

# Teachers Handbook

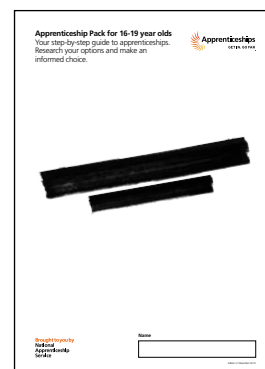
To accompany the Apprenticeship  
Pack for 16-19 year olds



# INTRODUCTION

## Introduction

This Teacher's Guide has been created to support the Apprenticeship Pack for 16-19 year olds which can be downloaded free of charge from gov.uk



## Who is it for?

The pack is designed for:

- 16-19 year olds who want to go into employment, including apprenticeships and higher and degree apprenticeships
- Those that need support with progression options and those who are undecided about their future career and study options.

## What are the benefits?

- It is completely free of charge
- Students can explore the range of apprenticeships available, including higher and degree apprenticeships
- It will help students to enhance skills such as independent learning, research skills, employability and career development.

## How does the apprenticeship pack work?

The structure of the pack is that your students will be able to work independently and in small groups to complete the majority of activities, but there are five group plenary sessions lasting approximately 1 hour that will require tutor-led facilitation.

## What will the teacher need to do?

The five group sessions are labelled A, B, C, D and E that will follow the completion of 3 sessions at a time. This means that you will be able to set your students the task of working through the workbook on their own and then bring the group back together again to check and embed their learning by using the activity sheets and instructions.

The following pages provide guidance for each of the group tutor-led sessions. You will need to read this guide in advance of planning the lesson so that you can check what equipment will be required.

## Self Assessment Questionnaires

After each of the group sessions there is a Self Assessment Questionnaire covering 10 knowledge points that relates to section A, B, C, D and E. This page requires a signature from the student, the teacher and parent/carer.

## Further help and advice

Should you require any further help or advice in using this pack with your students, please call the free apprenticeships helpline 08000 150 400.

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# GROUP SESSION A

Task	Purpose of the activity	Duration	Instructions	Resources you will need
Task 8 What is an apprenticeship?	To test the knowledge and understanding of the range of apprenticeship opportunities available.	15 minutes	Depending on the size of the group, this activity can be completed as individuals or as teams. 1. Direct students to the Activity Sheet for Task 8 2. Read out the questions and ask them to complete their answers 3. Ask them to swap with another individual or team to score their answers 4. Ask them to write their score in the box on the Group Session A page	<input type="checkbox"/> The answer sheet. This is provided on the next page.
Task 9 Who is an apprenticeship for?	To encourage students to think about the different types of skills you might need as an apprentice.  Hopefully they will understand that apprenticeships can be for all individuals of all levels and abilities.	20 minutes	Depending on the size of the group, this activity can be completed as individuals or as teams. 1. Direct students to the Activity Sheet for Task 9 2. If working in groups, ask them to think of a team name 3. Ask them to draw a stick man on the sheet provided and write on all of the different skills you might need as an apprentice 4. After 10 – 15 minutes ask the groups to share their responses and discuss their answers	This activity can work well if you give students a larger piece of paper to work on in groups. If you do this, remember to ask them to transfer their responses into their workbook afterwards.
Task 10 How do you find an apprenticeship?	Check the ability to log on to their Find an apprenticeship account using the username (email address) and password that they have created.	25 minutes	Depending on the size of the group, this activity can be completed as individuals or as teams. 1. Direct students to the Activity Sheet for Task 10 2. Ask students to log into their Find an apprenticeship account (they should have set this up as part of task 6) 3. Ask them to select three of the case studies given and carry out an appropriate search to see how many vacancies they can find for the individual 4. Ask the group to share their responses and discuss how they approached the task	<input type="checkbox"/> Access to computers with internet access

# TASK 8 - What is an apprenticeship?

## Answer sheet

Question	
1	Fill in the blank spaces below to explain what an apprenticeship is:  <b>Work + learn = apprenticeship</b>
2	How many different types of apprenticeships are there?  <b>1500 job roles</b>
3	How many individuals started an apprenticeship in 2013-14?  <b>500,000</b>
4	How many apprenticeships are advertised on a daily basis?  <b>27,000</b>
5	What % of apprentices stay in employment at the end of their apprenticeship?  <b>90%</b>
6	What year at school must you complete before you can start an apprenticeship?  <b>Year 11</b>
7	What is the on-line system called where you can search and apply for apprenticeship jobs?  <b>Find an apprenticeship</b>
8	What must you do once you have registered on 'Find an apprenticeship'?  <b>Activate the account</b>
9	How much does it cost to register on Find an apprenticeship?  <b>Nothing, it is free of charge to register</b>
10	What do you do if you've already found an employer who wants to offer you an apprenticeship?  <b>Advise them to contact the National Apprenticeship Service via the website GOV.UK or call National Apprenticeship Service helpline on 08000 150 600 to speak to someone for assistance.</b>

# GROUP SESSION B

Task	Purpose of the activity	Duration	Instructions	Resources you will need
Task 16 The most important tips when applying using 'Find an apprenticeship'	To test understanding of the main parts of the apprenticeship application process	20 minutes	Depending on the size of the group, this activity can be completed as individuals or as teams. <ol style="list-style-type: none"> <li>As a group, re-watch the short film from Task 11</li> <li>Ask students to reflect on the 10 main points that they identified in Task 11</li> <li>Collate all answers onto a sheet/whiteboard at the front</li> <li>Did anyone spot something that others didn't?</li> <li>Ask the class to discuss and rank their top 10 in order of priority</li> <li>Ask students to complete the grid next to Task 16 in their workbook</li> </ol>	<input type="checkbox"/> Internet access <input type="checkbox"/> Access to YouTube Alternatively, you can download and save the clip to your computer <input type="checkbox"/> Computer screen and sound to play film <input type="checkbox"/> Flip chart / whiteboard and pen
Task 17 Speculative approaches	To develop skills around speculative application approaches and managing expectations about hearing back from employers	40 minutes	This task has parts that are group discussion and one activity that would be better suited to individuals <ol style="list-style-type: none"> <li>Ask students to think about if they were going to approach an employer directly to see if they had any vacancies. How would they go about this?</li> <li>Discuss the example letter template provided Activity Sheet for Task 17. What do they notice as things that should be included e.g. name, address, what to include</li> <li>Write these on a sheet/whiteboard at the front and also ask them to write them next to Task 17 in their workbook</li> <li>Ask students to create their own personalised speculative letter</li> <li>Discuss the pros and cons of speculative approaches</li> <li>Discuss the importance of sending out multiple letters and staying motivated, even if they do not hear back from the employer</li> </ol>	<input type="checkbox"/> Flip chart / whiteboard and pen <input type="checkbox"/> Paper for students to use to write their own speculative letter. Alternatively, you could ask students to use computers for this activity.

# GROUP SESSION C

Task	Purpose of the activity	Duration	Instructions	Resources you will need
Task 21 Sharing skills and attributes	To encourage students to understand how to give a range of examples that demonstrate their personal skills	40 minutes	This task works better as a group <ol style="list-style-type: none"> <li>1. Ask students to reflect on the answers that they gave for Task 18</li> <li>2. Depending on the size of the group, ask students to share between 1-3 of the skills and examples that they have selected</li> <li>3. As students share their examples, write the different skills on a post-it note and stick to a sheet at the front of the room</li> <li>4. Once everyone has given their examples, ask the students to think about any additional examples that they might have thought of and to write these next to Task 21</li> <li>5. Draw a continuum showing 'most important' at one end and 'least important' at the other end</li> <li>6. Ask students to move the post-it notes around to place them in order of importance on the continuum</li> <li>7. Discuss why they have ordered the skills this way</li> </ol> <p><i>If you have a large class, you could split them into smaller groups and ask them to write the skills on the post-it notes as each student contributes their skill and example (step 3 above)</i></p>	<input type="checkbox"/> Post-it notes <input type="checkbox"/> Pens <input type="checkbox"/> Flip chart / paper
Task 22 Who found the best journey?	To demonstrate the ability to plan, time and cost an effective journey	20 minutes	This task works better as a group <ol style="list-style-type: none"> <li>1. Ask students to look back at their findings for Task 20</li> <li>2. Ask students to organise themselves into a line based on who found the best journey for your town using the criteria of a) Total journey time b) Cost</li> <li>3. Would the students now change any of their journeys in task 20? What would they change?</li> <li>4. Ask them to record their findings in the space next to Task 22 in their workbook</li> </ol>	

# GROUP SESSION D

Task	Purpose of the activity	Duration	Instructions	Resources you will need
Task 28 Accentuate the positive	To develop research, presentation and question handling skills	40 minutes	This task works better as a group 1. Ask students to arrange themselves into the groups that they formed in order to complete Task 26 2. Ask each of the groups to present their 5 minute pitches 3. Ask each group to explain which audience they selected and why 4. Ask the students listening to think of questions that the audience may have and to think about what they might ask at the end of the pitch. They can use the space next to Task 28 to capture these. 5. Handle a Q&A session at the end of each pitch where students take on the role of the defined audience 6. Once all students have presented, ask them to consider if they have learnt anything new from the presentations? Has it changed how they feel about apprenticeships?	<input type="checkbox"/> Presentation facilities e.g. Computer, screen, sound
Task 29 Salary models	To check understanding of different salary models and structures linked to apprenticeships	20 minutes	This task works better as a group 1. Ask students to re-read the salary models information provided in Task 23 2. Discuss the different options and check that students understand 3. Have they seen any vacancies advertised that use any of the different models? 4. As individuals, or in small groups, discuss the pros and cons of each model and complete the Activity Sheet for Task 29	



# GROUP SESSION E

## Summary of instructions & resources needed

Task	Purpose of the activity	Duration	Instructions	Resources you will need
Task 35 My journey	To bring together all learning points from the completion of the workbook	60 minutes	<p>This task has parts that are group discussion and one activity that would be better suited to individuals</p> <ol style="list-style-type: none"> <li>1. Roll out a large piece of white paper on the floor</li> <li>2. Draw a path onto the sheet and explain that this is a time line into the future</li> <li>3. Ask students to think about their future and their aspirations for employment once they have left education/training. What do they want to achieve in their working life? They should draw these as images at the end of the path</li> <li>4. On their footprints they should write out the steps for how they think they are going to achieve their aspiration and put them on the 'path' in relation to when they think they might achieve them</li> <li>5. Once all students have placed their feet on the path, discuss the individual steps that students have identified. Is anything missing? Are they realistic?</li> <li>6. Ask students to stick their footprints into their workbook next to Task 35</li> </ol>	

# TASK 35 – Footprints template for cut outs





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