



The Disability Rights UK magazine
co-edited with and for young people

Stay informed with news and information on your
journey through education, training and work

What is an apprenticeship?

An apprenticeship is a real job with training for those over the age of 16. They are available for a wide range of job roles across many different industries. Almost any type of apprenticeship can be made accessible and support is available while you learn and work.

As an apprentice you will:

- Work alongside experienced staff
- Gain the skills necessary for work
- Study for a particular qualification
- Earn a wage
- Be on a career path



Usually apprenticeships involve working four days a week and spending one day a week studying. Apprenticeships can also be done part-time. Apprenticeships can last for between one and six years depending on which apprenticeship you choose, the level and your previous experience in that job area.

What levels apprenticeships are there?

- Intermediate level: Level 2, equivalent to five GCSE passes
- Advanced level: Level 3, equivalent to two A-levels
- Higher level: Level 4 and 5, equivalent to a foundation degree and above
- Degree apprenticeships: Levels 6 and 7, equivalent to a bachelor's degree or master's degree

Think about what type of apprenticeship interest you the most and what suits your skills. You can find apprenticeships in:

- Agriculture, Horticulture and Animal Care
- Arts, Media, and Publishing
- Business, Administration, and Law
- Construction, Planning, and the Built Environment
- Education and Training
- Engineering and Manufacturing Technologies
- Health, Public Services, and Care
- Information and Communication Technology
- Leisure, Travel, and Tourism
- Retail and Commercial Enterprise
- Science and Mathematics

Additional funding, learning support and adjustments for apprenticeships

Extra funding is available to provide additional support for apprentices. Employers and training providers can get £1,000 to support apprentices aged 16-18, or 19-24 for those who have an Education Health and Care Plan (EHCP).

Learning support is also available to meet the costs of putting in place a reasonable adjustment for apprentices with a learning difficulty or disability, where this affects their ability to continue and complete their apprenticeship. This includes individuals who do not have a diagnosis of a learning difficulty or disability.

Find out more about **funding rules** and about **additional funding** that is available during the COVID-19 pandemic from government websites or **trainer providers**.

Care leavers aged 16-24 starting an apprenticeship can receive a bursary of £1,000.

British Sign Language (BSL) is an alternative to English Functional Skills for those who have BSL as their first language.

Apprentices who have an Education Health and Care Plan can apply for an adjustment to English and maths requirements to Entry Level 3 Functional Skills. For more information go to links:

- **Mencap factsheet**
- **Preparing for Adulthood**
- **Parents' and Carers' Pack Apprenticeship Information**

The Apprenticeships website has lots of examples of different types of apprenticeships and videos of different apprentice experiences. **www.apprenticeships.gov.uk**

Get free help and support: Call 0800 0150 400 or email **nationalhelpdesk@apprenticeships.gov.uk**

You can find further information in our **Into Apprenticeships** guide:



Watch videos of apprentices



Joe did level 2 Business Apprenticeship



Chloe did a level 3 Digital Marketing Apprenticeship

What is a traineeship?

A traineeship is an education and training programme combined with a work placement. They are designed to prepare you for your future career by helping you become 'work ready' and boost your English, maths, and digital skills. Traineeships can last from 6 weeks up to (currently) 12 months and are unpaid.

You can apply for a traineeship if you are aged 16 to 24, or up to 25 if you have an Education, Health and Care Plan.

Post September 2020, young people with a level 3 (equivalent to two A levels at grades A to C) are now also eligible (previously this was set to Level 2). Until 31st of January 2021, employers can get a £1,000 incentive for offering a work placement for a trainee.

Find out more about traineeships:

- [Find a Traineeship Website](#)
- [DR UK traineeship leaflet](#)
- [Traineeship factsheet](#)

What is a Supported Internship?

A Supported Internship (SI) is a structured study programme, to enable young people aged between 16 and 24 who have an Education Health and Care Plan, to get the training, extra support, and work skills they need to get a job. Most of the learning is done at work.

Internships, normally last for a year and include unpaid work placements of at least six months. Wherever possible, they support the young person to move into paid employment at the end of the programme.

Find out more about Supported Internships:

- [Mencap](#)
- [Ambitious about Autism](#)
- [Preparing for Adulthood](#)

What support can I get?

Here is an example of how an employment adviser and employer can support a young person doing a Supported Internship (SI) and apprenticeship:

The Employment Adviser: The Specialist Employment Service (Part of the Education People) support Supported Internships and below, Megan and a Kent Employer talk about their journey on the programme. Megan was allocated an advisor (Fay), who has many years' experience and is qualified to provide Information, Advice, and Guidance. Fay used specialist knowledge of Megan's diagnosis (Autism and Learning Difficulties) to follow the principles and key stages of the Supported Employment model, which focuses on using a person-centred approach to help remove barriers to employment.

After support to update her CV to ensure it was professional and showcased Megan in best possible way, Fay began to carry out targeted employer engagement.

Fay used Labour Market Information to contact potential employers, to explore Megan's interest in a childcare role.

Megan's Story - Supported Intern/Apprentice



“Hi, my name is Megan. I am Autistic and have learning difficulties which means I find reading and writing difficult. I left college and was worried about how I was going to find a job. I really wanted to work with children, but I did not have any experience. I was very lucky to move to a nursery where I completed a supported internship and was then offered an apprenticeship. I love working at the nursery and although the apprenticeship can be hard it is all worth it as I will get a childcare qualification while doing a job that I love. Everything I have done has felt like huge steps and although I often felt worried and scared, with some help and giving it a go I have managed to get an apprenticeship in something I love and hopefully at the end I will have a job.”

The Employer: “Kinderversity Brenchley worked with The Education People to arrange the SI placement with Megan, where she soon became a valued member of our team. Once the SI was complete, we offered Megan a Level 2 Nursery Practitioner apprenticeship where she continues to prove her ability.

When Megan first arrived with us she was understandably a little unsure of herself within the working environment. Since then, her confidence levels and her practical knowledge have both increased massively, even to the point where Megan takes it upon herself to help and even lead new members of staff. It has been an absolute pleasure to watch Megan not only grow but flourish both on a personal and professional level as a result of the opportunity that the Education People's supported apprenticeship scheme has been able to give her.” (Emma, Director, Kinderversity)

Amazing Apprenticeships



The Amazing Apprenticeships website is full to the brim with useful information and activities around how to explore, research and apply for apprenticeships.

From video case studies to articles, fun interactive quizzes, apprenticeships employer profiles complete with hints and tips to apply and apprentice case studies, there is something for everyone interested in applying for an apprenticeship, and those who are starting to explore their options!

There is also lots of guidance for parents and carers through the monthly ‘Parents and Carers Pack’, showcasing stories of apprentices, employers and with other useful articles.

Disability Rights UK, partner with Amazing Apprenticeships to ensure all young people are empowered to apply for apprenticeships.



If it is something you have considered in the past or want to explore in the future, the Amazing Apprenticeships website should be the first place you visit.

- Go to the [website](#) to start exploring
- Follow on Twitter [@AmazingAppsUK](#)
- Keep up to date on Instagram [@amazingappsUK](#)!

Apprenticeship: Learning on the Job by Luke Nadin

I joined Microlink in August 2018, in the role of apprentice technical support.

At the time I was not fully aware of what an apprenticeship entailed until it was fully explained to me. I was told that it was 'learning on the job', combining my University learning with practical experience. I was excited by the opportunity offered to me by Microlink.

My job role is to assist the research and development sector of the company. This includes meetings with different departments to gain a better understanding of their specialism, and how they relate to all areas of the business. This level of diversity means I am always learning!



Microlink has been very supportive with me as an employer, taking time to understand my skills and placing me in the right situation to help me progress and assist them long term.

The company empowered me to complete my apprenticeship studies whilst doing my day job and being there to answer my questions if I was struggling. They made me feel like a valued member of the team.

My apprenticeship was run by a training provider called **Kiwi Education**. A Kiwi trainer would come in on a weekly basis to discuss my progress and how I was settling in. The training provider marked my work which went towards my final portfolio and my endpoint assessment.

These regular meetings were good, as I would know if the work I was doing remained at a consistent standard. What I found particularly pleasing was that my disability did not come into whether I could pass my apprenticeship. It was all on my ability, which I found liberating.

Even though I have a degree, the value of what I learnt from the apprenticeship is still vital, as it has given me so much practical experience - learning on the job. Just like they said! I endeavour to use the skills and knowledge that I have gained from my apprenticeship throughout the rest of my career.

For anyone struggling to find work - consider an apprenticeship, even if you have a degree, because there is nothing better than gaining hands on experience.

A Tale of Two Apprenticeships

by Scott Noon



My first experience of apprenticeship did not go too well. I started my first job as an admin apprentice in August 2013. I was really looking forward to it, but the employer was not very disability friendly.

I have cerebral palsy and long working hours can make me tired. The apprenticeship was full-time and there was also a long journey to get there. I started to become really overtired and stressed. At that time, I didn't know anything about reasonable adjustments, and the employer did not offer to make any useful changes. I wasn't able to carry on with it for long and decided to leave after 3 months.

In July 2015 I began working with an apprenticeship provider called Hull Training. I started out on their traineeship programme for the rest of that year learning valuable skills towards going into an apprenticeship. This included a short stint on a work placement with Hull Training themselves working with the Functional Skills team.

I was a bit worried that I was going to end up back on Jobseeker's Allowance as apprenticeship schemes are usually full time, 30 hours which as previously mentioned, has proven to be too much for me.

In January 2016, an apprenticeship placement was secured. The Hull Training team made reasonable adjustments which enabled me to do an apprenticeship part-time, with 21 hours spread over three days. They also extended the apprenticeship from 12 to 18 months, including release days to do the qualifications.

I started as an Admin Apprentice in February 2016 with company called CHCP (City Healthcare Partnership). I worked with them on Mondays and Tuesdays and went to the training provider on Thursdays to do the education side of the Apprenticeship.



I was sad to leave CHCP a year later in February 2017 when their Apprenticeship contract ended; for the remaining six months up until September 2017, I worked with the Hull Training education provider at Hull Kingston Rovers ground, Craven Park behind their reception desk. I'm happy to say that at the end of the apprenticeship I got my Level 2 Business Admin Qualification.

Highlights of the 18 months I spent on the Apprenticeship, included gaining my level 1 and 2 English, level 1 Maths, and level 1 ICT qualifications. The best moment, however, has to be winning the Business, Media, and Digital Apprentice of the year at the Hull Training awards.

Even though it wasn't pleasant at the time, I am glad that I had the first experience, as I discovered a lot about myself and have been able to use that to move forward in a positive way.

What is a reasonable adjustment?

If you have an impairment or health condition, your employer might have to make adjustments to help you do your job. Under the **Equality Act 2010** employers and organisations have a responsibility to make sure that disabled people can access jobs, education and services as easily as non-disabled people.” This is known as the ‘duty to make reasonable adjustments.’

A ‘reasonable adjustment’ may include:

- Moving desks if you find it uncomfortable to work in a brightly lit or noisy area
- A pre-assessment call with the assessor to become familiar with each other, and for the assessor to understand your additional learning needs
- Allowing extra time to process information to finish a task
- Making physical changes to the workplace, like installing a ramp for a wheelchair user, or an audio-visual fire alarm for someone with a hearing impairment
- Changing equipment, like providing a special keyboard, if someone has arthritis
- Installing assistive technology
- Flexible hours or part-time working

Find out more about reasonable adjustments:

- **Citizens Advice**
 - **Scope**
 - **AbilityNet**
-

What is Access to Work?

There is a specific grant that is available from the Department of Work and Pensions (DWP) if you are doing:

- A paid job
- An apprenticeship
- A traineeship
- A supported internship
- A work trial or start work experience under the youth contract arranged through Jobcentre Plus
- Are self-employed

This grant is called Access to Work (AtW) and can help you with the costs of practical support such as taxi fares to and from work, a support worker while at work, a BSL interpreter, job coaching or equipment you use to do your job. This is for support above and beyond a reasonable adjustment from an employer.

You can apply if you are sixteen years or over, live in England, Scotland or Wales and have an impairment or a physical or mental health condition.

The money does not have to be paid back and will not affect your other benefits.

For more information go to:

- [Your Guide to Access to Work -video](#)
- [Access to work factsheet](#)
- <https://www.gov.uk/access-to-work>
- [Deaf ATW](#)

An [Easy Read Access to Work](#) version is available explaining the different kinds of support that is available through the AtW scheme.

1 Introduction

Access to Work is help you can get from the Department for Work and Pensions. This could include money known as a grant. You would not have to pay the money back.

You can apply for Access to Work if you have a:

- Physical or hidden disability
- Mental health condition which makes it hard for you to do your job or get to work.

Making changes at work

If you have a disability or health condition the company you work for must make changes at work to help you do your job.

Here are some examples of help you can get from Access to Work

Support such as counselling or job coaching if you need it.

Help make changes to the equipment you use to do your job.

Move your equipment if you change where you work.

Access to Work: My experience

by Luke Nadin

My experience of the access to work process was very challenging and rewarding at the same time, because before I started working, I did not have any experience of dealing with Access to Work.

I had a telephone conversation with an adviser. They asked me all kinds of questions about my disability, what kind of work I would be doing, how long I was going to be at work for, and what my job role was. After that, someone came and did an ergonomic assessment to see what kind of equipment I would need to do my job.

After the assessment, I was informed that I had been successful and all the ergonomic equipment, plus the software to do my job had been approved.

Due to the nature of my disability, I need support assistance to help me with my day-to-day tasks. This is where the Access to Work process became long-winded because I had to fully explain why and what I would use my support assistance for.

We had a lot of conversations and the whole process took around six months from start to finish. This is not usually the case; it was due to the complex nature of my case as to why it took so long.



My access to work experience will be different to everyone else's, as it is on an individual, case-by-case basis, it's not a one size fits all solution.

I can safely say that without the Access to Work grant, I would not be where I am today in my career. It has given me the freedom and ability to be judged solely on my ability to do my job and not because of my disability.

The art of volunteering: Preparing for work experience

by Jess

My name is Jess and I work at the British Museum in London. My job title is Volunteer Coordinator: Access, Equality and Young People. My role involves recruiting volunteers from the local community, as well as young people and others who might need support to volunteer at the Museum. I also work to organise and deliver training to help make sure volunteers feel comfortable and confident in what they are doing.

Many volunteers at the British Museum are involved in delivering tours to visitors. There is a wide variety of tours, including ones that tell the stories of different objects, a tour about LGBTQ (lesbian, gay, bisexual, transgender, and queer) histories and a Touch Tour for blind and visually impaired visitors.

We also have lots of volunteers who help with the Hands-on desks. These desks are placed in certain galleries at the Museum, and volunteers support visitors in handling real objects at them whilst having conversations about what they are holding.

Volunteers also help 'behind the scenes.' This means that volunteers support staff with looking after objects that are not on currently on display in the galleries. In the past few years, we have had opportunities for autistic young people (aged 18-24) to volunteer in this sort of role. Previous volunteers have helped with scanning bank notes and prints to be added to the Museum's database, allowing visitors and Museum staff to access images of these objects.

I have worked at the British Museum for 4 years. Before that I worked at lots of different youth work charities where I supported young people with finding work and gaining experience to apply for jobs through such methods as volunteering. I also volunteered myself at various museums to gain work experience when I was looking for employment.

Volunteering at the Museum is currently suspended due to Covid-19. We are working hard to ensure it is safe for volunteers and visitors to participate in our different volunteer programmes.

If you would like to find out more about volunteering at the British Museum, please email me at volunteers@britishmuseum.org.

My aspirations



Hi, my name is Dylan, I am 17 and in Year 13. I like Programming Avatars for games I play, also I love to do Music Programming.

Hobbies

Football

Tennis

Cricket

Dream Job

Butler

Jobs I Want To Do

Bar worker

Chef

CEO

Mechanic

Police officer



Hi, my name is Noel, I am 16 and in Year 12 at Daventry Hill School. I like WWE because of people like 'The Undertaker.'

I like to watch and play WWE, I would like to become a WWE star in the future.

I also enjoy making things with Hama beads, but my main hobby would be cooking.

I would like to be a WWE Superstar when I leave post 16.

WWE is what I really want to do, but if I couldn't do that, I would like to be a chef.



My name is Finley.

My favourite anime is JoJo's Bizarre Adventure.

Steve's in Smash Bros.

I. Am. Funny.

Finley – Aged 16

I have no idea what I want to do when I leave, but I do have interests in video games and editing.

I'm already doing what I want to do.



Hi, my name is Chayse, I am 16 in year 12. I like to whatever I can.

My hobbies are watching TV and playing video games. My hope for the future is for everything to go back to normal.

What job do I want work at? Not sure, but right now I would say video game development or play testing.

Assistive Technology by Luke Nadin

Assistive technology can be used in everyday life and can be beneficial in both education and the workplace. For example, if an apprentice has dyslexia and finds it difficult to spell or read sentences, they will most certainly benefit from the use of assistive technology to help them when writing reports, getting down thoughts and coming through the everyday challenges of life.

There are many different solutions that enable people to break down communication barriers. They can range from expensive solutions such as text-to-speech software, Read & Write Gold for dyslexia, mind mapping software, to virtual assistants such as Alexa. It is about finding the right solution to fit the person.

You can freely use the text-to-speech technology that is available using a mobile phone such as Siri and Cortana. I use them to write my emails and texts because I have dyslexia.

Colour overlays may also help with reading.

Disability Rights UK online resources

<https://www.disabilityrightsuk.org/>

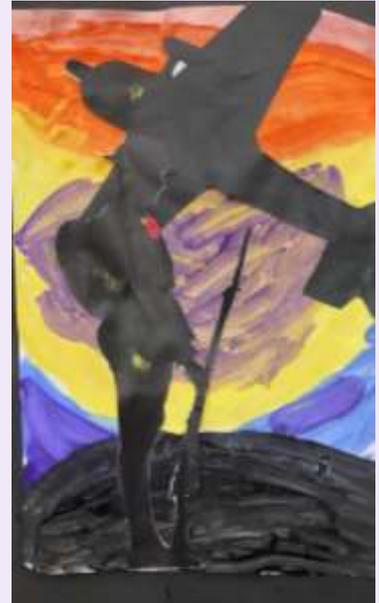
Get Yourself Active: Find ways to get active in your local area in a way that is right for you.

Online Factsheets:

- **Careers and Work** factsheets
- **Education** factsheets and guides
- **Doing Careers differently**

DR UK student helpline

- Opening hours: 11am-1pm on Tuesdays and Thursdays.
- Telephone: 0330 995 0414
- Email: students@disabilityrightsuk.org



I came across these eye-catching paintings on social media and wanted to share them with you. They are the work of 10-year-old Ted.

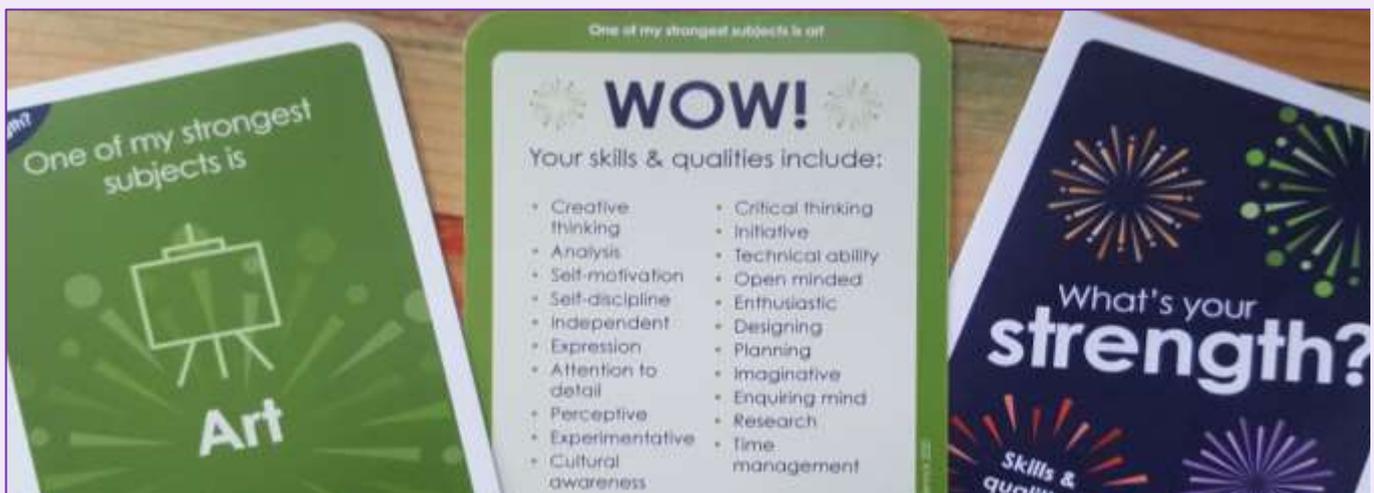
When we look at people's CV's we usually focus on the skills they learnt in the workplace. But there are many talents, skills and strengths people develop through art, sport and in their daily life managing their impairment or health condition.

Every one of us has our own set of unique skills and qualities. We often develop these strengths from doing the things we love and taking part in our favourite hobbies.

Ted, like lots of young people enjoys art and it is clear to see that he is a talented painter. But being good at art is so much more than just using a paintbrush.

Just look at the amazing range of strengths that someone like Ted has developed through his passion for art, such as creative thinking, self-motivation, imagination, designing, self-discipline, enquiring mind, planning and much more - WOW!!!

These are such important skills for life, who knows where they will take you next, Ted!



The card on the photo is from a pack of What's Your Strength? - an activity to help young people discover their skills and qualities and realise how amazing they are.

For more information, please visit www.whatsyourstrength.co.uk



Roxanne



Alex



Zan



Luke



Finley



Scott



Dylan



Noel



Chayse



Jess

Be part of Get Ahead and share your talent!

- **We are looking for budding young journalists, artists, and photographers to write articles, or share their ideas and experiences in our Get Ahead quarterly magazine and monthly newsletter**

• **Issue 3** will focus on further and higher education
The deadline for issue 3 is **15th January 2021**

• **Issue 4** will focus on the social model of disability
The deadline for issue 4 is **15th April 2021**

Contact us

 Email: Get-ahead@disabilityrightsuk.org

 Twitter: [@GetAheadDRUK](https://twitter.com/GetAheadDRUK)

 Instagram: [@GetAheadDRUK](https://www.instagram.com/GetAheadDRUK)

 Videos: [YouTube](https://www.youtube.com/GetAheadDRUK)

 [Get Ahead webpage](https://www.get-ahead.org.uk)

 Website: <https://www.disabilityrightsuk.org/>



We like to hear from you!

Give us your feedback and contact:

Get-ahead@disabilityrightsuk.org

For a text-only and large-print version of the Get Ahead magazine:

email: Get-ahead@disabilityrightsuk.org

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**We are disabled people leading change,
and the voice of young disabled people
must be central to that change**

