



# TOOLKITS FOR MANAGING EMPLOYER-LED INPUTS INTO SCHOOLS AND COLLEGES



## Toolkit 7: Apprenticeship talk or workshop

### Outline of activity

Arranging an employer to come into school and speak to students on the topic of apprenticeships has many advantages. It can expose students to the reality of doing an apprenticeship, providing information based on first-hand experience and knowledge of apprenticeships.

You could consider inviting:

- A current apprentice.
- A former student.
- Someone that recruits apprentices on behalf of a company.
- Someone knowledgeable about all aspects of apprenticeships, such as from the National Apprenticeship Service, a college or training provider.
- Organisations or charities that provide speakers such as the Ask Project or Inspired Futures (see useful contacts).

A number of activities can be arranged on different aspects of apprenticeships, from the basics of what apprenticeships are through to the application and interview process.

#### Suggested topics include:

- For KS3 students - an introduction to apprenticeships, the different types and levels of apprenticeships available, what you need e.g. qualifications, skills, work experience etc. This format could include a video, quiz/activity and presentation.
- For KS4 and KS5 - a reminder of what an apprenticeship is, the different types, how they work, university vs apprenticeships, what to consider, who employs apprentices locally/nationally, how to register/search for vacancies, where to find apprenticeships, making applications, and preparing for interviews. The format could include a presentation, workshop, Q & A session to a whole class or small groups.
- Inviting an apprentice/s to talk about their experience will enhance any activities.

Follow-up activities can be conducted by teachers. There are lots of resources available to support this work, including:

- icould website [https://icould.com/search-wizard/?term=apprenticeships&search\\_source=header&content=both](https://icould.com/search-wizard/?term=apprenticeships&search_source=header&content=both)
- Career Pilot <https://www.careerpilot.org.uk/information/apprenticeships>

Several of the other suggested activities provide the opportunity for students to learn about and spend time with apprentices.

## Resources and materials needed

- A room big enough to accommodate speaker(s) and number of students.
- IT requirements: internet access, screen, sound. IT rooms might be required during the session or for follow-up work.
- Any printed resources required.

## Activity considerations

- Period of notice will vary by employer or organisation.
- Decide whether the talk is compulsory to attend or targeted at specific students.
- If optional, a sign-up sheet will help you to gauge interest and check attendance.

## SMART objectives for students

- ✓ Students are more confident about what an apprenticeship is/how they work, what types are available, who employs apprentices, what is available locally and nationally, and how to find vacancies and how to apply.
- ✓ Students are prepared and confident about their options and can apply for apprenticeships, should they choose to do so.
- ✓ Students are aware of the skills needed and can see how school links to apprenticeships e.g. attendance and references from school, importance of English and maths and other GCSEs, the benefit of work experience and extra-curricular activities.

### How to measure success:

- Through verbal feedback from employers and students.
- Through any conversion into applications and acceptances onto apprenticeship schemes.
- Through evaluation forms.
- Take-up of Apprenticeships. May be reflected in school's/college's destinations data, if students apply for and are accepted onto apprenticeship schemes.

## Feedback from similar activity

- Employer comment: *"It's great to be able to present to, talk with and share my apprenticeship experience with students who are keen to explore all options available after leaving school."*
- Year 12 comment: *"It was good to see hear from the apprentice about why he chose to do an apprenticeship and how he combined learning with work - he made me feel more reassured about what I can do in the future."*

## Timeline of activities:



<b>1-3 months before</b>	<ul style="list-style-type: none"> <li>• Check dates: any other events happening, room availability.</li> <li>• Plan activity: when and how will it fit with the curriculum and which year group?</li> <li>• Who can help? Ask colleagues? Contact employer with a brief of what you are trying to achieve: address, year group, timings and format.</li> <li>• Advise all staff and update school calendar.</li> <li>• Arrange for a member of staff to help escort guest.</li> <li>• Book resources.</li> <li>• Devise a contingency plan. Who could help?</li> <li>• Ensure teachers supporting activity are fully briefed.</li> <li>• Do you require photographs?</li> </ul>
<b>Week before</b>	<ul style="list-style-type: none"> <li>• Contact employer(s) or training providers to confirm attendance/times.</li> <li>• Inform students that a guest is coming in what is expected etc.</li> <li>• Send any printing to Reprographics.</li> <li>• Purchase/gather materials.</li> <li>• Teachers supporting activity are fully briefed.</li> </ul>
<b>Day before</b>	<ul style="list-style-type: none"> <li>• Remind all teaching staff, Reception staff and students about what is happening and is expected etc.</li> <li>• Collect printing/materials.</li> <li>• Check that a contingency plan is in place in case of cancellation.</li> </ul>
<b>On the day</b>	<ul style="list-style-type: none"> <li>• Set up room.</li> <li>• Greet employer, offer water, tea or coffee.</li> <li>• Advise guests about toilets and fire alarm procedure.</li> <li>• Brief Teachers of any changes.</li> <li>• Introduce activity.</li> <li>• Manage behaviour, ensure rotation flows. Keep time.</li> <li>• Thank guest(s) at the end of the activity/day.</li> </ul>
<b>Day after</b>	<ul style="list-style-type: none"> <li>• Email thank you to employers, ask if they would consider taking part again/in other activities.</li> <li>• Gain verbal feedback/evaluation form.</li> </ul>
<b>Week after</b>	<ul style="list-style-type: none"> <li>• Teachers review experience and reinforce learning. Plan and deliver a follow up lesson.</li> <li>• Review evaluation forms and feedback, what went well/needs improving? Make recommendations for following year.</li> <li>• Check permission for photographs.</li> <li>• Write up newsletter/website article.</li> </ul>