

How to Move Learners Towards Degree Apprenticeships

We are

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DANCOP is a partnership of universities and colleges from across Derbyshire and Nottinghamshire.

In 2019/20 we have the ambition to work with just under 7000 young people, working in 78 schools across the region.

Discussion

What are the barriers in your local area which prevent learners aspiring to, and accessing, degree apprenticeships?

Theory of Change

SITUATION PROBLEM	INPUTS	OUTPUTS		CAUSAL MECHANISMS	OUTCOMES/IMPACT		
		ACTIVITIES	PARTICIPATION		SHORT TERM	MEDIUM TERM	LONG TERM
<p>Young people do not understand the choices available to them including the different progression routes, courses and institutions. Young people are not able to identify the best pathway for them. (Reay, David & Ball, 2005)</p> <p>Young people do not understand how to apply to higher education and may be unable to make a successful application. (Practitioner experience and school staff feedback; CFE, 2018).</p> <p>Young people do not understand what higher education is, or recognise the personal benefits of attending. (Appadurai, 2004)</p> <p>Apprenticeships are the moment are not attracting a high proportion of disadvantaged learners (OfS, 2019)</p> <p>Apprenticeships are not often seen as a higher education route that learners from all backgrounds can take. This shows a lack of understanding/awareness of apprenticeships and specifically higher and degree apprenticeships. This is the case for parents/careers as well as learners (OfS, 2019)</p>	<p>DANCOP staff</p> <p>Time</p> <p>Materials</p> <p>Resources</p> <p>Secondary schools</p>	<p>Learn to Work – higher education DANCOP programme</p> <p>OfS Core Activity:</p> <ul style="list-style-type: none"> Information, Advice and Guidance <p>EWMPREP Activity Type:</p> <ul style="list-style-type: none"> Workshop 	<p>NCOP target learners</p> <p>DANCOP staff</p> <p>School staff</p>	<p>US research has shown that 'Black box' approach to intervention has positive effects on increasing post-16 and higher education enrolment for learners from disadvantaged backgrounds (Harvill et al. 2012; What Works Clearinghouse, 2006).</p> <p>Social and cultural capital are critical to attainment and progression (Bourdieu, 1985). Industry visits and contact with those in HE support the development of social and cultural</p> <p>Learners are more likely to have increased engagement with experiences delivered in different and stimulating environments (Bourdieu, 1985).</p> <p>Individual aspirations and motivations are major drivers for HE participation (See et al, 2001; Torgerson et al, 2008).</p> <p>Inspirational talks, letters and mentoring can be effective in increasing participation in HE (What Works Clearinghouse, 2006).</p> <p>Learners need high –quality information and advice to make informed decisions about their future. E.g. advice about how employers see qualifications, Support with applications, encounters with employers etc. (Department for Education, 2017). This in turn means that information, advice and must be increased</p>	<p>Increased awareness of 'alternative' higher education pathways</p> <p>Demonstrable increased awareness of the benefits of higher education.</p> <p>Increased awareness of higher and degree apprenticeships application process.</p>	<p>Learners actively seek out knowledge on higher and degree apprenticeships</p> <p>Learners use appropriate resources to find accurate information on progression routes</p> <p>Increase aspiration towards higher education</p>	<p>Increased applications/ progression to higher education.</p>

	Line of Enquiry	Indicator	Source of data	How measured/collected	Analysis
	Short term				
1	Increased awareness of 'alternative' higher education pathways.	Learners demonstrate they are aware of different routes into higher education away from the 'traditional' route.	Learners Delivery staff School staff	End of programme surveys Staff Debrief and Peer Observation forms School staff comments and feedback	Qualitative Quantitative
2	Demonstrable increased awareness of the benefits of higher education.	Learners demonstrate awareness of the benefits of higher and degree apprenticeships on their progression.	Learners Delivery staff School staff	End of programme surveys Staff Debrief and Peer Observation forms School staff comments and feedback	Qualitative Quantitative
3	Increased awareness of higher and degree apprenticeships application process.	Learners demonstrate an awareness of the application process for higher and degree apprenticeships.	Learners Delivery staff School staff	End of programme surveys Staff Debrief and Peer Observation forms School staff comments and feedback	Qualitative Quantitative
	Medium term				
4	Learners actively seek out knowledge on higher and degree apprenticeships.	Learners actively seek out correct information on higher education courses to support their own progression.	Learners School staff	Focus Groups, surveys, personal tutors focus groups, case study, verbal teacher statements	Qualitative
5	Learners use appropriate resources to find accurate information on progression routes.	Learners demonstrate the use of appropriate resources where to find relevant information on higher and degree apprenticeships	Learners School staff	Focus Groups, surveys, personal tutors focus groups, case study, verbal teacher statements	Qualitative
6	Increase aspiration towards higher education	Learners demonstrate an increase in aspiration towards higher high education	Learners School staff Parents/carers	Focus Groups, surveys, personal tutors focus groups, case study, verbal teacher statements	Qualitative
	Long term				
7	Increased applications/ progression to higher education.	Increased number of applications to HE level study.	EMWPREP Database tracking data	EMWPREP Database tracking data	Quantitative

The Programme

Week one

Introduction to higher level apprenticeships supported by apprenticeship ambassadors

Week two

Employability skills and labour market awareness delivered by Enterprise 4 Education (E4E)

Week three

Applying for an apprenticeship supported by apprenticeship ambassadors

Week four

Mock assessment centre delivered by DANCOP staff

Final session

Visit to an employer

Outcomes



Discussion


How to move learners onto degree apprenticeships



What are the barriers in your local area which prevent learners aspiring to, and accessing, degree apprenticeships?

What are your next steps?





Thank you
Any questions?