Meet Aisha

SPACE

College, then a paid apprenticeship



STARTING POINT

Aisha leaves school with five GCSEs at grades 4-6, including English and maths. She wants to learn to write computer programs.

1

A college course

LEVEL 3

She takes a digital T Level at a college. Her course includes learning to write and test computer programs, alongside a work placement.

2

Practice and placement

DURING THE T LEVEL

She writes and tests code and completes a work placement. She keeps examples of her projects to show employers.

3

A paid apprenticeship

LEVEL 4

She applies for Software Developer apprenticeships. Finding a place takes time. In this story, she later gets a job with training.

4

A possible next job

SOFTWARE DEVELOPER

After training, she could apply to a space company, helping to develop software used with satellite data.

WHAT THIS EXAMPLE SHOWS

Finding an apprenticeship can take time. Aisha starts applying while at college and uses her placement and projects to build experience.

Fictional example: the person, choices and outcomes are imagined. Course availability and entry requirements vary between providers.

The apprenticeship is a national route, not a confirmed Cornwall vacancy. Aisha may need to travel or move.

Meet Alex

CRITICAL MINERALS

College while applying, then paid training



STARTING POINT

Alex has GCSE grade 5 in English, maths and physics. He chooses to look for paid work with training in machinery repair.

1

Start college

LEVEL 2

Alex does not find an apprenticeship straight away. He starts a Level 2 engineering course at a college.

2

Build skills and apply

WHILE AT COLLEGE

He practises using tools and finding faults. He keeps applying for apprenticeships and asks for feedback on his applications.

3

Start paid training

LEVEL 3

In this story, a minerals company later hires him as an apprentice. He learns mechatronics maintenance with his employer and a training provider.

4

A possible next job

MAINTENANCE TECHNICIAN

After completing his apprenticeship, he could work on the machinery used to process mineral samples or materials.

WHAT THIS EXAMPLE SHOWS

An apprenticeship is a job you apply for. College can help Alex build skills and experience while he looks for an employer.

Fictional example: the person, choices and outcomes are imagined. Course availability and entry requirements vary between providers.

The company and job offer are imagined. Real vacancies have their own entry requirements and application process.

Meet Erin

RENEWABLE ENERGY

A Levels, then an engineering degree



STARTING POINT

Erin leaves school with eight GCSEs at grades 6-8. She wants to learn how equipment can turn wind and sunlight into electricity.

1

Choose A Levels

LEVEL 3

She studies maths, physics and geography. Before choosing, she checks the subjects needed for energy engineering degrees.

2

Apply for a degree

A LEVEL RESULTS

She checks course entry requirements before applying. In this story, she meets them and is offered a place on an energy engineering degree.

3

Study engineering

LEVEL 6

She takes the Renewable Energy Engineering degree. She learns to design and test equipment and applies for work experience.

4

A possible next job

GRADUATE ENGINEER

After her degree, she could apply for a first engineering job helping to design wind or solar energy projects.

WHAT THIS EXAMPLE SHOWS

An engineering degree can include practical projects as well as maths and science. Erin checks the course content and entry requirements before choosing.

Fictional example: the person, choices and outcomes are imagined. Course availability and entry requirements vary between providers.

Her grades and university offer are imagined. Meeting a typical offer does not guarantee a place.

Meet Leo

MARINE

Strong GCSEs, then learning a new practical skill



STARTING POINT

Leo leaves school with nine GCSEs at grades 7-9. He wants to build boats, but has not used boatbuilding tools or materials before.

1

Agree a starting point

LEVEL 2

Leo talks with a college that offers boatbuilding. In this example, he and his tutor choose Level 2 Boatbuilding to develop his practical skills.

2

Learn in the workshop

PRACTICAL TRAINING

He learns to measure, use tools safely and make boat parts. He practises working with materials such as wood and metal.

3

Build on those skills

LEVEL 3

After completing Level 2, he continues to the Level 3 Boatbuilding Diploma and works on more demanding boatbuilding projects.

4

A possible next job

TRAINEE BOATBUILDER

He could apply to a boatyard, where experienced boatbuilders help him build skills for the company's boats and materials.

WHAT THIS EXAMPLE SHOWS

A Level 2 course can teach skills that GCSEs did not cover. Leo's starting point reflects what he needs to learn for this trade.

Fictional example: the person, choices and outcomes are imagined. Course availability and entry requirements vary between providers.

This is one possible choice. Some students can enter Level 3 directly; the college checks grades and experience.