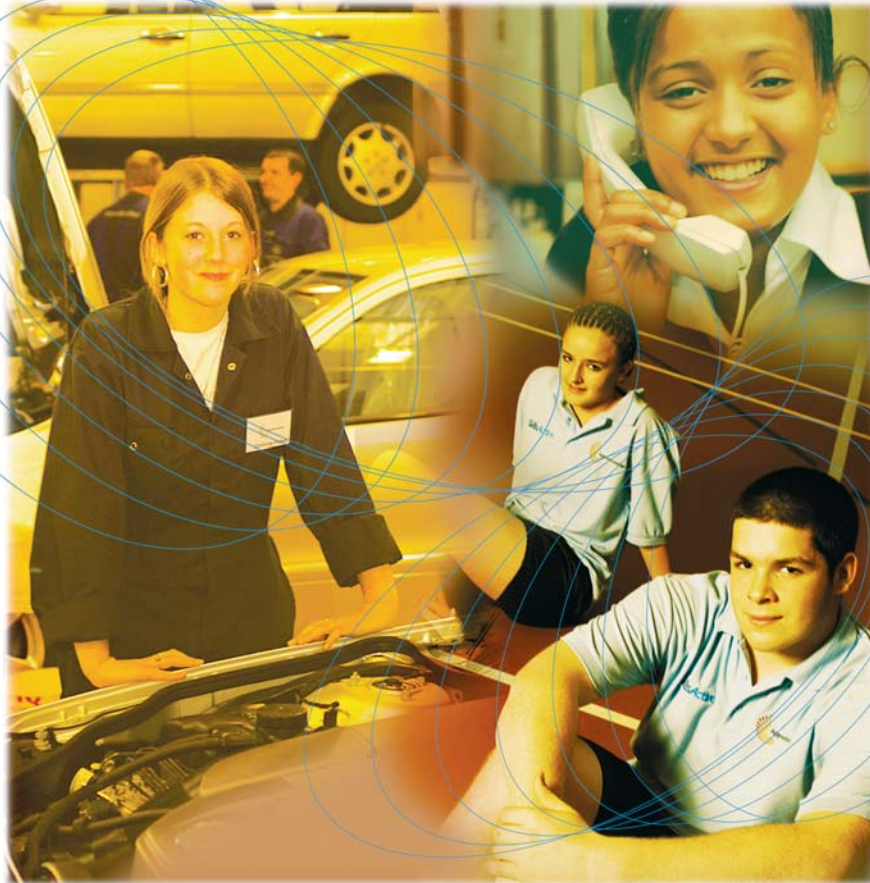


Building on Young Apprenticeships: Equal Opportunities

Appendix 3: Developing Sector-Based YA Information Toolkit

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Appendix 3: Developing Sector-Based YA Information Toolkit has been extracted from the IES report *Building on Young Apprenticeships: Equal Opportunities*, which can be downloaded from: www.employment-studies.co.uk.

Appendix 3: Developing Sector-Based YA Information Toolkit

Designing sector information for the YA to encourage wider choices and challenge stereotypes

Toolkit v1 March 2007

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Information for Young Apprenticeships

Designing sector information to encourage wider choices and challenge occupational stereotypes

This toolkit is designed to enable Sector Skills Councils (SSCs) to provide information that encourages wider choices and challenges occupational stereotypes for the Young Apprenticeship programme. The toolkit has been developed on the basis of the findings from the original evaluation of Equal Opportunities in the Young Apprenticeships,¹ and pilot work with four SSCs covering three YA subjects – Automotive Skills, CITB Construction Skills and Skills for Care and Skills for Health.

The toolkit uses a similar format to the Young Apprenticeship Self-Assessment Toolkit,² produced for YA partnerships by the Department to support good practice more generally. It asks a series of questions aimed at making you think about the sort of information and issues that may be of relevance when designing publicity and information materials. It is broadly focused and it is not expected that all of the issues raised will be relevant to all sectors; the intention is for SSCs to use the document selectively as a reference source. Nonetheless, the questions may provide food for further thought.

Structure of the toolkit

The toolkit consists of a series of questions designed to help you and other members of your SSC to:

- identify the recruitment and skill challenges your sector faces, which the YA may help you to address
- consider what myths and stereotypes exist about jobs in the sector you need to challenge
- identify the sources of information you can adapt for use within the material produced and/or use as a pointer for young people who want to find out more.

Format and design

This section presents the outline that was used by the researchers to identify relevant information and materials that needed to be used in producing brochures for the health and social care, automotive and construction sectors during the pilot project. In the pilot work, the researchers held short workshops with representatives of the

¹ Report available in the Young Apprenticeship Repository on the LSC Apprenticeship website, Partners area or at www.employment-studies.co.uk/pubs/report.php?id=428

² Also available from the Young Apprenticeship Repository on the LSC Apprenticeship website.

sectors in which they explored a series of issues relating to each sector. This toolkit sets out the questions used, under five broad headings:

1. What are the segregation issues and priorities in your sector?
2. Why are people attracted to your sector?
3. What do young people know about your sector?
4. How can young people find out more about working in your sector?
5. What should be included in the information leaflets/brochures?

By working through these questions, you will be able to identify the kinds of information that young people want to know about your sector, and how you can present this information to give a more inclusive feel to your documents.

A working agenda is attached at the end of the toolkit to facilitate this kind of meeting.

SSC Information for atypical entrants design toolkit

		Response	Development needs/action	Who/when?
1	What are the segregation issues and priorities in your sector?			
1.1	What is the profile of the sector workforce? What is the profile of young people entering the sector? Have targets or priorities been set to increase the entry of particular groups?			
1.2	What issues might the YA help you to address?			
■	Skill shortages - attracting a wider pool of applicants?			
■	Ability gaps - attracting higher-ability young people?			
■	Ageing workforce - attracting young people?			
■	Gender segregation - attracting more atypical entrants?			
■	Ethnic segregation - attracting more diverse entrants?			
1.3	Do you have any priorities to increase recruitment and training towards any specific occupations?			
1.4	Do you have any priorities to increase diversity in specific occupations?			

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		Response	Development needs/action	Who/when?
2	Why are people attracted to your sector?			
2.1	What attracts young people (and their parents) to the sector currently (eg career opportunities and stability, pay, flexibility, particular occupations etc.)?			
2.2	Are their ideas regarding the sector accurate?			
2.3	If their ideas are <i>not</i> accurate, what picture of the sector would you want to promote to them?			
2.4	If their ideas <i>are</i> accurate, is there anything else that would give them a fuller perception of the sector?			
2.5	If you are seeking to attract groups who are currently under-represented, do the issues you have identified apply to them? If not, what is it about the sector that might appeal to them?			
3	What do young people know about the sector?			
3.1	What myths and stereotypes about the sector need to be overcome in the information?			
3.2	What is the range of jobs that you want young people to know exist?			
3.3	Are parts of the sector (or occupations) growth areas? How well aware are young people and their parents of these?			
3.4	What are the skills employers in the sector value? Do they value just technical skills or do they want soft skills too?			
3.5	How does pay compare in the sector? What are the other benefits of working in the sector?			
3.6	What opportunities for progression following the YA are available in the sector?			
3.7	Beyond the YA, what are the opportunities for career development in the sector?			
3.8	Are there opportunities to specialise within the sector or move between technical and management roles? Would these appeal to atypical entrants?			
4	How can young people find out more about working in your sector?			
4.1	Do you have a careers area on your website?			
4.2	Do you have a telephone helpline young people can contact?			

		Response	Development needs/action	Who/when?
4.3	Do you offer any resources in print or multi-media format available on request - or located with training providers/Connexions etc.?			
5	What should be included in the information leaflets/brochures?			
5.1	Job and occupation ideas - perhaps something they won't have previously considered.			
5.2	Information about the value of the YA - what GCSEs value does it have; what do you do when on it; what are the benefits?			
5.3	Use the myths/stereotypes and provide counter arguments/information.			
5.4	Include information about progression and careers pathways - and the development opportunities.			
5.5	Include information about pay and how this compares to other sectors as well as non-pay benefits.			
5.6	Case studies of occupations you have identified. Do you have existing case studies you can adapt?			
5.7	Include what young people can do after the YA - and what other routes exist into the sector.			
5.8	How to find out more - your own careers, web pages, CD Roms, helplines. Also national sources of IAG, eg learndirect, Connexions.			

Some ideas for designing the information

Here are some ideas of how to use and present the issues the toolkit has helped you to identify in designing your own booklet.

Work in the sector may not be what you think ...

Briefly describe the activities of two or three occupations that readers may not have considered – aim to identify some of the hard and soft skills required and highlight any aspects of the work they may not have considered. Identify the occupation.

Myth busters

Provide a question that sums up a myth or stereotype about the sector. Counter this in your answer to the question and provide an example to the contrary. You will need to consider whether the myth represents some aspects of the sector but not others. If this is the case, then you will need to acknowledge this (you don't want to

promote false ideas about the sector, after all) but you should also identify examples where it is not the case.

Real case studies

You may already have some case studies you can use or adapt for the booklet. However, if you do not it might be worth commissioning a small number for use in your booklet. Remember, you may be able to make wider use of these too: on your website, in other printed materials you produce, in posters for careers events etc.). Some ideas for you to consider in locating and reporting potential case studies:

- Consider looking for case studies that feature atypical workers in the sector.
- Try to find case studies that feature jobs that young people may not have heard of eg non-technical work in the sector – maybe entrepreneurial opportunities, sales and accounting or management and leadership.
- If possible, try to obtain photographs of the person or people in your case study to accompany the description. Remember that you do need to make sure relevant permissions for publication are in place.
- Consider the information that will be most important to any groups that you would particularly like to attract to your sector. A case study that focuses on a benefit such as flexibility for working parents is likely to be less of a priority to younger people – it may well be a concern later on, though, so is worth including in brochures aimed at older people. Your first priority for young people may well be the activities, skills and attributes required by occupations or on career progression routes.
- Include what people say they enjoy and find rewarding about their work.
- Keep it real: there will be some aspects of their work that people do not like so much, but people will often tell you why it is worth putting up with these – this can be a valuable aspect of the information you provide.

Message from a current or recent Young Apprentice

One of your partnership leads may be able to ask current students about their experiences on the YA and why they would recommend it to others – or you may already have this information. Ideally, include a picture of the YA to accompany the message making sure you get permission from their parents/guardian for publication.

What's it worth?

You may spend all your time dealing with the development of qualifications for your sectors. For young people and, importantly, their parents, your brochure may be

their first introduction to the idea of a Young Apprenticeship. They may have no real idea of what a level 2 vocational qualification means. It's worth mentioning what the YA is equivalent to in academic terms so that parents can get a feel for the value of the award for their child's progression – and this is information that the young person themselves will probably want to know.

What will the YA involve?

Young people lead busy lives. Their teacher or Connexions PA might well tell them what doing the YA will involve, but the young person may easily forget this! It's worth mentioning the number of days they will spend on work placement during the YA and the type of arrangements in place for the work placement – is it a placement with one employer for the duration of the YA (in which case, this may lead to very realistic options for employment at the end of the YA) or a series of placements with different employers (which will give the YA a very broad range of experience across the sector by the end of the YA). Again, this is information that parents, as well as young people, are likely to value.

Progression from the YA

Following the YA, what options do young people have? It's a good idea to provide some information about progression routes into apprenticeships/advanced apprenticeships and other pathways such as college/university. This way, you are more likely to keep the interest of those who plan to progress onto vocational or academic pathways.

Other study and training options

It is also a good idea to give the young person information about other study routes – relevant diplomas or degree programmes – just in case, after looking at the information you provide, they decide that the Young Apprenticeship is not for them, they can see that there other ways to enter the sector.

How to find out more

The YA is available to only a small group of pupils nationally, and local places are limited. While it is worth providing signposts to information about the YA it is just as important that the young people who read your leaflet can readily find information about careers in the sector and the different training pathways that exist to support entry. In addition to your own careers website or helpline consider including:

- Apprenticeship website and helpline (LSC)
- Connexions website and helpline
- learndirect website and helpline

Images

The use of high-quality, professional images will help you to sell your sector; if images are inclusive this will promote your sector to a more diverse range of students. Here are some good equalities practice ideas:

- Use 'inclusive' images – both genders, different ethnicities, people with disabilities.
- Don't just focus on one type of worker (eg a mechanic/technician in blue overalls), use images of different types of worker – eg both technical (eg blue overall) and non-technical workers – those in the salesroom or office, for example.
- Group images can be useful to promote the idea of team work in the sector and gives the message that 'it's for me as well as them'. Again, try to make sure any images used include both genders and different ethnicities.
- Single-person images are particularly useful to accompany quotations or case studies. They are even better if the individuals shown are involved in work activities.
- Use action shots rather than studio portraits. These have the added bonus of portraying work in the sector and showing features of the workplace.
- Make sure the right permissions are in place. Child and data protection legislation requires that to publish pictures of pupils the prior consent of parents must be gained¹.
- Copyright must also be considered..

As you are designing a booklet for the YA you will mainly want to include pictures of young people. However, it is all right to include some older role models as well, to illustrate people who have progressed in the sector. This gives young people the message that 'this could be you in the future too'.

If you do not have your own image resource as an SSC, other organisations may be able to help you, such as DfES (www.dfes.gov.uk), EOC (www.eoc.org.uk) and the LSC (www.lsc.gov.uk).

¹ For further information, see The Information Commission website at www.dataprotection.gov.uk

Designing YA sector-based information

Meeting agenda

Trends in your sector and the role of the YA

Make sure you have information about the trends to hand as this will indicate some of the things that need to be stressed in the information about your sector. You may have this information already aggregated within your SSA or other documentation.

- What are the main segregation issues and priorities in your sector?
 - What is the profile of your sector in terms of gender, ethnicity, and disability?
 - Are there any trends associated with social class?
 - Are any sub-sectors or occupations very different from the general trends?
- What issues do you think that the YAs might help you address?
 - Skill shortages – do you need to attract a *wider* pool of applicants?
 - Ability gaps – do you need to attract *higher ability* young people?
 - Declining applicants/entrants – do you need to attract more *applicants across the board*?
- Do any occupations or sub-sectors require an *increasing number* of entrants to support economic growth?
- Are there any occupations or sub-sectors for which you do not want to raise aspirations due to saturation or decline?

The realities and myths about your sector

Information about what attracts young people to your sector - as well as what their misconceptions are - can help you focus information more closely to their needs. You may already know and understand these issues, but if not, why not talk to new entrants in the sector about their perceptions of young people's views and experiences, or, if this is not possible, then consider speaking to employers and/or training providers.

- What *attracts* young people to your sector?
 - Thinking about the types of young people who are currently attracted to your sector, *what is it that attracts them* (and their parents)?
 - Do you think their ideas regarding the sector are accurate? If not, *what picture of your sector* would you want to promote to them?

-
- If their views are accurate, is there nonetheless *anything that's missing* that should be included to give a fuller perception of the sector?
 - Are there any *stereotypes* that need correcting – what information do young people and their parents need about your sector?
 - What are the myths and stereotypes that need to be overcome?
 - What is the range of jobs you would like them to know exist?
 - What are the opportunities in the sector or sub-sectors (eg growth areas?) Do people generally know it is a growth area?
 - Are jobs well paid? What are the other benefits of working in the sector?
 - What could they do after the YA (further study, job options)?
 - What opportunities exist for progression (career structure)?
 - What training is available to support progression? Is training and development common in the sector?
 - As a result of thinking about these issues, can you identify:
 - The key attractions of your area/sector?
 - Parts or aspects of the sector that may potentially be 'routes in'? For example, in automotive, 'design' and/or 'environment and sustainability' may be aspects that attract young people who might otherwise not see the automotive sector as being of interest to them as a work option.
 - The range of skills involved in work in the sector? Again, in the example of automotive, the job is not just about engineering but also about customer and social skills.

Specifics of the YA and guidance resources

The aim of the brochure is to support YA recruitment, so you will need to include some standard information about the structure and benefits of the programme. Your YA partnerships are likely to cover these issues in depth, so the brochure can simply outline them.

- What will young people achieve as a result of taking the YA?
- How are work placements organised? Will young people see a range of employers or work with one throughout the YA?
- Where can the reader get additional sectoral careers and training information from? (Website? Helpline Phone number? Named contact?)

- If a young person is attracted to your sector, but decides the YA is not for them, what are their other options – and how do they get information on these?
- Have you got, or can you get from your YA partnerships, any statements from current YAs about:
 - What they enjoyed about the YA.
 - What they are getting out of it.
 - Where they see their future career.
- Is it possible to get a portrait of a YA to accompany their quote? If so, have you also got parental permission for publication?

Design and resources

An attractive brochure is more likely to communicate the message that the YA is a high-quality route - you should try to reflect this when you have the brochure designed. Ideally, images will be professionally shot to ensure a good composition. You also need think about what resources you already have to support development such as images, career and training case studies.

- How will you illustrate the brochure?
 - Do you have a library or archive of photos you could use? Do these include a diverse range of workers and trainees (gender, race, disability)?
 - Is it possible to obtain some photos of the sector from employers or providers? Similarly, would it be possible to ask partnerships to take photos of current YAs?
 - Is there anything in the Department's library of photos you like? Can the EOC or LSC supply you with any images?
- Do you have the resources to commission some photos? If so, before planning the photo session, consider the following:
 - Representation of gender, ethnicity, disability.
 - Range of settings to illustrate range of potential jobs and different work environments in the sector.
 - Level of job, role, power (and all of these by race and gender).
 - Group shots – white and minority ethnic people; males and females.
 - Action shots – people undertaking work in the sector – also helps 'sell' the work environment.

- Have you got any existing career and training case studies?
 - Can you edit these for use in the brochure?
 - Do they cover the kinds of career you identified in the earlier parts of the meeting?
 - Who else has material you can draw on? Consider approaching Connexions, the LSC etc.
- Do you have an in-house design facility, or will you need to commission the brochure from an external design consultant?

Action points

- What action points arose from the discussion?
- Who will take each action forward?
- By when?

Brochure text design template

This basic design template can form the basis of the SSC information booklet. Some of the text is standard and provided, while other parts will draw on the conclusions reached during the meeting or as a result of using the toolkit. The basic template shows how case studies, current YA ambassador quotes and sector myths can be used and presented. The SSC information toolkit offers guidance on what to consider when selecting or commissioning case studies and images.

Page 1 – Front cover:

Would you like a job where you ...

- describe job one and the skills required
- describe job two and the skills required
- describe job three and the skills required

Then think about becoming ...

- name job one
- name job two
- name job three

Careers in the [insert sector] offer more than you think!

Page 2

A Young Apprenticeship in the [sector] could be your first step towards some great job opportunities. A Young Apprenticeship is an exciting programme that you do while you are at school – it gives you:

- **practical work experience:** spend 50 days on a work placement with an employer
- **a level two vocational qualification:** equivalent of up to five GCSEs

Young Apprenticeships are a great way to get a head start in the [insert sector]. If you decide this is the sector for you, the Young Apprenticeship could be the first step in your career!

[insert quote from a current YA about why the YA is a good course to be on]

Page 3

[Insert myth one as title]

Describe why this is not always the case. For instance, describe the range of jobs available in the sector.

The next few pages give you an idea of the kind of work you could be doing once you have left education – and remember, this is only a flavour of what is available! The back page of this booklet shows you how to find out more.

[use image and occupational case study or quote from YA]

Page 4

[Insert myth two as title]

Describe why this is not always the case.

[use image and occupational case study including the skills required and what is enjoyable about work]

Page 5

[Insert myth three as title]

Describe why this is not always the case.

[use image and occupational case study including the skills required and what is enjoyable about work]

Page 6

So what's the pay like ...?

This will depend on the work you decide to do in the sector [*insert other factors affecting pay*]. For instance, [*insert average pay for one or two occupations after training*]. [*insert, if you wish, pay in management or associated occupations*].

[*insert a trend about the workforce that denotes why young people would have a secure future in the sector*]

[*insert case study and image - a focus might be on career progression*]

Page 7

Where will the Young Apprenticeship lead?

The Young Apprenticeship will give you a rounded experience of the [*sector*]. You are likely to do a wide variety of work on your placement[s] with an employer which will help you to decide if a career in the sector is for you, and if so, what jobs most interest you.

The Young Apprenticeship may give you the head start needed for a post-16 apprenticeship in [*sector*]. You can also go on to college and, later on, to university – and not necessarily in subjects related to the [*sector*]. Some people worry that doing a vocational qualification will reduce their options, but the opposite is true – you will have even more options open to you at the end.

If I don't want the Young Apprenticeship what other routes into the [sector] are there?

The Young Apprenticeship is not for everyone, and there are other ways to build a career in the [*sector*]. Over the page you can find sources of information that will help you find out about the options and pathways available to you.

Page 8 - back cover

I want more information about careers in the [sector] and the qualifications and skills you need to get on. Where do I go?

[*insert SSC helpline and careers web pages*]

[*insert any other resources that are available eg CD Rom*]

Work-based learning: for more details about apprenticeship options, including the Young Apprenticeship, visit: www.apprenticeships.org.uk or contact this helpline: 0800 015 0600

Careers and learning advice: Connexions Direct can advise you about your career choices. You can also access a database of over 800 careers. www.connexions-direct.com

For more advice about courses and careers visit the **learndirect** website. www.learndirect-advice.co.uk