



## **Critical Success Factors – what the Sector will be looking for when reviewing proposals on the Young Apprenticeship in the Motor Industry**

Below you will find a list of those factors that Automotive Skills believes are essential to develop and run an effective and robust Young Apprenticeship programme. The information included draws on lessons learned from the early cohorts of the programme and may help to answer some frequently asked questions.

The observations in the right hand column are not meant to be exhaustive. It offers examples of the sorts of things that you have put in place to deliver successful programmes. You are encouraged to identify your own pieces of evidence to demonstrate you have thought about how to effectively deliver the programme.

### **Critical Success Factors**

<b>Factor</b>	<b>SSC observations</b>
<b>Planning and Vision</b>	<p>In written proposals we would expect to see:-</p> <ul style="list-style-type: none"> <li>• A clear vision that describes what the partnership expects to achieve.</li> <li>• An organisational structure that shows lines of responsibility within the partnership.</li> <li>• Job description for Partnership Manager.</li> <li>• Job description for all key people involved in partnership, such as work place mentors or support staff.</li> <li>• Terms of reference for a partnership steering group.</li> </ul>
<b>Employer involvement from the outset</b>	<p>In written proposals we would expect to see:-</p> <ul style="list-style-type: none"> <li>• Analysis of number of employers within the partnership area.</li> <li>• Details on how the partnership will systematically approach employers to encourage them engage with the programme.</li> <li>• Draft materials to be used with/by employers.</li> </ul>



<p><b>Coherent work experience</b></p>	<p>In written proposals we would expect to see:-</p> <ul style="list-style-type: none"> <li>• A description of how the elements of the programme will be delivered in an integrated way.</li> <li>• Information on how employers will be helped to develop their mentoring skills.</li> <li>• A list of projects that pupils will be expected to complete during the work experience placement.</li> <li>• A description of how the work experience placement will be organised for example, rotation across different departments and employers.</li> </ul>
<p><b>Information, Advice and Guidance</b></p>	<p>In written proposals we would expect to see:-</p> <ul style="list-style-type: none"> <li>• An assurance that the partnership is aware of the careers material available from Automotive Skills.</li> <li>• A strategy on how the partnership will promote the industry opportunities to pupils, parents and teachers.</li> </ul>
<p><b>Selection</b></p>	<p>In written proposals we would expect to see:-</p> <ul style="list-style-type: none"> <li>• Details of how pupils will be selected.</li> <li>• A commitment from employers to take part in the selection process.</li> <li>• Details on what initial assessment tools will be used.</li> <li>• Details on how pupils will be helped to prepare their CVs for interviews selection.</li> </ul>
<p><b>Effective communication</b></p>	<p>In written proposals we would expect to see:-</p> <ul style="list-style-type: none"> <li>• A clear strategy that shows how the partnership will communicate with its members.</li> <li>• A description of the outcomes expected from the programme steering group.</li> <li>• Details on how the partnership will communicate the benefits of the programme to teachers not directly involved in the programme.</li> <li>• Details of how parents will be kept up to date with developments and pupil progress.</li> </ul>



<p><b>Delivery by the right staff</b></p>	<p>In written proposals we would expect to see:-</p> <ul style="list-style-type: none"> <li>• Evidence that the teachers responsible for the technical part of the programme are qualified to at least level 3 in the appropriate occupational area.</li> <li>• Evidence that Apprentices will be encouraged to work with Young Apprentices.</li> <li>• The CV for the partnership Manager.</li> </ul>
<p><b>Learner support</b></p>	<p>In written proposals we would expect to see:-</p> <ul style="list-style-type: none"> <li>• How the partnership will distribute the responsibilities amongst the members so that everyone plays a part in the delivery of the programme.</li> <li>• A preparation programme that shows achievement towards key issues for example, H&amp;S and employability skills.</li> <li>• How pupils will be supported and mentored within all elements of the programme.</li> <li>• Details on the type of activities that will be used to help pupils prepare for the work experience placement.</li> <li>• Details of enhancement/enrichment activities available to pupils.</li> </ul>
<p><b>Target setting, tracking and monitoring</b></p>	<p>In written proposals we would expect to see:-</p> <ul style="list-style-type: none"> <li>• Documents used with pupils that identify training needs that encourage review and target setting.</li> <li>• Details on how level 1 qualifications will be used to help pupils achieve level 2 qualifications.</li> <li>• Draft materials that will be used by pupils to record progress through the programme.</li> <li>• Details of how staff will be trained in how to use tracking materials and portfolios.</li> </ul>
<p><b>Celebrate success</b></p>	<p>In written proposals we would expect to see:-</p> <ul style="list-style-type: none"> <li>• Details of incentive schemes for pupils.</li> <li>• Details on how the successes will be communicated into the local community.</li> <li>• Details on how success case studies will be passed to Automotive Skills.</li> <li>• A programme of events to celebrate success.</li> </ul>



<p><b>Post-16 progression</b></p>	<p>In written proposals we would expect to see:-</p> <ul style="list-style-type: none"> <li>• A statement on where the partnership expects pupils to progress at the end of the programme.</li> <li>• A target number of pupils that will progress into the industry through Apprenticeship programmes.</li> <li>• Details of local arrangements that help pupils progress into a level 3 Apprenticeship programme.</li> </ul>
<p><b>Review</b></p>	<p>In written proposals we would expect to see:-</p> <ul style="list-style-type: none"> <li>• Details on how the partnership will review how the programme is organised and managed.</li> <li>• Details on how pupils will provide feedback about their experiences.</li> <li>• Details on how employers will be encouraged to make suggestions on improvements to the programme.</li> <li>• Details on how information coming back from reviews will be used to improve the programme.</li> </ul>
<p><b>Resources (sector specific)</b></p>	<p>In written proposals we would expect to see:-</p> <ul style="list-style-type: none"> <li>• An assurance that the partnership has up to date tools and equipment in a well resourced workshop to deliver a level 2 technical qualification.</li> <li>• Details on how the training environment and workplace will be checked for compliance with H&amp;S regulations.</li> </ul>
<p><b>Management (sector specific)</b></p>	<p>In written proposals we would expect to see:-</p> <ul style="list-style-type: none"> <li>• Letters of support from senior managers within the partnership organisations.</li> <li>• An assurance that a senior manager will be appointed to manage the programme with clear responsibility for managing the budget.</li> </ul>
<p><b>Budget management (sector specific)</b></p>	<p>In written proposals we would expect to see:-</p> <ul style="list-style-type: none"> <li>• Details of what type of activities will be paid for through the budget.</li> <li>• An assurance that the funds will be allocated solely to the Young Apprenticeship programme.</li> <li>• Details on who is responsible for the budget.</li> </ul>