



Progressing the Vocational Learner: Advancing the Apprentice into HE

Organised by the London Lifelong Learning Networks: Linking London, South East London and West London Lifelong Learning Networks.

Monday 23rd February 2009

Notes from Development Session 3

DEVELOPING A PROGRESSION ROUTE FOR THE APPRENTICE

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Additional Comments/Points raised in Workshops

- The Step-In to HE project was developed to avoid study fatigue
- At the time the project was developed the University of Bolton was the only university in the area to validate short courses
- Giving learners a taste of HE Skills helps grow the aims of the project
- 3 key areas identified for course content: research skills, personal development planning and writing techniques for success were identified as transferable Higher Level skills which could lead to success in HE but are also relevant in the work place. These 3 key areas were not specific to subject areas but learners did have freedom to choose relevant progression routes
- The project tried to choose active methods of development and assessment i.e. portfolio covering all 3 study areas plus a log for Personal Development which allowed learners to explore their own progression
- There have been a variety of progression routes such as: Administration, Customer Service, IT, Motor Vehicle, Construction, Hair and Childcare, but this year more occupational groups e.g. construction. Some of these groups carried out the Step-In Module while doing their Advanced Apprenticeship while others had just finished their AA
- The project was trying to reach a group not reached before and used a number of methods including mail-out, phone calls and face to face, the latter of which was the most time consuming but successful method of recruitment

- So far delivery has mainly taken place in the evening (which is likely to work best) but some are delivered in the day
- Different methods of delivery were considered such as E-learning and Flexible Learning but face to face helped to build learner confidence.
- Progression rates from Advanced Apprenticeship to HE is about 2-4% Nationally but the Progression rate from those learners taking the Step-in module is approximately 22%
- It was felt that a General Business and Management course provided a good L4 route for a number of learners e.g. Hair & Beauty learners could use this to run a Salon or become self employed. It therefore opened up a number of opportunities
- The best time to attract learners seems to be the second half of the academic year as many Apprentices are coming to the end of their framework. However this doesn't always work well with FE Colleges who are geared up for September starts
- One of the biggest problems can be within FE institutions where learners do not come into contact with HE Contacts in their institution. If providers have L4 progression routes they should target them to towards AA learners in their institution rather than going elsewhere
- The report published can be uploaded from the website and has established a new framework of activity for AAs
- NVQ 3 to 4 – and looking to APEL NVQ4 into some Fds
- Financial incentives are an issue
- At the moment the Step-in Module is mainly free standing until they are built into PAs
- Issue about data on how successful this has been to prepare learners who went into HE. To find this out funding would be needed to follow it through

Q: How does the credit issue fit into where the Apprentices progress, e.g. Automotive?

A: GMSA said they had tried to personalise their approach e.g. use of Progression Agreements

Q: Is anything being built into the programme to help learners progress?

A: This was carried out by directing the learners to IAG contacts and using the support of Course Tutors.