



Welcome

GMLPN Members' Meeting

Wifi

Network: BGC-Secure

Password: bgc180609



Richard Nash | Network Manager

Welcome



Bev Barlow | Ofsted Update

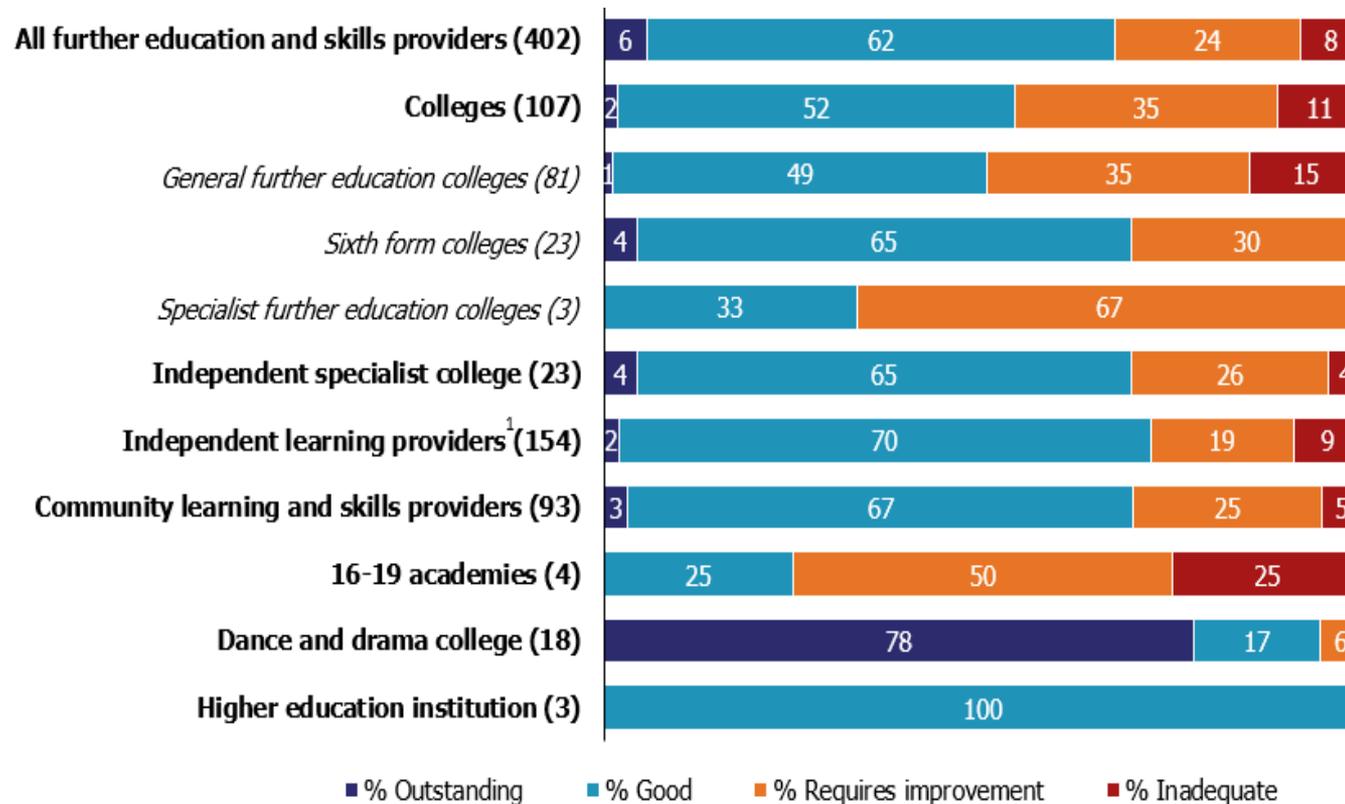
Aims

- Inspection outcomes 2015/16.
- Key emerging issues.
- What does the future hold?
- Myth Busting

Overall effectiveness, all inspections (full and short)



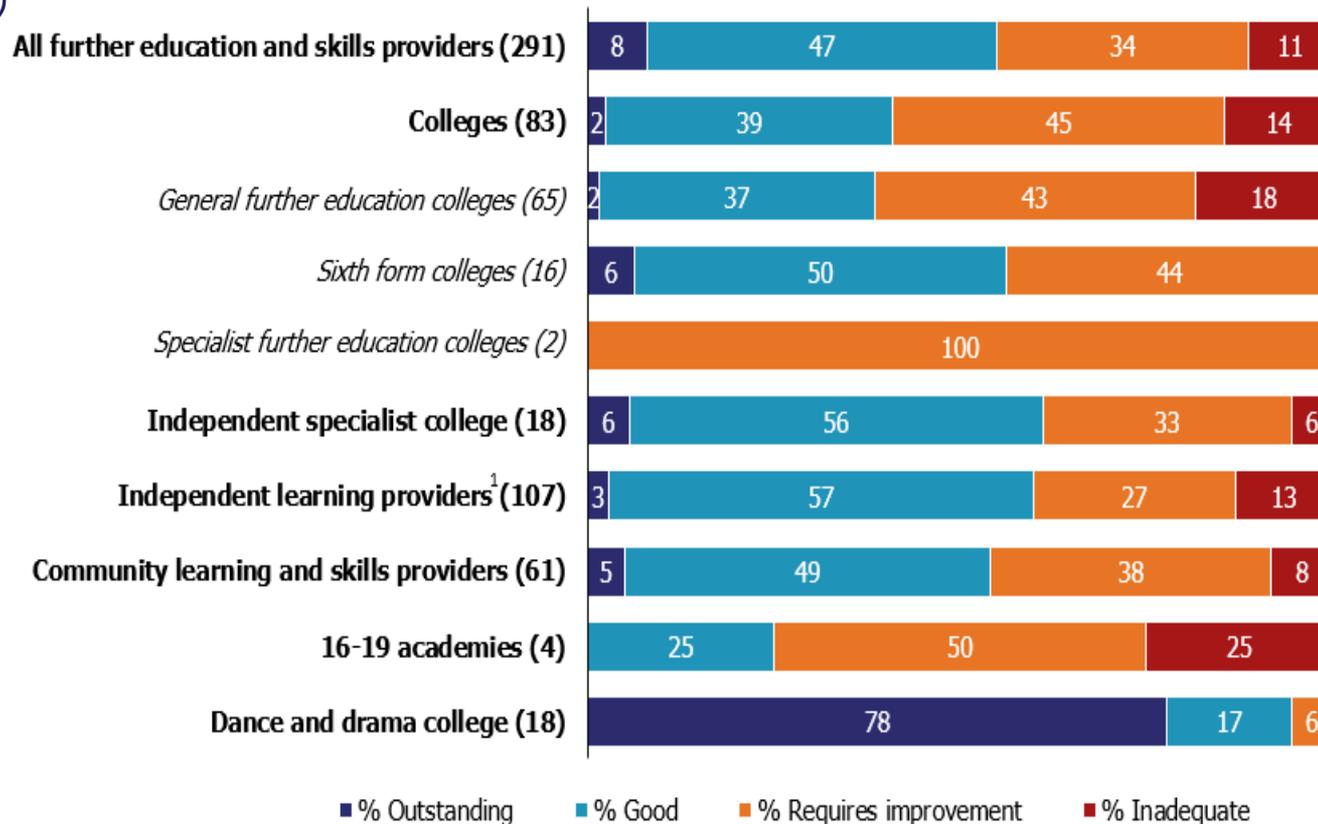
1 September 2015 – 31 August 2016 (published by 31 August 2016)



1. Includes employer providers

Overall effectiveness, full inspections only

1 September 2015 – 31 August 2016 (published by 31 August 2016)

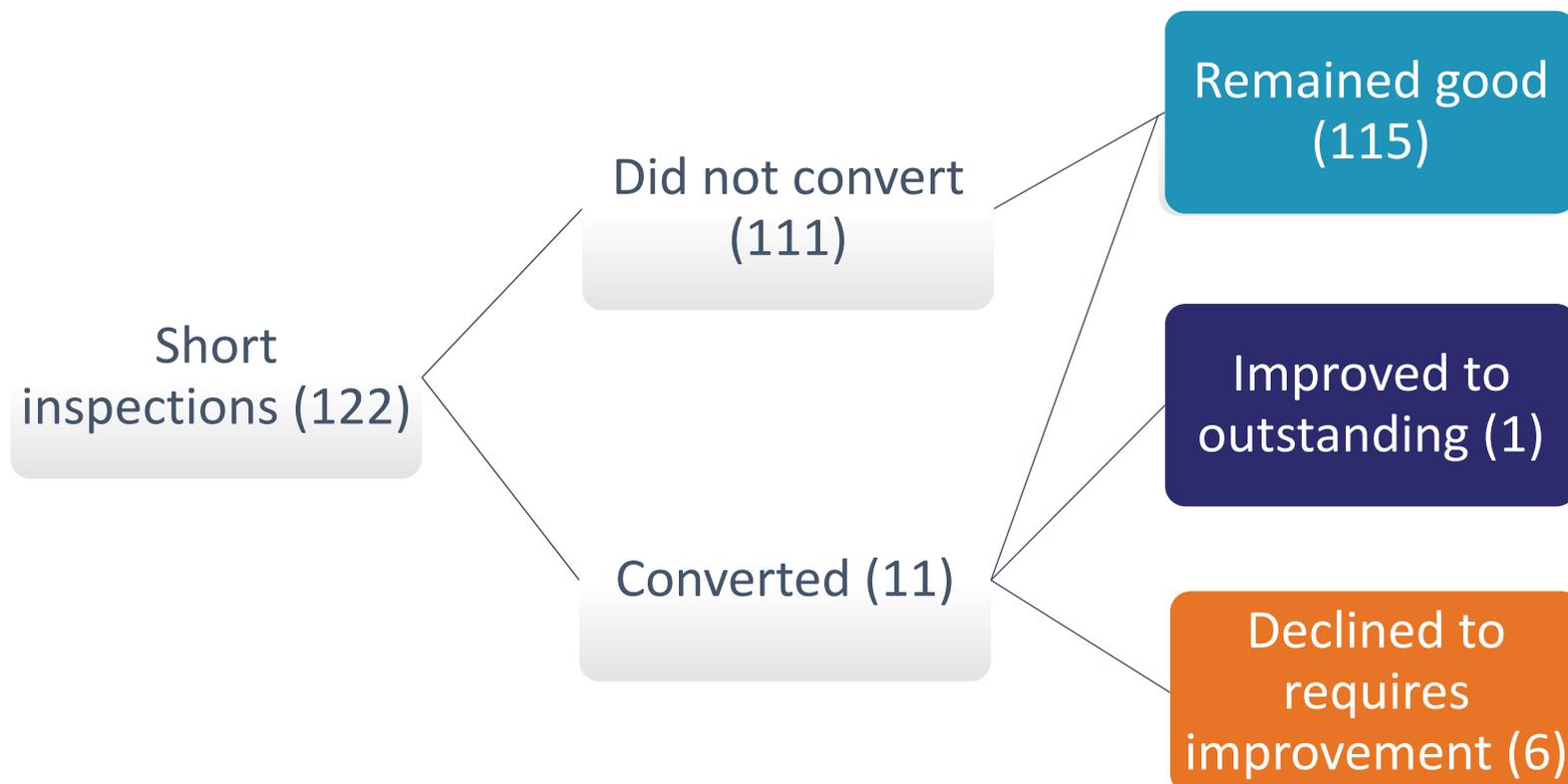


1. Includes employer providers

Short inspections, all providers



1 September 2015 – 31 August 2016 (published by 31 August 2016)



Provision-type judgements for all providers



1 September 2015 – 31 August 2016 (published by 31 August 2016)

	% good or outstanding
16 to 19 study programmes (128)	39
Adult learning programmes (132)	58
Apprenticeships (176)	63
Traineeships (19)	74
Provision for learners with high needs (64)	66
Full-time provision for 14-16 year olds (2)	100

Current overall effectiveness of all providers, by region

Most recent overall effectiveness grade, as at 31 October 2016



Region	31 October 2016	
	Number inspected	% good or outstanding
South West	94	91
North East, Yorkshire and the Humber	188	87
East Midlands	94	82
South East	150	81
West Midlands	122	80
London	174	79
North West	151	74
East of England	83	71

Full inspections

Key emerging issues

- Study programmes: English and mathematics; levels of challenge; work experience; progression and destinations.
- Focus on teaching, learning and assessment over time rather than (graded) lesson observations.
- Balancing what historic data shows against current learners' progress.
- Evaluating learners' current progress: what evidence can you provide – at all levels of study?
- Implementation of the Prevent duty: focus more on impact from September 2016.

Short inspections

Key emerging issues

- Providers have been very positive about short inspections.
- No attempt to cover the whole inspection framework.
- Identifying and following specific lines of enquiry – shared with the provider.
- Strong focus on 'capacity to improve': do you know your weaknesses, and are you tackling them?
- Safeguarding (including Prevent) has the same priority as on full inspections.
- May not visit all sites.

What does the future hold?

- Timescales for inspection following mergers or implementation of other recommendations emerging from area reviews.
- Apprenticeship reforms.
- Technical and professional education reforms.
- Data: new performance measures (QAR) & inspection dashboards
- Submission of self-assessment reports.
- HMCI's Annual Report.

Myth Busting



Questions?



A group of people in a meeting, with a woman in the foreground clapping. The image is dimmed and serves as a background for the text.

Richard Nash | GMLPN

Helen Curtis | Runshaw College

**Provider Support Programme – The Path to
Outstanding**



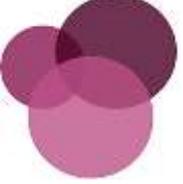
The path to outstanding

- Supporting more GMLPN member's to attain Grade 1 status;
- Delivered in partnership with Grade 1 training providers



The path to outstanding

- Arriving 18th January to 29th March.
- Workshops on:
 - **The Vision, Strategy and Culture of a Grade 1 Training Provider**
 - How to engage and motivate learners in the workplaces
 - **To Grade or not to Grade**
 - How to be Inspection Ready
 - **How to be an Effective Nominee**
 - Managing Subcontractors Effectively
 - **Personal Development, Behaviour and Welfare: Maintaining the Momentum**
 - Outstanding Teaching, Learning and Assessment



Reminder - New Dates – English and maths

Level 3 Personal and Professional Skills in Teaching English

2 online sessions followed by full day workshops on:

27th April

4th May

18th May

Level 3 Personal and Professional Skills in Teaching Mathematics

2 online sessions followed by full day workshops on:

2nd March

16th March

30th March

A hand holding a pen writing on a document. The background is a blurred image of a desk with a pen holder and some papers.

Peter Stacey | ALIN

Study Programme: Managing Work Experience

A wrap around support service, to help the sector develop work experience and also with a focus on maths and English.



Your purpose?



What is your purpose as a high performing training provider from the perspective of a learner?





Study programme work experience and maths and English development



- Who is this programme for?

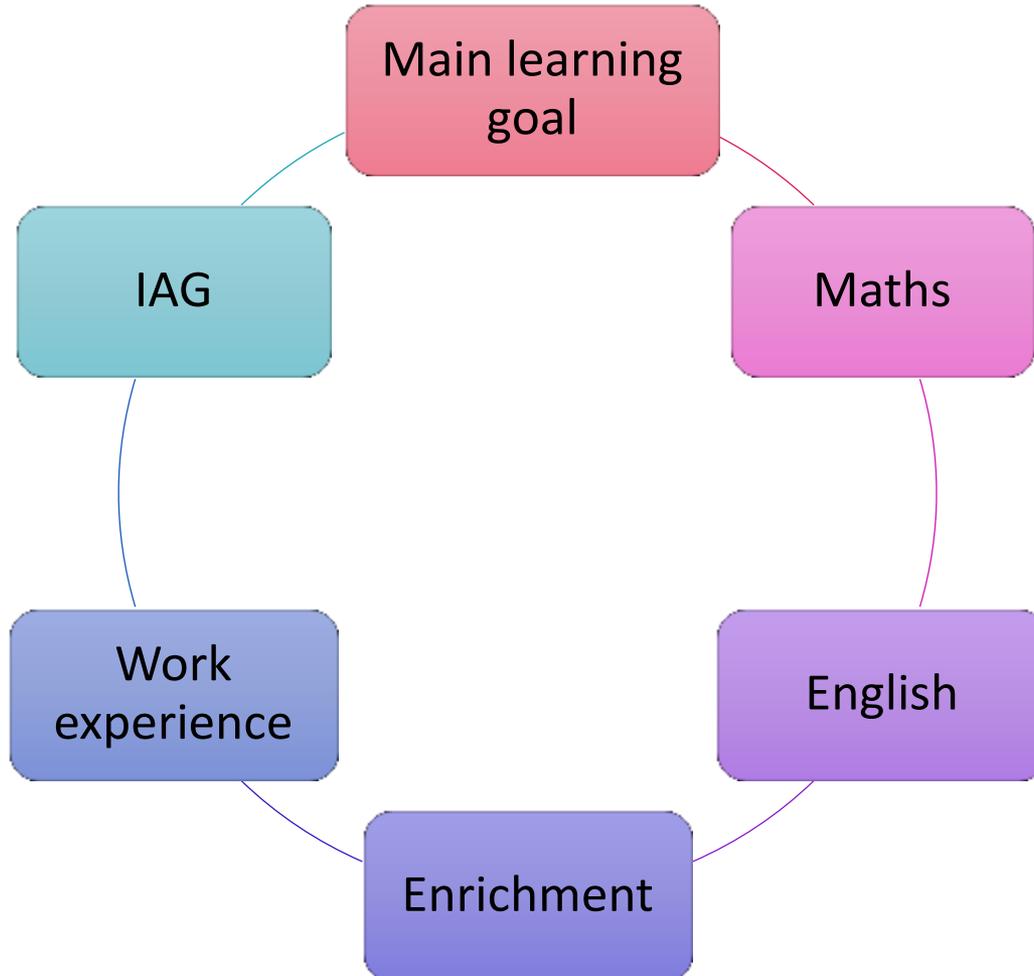
EFA funded 16-19 Study programmes.

All subject areas (including A levels) are expected to include work experience and recognise the importance and value this brings to the programme of study. The ETF wrap around package of support is designed to help all staff at all levels who may be involved or contribute to study programmes. (Not just those directly involved in arranging work experience – **and is proving equally beneficial to apprenticeship providers!**).

Support package is available to GFE Colleges, ISC, Independent Learning Providers and Local Authorities.



Components of a study programme





Ofsted findings



“We are fast becoming a tale of two countries in relation to our secondary school performance compounded by woeful vocational provision at both pre-16 and post-16 levels. The fact that a quarter of a million youngsters leave school after 13 years of formal education without a GCSE in English and Maths is a national disgrace”

Ofsted's Chief Inspector, Sir Michael Wilshaw, November 2nd 2016

- Inconsistencies in the quality of learners' experiences across the college/provider
- Missed opportunities to stretch and challenge learners' maths and English skills
- Insufficient number of learners accessing meaningful, high quality work experience



Ofsted key judgement: Personal development, behaviour and welfare

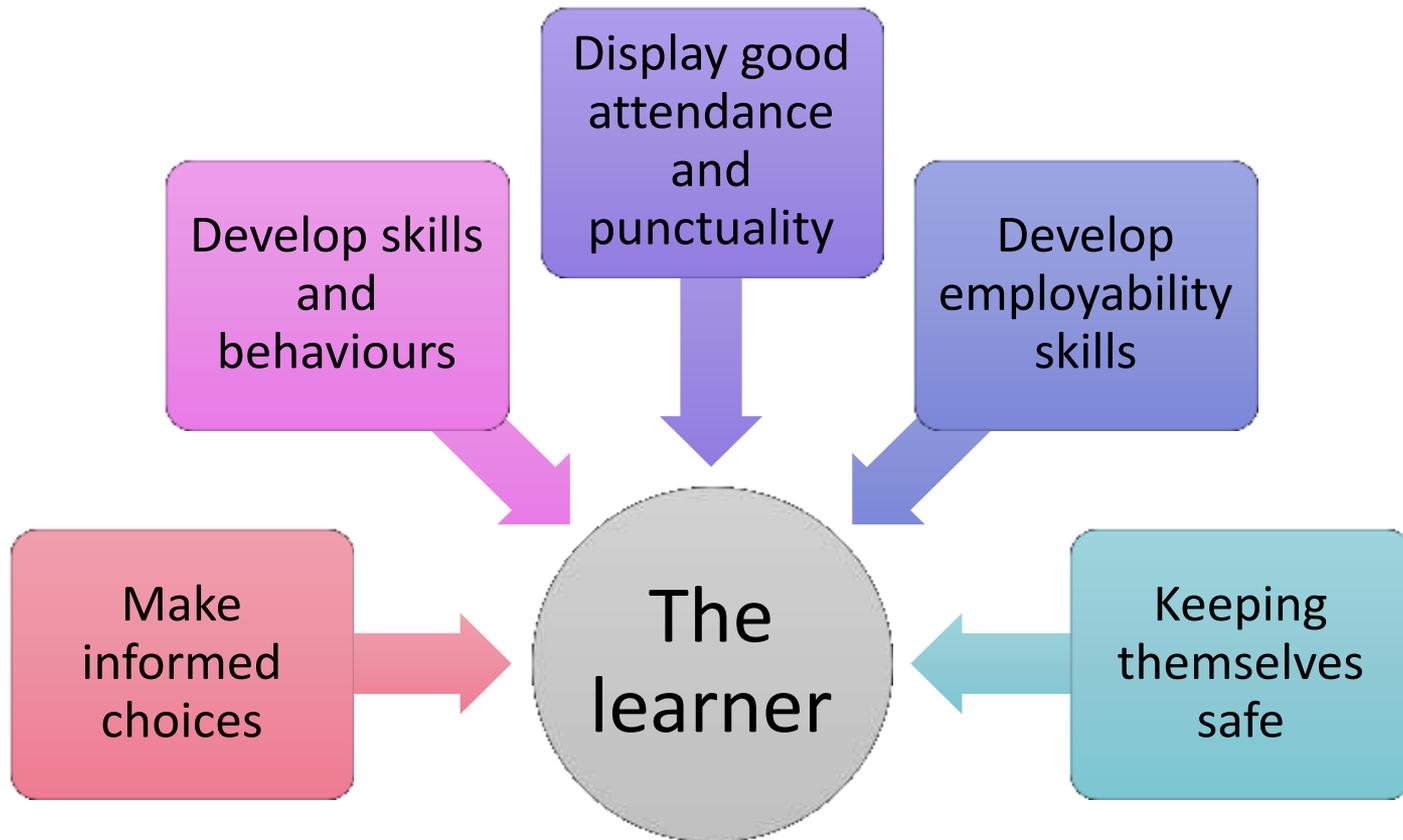


How well do learners:

- make informed choices?
- develop the skills, understanding and behaviours to prepare them for the next stages in the progression?
- display good attendance and punctuality?
- develop good employability skills?
- develop positive attitudes and behaviours?
- understand how to keep themselves safe and protect themselves from bullying, abuse and radicalisation?



Personal development, behaviour and welfare





The challenges



It takes time, resources and effective planning to co-ordinate and deliver meaningful work experience.

Is it worth it? **Absolutely!**

The prize can be life changing for your learners.





Work Experience





Silos



Working in silos is counter productive.

Duplication of work – is a poor use of resources and not sharing good practice

Most importantly - working in silos does NOT benefit the learners.



Do your learners get the most from work experience?



Do you maximise the benefits of work experience?

‘Squeezing the most from work experience’

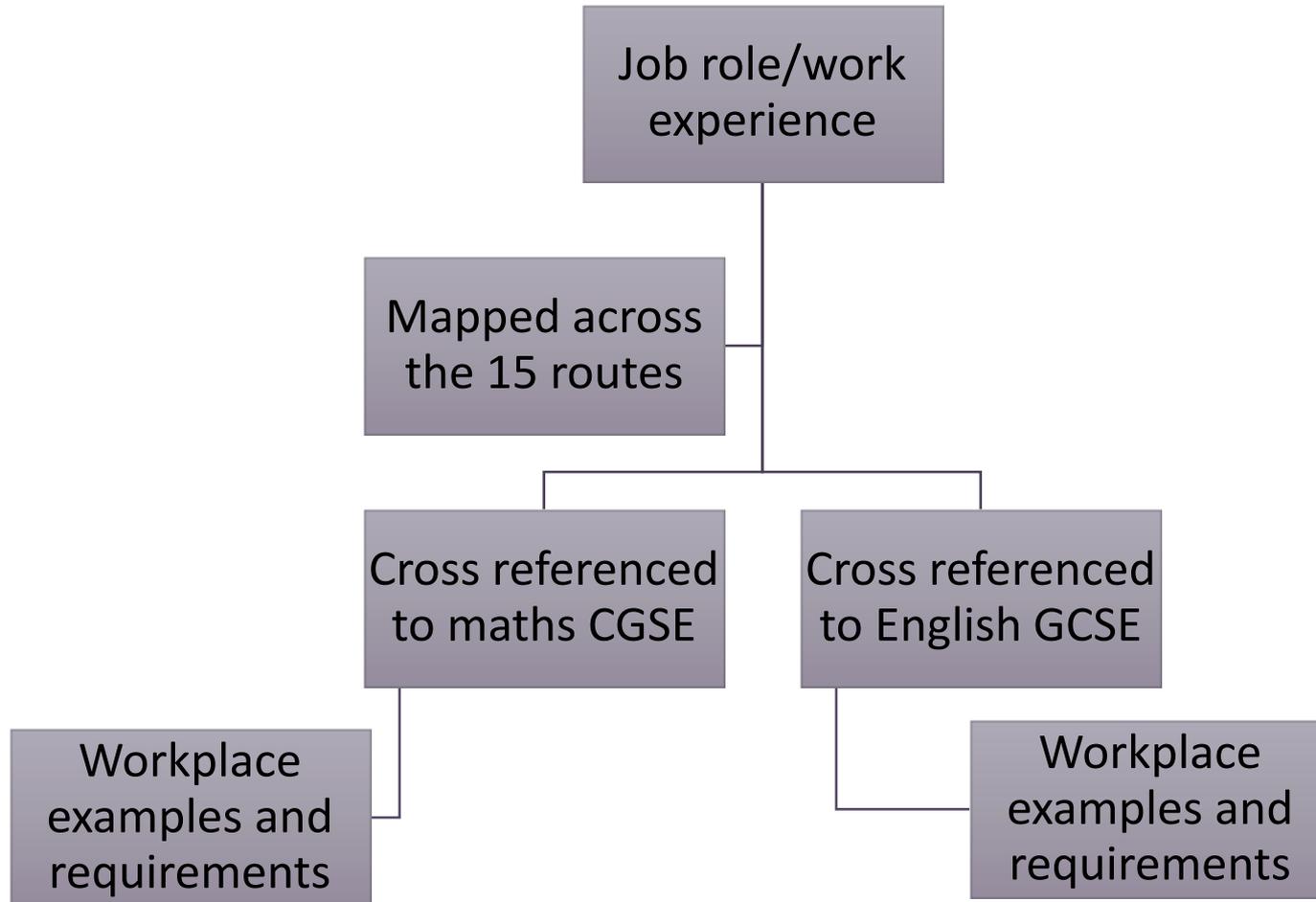
Like this sponge – Work experience is dripping with work and personal skills development but also maths and English.

The ETF support programme develops practical and useful resources that will help learners to gain valuable knowledge and evidence of practical application of work and personal skills in addition to maths and English in the workplace cross referenced to GCSE’s.





Re-energising maths and English





What do employers want?



- Consider the feedback from employers



The offer



The ETF support programme is designed as a **'wrap around'** service.

A scoping discussion followed by a CPD training event and up to 3 days on-site consultancy.

Delivered by a highly experienced team, ALIN have an excellent track record of delivering innovative high quality training.





Costs

Its important to recognise there are two types of cost:

- Time
- Money

ALIN understand the importance of both of these resources and aim to provide high value for both time and money.



Bespoke training package, wrap around support and access to resources £1,600



Frequently asked questions:



What impact will this have on my achievement rates?

- Learners, tutors and employers will be able to relate maths and English GCSE's to the practical workplace and worktasks, increasing confidence of practical application when taking GCSE exams. Increased focus, competence and confidence will help both retention and achievement.

Will this increase learner progression opportunities?

- Without doubt! Learners become more confident in their subject, their personal skills, maths and English therefore improving their progression opportunities to higher level programmes, apprenticeships and/or employment.



More frequently asked questions



How will this improve my Ofsted grades?

While it's an Ofsted myth that maths and English are a limiting grade – it is never the less a key aspect of a study programme. Improving learners confidence in the practical application of maths and English will significantly give you a better evidence base to present to inspectors. The impact of the good management, preparation and delivery of work experience will certainly strengthen the development of the individual learner and impact significantly on the Personal Development, Behaviour and Welfare aspect of inspection.

Will I see tangible benefits from the investment?

Improving your learners skills and personal development, improving learners, staff and employers understanding and appreciation in maths and English and significantly contributing to your evidence base at inspection – the real question is: Can you afford not to invest?

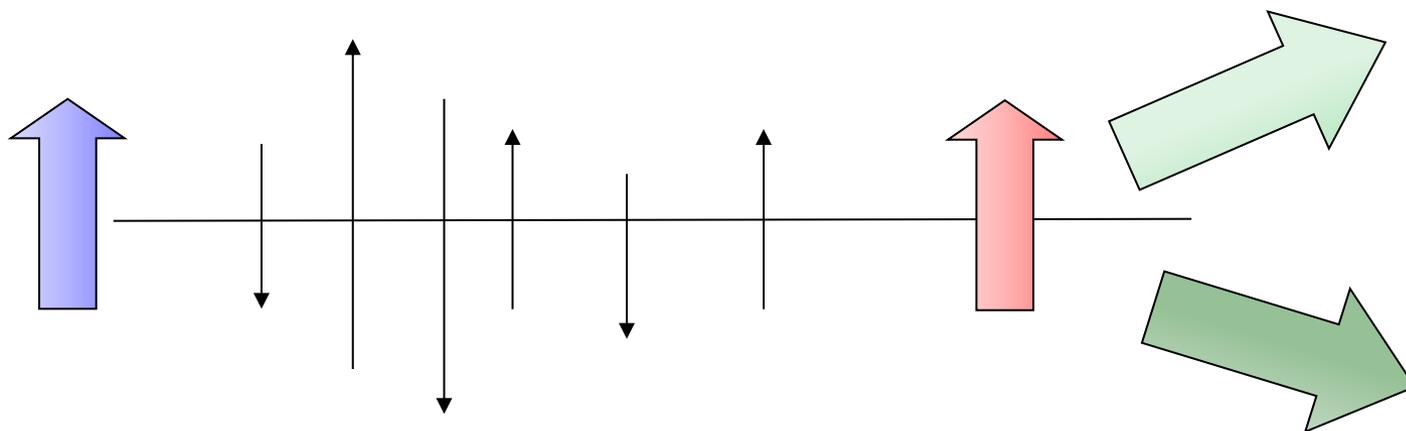
Evidencing improvements



Starting point
Future plans

Development activity

Today





Next Steps



From today's activities

What are the main challenges with regard to:

- Implementing these initiatives (making it happen) ?
- Driving the maths and English agenda
- Cascading across the organisation



Impact



Art. 01

A person's hand is shown holding a pen and writing on a document. The background is a blurred office setting with a desk and a potted plant. The text is overlaid on the image in a bright green color.

Meg Jelbart & Saxony Sachdev | Prospects Choices

Partnership delivery

- The Careers & Enterprise Company – the main funding partner to enable the delivery of Choices
- WorldSkillsUK – currently present The Skills Show @ the NEC and team selection events for WorldSkills International Competitions
- Prospects – present a portfolio of over 20 skills, careers and jobs events across the UK including Skills London and Skills North West
- Local partners and stakeholder engagement including GMLPN, GMCG, GMCA, National Apprenticeship Service, Nationals Careers Service, Engineering UK and Jobcentre Plus



The Greater Manchester Skills,
Careers and Apprenticeships Show

EVENTCITY.MANCHESTER

29 & 30 MARCH 2017



@WorldSkillsUK

WWW.CHOICESHOW.ORG

The vision for Choices

- Free entry for 10,000 visitors - students, parents, family groups, tutors, teachers, careers professionals and young adults
- Travel bursary for eligible group visits
- 100 exhibitors across 6 zones
- WorldSkills UK team squad selection competitions
- Skills Stage
- Spotlight talks
- Have a Go activities in each zone
- Professional advice & guidance within the Careers Hub
- The Staff Room
- Volunteering programme



The Greater Manchester Skills,
Careers and Apprenticeships Show

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@WorldSkillsUK

WWW.CHOICESHOW.ORG

Benefits to exhibiting

- Face to face contact and engagement with future learners
- Connect with key influencers including parents and teachers
- Highlight skills shortage, future jobs and regional growth areas
- Meet relevant and motivated candidates for immediate and future starts
- Promote your organisation, courses and apprenticeships
- Offer tasters and activities to bring your courses and learning to life
- Align your stand with your wider activities including social media, open evenings and new courses
- Be a part of something great for young people from across Greater Manchester!



The Greater Manchester Skills,
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EVENTCITY.MANCHESTER

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@WorldSkillsUK

WWW.CHOICESHOW.ORG

Get involved

- Come and meet us during the break
- Discover your offer package as a member of the GMLPN
- Collect some resources for you to share with others and spread the word
- Take a look at the floor plan and select a relevant and prime location
- Celebrate when you confirm your stand today and benefit from pre-event promotion

Watch [The Skills Show](#) and [Skills London](#)



The Greater Manchester Skills,
Careers and Apprenticeships Show

EVENTCITY.MANCHESTER

29 & 30 MARCH 2017



@WorldSkillsUK

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Break

GMLPN Members' Meeting

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Matthew Leigh | GMLPN
**Apprenticeship Support and Knowledge for
Schools Project 2016-17**



Apprenticeship Support and Knowledge for Schools

Aims and Objectives

- Deliver Apprenticeship information sessions to students in Years 11-13
- Project runs until 31 March 2017; possible extension to July 2017 and beyond
- Engage with all schools and colleges in GM
- Register 25% of students on Find an Apprenticeship (FAA)
- 10% (of 25%) students make applications to Apprenticeship vacancies via FAA

Sessions

- Ideally takes place in an IT room to enable students to register on FAA
- Format is standardised NAS presentation, ambassador input and FAA sign –up session
- Typically 45 minutes to an hour
- One off sessions with pre-selected students or whole year groups

Opportunity for GMLPN Members

- Introduction to new schools and/or new students
- Build on existing relationships with schools
- Highlight your own provision as examples of the types of Apprenticeship opportunities available



Paul Johnson | SFA Update



Skills Funding
Agency

Skills Funding Agency Update November 2016

Paul Johnson

Head of Provider Management

Business Operations



Agenda

- Overview of the Performance Management Point 1
- How ready are you for the apprenticeship funding reforms?

Introduction

- All colleges, employers, and training organisations that receive education and training funds from the Skills Funding Agency must abide by the performance management rules
- The SFA Funding & [Common and Performance-management section of the funding rules](#) describes the performance management arrangements for colleges, training organisations and employers for
 - the Adult Education Budget,
 - adult/16-18 Apprenticeships and
 - 16-18 Traineeships
- These rules apply only to the August 2016 to March 2017 period of the 2016 to 2017 funding year.
- We have published new [Apprenticeship Funding and Performance Management rules 2017 to 2018](#) that apply from April 2017 onwards.
- Provider contract for the 2016 to 2017 funding year will state the maximum amount of
 - 16 to 18 apprenticeships that can be delivered from August 2016 to March 2017 (periods 1 to 8)
 - adult apprenticeships that can be delivered from August 2016 to March 2017 (periods 1 to 8).

Purpose

- To maximise participation funds by identifying delivery that is below funding allocation or contract value (under-delivery) and redistributing funds to providers with a good track record and evidence of demand from employers or learners.
- To help us target funding to meet government priorities, e.g. driving up apprenticeship starts to meet the 3m target.
- To correct allocations – address issues where the allocation may not represent the needs of providers e.g. due to activity in the previous year the carry over is greater than assumed by our allocations methodology.
- Understand the impact of the reforms on provider delivery patterns .

What's different.....

- separation of adult apprenticeships from ASB & creation of a AEB and separate adult apprenticeship budget.
- apprenticeship funding is to support starts in Periods 1-8 only, 9-12 will be carryover only on the old funding methodology.
- apprenticeship reform – procurement of apprenticeship provision from May 2016 levy and non levy with a new funding methodology
- move away from frameworks to Standards

Summary of Apprenticeship Performance-management rules for 2016 to 2017 - *separate apprenticeship performance-management rules apply from April 2017*

Funding Stream	Can growth be requested?	Can funds be moved?	Performance management rules
16 to 18 Apprenticeships including SFA-funded Traineeships	Apprenticeship and traineeships at performance-management point 1 Period 1-8 ONLY. Traineeship growth can be requested at performance-management point 2	Virement between Apprenticeships and traineeships can be requested at performance-management point 1. TBC	At performance-management point 1 where delivery is below standard national profile and value of under-delivery is greater than the minimum threshold
Adult apprenticeships	As above	No	Grant providers -Unspent funds must be paid back based on final funding claim due in October 2017 Contract for services - At performance-management point 1 where delivery is below standard national profile and value of under-delivery is greater than the minimum threshold

Summary of Adult Education Budget Performance-management rules for 2016 to 2017 -

Funding Stream	Can growth be requested?	Can funds be moved?	Performance management rules
<p>Adult education budget for providers funded through a grant - Adult skills, former community learning, discretionary learner support</p>	<p>19-24 traineeships only at the performance-management points</p>	<p>Not applicable</p>	<p>Where total delivery is less than 97% of the AEB, unspent funds must be paid back based on Final funding claim due in October 2017</p>
<p>Adult education budget for providers funded through a contract Adult skills</p>	<p>19-24 traineeships only at the performance-management points</p>	<p>See funding agreement for use of Former Community Learning funding</p>	<p>Contract not reduced during the year unless there are exceptional circumstances</p>

Principles of PMP1

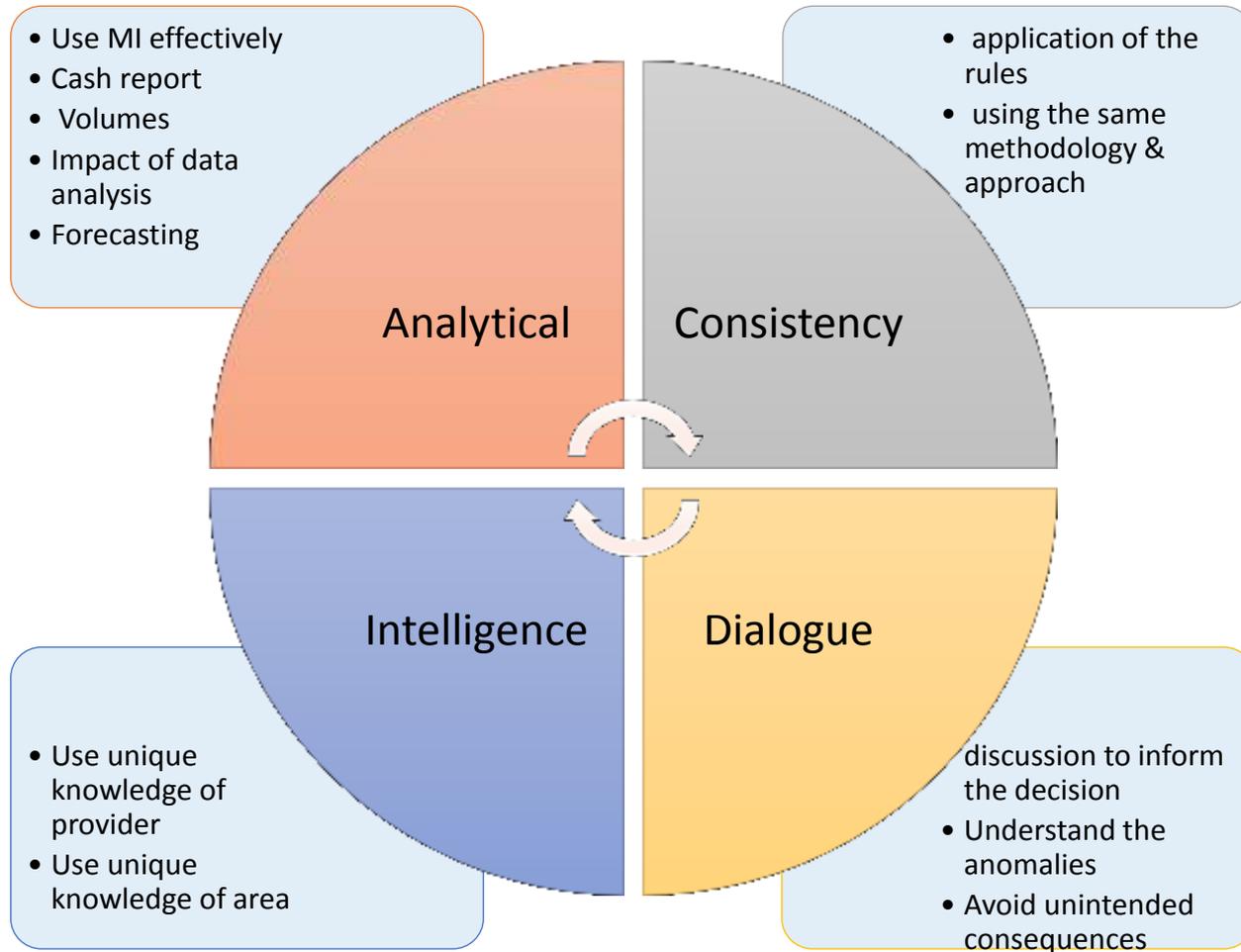
From a provider's perspective there are 2 key elements to the Performance-management process:

- 1. Growth requests:** providers will be able to request 16-18 and adult apprenticeships and traineeships growth. For apprenticeships they can ONLY request growth for Period 1-8 of their allocation. This is because the new funding system coming in from May and will be subject to procurement. There will also NOT be the option to make any "virements" i.e. move money from one line to another or between 1-8 and 9-12 at PMP1.
- 2. Automated Reductions:** for 16-18 apprenticeships and traineeships providers, and adult apprenticeships providers funding by a contract (i.e. pay on actual) providers, we make a reduction to contract values if financial performance is outside the tolerance of 6% against profile.

Principles of PMP1

- We will use our approach to funding to make sure learning provision is of a high quality. We use provider track record to assess a providers ability to deliver education and training to the required standard.
- Track record will include Ofsted grades, [minimum standards](#) of performance, financial health, financial management and control, and previous delivery against your contract.
- If we increase a contract value through a performance-management process, providers must use that extra funding to deliver the type of learning provision requested.

Business Operations approach.....



Growth requests – growth request form

- Providers request growth on a [Growth Request Form](#). This requires them to provide:
 - ✓ value (£) of growth by Intermediate/advanced/Higher apprenticeships
 - ✓ value (£) traineeships 16-18 & adult
 - ✓ expected starts (volumes) from the growth requested
 - ✓ Reason – to support new starts (demand), carry over (correct the allocation), new starts and carry over (correct allocation & meet new demand)
 - ✓ Rationale – narrative/evidence to support demand/need
 - ✓ levels of sub-contracting

Growth requests

From the funding rules:

The growth and virement request form will set out further information about how we assess your request. We will increase your funding allocation if funds are available and if:

- you are listed on the Register of Training Organisations and have completed the capacity and capability questions successfully*
- you have a good track record*
- you can prove there is demand from employers or learners*
- you are not under notice for Failure of Inspection, Financial Health or Financial Control*
- you are not under notice for Minimum Standards for **[the funding area in which growth is requested]***
- we are confident that awarding an increase to your contract value is a good use of public funds*

Track Record

- **Current performance against profile in 2016/17**
- **Starts Pattern**
- **Minimum Standards**
- **Data Quality**

Credibility

Growth request form allows the following options:

- To support new starts
- To support existing learners
- A combination of the above

Evidence of Employer Demand

Do you need the money?

Credibility

- **Commitment**
 - Value of learners already in the system / “Carry-in”
 - Made up of OPPs and achievements

- **Value of the new starts**
 - Mix and balance of provision
 - Length of stay
 - Starts Pattern

Automated Reductions

- If providers are outside the published tolerance they are in scope for an automated reduction.
- The reduction value is calculated by applying [performance management calculations](#) this will reflect some or all of the value of the under-delivery to date

We will not change this approach unless there are exceptional circumstances. We will apply the reduction unless:

- *your historic delivery pattern is significantly different to the standard national profile (including where this is a result of your delivery of apprenticeship standards)*
- *you demonstrate that you were impacted by data issues that were outside of your control*
- *it is less than £25,000*

How ready are you for the apprenticeship funding reforms?

In your tables spend 15 minutes discussing the following:

- What are you doing to raise awareness of the reforms to employers?
- Identify three key challenges facing your organisation as you prepare for the introduction of the new apprenticeship system?

Feedback



Anne Gornall | GMLPN

Progress and Priorities

Apprenticeship Ambassadors



Recruited and
trained **289**
Apprenticeship
Ambassadors



Attended **124 out
of 160 (77.5%)**
schools across Greater
Manchester, as well as
19 other educational
institutions



Engaged with over
15,000 young
people

Search and Apply



80 post-16 providers operating in Greater Manchester have now published their course information on the system



70 providers have received applications through the system



Young people, parents, carers and schools have had access to a comprehensive catalogue of post-16 provision across the city region, including Apprenticeships

#SEEDIFFERENT



Reached
179,392
young
people



18,921
website hits



Reached
17,492
employers

#SEEDIFFERENT



Produced **78**
case studies



375,954
social media
impressions



3,576
social media
engagements

Traineeships

59

Different training providers and colleges attended the masterclasses

21

Were not currently delivering Traineeships but were considering doing so.



Indicative feedback from Traineeship stakeholders suggested that both starts and progression rates have increased.



The **7** video case studies have been very popular. The project YouTube channel received **962** views.

GMLPN Website

- We have a new one!

GMLPN Recruitment

- GMLPN is on a mission to help resolve the recruitment issues faced by our members:
 - “I get sent inappropriate candidates for my vacancies;”
 - “The fees and contract terms are too high.”
- Who we have engaged with
- Our Quality Framework
- Next Steps:
 - Making the introductions

Moving Forward 2016/17

- Ensuring delivery of our existing portfolio of projects
- Embedding the Provider Support programme
- Continuing to sustain and grow the membership
- Developing and expanding our current agreements
- Exploring new opportunities



Andy Fawcett | GMLPN
Finance Report

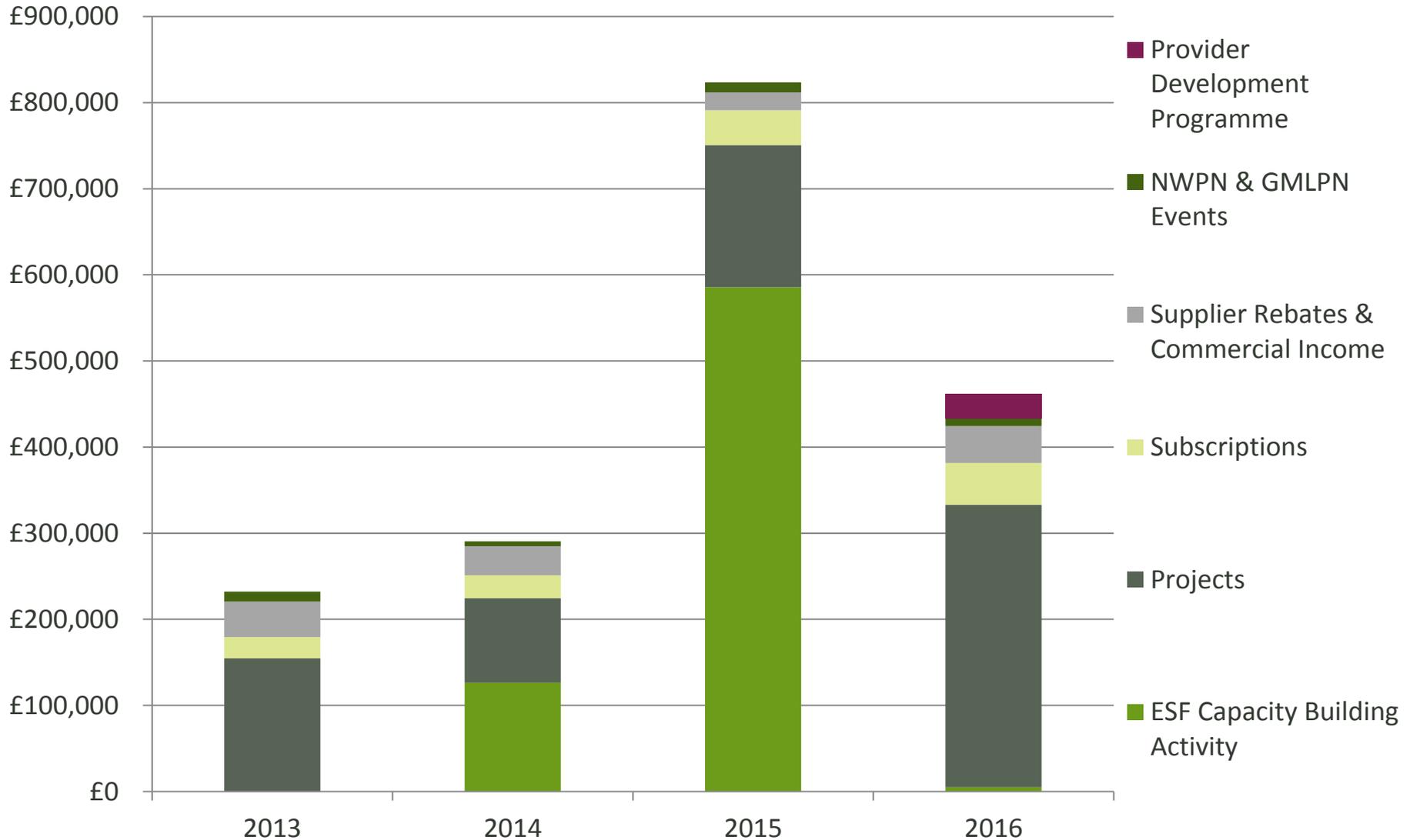
Summary

- The end of the 2017-13 ESF programme required us to make significant adjustments to both our activity and structure
- Decrease in turnover largely attributable to the end of three ESF projects - £585k in 2014/15
- Other sources of income – subscriptions, commercial income and the provider development programme have all increased
- Net profit after tax increased from **£15,749 (2015)** **£21,516 (2016)**
- Profit before tax of **£27k** was significantly better than budget
- Successfully secured four new projects

Main Sources of Income

Income Stream	2016	2015	2014	2013
Subscriptions	£48,609	£40,422	£26,728	£24,490
Projects	£327,860	£164,896	£98,030	£154,826
ESF Capacity Building Activity	£5,153	£585,755	£126,389	£0
Supplier Rebates & Commercial Income	£42,763	£20,771	£33,777	£41,105
NWPN & GMLPN Events	£8,537	£11,642	£5,527	£11,790
Provider Development Programme	£29,145	£0	£0	£0
Totals	£462,040	£823,486	£290.45	£232,211

Sources of Income



Expenses

Income Stream	2016	2015	2014	2013
Project Costs	£186,062	£395,031	£109,597	£129,474
Employment Costs	£199,524	£362,600	£138,909	£75,667
Other Costs	£50,002	£46,555	£33,787	£14,476
Totals	£437,604	£804,186	£282,293	£219,617

Profit and Loss Account 2015/16

Profit and Loss Account	2016	2015	2014
Total Turnover	£462,040	£823,486	£290,451
Cost of Sales	-£186,062	-£395,031	-£109,597
Gross Profit	£275,978	£428,455	£180,854
Staff Costs	-£199,524	-£362,600	-£138,909
Other Operating Costs	-£50,002	-£46,555	-£33,787
Operating Profit	£26,452	£19,300	£8,158
Interest	£443	£467	£1,294
Profit before Tax	£26,895	£19,767	£9,452
Net Profit	£21,292	£15,749	£7,305

A person's hands are shown holding a tablet computer. The tablet screen displays a bar chart with several vertical bars of varying heights. The background is slightly blurred, showing a white coffee cup on a saucer and some papers with faint charts. The overall scene is dimly lit, with a soft, professional atmosphere.

Jonathan Bourne | Damar Training Company Directors Report

1. To receive the Annual Report and Accounts of the Company for the year ended 31 July 2016.

2. To re-appoint as Directors of the Company to hold office until the next Annual General Meeting of the Company:

- Mark Currie
- Debra Woodruff
- Jonathan Bourne
- Andy Fawcett
- Anne Gornall

3. To appoint as Advisory Officers to hold office until the next Annual General Meeting of the Company:

- Nikki Bardsley
- Jill Nagy
- John Whitby
- Claire Blott
- Adrian Fantham
- Julie Shawcross
- Steve Murphy
- Andrew Turner
- Abdi Yusuf
- Jayne Worthington



Mark Currie | Chair

Annual Report



Emerging issues 2015/16

- Reduction of Adult Education Budget & its implications
- Lobbying – Growth Requests
- Adapting to Levy, Apps Trailblazer Standards
- Emerging devolution
- Emergence of northern powerhouse

What can we expect from 2016/17?

- Apprenticeship Levy
- Apprenticeship Standards
- The Register
- Procurement for non-levy payers
- Digital Apprenticeship Service
- Institute for Apprenticeships
- Budget pressures during 2016/17 and over delivery this year
- Curriculum review post Area Based Review
- Reform of the Work Programme



Looking forward to
2017/18...

