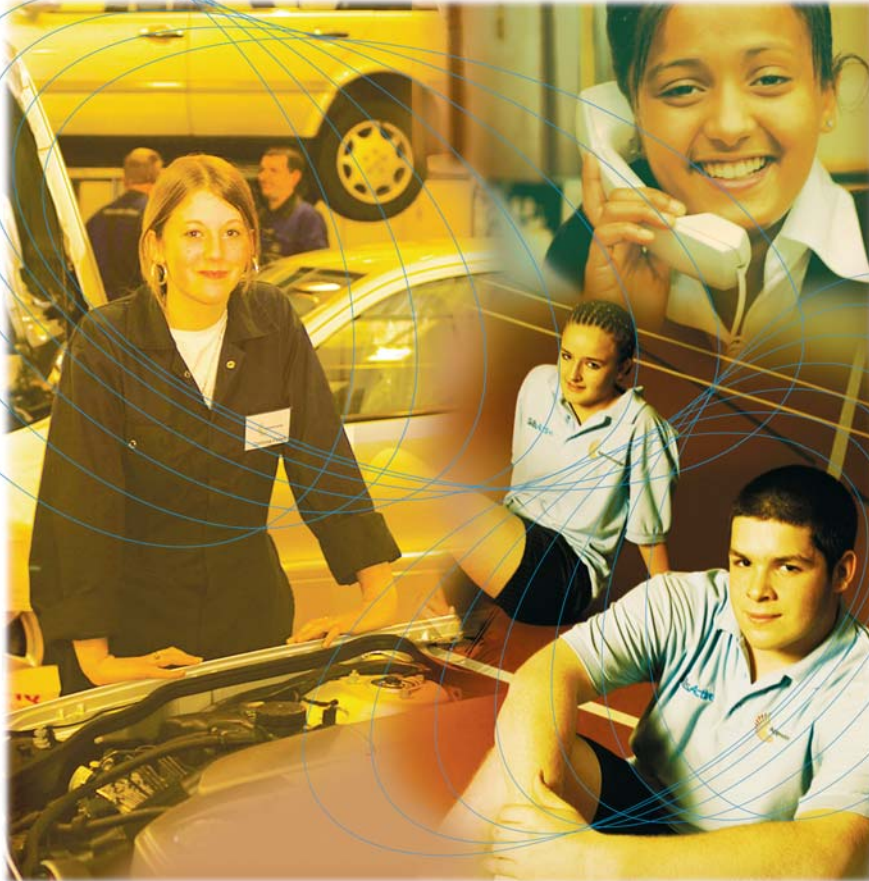


Building on Young Apprenticeships: Equal Opportunities

Appendix 2: Good EO Practice Case Study Examples

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Appendix 2: Good EO Practice Case Study Examples has been extracted from the IES report *Building on Young Apprenticeships: Equal Opportunities*, which can be downloaded from: www.employment-studies.co.uk.

Appendix 2: Good EO Practice Case study Examples

These case study vignettes have been taken from the two reports that review equal opportunities in the Young Apprenticeships. They are provided to offer partnerships some very accessible information about how good practice can be embedded in YA delivery. Further vignettes relating to the provision of YA tasters, are located in the taster case studies (Appendix 4).

Targets and monitoring

Box 1: Targets for schools programmes in engineering at TDR

TDR monitors the range of its programmes, using the LSC Equality and Diversity Impact Measures (EDIMS). It has three departments for its provision: schools (for 14-16year olds), apprenticeships and training (16-25 year olds); and work-based learning eg Train To Gain (adults from age 25). Its schools provision includes Young Apprenticeships, Student Engineering Apprenticeships, Tomorrow's Engineer Programme and Engineering for Tomorrow.

The target it has set is to increase to five per cent the number of young women entering engineering programmes across the board. It monitors progress towards this target by each school and each programme. In future, TDR is looking to increase the sensitivity of these targets by setting targets to increase on current achievement at the level of each school and programme.

Box 2: Monitoring the YA cohort at Croydon

Information about recruitment and selection is collected for the YA, and entered onto a spreadsheet that captures data across all courses aimed at Key Stage 4, including the Increased Flexibility Programme (IFP) 14-16programme, and European Social Fund (ESF) funded courses. The YA lead reviews this data across the range of Key Stage 4 programmes. By collating the data in this way it can be meaningfully analysed by gender, ethnicity and school to understand any emerging patterns. The information gathered on YA has been used to prepare a presentation for the Council Education department at a meeting to review and share practice.

Box 3: Improving quality, equality and diversity through monitoring at TDR

A self-assessment process has been undertaken which was led by the Equality and Diversity Manager. This involved a staff 'away-day' to discuss the range of provision within the 'schools teams'. This included Young Apprenticeships, Student Engineering Apprenticeships, Tomorrow's Engineer Programme and Engineering for Tomorrow. During the away-day, weaknesses in provision were identified using the monitoring data together with a review of the qualitative data received from YAs, and reports from the YA co-ordinators. A number of Equal Opportunities actions have been set in place as a result and are now embedded within the Quality Improvement Plan.

These include activities in schools to attract more females into engineering, and work is underway with schools to agree the actions that will take this forward. Activities are likely to include activities during Year 9 to lead into Key Stage 4 choices and an all-female taster. Targets for diversity have also been set.

The actions identified for Quality Improvement are displayed on a flipchart in the school's team office as a reminder of what is being worked towards and how. Progress towards the actions is also being recorded on the flipchart.

Recruitment and selection

Box 4: Coventry and Warwickshire Co-ordinator for Arthur Rank Training: Awareness-raising and recruitment strategy

'We sent a letter to schools that had accompanying brochures (from the DfES that had a set of questions and answers that parents and pupils might want to know), then I visited the schools to meet and tell them what we were offering. Then details were sent out to the parents by the schools. Once they had identified who wanted to attend here, we had a parents' evening to meet the mums and dads and answer any questions. We met them face-to-face rather than relying on printed information. Just saying "Come in, meet the tutors", having an informal atmosphere helps. They were very keen to meet the tutors.'

I then visited schools to talk to individual learners. I designed a set of questions to be asked to all applicants, to ensure there was a fair selection process, with all applicants being asked the same set of questions. Then the young people were asked to come in for an evaluation day [ie taster day] during which they spent time in the workshop with the tutors, trying out simple activities and being assessed, and they sat tests of literacy and numeracy. At the end of the day the young people had to fill out an evaluation form that asked them if they were still interested, what had gone well about the day and what had not.'

Box 5: STEPS, Northumberland, Health and Social Care YAs

'We have a positive action policy for boys. If a boy demonstrates strong commitment, but is scraping the academic criteria, we would accept him on the programme. This year all of boys who applied were taken on ...'

Box 6: The Health and Social Care Assessment Centre at STEPS

Due to a member of staff changing jobs, a new YA Co-ordinator was recruited from another part of the STEPS team during the second cohort. Her experience of picking up the group was that she learned a great deal about their skills and abilities from observing the pupils during workshop activities. STEPS decided to build on this by embedding an assessment centre into recruitment for cohort 3 whereby all the young people who were interested in the YA were requested to attend a one-day event.

Five criteria were identified as success factors for the health and social care YA. These included communication, respect for others, ability to undertake tasks outside the comfort zone as well as team working skills. A carousel of activities was designed that would allow pupils to demonstrate their skills and abilities. The criteria against which they were being assessed for each activity were displayed on the walls of the workshop space. The assessors for each activity included the YA team as well as some of the current YAs.

Around 50 pupils attended the event on the basis of the schools having sifted for the academic criteria by their schools. From these 30 young people were selected for the YA. The assessment centre was felt to have provided a clearer picture of how young people would cope in the work environments. For instance, the assessment centre identified that some pupils were too quiet and shy to be able to cope at the work placement. Following the selection process, young people were given feedback about their performance at the assessment centre and the reasons for the selection decision.

The pupils who were interviewed during the evaluation were positive about the assessment day (perhaps partly because they had got through). *'It was nerve-wracking at first ... we did group activities like how to communicate with different people and we had people watching us. It was very different, I've never done anything like it before - but I think it was good because we knew the things they were looking for.'*

Support and delivery

Box 7: Support in the TDR YA engineering (2006)

TDR has an established equality and diversity policy and is involved in out-reach to encourage female entrants into engineering and the YA. The TDR schools teams (YA co-ordinators) work with schools throughout the duration of the YA programme eg awareness-raising activities, recruitment and selection, and during YA delivery. They also work with schools more generally to promote engineering. Each of the schools teams has been configured to consist of a male and female co-ordinator, one drawn from industry, and the other from a relevant teaching background. Discussing her support needs, a female young apprentice said of the co-ordinator with whom she most identified *'He just helps, if we've got problems we go and talk to him and he works it out ... He's always been helpful about things like jobs or just general advice. He comes into the college quite often.'*

In addition to the co-ordinator support, at the outset of the programme, YAs attend an induction which encompasses a half-day on equality and diversity in the context of the workplace and in education. The session uses a video and work-pack produced by the LSC entitled 'Working

Together'. This resource is not specific to engineering but covers a range of issues relating to the workplace, such as power relationships, racism, dyslexia/SENs, behaviour standards. The approach is to explore the scenarios presented in the video through discussion and trying to see the situations from both points of view, which allows TDR to raise the issue of their expectations of the young apprentices' behaviour. An example of the impact of the equality and diversity training was given by one of the employers offering placements. One of the young women had challenged another worker's use of language about migrant workers during an open meeting.

College delivery partners varied their methods to ensure atypical YAs had opportunities to work both in gender matched and mixed groupings, identifying benefits of mixed gender groups during sessions. 'It's positive to mix genders during the work - to get something positive out of the gender mix - something interactive. They will be working in teams of men in their placement.'

For the duration of their YA, TDR has established a six-weekly pupil review process to ensure that timely support and guidance is available to all pupils. *'Part of the purpose is to help overcome any barriers students are experiencing - it's very individualised'*. The college, employer and school provide contributions to the review, and the findings are discussed with each YA individually and also sent home to parents/guardians. The review covers pastoral issues as well as learning experiences and young people are encouraged to actively feedback in the sessions. If the young person is not feeding into the discussion, the co-ordinators make the questioning more structured to ensure that they do become aware of each young person's experience.

Box 8: Blending coaching with reviews at STEPS

'In addition to ensuring that they are happy in their placement, what the reviews have turned into really is coaching sessions. So the co-ordinator visits pupils after a couple of weeks to ask them how they are getting on and what they have been doing. She can then suggest how the young person can use this evidence in their portfolio and it helps them to put their learning into the context. On the basis of the reviews, she can also contact the employers to ask that the placement is tailored to the needs of each young person. So if a young person has said that they are finding it difficult to engage with the residents, she can say to the employer, "can you think of anything you could give him to do that would help him do that."' Partnership Lead

Box 9: Challenging inappropriate material in male-dominated workplaces in TDR

'Before accepting an employer for the Young Apprenticeship we go out on a site visit. Ostensibly this is for health and safety and to carry out a risk assessment prior to young people working there. However, we also look at equality and diversity issues, for instance, whether they have a policy in place. We check whether they understand the implications of what they do with regard to equality and diversity, and they don't always, so it helps to have someone going out to talk to them.

In one company, there were girlie calendars and pictures up on the wall and we got them taken down. We can't say to an employee "you have to take those down". What we have to do is explain

the problem to the employer. The tack that we take is to ask them, if your son or your daughter who was 13 or 14 came in here, would you like them to see these things? When this company realised what was going on, the personnel department made a requirement for the materials to be taken down. You don't want young people going in and seeing these things. It's bad for the rest of their lives, really, because it says this is the norm and that's okay, and it isn't.'

Box 10: New strategies to support pupils during placements at STEPS

- **Posters.** These were displayed in common areas and showed a photograph of the YA and their name, a brief description of the work placement, and a short summary of the tasks that YAs can do - and those that they must not do.
- **Named t-shirts.** The young people had requested t-shirts with their name printed on the back so that staff at the placement would call them by name. A common colour and design was introduced so that employees would get used to the Young Apprentices being in this uniform.
- **Placement work-book.** The work-book is based on the qualification units, and builds towards their portfolio of evidence. The work-book can be used for independent study at placement or at home, but also can be shown to colleagues and supervisors who express interest in what the young person is doing.
- **Witness statements** given by workplace supervisors or colleagues can contribute towards the portfolio of evidence for the qualification, and allow staff at the employer placement to be included in the process, by either verifying that an activity has been undertaken or by noting the skills and abilities young people have brought to tasks.

Box 11: Creating critical mass and buddies in Coventry and Warwickshire

If there is only one girl on the YA we will put her in touch with a buddy from another course, such as Entry to Employment (E2E). It is helpful for them to make links into another group where other young women are doing the subject - it makes them feel less isolated.

We also have the two cohorts in the training centre on the same day, although obviously with different tutors. This is helpful for the same reasons that a network of contacts can be created. And it also shows the third cohort young apprentices to see where their hard work will lead.

Box 12: Using the VLE to support YAs in Bedfordshire and Luton

'Our WebCT system has proved quite useful, particularly with the year 10s, and we have used it quite a lot with them. Whenever we have a lesson, I put the resources and the assignment up. They can access that through school and home. If they have missed a lesson they know they can go there and catch up so they haven't missed out as much. And the schools can see exactly what they have done. So I can send them an email to say what the pupil has missed and they can go through the resources with that pupil so they can catch up much quicker.'

Encouraging wider choices

Box 13: Tasters in Sunderland

'There is £1.3m sub-regional partnership spend on taster activities, as we identified the need to work at this level as part of our 14-19 response. There is confidence in the academic provision available and they [young people] know about that side of thing. The progression routes there are well-trodden and obvious.'

'Vocational routes need development, and subject tasters have an important role in this. In Sunderland the entitlement (through Connexions) is that every young person between 14 and 15 can do three vocational taster subjects. They don't have to take up all three tasters, so if they find one they like they can do another taster in it. It's a best-practice model [ie tasters] - for a young person you can assess whether you like it, gauge your aptitudes, and for professionals wrap up in that model'

Box 14: Ernesford Grange School

'We have a careers convention and are one of the few schools that invite the colleges in and have a wide range of activities that [the pupils] can participate in, plus we provide a synopsis of what each speaker will be talking about. What we try to do through Connexions is make a link with [a Group Training provider] and Connexions will take a group out so they can have a look at a workplace. In Year 9 we have an equal opportunities morning. We make a conscious effort to bring in, for example, a female police chief, a male nurse, female engineer, and do a sort of 'What's My Line' with them. The pupils have to ask them questions and work out what their job is.'

Box 15: Celebrating success at Coventry and Warwickshire

We have a strong focus on getting the message out there and our marketing department are instrumental in this. They will tend to co-ordinate the press coming in to cover for instance, the girls taking the motor vehicle YA. A deal was recently done with a wreck-recovery service to access vehicles for use in the workshop. We used this as a press opportunity for the YA. This was an ideal opportunity to get coverage for the young women - and ethnic minority pupils - studying on the course. We also invite the press to our Young Apprentice awards ceremony in an effort to ensure a wide range of people hear about their achievements.

It would be useful if the LSC could help on these types of marketing opportunity. Greater recognition from the Inspectorates on our efforts would also help keep the momentum going. Our own marketing department ensures that our prospectus reflects our diverse student base to make sure atypical young people can see the opportunities here are for them.

Box 16: Resource audit in Bedfordshire and Luton

Bedford is very culturally diverse and the college represents that in its staff and in its student profile and that of the Young Apprenticeship. Each year, a resources audit is undertaken to ensure that teaching resources reflect the profile of pupils in the cohort. As the subject of the YA is Business and Administration there is an emphasis on the use of case studies in delivery. These are analysed for things such as the names of business owners and employees, and the types of businesses that are presented. 'If we've got a large Asian group in the cohort, we will adapt the case studies that reflect their culture, so we might include more small businesses and family-run businesses.' This ensures that the resources are culturally diverse and that pupils can recognise their own experiences in the materials.

Box 17: Involving employers in Industry Days at TDR

TDR offers the opportunity for schools to have an Industry Day for their pupils. This is available to each school in the partnerships and although not all had taken it up in the third-cohort recruitment, the numbers doing so had expanded.

At each of the Industry Days, the YA Lead made a presentation about engineering and then introduced employers to the pupils. The employers gave a presentation about work placements in their organisation. They also answered the questions young people had.

Following this, there were in-school activities, such as building a crash barrier or wind tunnel, and lots of related practical activities. Employers helped out with the practical activities, which had the added benefit that they got to know the young people who might come to them on placement.

In one of the employer-led activities a chemical engineer asked the pupils to draw a picture of her organisation. All of the pupils drew a picture with smoke billowing out from a factory. The employer was then able to say it was not like they thought - in fact her company made no atmospheric emissions. This led into a discussion about the kinds of assumptions people make about different jobs and work environment.

Box 18: Careers conference at STEPS

STEPS received funding via Northumberland Strategic Health authority (and last year from Durham SHA) to offer one-day careers conferences in each of the counties. The target audience is young people aged between 15 and 16, and the aim is to help inform their post-compulsory choices. However, schools within the Young Apprenticeship are also invited to take up places.

A range of health-and-social-care employers are involved in the event including a range of staff from NHS organisations as well as, for instance, residential service staff in the private sector. The employers who attend are reasonably gender balanced, so provide role models to young men for instance. Young people can select from seminars over three sessions during the day. The staff and employers offer a realistic view of the sectors and the occupations within them, and young people appreciate the opportunity to be able to ask questions and gain information.

Box 19: Enrichment in the curriculum at Croydon

Equality and diversity are very important here because of the population in this area. Each week, students have an enrichment session which is about race and cultural and religious awareness. It is a good opportunity for them to discuss their experiences and to explore how their own attitudes can affect others. Current news items or the people and issues experienced at placements are used as a starting point. Pupils are encouraged to think about different religious and minority groups and what their perspective might be. If a work placement example is being used, pupils are also encouraged to think about how their beliefs and/or attitudes might affect the situation.