

WORKING WITH SCHOOLS AND COLLEGES



MEMBERS' GUIDE

1	INTRODUCTION	1
2	WAYS TO GET INVOLVED	2
2.1	Work Experience	2
2.2	Trips to Employers - for Students	2
2.3	Trips to Employers - for Teachers	2
2.4	Visiting as a Speaker	3
2.5	Volunteering as a Facilitator, Advisor or Judge	3
2.6	Acting as a Mentor or Business Buddy	3
2.7	Lesson Planning	3
2.8	Telephone, Messaging or Video Link-Ups	3
2.9	Providing Materials	4
2.10	Websites	4
2.11	Job Search Help	4
2.12	New Diplomas	4
2.13	School Governorship	4
3	SCHEMES	5
3.1	E4A Ltd	5
3.2	Education Business Partnerships	6
3.3	Governorship	7
3.4	Growing Ambitions	8
3.5	Make Your Mark	9
3.6	Small Business Ambassadors®	11
3.7	Young Chamber	12
3.8	Young Enterprise	13
	APPENDIX A WHAT EACH SCHEME OFFERS	14
	APPENDIX B WHERE THE SCHEMES OPERATE	15
	APPENDIX C THE EDUCATION SYSTEM IN ENGLAND	16



1 INTRODUCTION

Schools and colleges play a key role in preparing our children for the world of work and recent developments are encouraging inclusion of enterprise and employment education and experience. There is a move towards providing a better balance between academic and vocational education which is opening the way for more business people to become involved.

There are many initiatives in this area with a large number of them provided, supported and promoted by big business. The FSB believes the view of small and micro businesses also must be represented and our members have much to offer.

The benefits of this are not just for the students but for the local community and our members too, as school leavers will be more engaged and more work ready.

This guide has been produced to give you information about the different schemes and programmes which exist in England and tells you how to get involved. It covers both traditional roles such as school governorship and relatively new initiatives like work experience.

The different schemes mean you could be involved in just a one-off one hour session with no long term commitment or a programme of interventions agreed between yourself and the schools or other body.

Appendix B identifies the regions in which each scheme operates.

Appendix C provides information about students' progress through the Education System in England.

Please send any comments/feedback on the document to matthew.jaffa@fsb.org.uk

2 WAYS TO GET INVOLVED

If you do want to get involved, we recommend that you do so through one of the schemes in Section 3 rather than approaching schools yourself. Head teachers are very busy people who do not have the time and resources to co-ordinate working with a multitude of small businesses.

Appendix A shows which of the schemes in Section 3 offer the opportunities below.

2.1 Work Experience

Inviting school pupils into your place of business to work with you for a period of time; usually one week but may be one day per week for a school term.

You will need to find suitable work for the young person to give him/her broad experience of the world of work and the business you are in.

If you have Public and Employer's Liability insurance it will cover you for this but we are aware that there are many of you who do not need this insurance for your business so we are exploring solutions to ensure you will be covered if you want to offer work experience placements.

Your premises will be assessed for compliance with appropriate Health and Safety requirements.

2.2 Trips to Employers - for Students

Tours of employers' premises can be very informative, interesting and motivating. Again, this experience should not be restricted to larger businesses.

You will need to carry out a Health & Safety risk assessment and a reconnaissance visit will be made by a school representative.

Think about how large a visiting party should be and whether the group should be split up. You may also need to give consideration to clothing.

A room or space should be available for the group to have an introductory talk and advice immediately before the tour, and afterwards for discussion and questions.

2.3 Trips to Employers - for Teachers

Visits by teachers can help them understand small businesses and pick up information and ideas for learning activity back in the classroom.

They also provide opportunities to strike up relationships which can lead to other forms of engagement.

2 WAYS TO GET INVOLVED

2.4 Visiting as a Speaker

Larger employers often provide speakers and it is important that the small business point of view is given too.

If you have reservations about speaking to pupils, you do not have to give a lengthy talk and schools will usually make sure a teacher will be in the class at all times.

Talks can be on a variety of subjects including Presentation Skills, Marketing and Financial Planning with specialist knowledge from any business or service from health care to scientist, farming to event management.

If you can give an audio-visual presentation so much the better, and be prepared to take questions. Include anecdotes about your own experience to make it real.

As young people spend a lot of their time in school being 'talked at', making sessions interactive to engage students in exercises or debates will be much more effective.

2.5 Volunteering as a Facilitator, Advisor or Judge

Certain kinds of classroom-based activities can be enhanced by the presence of volunteers from business acting as facilitators. You can dispense words of wisdom, answer questions, make suggestions, quote from your experience and generally add reality to the learning.

You could act as a facilitator or advisor at conferences and other events in enterprise and employability skills.

Many skills development and challenge events are based around business competitions for which you could be a judge.

2.6 Acting as a Mentor or Business Buddy

As a mentor or business buddy, you can support young people in their personal development and preparation of confidence for the world of work or for a specific curriculum subject.

2.7 Lesson Planning

Small business owners can make a great contribution to planning lessons to include enterprise and employment material.

If you do not feel qualified or inclined to help teachers devise their lessons, you could offer to review material in order to ensure the small business view is represented, and check for errors or omissions.

2.8 Telephone, Messaging or Video Link-Ups

As a small business, you may need to be a telecommunications specialist to provide video link-ups and conferences.

Alternatives include telephone conferences using a BT teleconferencing account, webcams and live e-mail or messaging exchanges. E-mail and blogs offer further scope for more measured interaction with schools.



2 WAYS TO GET INVOLVED

2.9 Providing Materials

Corporate literature, DVDs, videos, bespoke educational materials, product samples, newsletters, prizes etc. You could also write up case studies or challenges.

2.10 Websites

Many students carry out their own research on the internet so you could provide pages with specific information on your company's website.

2.11 Job Search Help

Helping young people to prepare themselves for applying for jobs by reviewing CVs, giving tips on completing applications and acting as a prospective employer to practice their interview techniques.

2.12 New Diplomas

There are two possible models for employer engagement with diplomas.

The first is for schools to present a menu and allow diploma deliverers to choose what they would and would not like. The second is for the employer engagement to be organised centrally, with events made up of set programmes booked with employers on fixed dates, to which Diploma deliverers would be invited.

A combination of these two models is also possible. Set events might make sense where pupil numbers are small.

2.13 School Governorship

School governors make important collective decisions and the governing body is answerable to parents and the community. The responsibilities of the governing body can be summarised as providing strategic management, acting as a critical friend and ensuring accountability.

Specific responsibilities include:

- promoting high standards of education and achievement
- planning the school's long-term future
- setting the school's aims and values
- appointing senior staff including the Head Teacher
- budgetary allocation and control.

The day to day management of the school is the responsibility of the Head Teacher.

3 SCHEMES

3.1 E4A Ltd

Operated by: E4A Ltd
Website: www.e4a.org.uk

E4A is a provider of Enterprise Challenge Days and enterprise products for primary and high schools. E4A also provides strategic and motivational support for teaching and non-teaching staff in schools and colleges.

A wide range of products is offered to schools and colleges, from half or full day Enterprise Challenge Days matched to the curriculum, to training for staff which enables them to teach enterprise skills to their students.

Ways to Get Involved

- Acting as a Mentor or Business Buddy
- Job Search Help
- Providing Materials
- Specialist Input - to develop new theme days
- Sponsorship - to develop new challenge days
- Trips to Employers - for Students
- Trips to Employers - for Teachers
- Visiting as a Speaker
- Volunteering as a Facilitator, Advisor or Judge

Commitment

Half and full day activities. Mentors are trained by E4A.

Payment

Delivery of sessions with E4A will be paid.

Statutory Requirements

E4A will be responsible and pay for CRB checks, Health & Safety assessments and Public Liability insurance.

Contacts

North East and North West
Mike Ellacott
07984 577039
mellacott@e4a.org.uk

3.2 Education Business Partnerships

Operated by: *National Education Business Partnership Network*

Website: www.nebpn.org

The National Education Business Partnership Network comprises Education Business Partnerships (EBPs) in regions across the UK. EBPs promote and support education business link activity through a wide and varied range of activities.

Through core Education Business Link (EBL) activities, EBPs work with schools, employers and partners to deliver EBL work with the aim of supporting relationships and collaborative working.

Ways to Get Involved

- Acting as a Mentor or Business Buddy
- Job Search Help
- Lesson Planning
- New Diplomas
- Providing Materials
- Trips to Employers - for Students
- Trips to Employers - for Teachers
- Visiting as a Speaker
- Volunteering as a Facilitator, Advisor or Judge
- Work Experience

Commitment

Length and time of commitment will vary according to the activities concerned. If you are prepared to become a Science, Engineering Ambassador (SEA), the commitment is equivalent to 5 days per year supporting schools, teachers and students.

Payment

Involvement with EBPs will be on a voluntary basis.

Statutory Requirements

EBPs will be responsible for CRB checks and Public Liability insurance but you may have to pay.

You will be responsible for Health & Safety assessments.

Contacts

There are 126 EBPs across 11 regions. Visit the website to find your local EBP.

National EBP Network Office

01635 279914

office@nebpn.org

3.3 Governorship

Operated by: *School Governors' One-Stop Shop*
Website: www.sgoss.org.uk

The School Governors' One-Stop Shop (SGOSS) is a small charity, dedicated to recruiting volunteers to become governors in schools that need them most. SGOSS can advise where vacancies might exist and will keep in touch with you throughout the process.

Governors act as the non-executive directors of the school. They take a strategic role which encompasses planning the school's long term future, setting its values and direction, and appointing senior staff. Volunteers with a business or professional background often find that their particular skill sets can help a governing body to tackle the increasingly complex range of challenges.

Ways to Get Involved

- School Governorship; anyone over the age of 18 can become a school governor.

Commitment

On average, governors will spend between 6 and 8 hours per month on their duties, mostly in the evenings and during school term time. The majority of governors will serve on the full governing body and at least one sub-committee.

Payment

Involvement as a school governor will be on a voluntary basis.

Statutory Requirements

CRB checks are required in most cases. They will be arranged and paid for by the school or local authority.

Health & Safety assessments and Public Liability Insurance are not required.

Contacts

All England
020 78354 9805
info@sgoss.org.uk

3.4 Growing Ambitions

Operated by: *Growing Ambitions*
Website: www.growingambitions.org

Growing Ambitions is a career speaker matchmaker service for education. People in jobs and careers they enjoy register on the website to give a half hour talk in a local school, college or university. Careers advisors use the site to find speakers they need. Growing Ambitions is a not-for-profit organisation.

The website is operated to serve every community in the UK, helping young people aged 12 to 21 to make informed career choices. This service is UK wide, introducing people in real jobs into their local educational establishments.

Ways to Get Involved

- Visiting as a Speaker

Commitment

One or more half hour sessions - 20 minute talk and 10 minutes for questions; day time or evening. Time and date is agreed between the interested careers advisor and the speaker.

Payment

Involvement with Growing Ambitions will be on a voluntary basis.

Statutory Requirements

CRB checks are not needed as a member of the school, college or university staff will be present at all times.

Health & Safety assessments and Public Liability Insurance are not required.

Contacts

UK Wide
Sally Davis
023 9266 1600
sallyd@growingambitions.org

3.5 Make Your Mark

Operated by: *Make Your Mark*
Website: www.makeyourmark.org.uk; www.enterpriseweek.org.uk

Make Your Mark is a national campaign which aims to create a culture which supports enterprising people and recognises that making money and having a positive social impact can go hand in hand. Its main educational work focuses on those aged 14-19 in school and college, or through youth organisations, also reaching young people in Higher Education through a student campaigner who works with entrepreneurial societies in universities.

As a non-delivery organisation, Make Your Mark focuses on catalysing activity through national initiatives such as Make Your Mark with a Tenner. The Make Your Mark Challenge and Make Your Mark Club are free for schools and colleges to take part. Enterprise Week is also a key time for young people to take part in Make Your Mark activities.

Ways to Get Involved

- Acting as a Mentor or Business Buddy
- Lesson Planning
- Trips to Employers - for Students
- Visiting as a Speaker
- Volunteering as a Facilitator, Advisor or Judge

Commitment

Activities are for a fixed time. Facilitation, advice or judging will be for a day; Mentoring / Buddying for 3 hours at least once per term; Speaking for a half day during Enterprise Week (usually November).

Payment

Involvement with Make Your Mark will be on a voluntary basis.

Statutory Requirements

CRB checks are not required for one-off activities. You will be responsible for Health & Safety and Public Liability insurance for visits to your premises.

You will be responsible for Health & Safety assessments.

Contacts

UK Wide

Head of Education
020 7430 8051

Catherine Ritman Smith
catherine@makeyourmark.org.uk

Further Education Campaigner
07725 204189

Kate Fredericks
katefredericks@makeyourmark.org.uk

Make Your Mark Challenge /
Make Your Mark Clubs
020 7430 8052

Tori James
tori@makeyourmark.org.uk

Enterprise Week
020 7430 8023

Sarah Summers
sarahsummers@makeyourmark.org.uk

North East

Head of Campaign, North East
01642 451840

Kate Fredericks
pam@makeyourmark.org.uk

North West

Head of Campaign, North West
0151 229 1788

Sarah Bevan-Fischer
sarah@makeyourmark.org.uk

East of England

Head of Campaign, East of England
01502 580977

Saskia Kent
saskia@makeyourmark.org.uk

Yorkshire and Humberside

Head of Campaign,
Yorkshire and Humberside
01924 789684

Jane Walton
jane@makeyourmark.org.uk

West Midlands

Head of Campaign West Midlands
024 7623 6438

Cheryl Garvey
cheryl@makeyourmark.org.uk

3.6 Small Business Ambassadors® (SBA)

Operated by: *Education for Enterprise (E4E) Community Interest Company (CIC)*

Website: www.smallbusinessambassadors.co.uk

The SBA programme sends small business owners and managers into schools and colleges as Ambassadors; presenters, champions and mentors.

Teams work with both students and teachers, supported by lesson plans developed through consultation with teaching staff.

The scheme is operated by licensees covering different LEA areas.

Ways to Get Involved

- Acting as a Mentor or Business Buddy
- Lesson Planning
- New Diplomas
- Providing Challenges
- Providing Materials
- Trips to Employers - for Students
- Trips to Employers - for Teachers
- Video Link-Ups
- Visiting as a Speaker
- Volunteering as a Facilitator, Advisor or Judge

Commitment

Ambassadors can deliver as many or as few interventions as they wish. Sessions are a double school period (90 minutes), half a day or a full day. You will be informed of opportunities geographically or by business sector.

Payment

Fees are payable to Ambassadors for session delivery but these can be waived and donated to charity.

Statutory Requirements

CRB checks are not always required as at no time will business people be alone with students - a stipulation of participation. If a CRB check is required, it will be organised and paid for by the SBA Licensee.

Delivery will be on school or other premises which will have been checked for compliance with Health & Safety regulations.

Ambassadors will not need their own public liability insurance.

Contacts

All England

Roger House

01474 535070

info@educationforenterprise.co.uk

3.7 Young Chamber

Operated by: *Young Chamber (UK)*
Website: www.youngchamber.com

Young Chamber is an initiative which establishes a framework for schools and local businesses to work through the Chamber of Commerce network.

Young Chamber enables students to engage with business to experience a greater understanding of the workplace and future employment opportunities. The local Chambers act as a link between schools and their business communities, and co-ordinate and facilitate a wide range of activities for students via Young Chamber Councils established in schools.

Ways to Get Involved

- Acting as a Mentor or Business Buddy
- Job Search Help
- Lesson Planning
- New Diplomas
- Providing Materials
- Telephone, Messaging or Video Link-Ups
- Trips to Employers - for Students
- Trips to Employers - for Teachers
- Visiting as a Speaker
- Volunteering as a Facilitator, Advisor or Judge
- Websites
- Work Experience

Commitment

All companies, whatever their capacity, will be found an activity to suit them.

Payment

Involvement with Young Chamber will be on a voluntary basis.

Statutory Requirements

CRB checks are not usually needed as most activities will involve a teacher or Young Chamber Co-ordinator who would be CRB checked.

Health & Safety assessments will be organised and paid for by the local Education Business Partnership.

You will need to arrange your own Public Liability Insurance.

Contacts

Isle of Wight

Young Chamber Malcolm Lloyd
01983 554550 malcolm.lloyd@youngchamber.com

South East England

Young Chamber UK Ross McNally
01424 436565 ross.mcnally@southeastchambers.co.uk

Rest of UK

Contact your local Chamber of Commerce to find a Young Chamber Council in your area.

3.8 Young Enterprise

Operated by: *Young Enterprise UK*
Website: www.young-enterprise.org.uk

Young Enterprise offers a range of programmes for young people from 4 years of age through to 25+. Some of the programmes offer students direct experience of enterprise through working together to run their own real company. Others are structured around seminars and classes, using games, activities and role-play to help students develop skills and capabilities for enterprise, business and the world of work.

Ways to Get Involved

- Acting as a Mentor or Business Buddy
- Committee Membership
- Meeting Room Facilities
- New Diplomas
- Trips to Employers - for Students
- Volunteering as a Facilitator, Advisor or Judge
- Work Experience

Commitment

From one to ten days per year as agreed with Young Enterprise.

Payment

Travel expenses only.

Statutory Requirements

CRB checks, Health & Safety assessments and Public Liability Insurance will be organised and paid for by Young Enterprise.

Contacts

UK Wide - 12 Regions

Vanessa Jones, Enterprise Education Volunteer Manager
01865 776845 ext 240
vanessa.jones@young-enterprise.org.uk

APPENDIX

A WHAT EACH SCHEME OFFERS

	<i>E4A Ltd</i>	<i>Education Business Partnerships</i>	<i>Governorship</i>	<i>Growing Ambitions</i>	<i>Make Your Mark</i>	<i>Small Business Ambassadors</i>	<i>Young Chamber</i>	<i>Young Enterprise</i>
Browsing Websites							●	
Committee Membership							●	●
Facilitators, Advisors, Judges	●	●			●	●	●	●
Job Search Help	●	●					●	
Lesson Planning		●			●	●	●	
Meeting Room Facilities							●	●
Mentors and Business Buddies	●	●			●	●	●	●
New Diplomas		●				●	●	●
Providing Challenges						●		
Providing Materials	●	●				●	●	
Providing Work Experience		●					●	●
Specialist Input (new theme days)							●	
Sponsorship (new challenge days)							●	
Telephone, Messaging or Video Link-Ups						●	●	
Trips to Employers - for Students	●	●			●	●	●	●
Trips to Employers - for Teachers	●	●				●	●	
Visiting Speakers	●	●		●	●	●	●	

APPENDIX B WHERE THE SCHEMES OPERATE

	<i>E4A Ltd</i>	<i>Education Business Partnerships</i>	<i>Governorship</i>	<i>Growing Ambitions</i>	<i>Make Your Mark</i>	<i>Small Business Ambassadors</i>	<i>Young Chamber</i>	<i>Young Enterprise</i>
North East	●	●	●	●	●		●	●
North West	●	●	●	●	●		●	●
Yorkshire and the Humber		●	●	●	●		●	●
East Midlands		●	●	●	●		●	●
West Midlands		●	●	●	●		●	●
East of England		●	●	●	●		●	●
Inner London		●	●	●	●		●	●
Outer London		●	●	●	●		●	●
South East		●	●	●	●	●	●	●
South West		●	●	●	●		●	●

APPENDIX

C THE EDUCATION SYSTEM IN ENGLAND

Progress through school is separated into "Key Stages". At the end of a Key Stage, each National Curriculum subject has a target when a child's learning development is measured against a defined level of skills, knowledge and understanding.

C.1 Foundation Stage - Ages 3 to 4 / Reception - Ages 4 to 5

All 4 year olds and many 3 year olds are entitled to free part-time education. These early years, together with their time in reception class at primary school, make up the foundation stage.

This stage covers the years children spend from the beginning of nursery or pre-school to the end of reception class in primary school.

C.2 Key Stage One - Ages 5 to 7 - Years 1 to 2

At the end of this stage children are assessed by their teachers.

By the age of seven, most children are expected to achieve level 2.

C.3 Key Stage Two - Ages 7 to 11 - Years 3 to 6

By the age of eleven, most children are expected to achieve level 4.

Key Stage 3 - Ages 11 to 14 - Years 7 to 9

In the spring term of year 9, children will need to think about options for the next two years of study. Around this time most schools will also help pupils to think about what they will do after 16 through careers education.

Options Booklet

The school will give children an options booklet which will explain the subjects they can study and the kinds of qualification for which they can aim.

Discussion Evenings

Schools will offer opportunities to discuss the options, often at a special evening for parents and children.

C.4 Key Stage 4 - Ages 14 to 16 - Years 10 and 11

From age 11 to 14, most of what children study is set by their school, following the National Curriculum. Between the ages of 14 and 16 two things change;

- pupils study subjects in more depth which means they must choose some and stop studying others; in any one school, very few pupils will study exactly the same set of subjects
- most pupils work towards qualifications at 16; for some subjects children will be able to choose between different kinds of qualification.

APPENDIX

C THE EDUCATION SYSTEM IN ENGLAND

GCSE (General Certificate of Secondary Education)

GCSEs replaced O-levels and CSEs in 1988. They are the traditional academic qualification taken at age 16.

It usually takes two years to study for a GCSE. Assessment is through both coursework and examinations. Pass grades are from A^{*} to G.

GCSE Short Courses

A GCSE short course takes half the study time of a full GCSE, so pupils sometimes complete it after one year. GCSE short courses call for pupils to do coursework and exams to the same standards as a full GCSE, but they cover only half the content.

NVQ (National Vocational Qualification)

NVQs are designed to assess adults doing particular jobs in specific areas; between the ages of 14 and 16, some pupils follow programmes which include a regular work placement and/or a course at a local further education college, or with a training provider. Through this they may gain an NVQ, or units which count towards one.

NVQs are helpful for pupils who want to;

- do a work-based placement course (unlike vocational GCSEs, in NVQs pupils actually do the work in the workplace)
- demonstrate they are good at a particular job
- get qualifications which recognise work they are already doing.

At this age, pupils work towards NVQs at level 1 and level 2;

- level 1 is equivalent to GCSE grades D to G
- level 2 is equivalent to GCSE grades A^{*} to C.

The highest NVQ level you can achieve is level 5. NVQ levels are not the same as National Curriculum levels.

GNVQ (General National Vocational Qualification)

GNVQs were phased out by January 2008. They were about work but did not train pupils for a specific job.

Entry Level Certificates

These qualifications are designed for learners not yet ready for GCSE, Foundation GNVQ or NVQ level 1. There are Entry Level Certificates in the subjects which pupils will have studied up to the age of 14 and also in broader vocational areas which are more like the GNVQ areas.

Pupils can achieve Entry Level Certificates at three different levels, broadly in line with National Curriculum levels 1-3. Pupils can take Entry Level Certificates alongside GCSEs, GNVQs, Vocational GCSEs or NVQs. Pupils are assessed in tasks which may be written, spoken or practical.

APPENDIX C THE EDUCATION SYSTEM IN ENGLAND

14-19 Diplomas

The Diploma is a new qualification for 14-19 year olds and offers an alternative to GCSEs and A-Levels. It is an employer-designed qualification offered at three levels in 14 broad employment sectors (Lines of Learning).

In September 2008 the first five Diplomas will be available in selected areas of the country;

- Construction and the Built Environment
- Creative and Media
- Society, Health and Development
- Information Technology
- Engineering

Completing a Diploma allows students to progress to further study, university or employment.

Diplomas will enable students to gain knowledge, understanding and hands-on experience of sectors in which they are interested, while putting new skills into practice.

The Diploma has three components:

	<i>Characteristics</i>
Principal Learning	<ul style="list-style-type: none"> • Gives the industry title of the Diploma. • Learning which is related to the sector of the economy. • Learning which is designed and endorsed by industry.
Core Content (Generic Learning)	<ul style="list-style-type: none"> • Includes the assessment of Functional Skills in English, Mathematics and ICT. • Develops a student's employability skills of teamwork and self management. • Gives the student the opportunity to produce an extended project. • Requires at least 10 days' compulsory work experience.
Additional and/or Specialist Learning	<ul style="list-style-type: none"> • Allows the student to specialise. • Allows the student to choose more qualifications. • Allows for flexibility and choice of learning.

There will be four levels of Diploma;

<i><u>Diploma</u></i>	<i><u>Qualification Level</u></i>	<i><u>Challenge and Average Length of Study Comparable To</u></i>
Foundation Diploma	Level 1	4 - 5 GCSEs
Higher Diploma	Level 2	5 - 6 GCSEs
Advanced Diploma	Level 3	3 GCE A-Levels
Level 3 Progression Diploma	Level 3 Progression	2 GCE A-Levels

APPENDIX C THE EDUCATION SYSTEM IN ENGLAND

Functional Skills

Learners will need to pass three functional skills at the required level to achieve a full Diploma qualification. The functional skills are English, mathematics and ICT to ensure young people have skills needed for progression into employment. The minimum levels required are;

<u>Diploma</u>	<u>Level</u>	<u>Included as Part of Generic Learning</u>
Foundation Diploma	1	Yes
Higher Diploma	2	Yes
Advanced and Progression Diplomas	3	No

Work Experience

Every Diploma will require learners to complete a minimum of 10 days' experience in the workplace. Wherever possible, this work experience should be directly related to the Diploma being studied but its focus will be on developing employability skills and could be undertaken with any employer.

Progression Routes

19+	Employment		Higher education		Further education
16–19	Other work-based learning		Advanced Apprenticeships; Apprenticeships	Advanced Diploma; Foundation and Higher Diplomas also available	A Levels; International Baccalaureate
Functional skills in all learning routes					
14–16	Young Apprenticeships	Higher Diploma	GCSEs	Foundation learning tier	Foundation Diploma
11–14	Key Stage 3				