

Processes to Encourage Learner Progression into HE (Modelled on the Learner Journey)

This document offers advice about how to maximise awareness of HE on the part of Apprentices., employers and college staff. It approaches the question on a stage-by-stage basis, building on existing activities which are already part of the college year. (Recruitment, Induction, etc.)

If you have any comments or would like to discuss the check list, please contact Cathy Hough at Grimsby Institute of FE and HE, houghc@grimsby.ac.uk.

Key: 14-16 Year olds = **YA**, Apprentices = **A**, Advanced Apprentices = **AA**, All programmes = **All**

Recruitment & Initial Assessment

Train all WBL delivery and support staff in HE progression routes. (Institutions to access free bespoke HE progression training at GIFHE ON 17/12/10 or can use resources that will be disseminated following the session, or existing resources available via Aimhigher website or our project section of the HE Academy website). (All)

Instruct all frontline staff (Employment Officers, Training Officers or whoever undertakes learner engagement at your institution) that learners must receive CEIAG during their initial interview, with HE discussed as a possible progression route, whilst also managing individual learner expectations, (All).

Review and update all WBL marketing materials to ensure that they reflect “Work Based Learning and Beyond”, (A, AA).

Undertake CEIAG with all employers, both new and existing, to ensure that they are aware of HE as a viable progression route. Staff must manage employer expectations, e.g. what opportunities do individual job roles or the scope of the business offer in relation to HE progression? Additional information can be provided through steering group meetings, awards events, employer events and marketing literature. Progression can also be discussed at regular contractual on site reviews, (All).

Undertake CEIAG with parents of learners, to ensure that they are aware of HE as a viable progression route. Additional information can be provided through marketing literature and any events that parents are invited to attend, (All).

Induction

During an Institute Induction:

- The presentation to learners should include details of progression opportunities to HE. (Resources/ slides are available via our project section of the HE Academy website). - All
- Literature should be made available about specific institute services relating to HE, (finance, support, key contact people etc.) –A, AA
- Any handbooks given out should include reference to HE progression, including key contact people at your institution. = A, AA

Teaching, Training, Coaching & Learning

Discuss Apprenticeship progression routes into HE with all learners. (All)

Where possible, offer learners an appropriate programme of study as preparation for progression into HE, either as a stand-alone course or embedded within the final year of the Advanced Apprenticeship. (Step In resources are available via the Aimhigher website or via our project section of the HE Academy website.) Where learners are exempt from key skills, wherever possible, and where appropriate they should be engaged in HE specific progression activities whilst peers are in key skills classes. (AA)

Build relationships between WBL frontline staff, delivery staff and HE practitioners. (All)

Facilitate access by Apprentices/Advanced Apprentices to financial support and information relating to progression. (A, AA)

Facilitate enrichment activities for Advanced Apprentices that give them access to HE related career progression information, e.g. visits to employers who support/ have benefited from HE, Institutions that offer HE. (AA)

Offer CEIAG midway through the Advanced Apprenticeship to review the aspirations and goals of learners. Review the feedback to find out whether HE progression routes are starting to feature prominently in learner plans, and also to ascertain where the learner has got the information from, i.e. are the new processes put into place as a result of the project taking effect or are learners getting information from other sources? (AA)

Carry out learner and employer surveys to ascertain the success of the new processes. (A, AA)

Bring in former Apprentices/Advanced Apprentices who progressed to HE to discuss with learners how they got to where they are and the steps involved. (All)

Ensure provision is available to offer Advanced Apprentices higher level key skills, (L3) when this is essential to facilitate their progression onto an appropriate HE course. (AA)

Assessment & Reviews

Incorporate questions about HE progression into the Apprentice/Advanced Apprentice review document. (A, AA)

HE progression to be discussed by the Institution representative during tri-partite reviews with the learner and the employer. (A, AA)

Audit completed reviews for evidence of meaningful discussion and evidence that new processes are effective. (A, AA)

Ensure that HE progression literature is disseminated to all learners, not just those who come into the Institution on a regular basis. (All)

Achievement

Regularly review HE progression data by occupational or SSA1. Disseminate results to relevant staff, managers and SMT. (AA)

Senior Management to champion and support HE progression by discussing the opportunities available to learners at awards ceremonies and events celebrating success. (All)

HE marketing stands, staff and literature should be made available at awards events. (All)

Institution newsletters should celebrate achievement and progression. Successful learners and their HE progression plans could be described in detail with relevant quotes, including where others can access relevant information. (All)

Include questions relating to HE progression in Exit Interviews. (A, AA)

Audit completed exit interviews for evidence of meaningful discussion and evidence that new processes are effective. (A, AA)

Frontline staff who have had regular contact with Apprentices or Advanced Apprentices should write to them or telephone them after they have left to discuss what their future plans are if they are undecided having achieved their framework. (A, AA)

Audit feedback from written or telephone contact, as described above, for evidence of meaningful discussion and evidence that new processes are effective. (A, AA)