



Developing demand for apprenticeships through information, advice and guidance in the post Connexions era

Ben Rowe

Director of Student Services

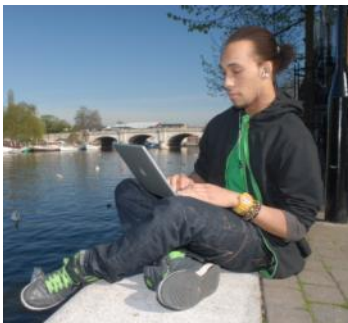


Kingston College Context

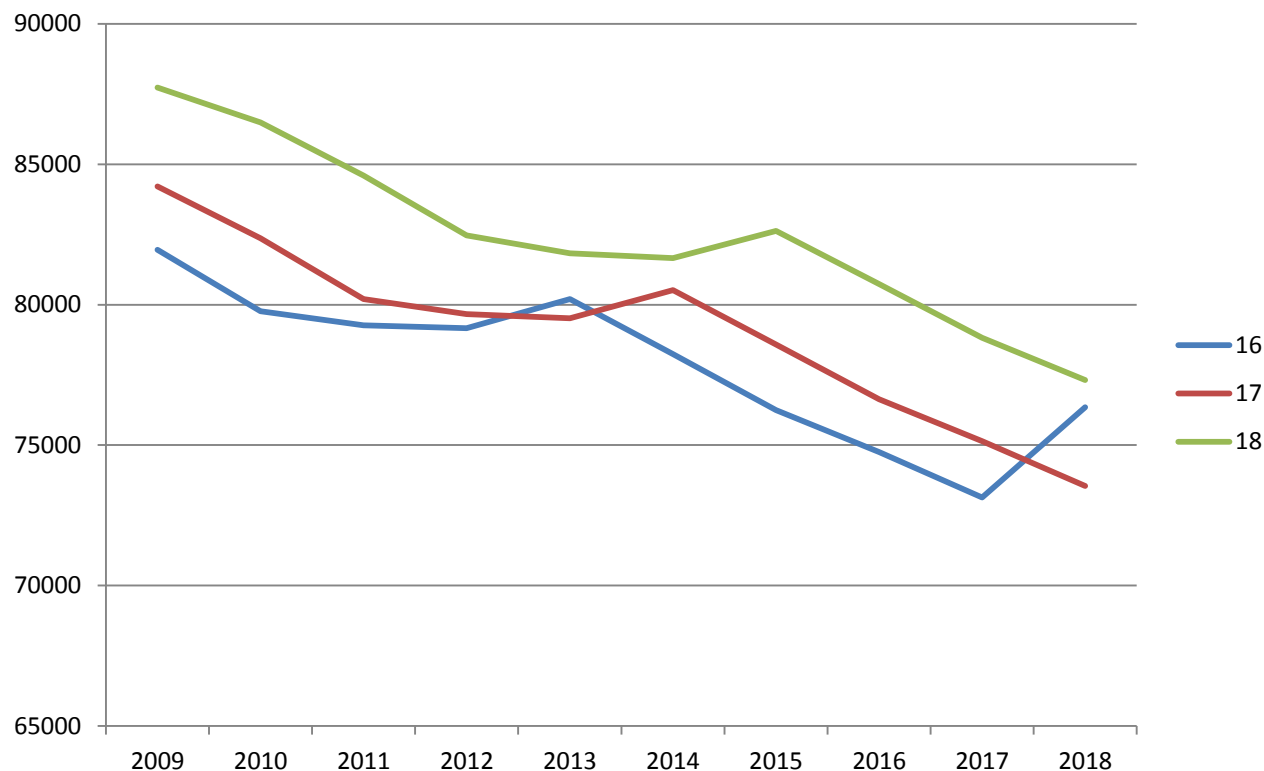


- 12 GFEs within a 10 mile radius
- 147 Feeder schools
- Active liaisons with 43 schools
- Average travel to learn 6.2 miles
- RBK - 11 schools with 6th forms, 2 Grammar schools, 16% KT post code
- SW London - 92 other 6th forms
- 33 new 6th forms planned - 2012 and 2013
- Apprenticeship growth 2011/12, 220 - 560

September 2011 recruitment target
2880 - enrolled 3007
3% attrition - 1st Nov
£31 million - £150K marketing budget



London ONS population projections for 16, 17 and 18 year olds: 2011 - 2018





What the Apprentices say

BAA/Thames Water - 5A* - C requirement

- 36 Apprentices
- 18 had tried A levels
- 2 Graduates



‘My school didn’t allow colleges in’

‘My teachers knew nothing about apprenticeships’



‘ I was told about A levels and my parents agreed so why would I question the decision ’

‘My parents wouldn’t let me do a vocational qualification because they didn’t understand them - now they’re angry as I wasted 2 years of my life’



‘I was told about this apprenticeship by a friend who was on one - everybody at school thought I was mad’

‘I’m just relieved I’ve got a job and a future!’



The challenge

- Awareness of the range and extent of vocational progression opportunities post 16 is poor!
- The demise of the Connexions service will only worsen the IAG problem
- DfE Universal Careers Statutory Guidance -how will this be implemented.
- Greater freedoms - new 6th forms



Accountability?

Student Recruitment and Retention Recruitment or IAG?

What is Success?
Achievement?
Attainment?

- Right initial assessment and IAG
- Right course
- Right support
- Right outcome

“Right Progression”



Working with Schools



Compete or Complement?

“Success” - for whom
Individuals or Institutions?



“Sustainability”

“Value Creation”



Relationship building with all stake holders

Never accept “No”



Building sustainable relationships with Schools



Who to talk to:- Local agenda!



- Borough teams, 14 - 19 Steering, Strategy groups, Sub committees - RPA, NEETs, Success .

“Linearity - Impacts”



- Secondary Heads Forum - greater freedoms?
- Borough meetings 14 – 19 practitioners,
- Heads of Year 13, 12, 11 & 10,
- Future - Heads of Year 9, 8 & 7
- Subject Heads - really positive!



These staff want real solutions for real people!



Apprenticeships in the Post Connexions era



Debunking the myths



Historical perception
Apprenticeships - weaker students
“The more practical”



Who with?

Year 9, 10 and 11

School Teachers - how many teachers did an
apprenticeship?

Parents

Employers



“A level default”



What's the message ?

IAG for Teachers, Parents and Employers



- Apprenticeships at all levels - cherish this!
- Theory and Practice - debunk the myth!
- Over 200 frameworks - most areas of employment
- Not for academic 2nd class citizens
- Level IV Opportunities
- Earn while you learn V Degree - £50K debt
- Context - Graduate Unemployment
- Great futures - Great Careers



Daniel Frazer HR Manager



 KINGSTON
College

The Times Education Supplement
Friday 20th February



'The right choice for me'

APPRENTICESHIPS IN colleges can be a route to some of the top jobs, as Daniel Fraser (right) found out. As an 18-year-old, he turned his back on university and took an apprenticeship at Carshalton College in Surrey. Now, 13 years later, he has risen to become its director of human resources.

Mr Fraser said: "I had finished A-levels, and there was that choice about going to university or doing something where I could get a job and start my career. It [my apprenticeship] gave me the chance to be able to get on and earn some money. I had friends who were going to university and I think they probably felt a bit jealous.

"Following completion of their studies, some of them found it quite difficult to get into the professions they wanted to go into. I was gaining experience while continuing to do bits and pieces of professional development. It was the right choice for me."

Mr Fraser said he felt he would probably have chosen the wrong course if he had gone to university. At the time he was interested in taking business studies with chemistry or biology, but said he had no idea what job that could lead to. The apprenticeship, on the other hand, gave him practical experience of a number of roles.

"It was quite generalised, so I got exposure across many different areas, human resources, payroll and so on. Quite quickly, I took more responsibility and progressed through the levels of HR," he said.

Despite more than a decade working at the college, in Sutton, south-west London,



Mr Fraser said the job has continually presented new challenges.

"Moving from apprentice to HR director has been about five or six stages, so there have always been new opportunities. I would hope it's a good advertisement for the college: we are able to recruit students, showing as an employer we are committed to apprenticeships and to promotion and personal development of staff."

After a period of decline in the numbers of apprentices recruited, the college is aiming to increase them again in line with the Association of Colleges' aims.

Mr Fraser said colleges should do more to promote opportunities they offer, since most students are unaware that colleges offer jobs with training, as well as courses.

"I stumbled across my apprenticeship. I didn't have any specific careers advice.

"Historically, there is this perception that apprenticeships are for engineering, electrical installation... and not necessarily some of the more professional fields like HR or accountancy."

Employers



John Guest®



Overcoming the barriers



The practicalities

Promotion, IAG, interest, passion

Find an employer - forget it!



“EEZ”

“Employment and Enterprise Zone”

Employment advisors

Employability training

Work placements

Develop skills

Develop links

Enhanced progression





Value Creation



- High quality, holistic and impartial IAG
- Joined up thinking in the interests of individual students, not institutions & league tables
- Innovative curriculum development
- Joint delivery
- RONIs & associated interventions
- NEET interventions
- Vocational teaching links, expertise & mentors
- Vocational Progression Accords
- “Aim Higher” to embellish success rates

“RBK Opportunities Pack”



RBK Opportunities Pack



- Pan Borough Publication
All Entry Level, Level 1 & 2 courses and the associated providers in one publication
- All apprenticeship opportunities promoted
- Schools to identify any year 11 students who they consider to be “At Risk” of not achieving at least 5 A* - Cs including Maths and English”

“Overlooked middle”

- Opportunities Pack issued by tutors in One to Ones
- Taster sessions offered to all cohorts
- Opportunities Pack sent to parents of “At Risks”
- Opportunities Pack sent to all NEETs and parents



Value Creation

- Statutory duties & tracking requirements
- DfE Universal Careers Statutory Guidance

Demise of Connexions

Staff development offered to all local schools on the QCF and the new opportunities that exist - apprenticeships



“Apprenticeships these days are the bees’ knees!!”





KINGSTON
College



Richmond upon Thames College



Ealing, Hammersmith
& West London College

More than a college...



William Morris
Sixth Form



ESHER COLLEGE



West Thames
College London



south thames
college



incorporating Merton College

Brooklands College

CROYDON™
COLLEGE



Year 11 – The world is at your feet!





Embrace it and good luck!

