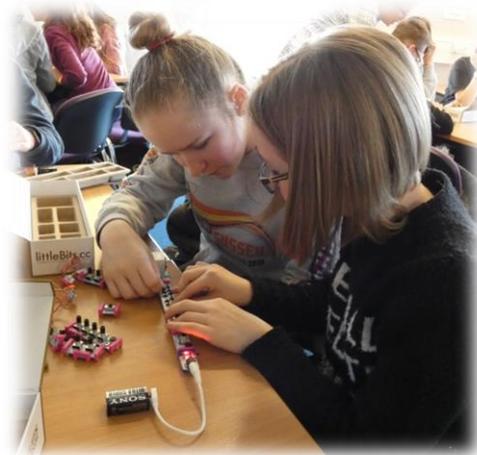

Progress

Evaluation Report November 2017

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Employability and Skills



PROGRESS, EVALUATION REPORT

NOVEMBER 2017

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OVERVIEW OF PROGRESS

Progress is a partnership project led by East Sussex County Council on behalf of Skills East Sussex, which was submitted to The Careers and Enterprise Company's Investment Fund in 2015. The bid was successful and £200,000 of funding was secured with over £120,000 committed by ESCC and partners as match funding.



Progress ran from 1st April 2016, to the 30th September 2017. The project had five main aims, and a range of delivery activities contributed to one or more of these aims:

- Improve the uptake of Apprenticeships in East Sussex
- Improve the uptake of STEM Subjects at A-Level
- Reduce the number of NEET young people in East Sussex
- Improve access to work experience opportunities
- Help young people become ready for work

The project partnership included delivery from the following organisations:

- East Sussex County Council
- Love Local Jobs
- Medway Youth Trust (Youth Employability Service)
- Apprenticeships in Sussex (Sussex Council of Training Providers)
- STEM Sussex
- Sussex Community Development Association
- Horizons Community Learning

SUMMARY OF PROJECT OUTCOMES

Progress hugely exceeded overall project targets. It worked with 11,904 young people from Years 7 to 13 in East Sussex, with over 3819 of these students taking part in STEM encounters.

Some aspects of the project were hugely successful, greatly over delivering on targets and realising extremely positive outcomes for young people. For example 220 young people were supported to move into an Apprenticeship as a result of the Progress programme and 3150 young people had the opportunity to undertake a week of work experience.

There were some activities that proved difficult to realise due to external development and national policy changes, specifically changes to the Apprenticeship policy and the funding of competing initiatives by the DWP via European Social Funding. This was unfortunate as they were activities that were potentially life changing for participants, such as our work readiness programmes for NEET young people.

On average, Progress activities over delivered against targets by 17%, and the project as a whole reached 4404 more young people than predicted.

Activity	Achieved	Target	Percentage complete
WEX CPD for school leads	100	90	111%
Bespoke WEX Placements	185	240	77%
Open Doors	152	300	51%
Year 10 & 11 WEX Placements	3150	1800	175%
Apprenticeship Awareness Sessions	2443	1110	220%
Apprentice Ambassador Training	42	60	70%
Bespoke Support into an Apprenticeship	220	210	105%
Work Readiness	109	140	78%
STEM CPD employer networking sessions	79	60	132%
In School STEM days	1511	900	168%
STEM University Lectures	313	600	52%
Mini STEM Competition	145	120	121%
Big Bang events	1850	1500	123%
Support and guidance for pre-NEET	1202	748	161%

37 of the 38 schools in the County were actively involved in Progress as the following table demonstrates:

School Details		Progress Activities delivered at Schools				
No.	School	WEX (Bespoke & Yr. 10- 11)	Open Doors 2016	Apprentice ship Awareness Sessions	Transition Support	East Sussex STEAMfest
1	Ark Helenswood Academy	✓		✓	✓	✓
2	Ark William Parker Academy		✓	✓	✓	✓
3	Beacon Academy	✓			✓	✓
4	Bexhill High Academy	✓	✓	✓	✓	✓
5	Chailey School	✓		✓	✓	✓
6	Claverham Community College	✓		✓	✓	✓
7	College Central (SN)				✓	✓
8	Cuckmere House School (SN)			✓	✓	✓
9	Gildredge House (SN)	✓				✓
10	Glyne Gap School (SN)					
11	Grove Park School (SN)				✓	
12	Hailsham Community College	✓		✓	✓	✓
13	Hazel Court Special School (SN)	✓	✓			
14	Heathfield Community College	✓		✓	✓	✓
15	King's Academy Ringmer				✓	
16	New Horizons School (SN)	✓			✓	
17	Peacehaven Community School	✓	✓	✓	✓	✓
18	Priory School	✓	✓	✓	✓	✓
19	Ratton School Academy Trust		✓	✓	✓	✓
20	Robertsbridge Community College	✓		✓	✓	✓
21	Rye College	✓		✓	✓	✓
22	Rye Studio School	✓		✓	✓	✓
23	Saxon Mount School (SN)		✓	✓	✓	
24	Seaford Head School	✓		✓	✓	✓
25	Seahaven Academy	✓		✓	✓	✓
26	St Catherine's College	✓		✓	✓	✓
27	St Mary's School Horam (SN)			✓	✓	✓
28	St Richard's Catholic College	✓	✓	✓	✓	✓
29	The Causeway School	✓		✓	✓	
30	The Cavendish School	✓		✓	✓	✓
31	The Eastbourne Academy			✓	✓	✓
32	The Hastings Academy	✓		✓	✓	✓
33	The Lindfield School (SN)				✓	
34	The St Leonards Academy	✓		✓	✓	✓
35	Uckfield Community Technology College	✓		✓	✓	✓
36	Uplands Community College	✓		✓	✓	✓
37	UTC@harbourside	✓			✓	
38	Willingdon Community School	✓		✓	✓	✓

Over 1601 businesses were engaged in delivering Progress, with the vast majority of these through work experience (WEX) placements. The following businesses and employers were engaged in other activities such as Open Doors and STEAMfest:

Employers in Progress (non WEX) - by Sector	
Business	Sector
Cheesmurs & Sons Building Contractors	Construction
Marshall-Tufflex	Construction
East Sussex Highways (Costain, CH2M)	Construction
Rampion Offshore Wind Farm	Construction
Ashdown Audio Visual	Creative and Digital
Corina and Co	Creative and Digital
Little Green Pig	Creative and Digital
Pi-Top	Creative and Digital
The Towner Art Gallery	Creative and Digital
Creative Space CIC	Creative and Digital
Exploring Senses CIC	Creative and Digital
Airtrace Sheet Metal Ltd	Engineering and Advanced Manufacturing
Drallim Industries Ltd	Engineering and Advanced Manufacturing
Interface Precision Engineering & Manufacturing	Engineering and Advanced Manufacturing
Paxton Access Ltd	Engineering and Advanced Manufacturing
Torr Scientific	Engineering and Advanced Manufacturing
Surrey Nano Systems	Engineering and Advanced Manufacturing
UHV Design Ltd	Engineering and Advanced Manufacturing
Edwards (vacuum engineering company)	Engineering and Advanced Manufacturing
General Dynamics UK Ltd	Engineering and Advanced Manufacturing
Institution of Engineering and Technology	Engineering and Advanced Manufacturing
JBA Consulting	Engineering and Advanced Manufacturing
Marshall Tufflex Ltd	Engineering and Advanced Manufacturing
Photek Ltd	Engineering and Advanced Manufacturing
Weald Technology Ltd	Engineering and Advanced Manufacturing
East Sussex County Council	Government and Public Sector
Hastings Borough Council	Government and Public Sector
UK Army	Government and Public Sector
NHS	Government and Public Sector
Rathfinny Wine Estate	Land Based
South Downs National Park	Land Based
Horlock Holdcroft Financial Consultants	Professional and Business Services
The Work People	Professional and Business Services
Freedom Leisure	Visitor Economy
The Grand Hotel	Visitor Economy
The Source	Visitor Economy
The View Hotel	Visitor Economy
East Sussex Reptile and Amphibian Society	Visitor Economy

OPEN DOORS 2016



DESCRIPTION

Open Doors provided 159 year 9 students from nine schools in East Sussex the opportunity to visit employers across the county. Over 40 employers agreed to accept visits from schools as part of the project, with 18 of those employers receiving visits.

A typical visit included:

- a talk about what the businesses / organisation does
- a tour of the employer's site
- the opportunity to speak to staff members in a variety of roles within the company
- A hand's on activity

The activity, aimed to enable young people to:

- Experience the workplace;
- Increase their awareness of different job roles;
- Be informed about their GCSE study options

EVALUATION

We received 56 student evaluation forms back from schools, 3 schools provided unsolicited feedback on the project, and nine employers completed an evaluation survey. Of those that responded to the evaluation:

Students: (55 student responses)

- 76% of students felt more positive about their future after participating in Open Doors
- Many participating companies were STEM focused. Students indicated that they were more likely to choose subjects based on Maths (62%) and Science (51%) as a result of taking part in the project

Employers: (9 employer responses)

- 85% of employers enjoyed the experience of participating in Open Doors
- 100% of employers agreed that students remained interested during visits
- 71% of employers said they would definitely take part in Open Doors again

LESSONS LEARNED

- Health and Safety – Employers can be apprehensive at the prospect of young people visiting their site, especially if they have not had young people visit before. Engineering and Construction firms were more comfortable with visits as they are typically more aware and

familiar with health and safety requirements. Conversely, office-based and creative and digital businesses required more support in the development stages, as the need for risk assessments for example, was unfamiliar.

- Employer availability – Employers are not always able to commit time in advance due to business pressures. The set timetable was difficult for them to manage and in future, a more flexible approach, allowing the school and employer to agree a date and time for the visit, will provide greater flexibility.
- School Senior Leadership support – It is important to ensure that schools have the buy-in and approval of their head teacher and senior leadership teams, cancellation of school visits are more frequent where this is not the case.
- Guidance for schools – Poor preparation by schools often led to visits being cancelled. In future, schools need detailed and specific guidance on how to participate in Open Doors, and the processes to follow when undertaking visits.

FEEDBACK FROM PARTICIPANTS

EMPLOYERS:

The visit went very well with young students very engaging, asking lots of sensible questions

The young people seemed to enjoy themselves as did our staff; they were well behaved and participated in all activities.

SCHOOLS:

In general it was a fantastic opportunity and was very worthwhile.

The Open Doors project was a really good insight into the world of work and we were very pleased that we took part.

STUDENTS:

[I am more positive about my future]... Because I saw different job opportunities and felt eager to get working

I feel positive about my future because now I know how things work in industries and it helps me make decisions of what I want to take for GCSE

It was fun and enjoyable. I also want to do trips like this to help me with my careers more.

WORK EXPERIENCE CPD FOR SCHOOLS



DESCRIPTION

Continuing professional development (CPD) days on work experience were delivered between November 2016 and June 2017. The first days worked with school CEIAG leads and Enterprise Advisers, growing their understanding of planning careers activities. Later days involved the Enterprise Advisers (EA's) running sessions for the CEIAG leads about careers in their industry and about employability skills. These days have been hugely successful and school CEIAG leads and EA's have benefitted from being together in a neutral space to discuss and plan. Content of days delivered is outlined below.

Day 1 – November 2016

- Embedding the Gatsby benchmarks in to curriculum and mapping provision to the national Career Development Institute (CDI) framework
- EAs and schools attended the day and talked through how they can utilise EA support to meet the benchmarks and meet enterprise criteria from the framework
- Showcase of EA work in schools during the first year of the network, careers leads and EAs sharing their experiences and answering questions.
- EA award ceremony with presentations by Nus Ghani, MP and Cllr Bennett, Leader Education and Skills, ESCC

Day 2 – March 2017

- Use of Labour Market Information (LMI) and resources
- Employer engagement activity and setting up alumni networks to inspire
- How to prepare for work experience (WEX) and how to debrief participants following WEX Apprenticeship Levy reforms

Day 3 – June 2017

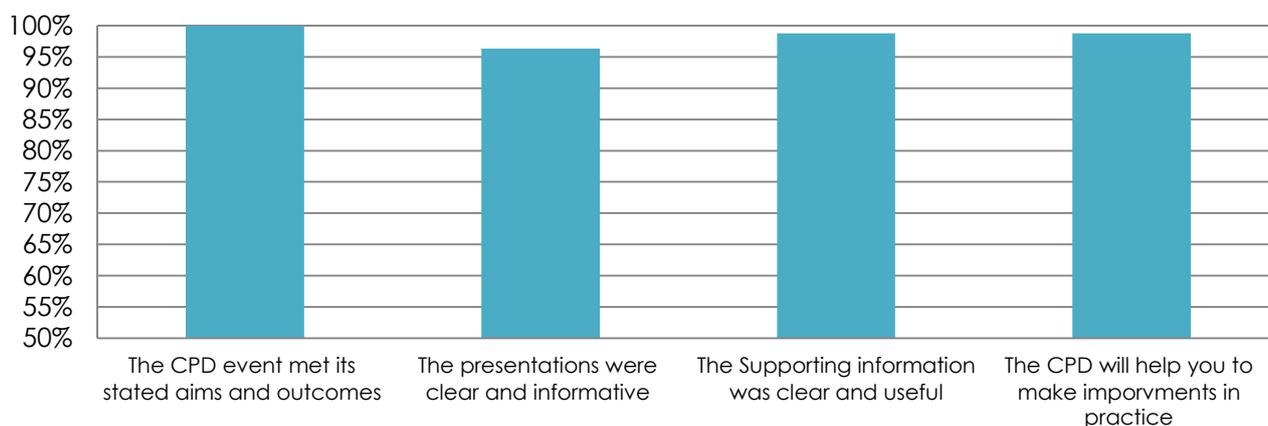
- Working strategically with EAs – session around breaking down aims and objectives, utilising support and planning resources, achieving success in careers
- Modern day recruitment and interview skills – session run by three priority sector EAs focused on their industries, how they recruit, where they advertise, what skills and attributes they look for and what the current picture is like recruiting from East Sussex
- Supporting transition for vulnerable young people – encouraging schools to ensure that all LAC (looked after children) those at risk of NEET are provided with support to achieve

EVALUATION

Evaluations were completed after each session, which contained questions on quality of the CPD sessions, and an evaluation of each topic covered.

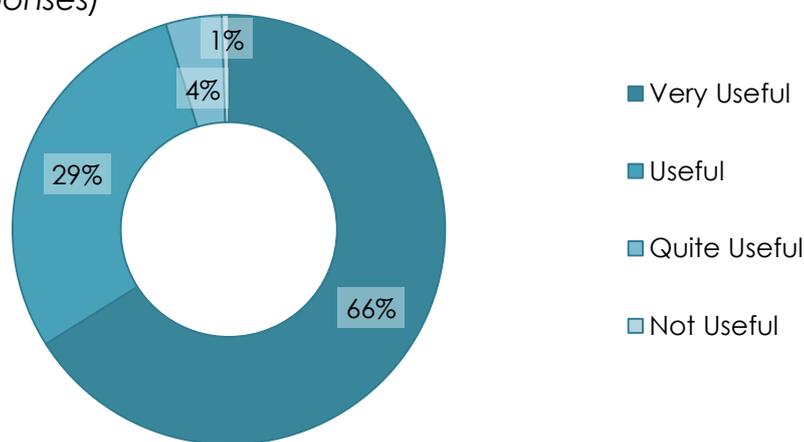
The sessions received great feedback with 100% of respondents agreeing that the sessions met their stated aims. Over 96% of people thought that the presentations were clear and informative, and 99% agreed that the supporting information was clear and useful. Encouragingly, 99% also responded that the CPD would help them to make improvements in their practice.

Combined Evaluations; % of responants answering Agree or Strongly Agree (78-80 responses)



The evaluation forms also asked participants to note how useful each section of the CPD sessions were. 95% of respondents thought that sessions were useful or very useful, with 'integrating careers into subject areas', 'resources for engaging employers and alumni', and 'modern day recruitment' considered to be the most useful sessions.

Combined Evaluations; how useful was each section of CPD Sessions? (78-81 responses)



Participants were asked:

What improvements (if any) would you suggest for subsequent CPD events?

- More explanation of some of the language used to none teaching professionals, to help us understand more
- The opportunities for discussion on the tables was useful
- Even more variety of employers, and the key local employers to offer further advice on job applications, interview expectations; perhaps with examples of interview tests?

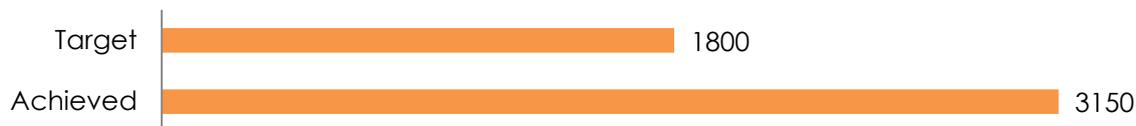
How are you planning to ensure that this CPD has an impact in your establishment?

- Plan some careers lessons in some subjects.
- Making sure I have a proper de-brief for year 10 after
- Use Enterprise Advisor Network to get wider range of Employers/Companies into school - more school/employer engagements/interactions

What items would you like to see as part of future CPD sessions?

- Continue to be given updates of education strategy
- Session aimed specifically at heads/SLT.
- Feedback to managers re alumni, parent skillset pool.

YEAR 10 AND 11 WORK EXPERIENCE PLACEMENTS



DESCRIPTION

Year 10 and 11 Work Experience (WEX) Placements are an established experience that many East Sussex students undertake. However, reductions in school budgets have led to less schools participating. Progress secured funding to increase the number of young people and schools taking part in week long work experience placements with employers across East Sussex and neighbouring counties.

1772 employers hosted a student on at least 1 week of work experience between April 2016 and September 2017 as part of Progress. These employers were predominately private enterprises but placements were also provided by other organisations such as public sector bodies such as East Sussex County Council, schools and charities.

EVALUATION

STUDENTS

92% of students have a better understanding of what employers require from their employees

64% said their placement had helped them make decisions about what they want to do when they leave school

FEEDBACK:

STUDENTS:

- *You have to turn upon time if not earlier. You need to wear the correct attire but most of all you need to be enthusiastic, friendly and approachable at all times.*
- *In some ways it has made me see that you can combine Art, English and Science in various interesting occupations.*
- *This placement has made me want to get a job. In the coming days I will construct a CV that I will then send to the employer I worked with. It has made me more enthusiastic about getting a job as I enjoyed it so much.*
- *[I enjoyed most]... Experiencing work first-hand and learning about a job I knew nothing about but found it really interesting.*

BESPOKE WORK EXPERIENCE PLACEMENTS



ESCC Bespoke WEX Placements only:



DESCRIPTION

Bespoke work experience (WEX) placements were targeted at students who were at risk of becoming NEET upon leaving school, and were not achieving academically. It was hoped that a bespoke WEX experience would help motivate them at school, choose a career to pursue through work or further study and possibly even help them find work.

Bespoke WEX placements were longer than normal work experience placements offered to school, and were designed specifically around the young people undertaking them.

In order to offer a fair distribution of placements all schools were contacted to advise them of the project details and criteria, and each school was allocated support for six students per school.

Bespoke WEX Placements were also undertaken as part of work readiness programmes.

EVALUATION

PROJECT PERFORMANCE

- 126 students were referred/engaged
- 91 students were placed
- 7 placements were sourced but not taken up
- 28 students withdrew before placements were agreed
- 21 schools had students who were placed as part of the project, young people referred through the Youth Employability Service, Youth Offending Team, Virtual School and ISEND were also placed.
- 87 employers offered bespoke placements

The majority of students involved in the project were referred after being identified as at risk of becoming NEET (53%), placements were also arranged for LAC students (10%) and students with SEN (20%). Overall, 92% of placements were undertaken by students in year 10 or 11.

During the course of the project we engaged 87 employers within the East Sussex area from a wide variety of industries. The majority were small/medium sized employers who were held on the Aspire

database of approved employers.

Where it was not possible to find suitable employers from the database new employers were sourced by 'cold-calling' businesses, and the relevant Health & Safety assessments were carried out. As a result **15** new employers were added to Aspire as approved employers.

CHALLENGES

School/Agency Referrals – Overall schools/agencies made suitable referrals. However, in some instances it was felt that students were referred in order to fulfil the schools/agencies requirements, rather than being students who were motivated to participate. This meant that in some cases students who were placed had poor attendance and lack of commitment due to limited interest in the placement. It was noted that placements that were more successful were often as a result of students who were fully engaged and where schools/agencies had a more robust selection process prior to referral.

School Engagement – There were issues with schools not notifying the project about necessary student absences from their placements (due to exams or other activities). There were also instances when students were unavailable at times that had been agreed for either initial interviews or meetings with potential employers.

Reasons for withdrawing from placements (non-completions) – Students who withdrew from their placements, usually did so in the first few weeks. Reasons given for withdrawing were frequently due to unrealistic expectations on the part of the student, lack of commitment or students finding the placements "boring". One parent withdrew their child from the placement due to a lack of information provided by the school and another chose to home educate their child.

Sourcing employers in certain trades and rural locations – A high proportion of students expressed an interest in working within construction trades, engineering and the motor vehicle industry. Sourcing placements within these areas proved challenging, particularly within the construction trades as a large amount of potential employers were sole traders without necessary insurance. Also rural locations and an inability to travel for some of the students made it difficult to find suitable employers within their preferred area.

CASE STUDIES

Some students were offered the opportunity to undertake Apprenticeships or part time work, after employers were impressed with their attitude and performance on placement. Please see below for a selection of opportunities created as a result of the Bespoke WEX Placements:

David Martin Builders – a new employer, building contractor in the Crowborough area. A small company consisting of David Martin and three employees, David agreed to offer work experience to a Year 11 student from The Beacon Academy who was at risk of NEET. David was so impressed by the student's attendance, attitude and progress throughout the placement that he offered him an Apprenticeship at the end of Year 11. However, the student was keen to attend college to specialise in carpentry but the mentoring and support of the employer was invaluable in helping the student make his decision.

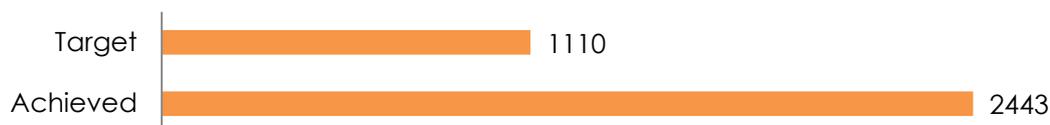
Mac Property Services – a new employer, a general builder sole trader with several sub contracted employees. The employer agreed to offer work experience to a Year 11 student from The Eastbourne Academy with SEN. As this was towards the end of the project the placement was over

a relatively short period of time. However, because of the student's commitment and keen interest he was offered an Apprenticeship which he accepted. We acted as a liaison between the employer and the college to facilitate the Apprenticeship which is due to begin in September 2017.

Bartlett SEAT – Bartlett SEAT is a new employer in the car dealership industry. A medium sized employer who was contacted for a Year 11 (LAC) student from Robertsbridge Community College. SEAT offered the student an Apprenticeship within a very short period of time after being impressed with the student's maturity and obvious interest. SEAT had previously been unsuccessful in recruiting a suitable candidate for the Apprenticeship vacancy. The student began his Apprenticeship immediately after finishing at school and is progressing well.

Part-time employment – A number of students were also successful in securing part-time employment with their employers', all of these students were at risk of NEET and poor school attenders. The employers included hairdressers, two cafés and a skate park.

APPRENTICESHIP AWARENESS SESSIONS



DESCRIPTION

Apprenticeship Awareness Sessions reached 2956 students over 33 workshops aimed at schools in East Sussex. These sessions were aimed at increasing East Sussex secondary school students' awareness of Apprenticeships, giving them an understanding of what an Apprenticeship involves and the opportunities available to progress through different levels of Apprenticeships.

EVALUATION

Evaluation questionnaires were sent to tutors/teachers after events, with six responding and completing the evaluation. Their answers are below:

To what extent did the Apprenticeships presentation / information stand / workshop achieve or exceed the following:

- 100% - Improve knowledge about the different levels of Apprenticeships and Traineeships
- 50% - Develop understanding about the range of Apprenticeships specialisms and pathways
- 67% - Signpost students to where they can find out about and apply for Apprenticeships
- 83% - Demonstrate that Apprenticeships are for a range of genders and abilities
- 83% - Promote a positive image of Apprenticeships

What level of potential impact do you think the workshop might have on the following? (% responding it had a positive impact)

- 83% - The understanding of students who attended
- 83% - The choices made by students who attended
- 83% - The understanding of staff who attended
- 83% - The information staff who attended will present to students

ANECDOTAL EVIDENCE – WHAT WENT WELL?

- Much of this year has been about raising awareness of Apprenticeships with teachers and students. More schools are now engaged in conversation, demonstrated by the number of schools who have already invited Apprenticeships in Sussex (AiS) back to the school next year
- There has been a marked change in the specificity of information that schools are asking for, indicating a greater understanding about what might be relevant for their students

ANECDOTAL EVIDENCE – WHAT DIDN'T GO WELL?

- Schools were not very efficient in terms of administration in booking events. Apprentice Ambassadors (current or former apprentices trained to support such events) needed better

lead in time in order to be released from work to support the sessions.

- The majority of sessions were focused on a general introduction to Apprenticeships, due to the lack of knowledge in schools on the recent Apprenticeship changes. Some students would have benefitted more from more tailored sessions on specific Apprenticeship opportunities.
- Some schools did not provide data about the students attending sessions, or feedback after visits, despite many requests

ANECDOTAL EVIDENCE – IMPACT

- Schools have demonstrated improved knowledge about Apprenticeships and Traineeships at every level
- More year 11's are applying for Apprenticeships than ever before
- Sessions were able to engage a mix of genders and abilities, as opposed to a limited number of students schools consider not able to reach University

LESSONS LEARNED / RECOMMENDATIONS

- Schools need to be engaged earlier in the year with visits built into their IAG calendars. Need to identify with the school/ college what Apprenticeship work they are already delivering in order to add value and to target more Apprenticeship sessions in schools where little work around Apprenticeships is being undertaken. Provide preparatory materials to schools for use with students before the sessions take place. Differentiate the materials and the delivery for different year groups
- Develop more take-away resources with practical step-by-step information, particularly for parents.

APPRENTICESHIP AMBASSADOR TRAINING



DESCRIPTION

Apprenticeship Ambassador Training aimed to train current and former apprentices to become Apprenticeship Ambassadors (AA's), to support Apprenticeship Awareness sessions and other events aimed at raising the number of young people moving into Apprenticeships. The training covered communication skills, confidence and public speaking to help Ambassadors articulate their Apprenticeship journey to young people and parents.

Over the lifetime of the project 41 Apprenticeship Ambassadors have been trained to support events. A further 11 have been unable to get the time off work to attend training, but have supported Apprenticeship events, meaning 52 Ambassadors have been involved in activities as a result of Progress.

EVALUATION

Surveys were completed by those attending the training sessions with:

- 100% rating the content of the training really useful or quite useful;
- 58% of Ambassadors feeling more confident in public speaking;
- 88% rating the trainers as brilliant;
- 94% feeling more confident in being an Apprenticeship Ambassador.

ANECDOTAL EVIDENCE – WHAT WENT WELL?

- AA's were invaluable in workshops and careers days, adding value to the perspectives presented and enabling students to ask questions about real experiences. They were particularly engaged when going back to their old schools.
- Some AA's were well supported by their employers and were extremely passionate about the Apprenticeship programme. This was particularly true for those studying engineering and construction.
- As the year progressed, videos and panels provided other ways for apprentices to share their stories.

ANECDOTAL EVIDENCE – WHAT DIDN'T GO WELL?

- For some apprentices, there was a long period of time between the training and when they were able to attend an event.
- Where sessions were booked by schools at the last minute it proved challenging to get AAs along to the sessions.
- Smaller employers found it hard to release their apprentices, and couldn't always see the benefit to their organisation of nominating their apprentices for training.

- The reforms and changes to Apprenticeship funding and the introduction of the levy and employer contribution had a negative impact on targets due to delayed Apprentice recruitment under the new system.

LESSONS LEARNED / RECOMMENDATIONS

- Need to maintain contact with the AAs after training takes place, throughout the year via the Ambassador network through a regular newsletter and social media.
- As a result of the Apprenticeship reforms and specifically the rule that all Apprentices starting after the 1st May must have 20% off-the-job training, colleges, training providers and employers will see the AA training as more valuable as this will count towards the 20%.
- Apprenticeship Ambassador training can be marketed to Apprentices and employers when they are initially signed up to an Apprenticeship programme with training taking place two or three months later.

WORK READINESS PROGRAMMES



DESCRIPTION

Progress included four work readiness programmes run by four different providers; East Sussex County Council, Medway Youth Trust, SCDA, Horizons Community Learning.

East Sussex County Council and MYT ran pre-Apprenticeship work readiness programmes, designed to help young people secure, keep and be successful in Apprenticeships.

SCDA and Horizons ran pre-traineeship programmes, designed to help young people who were furthest from the workplace into a traineeship, in the hop that they progress onwards from there.

EAST SUSSEX PROGRAMME

DESCRIPTION

East Sussex Work Readiness Programmes were run as part of an introduction to the East Sussex County Council Apprenticeship Programme. The purpose was to prepare applicants for their working future at East Sussex County Council, and if they did not secure an Apprenticeship post, that they left with new skills and experience.

On the week long programme, participants learnt employability skills including how best to present themselves, and the importance of reputations. They were also taught application writing and interview skills, and were supported in a group to complete their applications. Team and planning activities were also involved, helping them to have answers for interview questions asked the following week.

The week ended with participants having the chance to spend days in different teams that were looking to recruit apprentices, gaining valuable work experience and exposure to different roles and environments.

EVALUATION

Of 12 responses to an evaluation of the East Sussex work readiness programme in October 2016, 73% felt prepared or very prepared for work after the week. Responses included:

- The days in different departments within the council were beneficial and gave a good insight into what work was going to involve.
- I felt confident and supported going into my first day of work.
- I knew what I was letting myself in for
- Was looking forward to having a routine
- The week helped me feel more at ease with a work environment, and the three days I spent doing work experience showed me that the people who work here are really supportive.

- I improved my team working skills
- I learnt what 'Procurement' means (the area of work I am currently in) and how to communicate effectively with new people.
- I need to be more confident in myself and my abilities in a work environment. I used to always think I was incapable of keeping up the standards required in a professional environment.
- I think I learned a bit about what it would be like to be an apprentice, e.g. the things we would have to do in the work experience.
- I learned how to approach an interview and how to act within a workplace.

MYT PROGRAMME

DESCRIPTION

MYT were asked to adapt the ESCC model to work with small groups of Apprenticeship applicants and engage with employers to secure placements.

The Head of Youth Employability at MYT worked with individuals from the East Sussex Highways to create a WRP that linked specifically to the Apprenticeship opportunities they were advertising. The two week programme included, 2 days of work experience, a team building outdoor activities day, two days of employability skills and a day of workshops and presentations put together by the employer. A similar programme was developed with the same employer a year later with varying results. Overall the programme led to 14 young people moving into an Apprenticeship with East Sussex Highways in a number of construction and engineering Apprenticeship roles.

However, other attempts to replicate the model with other companies proved futile. The Head of Youth Employability met with the Sussex NHS Trust and Health Education England. However, despite a necessity to take on Apprentices as a Levy payer, the NHS was unable to dedicate any time to supporting the free WRP.

MYT created a further programme that was linked to a number of vacant Apprenticeships in the Eastbourne area and another that focused on social action opportunities and the employability skills that are developed through such work.

OUTCOMES

Over 40 young people took part in the various Work Readiness models developed by MYT and well over 80% of these young people are now in some form of education, employment or training (EET) with around 40% of those in an Apprenticeship.

CHALLENGES AND LESSONS LEARNED

- The introduction of the ESF funded Skills Support for the Unemployed (SSU) contract in 2016 competed for the same end users. This meant that ultimately the programme could not be delivered on target.
- The programme works well when an employer is actively engaged, the training provider tailors provision to meet their needs, when there are real jobs available at the end of the programme and when young people are genuinely keen to find an Apprenticeship role.

BESPOKE SUPPORT INTO AN APPRENTICESHIP



DESCRIPTION

MYT employed two part time Apprenticeship Advisers, to cover the East and West of East Sussex. The Apprenticeship Advisers worked with young people across the county to support them in applying and securing Apprenticeship positions. This included providing young people with information advice and guidance on Apprenticeships, and one to one support with; understanding Apprenticeships, finding Apprenticeship vacancies, and support with applications and interviews.

Joint work with Apprenticeships in Sussex:

Due to previous success in schools MYT regularly combined the Transition support with the Apprenticeship Adviser work. Apprenticeship Advisers attended school parent's evenings and other events after Apprenticeship Awareness Sessions had been delivered by AiS.

This meant young people had the opportunity to hear about what an Apprenticeship was and how it could benefit them. After which the Apprenticeship Advisers then delivered information sessions that outlined exactly how they could support the interested young people.

OUTCOMES

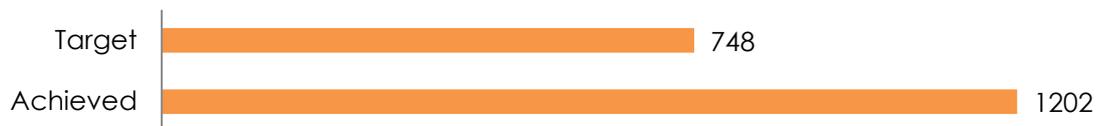
Over 100 young people worked with by the Apprenticeship Advisers were supported into an Apprenticeship. However, this only tells part of the story. The number of young people interested in applying for Apprenticeships has grown massively. Through the use of another aspect of the Progress funding, the Apprentice Ambassadors, we were able to use our own employees to promote the benefits of doing an Apprenticeship.

As some young people, though interested in completing an Apprenticeship, were not capable at that time of successfully navigating such an opportunity the AA's supported these young people to take up more realistic opportunities that could eventually lead to an Apprenticeship.

CHALLENGES

- The Apprenticeship reforms have had an impact on the number of new Apprenticeship opportunities being made available.
- Academic progression targets for schools may lead to young people being steered towards a 'safer' option post-16 meaning that young people who are encouraged to look at the Apprenticeship route are not necessarily those who would be successful as an apprentice.
- More work needs to be carried out with employers to help them support their apprentices.

TRANSITION SUPPORT AND GUIDANCE



DESCRIPTION

Two Transition Coordinators (TC's) were hired to deliver Transition support for year 11 students at risk of being NEET across East Sussex. The Transition Coordinators made contact with all CEIAG leads at secondary schools. From these initial contacts schools put TC's in touch with Heads of Year and Deputy Heads, and they worked together to identify young people at risk of NEET.

The young people identified at risk of NEET were then supported by the TC's with their transitions whether they progressed to college, into an Apprenticeship or employment. Those with a higher level of need were often supported into the academic year or their employment, and occasionally in the transition between year 12 and 13.

OUTCOMES

MYT TC's supported 1202 young people across 35 schools and supporting agencies over 2016 and 2017. Young people referred to the service not only benefited from support through the summer months between leaving year 11 and starting year 12, but they also received support throughout year 12 and year 13 if needed. Some young people supported in the summer of 2016, even came back into the service for much needed further support during the summer of 2017.

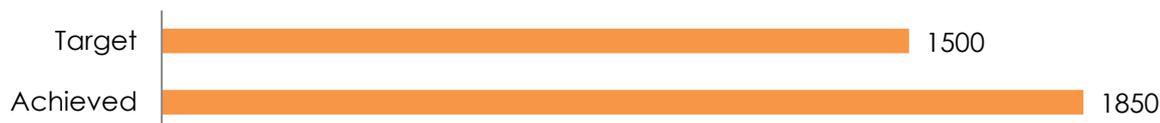
Over 85% of year 11 leavers referred to the Transition Service are currently in some form of employment, education or training. This is a significant achievement, as this cohort is composed of the most vulnerable young people attending schools in East Sussex.

LESSONS LEARNED

- Through this funding we have been able to get into schools much earlier in the academic year. This has allowed for staff to start developing relationships with students at this earlier juncture leading to a higher level of ongoing engagement.
- Schools still need a level of training to help them to identify not just the most obviously vulnerable students at risk of becoming NEET but those who are under the radar. Using a new funding stream MYT are developing this training.
- Schools have an appetite for this type of service. It supports school's attendance and progression targets and is not overly labour intensive for them to be involved in.

EAST SUSSEX STEMFEST 2016 & STEAMFEST 2017

THE BIG BANG



DESCRIPTION

Big Bang events were large employer led events which included demonstrations, hands on workshops and talks, and gave young people the chance to interact with dozens of STEM and STEAM employers, in an effort to inspire them to study and choose careers in Science, Technology, Engineering, Arts and Math's. Students were able to take part in over 50 interactive workshops and stands, where they interacted directly with engineers, designers and other professionals.

The second year saw the introduction of STEAM, with Arts employers joining STEM employers. The workshops focused on how the interplay between STEM and the Arts, showing students that science and art was not divisible.

EVALUATION

Student evaluation forms from The Big Bang @Eastbourne 2017:

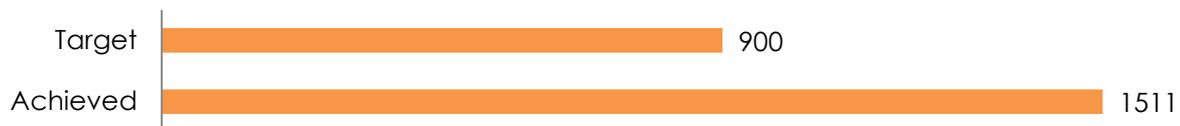
- 71.1% of young people thought the day was really exciting and interesting
- 68.5% of young people felt that maths was important for all careers
- 51.8% of young people felt a career in science would be quite or very desirable
- 50.4% of young people felt a career in technology would be quite or very desirable
- 39.5% of young people felt a career in engineering would be quite or very desirable
- 45% of young people felt a career in maths would be quite or very desirable

TESTIMONIALS

"My favourite part of the day was speaking to the engineers, especially the water defence designers as they were very friendly and helped me to understand the importance of flood defences." Y8 student, Robertsbridge

"It really opened my eyes to the opportunities that STEM careers provide. I loved it!" – Y9 student, Causeway School

IN SCHOOL STEM DAYS – LED BY EMPLOYERS



DESCRIPTION

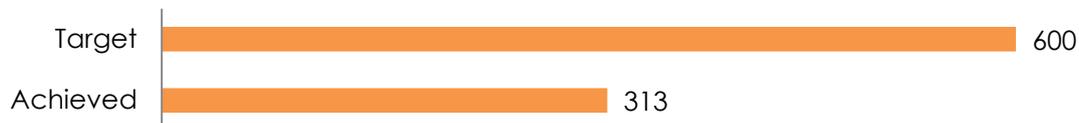
In school STEM days led by employers, saw STEM and STEAM employers visit schools across East Sussex. These days could include demonstrations, experiments and presentations relating to the employers field of work.

TESTIMONIALS

“They all enjoyed it and found it to be useful and challenging. The presenters were knowledgeable, approachable and enthusiastic” – Mike Ball, teacher at Uckfield Community Technical College

“They loved it! [The presenter] was very engaging and was great with all our year 7s” – Angela Brookes, teacher at Seahaven Academy.

STEM UNIVERSITY LECTURES



DESCRIPTION

STEM University Lectures were run throughout East Sussex STEMfest 2016 and STEAMfest 2017. They allowed students to gain an insight into studying STEM at University by experiencing a taster lecture from a real STEM lecturer from the University of Brighton.

TESTIMONIALS

“The day was very good, thank you for organising it” – Mr Pert, Uplands CC

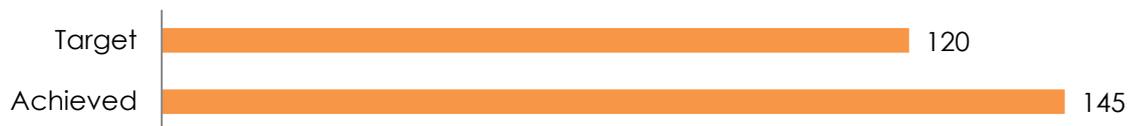
“I feel like I am more likely to pursue a career in STEM because of the positive enthusiasm” – student Priory School Lewes

“It made me realise how many jobs there are in chemistry” student, Priory School Lewes

“It has made me consider a career in chemistry”, student Priory School Lewes

“the highlight of the day was making lava lamps and talking in a friendly and relaxed way to people from different companies”, student Davison High School

STEAM MINI COMPETITION



DESCRIPTION

The STEAM mini competition allowed students to design a chocolate, and design the mould including the measurements and volume required. The competition meant students had to use both STEM skills and creativity in order to design the best possible entry.

The entries were judged by representatives from Choccy Woccy Doo Dah, the BBC and Andrew Jeffery – the Maths Magician. Winners were treated to a chocolate hamper from Choccy Woccy Doo Dah and a free Magic Show.

TESTIMONIAL

"[the competition is] really well designed with a good balance of Maths, Scientific method, mapping class room knowledge to real world applications and interesting to young people subject matter."

'The highlight of the day was thinking of the design and working out the maths', year 9 student, Seahaven Academy

'The highlight of the day was practicing what we were doing [in lessons] and sketching up our chocolate ideas' year 9 student, Seahaven Academy

'The highlight of the day was the creativity of it' year 9 student, Seahaven Academy

'The highlight of the day was using maths in other ways' year 9 student, Seahaven Academy

'I feel more positive about my future because I did not know knowing maths could help making cake', year 9 student, Seahaven Academy

STEM CPD AND EMPLOYER NETWORKING FOR TEACHERS AND SCHOOL STAFF



DESCRIPTION

STEM and STEAM CPD sessions took place throughout East Sussex STEMfest 2016 and STEAMfest 2017. These sessions concentrated on both giving teachers CPD opportunities and a chance to network

with STEM and STEAM employers, giving them industry contacts and an opportunity to find out up to date information on industry locally.

A CPD session was run as part of East Sussex STEAMfest 2017, entitled "Getting the Art into STEAM", which received good feedback and was very well attended by schools and employers.