

Building on Young Apprenticeships: Equal Opportunities

Appendix 1: Critical Success Factors

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Appendix 1: Critical Success Factors has been extracted from the IES report *Building on Young Apprenticeships: Equal Opportunities*, which can be downloaded from:
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Appendix 1: Critical Success Factors

CSFs as defined in cohort 4 proposal documentation

Those already involved in the first three cohorts will know that the programme has been subject to extensive evaluation. There is evidence that some partnerships are clearly delivering a high-quality experience to their pupils, and feedback from pupils, partners and evaluators is very positive. Some partnerships have, however, struggled with some aspects. This offer is not intended to suit every pupil or every provider and is highly dependent on good collaborative arrangements. Evaluation of previous cohorts suggest that some critical success factors are emerging from the programme and many of these programme factors are also reflected in successful 14-19 Area Inspections:

- **Planning.** Partnerships are stronger where there is joint strategic and operational planning and a **shared vision**, mission and ethos, with effective two-way collaboration between all partners, including schools, training providers and employers.
- **Involvement of employers from the outset.** Employers should contribute to the course design/learner selection.
- **Work experience should be clearly** linked to the sector and qualifications being studied.
- **Work experience is *the* most attractive feature of the programme to pupils – programme requirements of 50 days should be met, and work experience should be of high quality and demanding.** Developing competence and skills can get pupils work-ready to a point, but only exposure to the real workplace can test the learner – dealing with customers, the whole business/product cycle, being part of a work force, and meeting deadlines that impact on others.
- **Information Advice and Guidance (IAG) is timely and impartial.** Schools should make arrangements for all partners to have a role in advising potential participants in aspects of the programme, and involve parents and guardians as soon as possible.

- **Selecting the right pupils is vital.** Pupils must have the prior attainment scores identified, and where indicative scores at KS3 are considered a risk, additional forms of assessment should be applied to inform the selection process. Selection should also be *collaborative* – all partners and employers should play their part.
- Pupils benefit most where they can achieve **whole qualifications that maximise their post-16 opportunities.**
- **Effective communication.** Partners should communicate frequently, effectively and openly with each other, with pupils and guardians. It is essential that there are clear boundaries of responsibilities and tasks, setting out which partner does what, and by when.
- **Dedicated programme staff or co-ordinators** who are able to oversee the successful delivery of the programme across all aspects of its delivery. Involving those with enthusiasm and the right skills mix will benefit the quality of teaching and learning.
- **Learner support.** This can cover a multitude of issues: learning styles and pace, timetable, provision to keep up with core subjects if necessary, mentors, transport, e-learning, portfolio assistance, and an understanding of wider issues that may affect the learner. Information sharing on pupil needs is paramount if pupils are to succeed.
- **Target setting, tracking and monitoring.** It is particularly important for school pupils off-site to be tracked against their targets and for them and their school to receive feedback on their off-site experience.
- **Celebrating success and learner achievement.** Recognition of success can positively affect motivation and inspire.
- **Professional development.** This can promote collaboration and give a greater understanding of each partner's perspective and stake in the young person and the programme.
- **Review. Appropriate and timely** review of all aspects should be a foundation of the planning process and be jointly owned.
- **Progression post-16.** Discussions with pupils on post-16 progression should be built into the process at the selection stage and be reviewed with targets on a regular basis.
- **SSC/LSC involvement.** Partnerships have clearly benefited where there has been direct involvement, advice and guidance.

Source: National and Regional Requirements for Participation in the Young Apprenticeships programme for 14 to 16 year olds and Proposal Handling, for Cohort 4: September 2007. Produced by DfES/Learning and Skills Council
