

Supported by GPRS Recruitment

Welcome

GMLPN Members' Meeting

Wifi

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Today's Agenda

- Closed session
- OfSTED Regional Reference Group
- What's the data telling us?
- There are challenges...
- And there are opportunities not to be missed going forward



Context

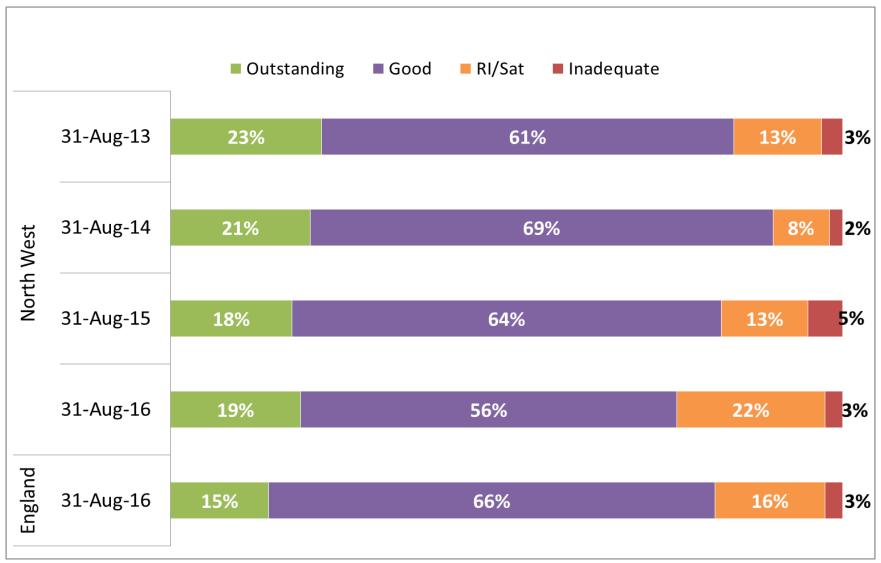
- OfSTED inspection grades recent trends
- Feedback from OfSTED regarding Apprenticeship and inspection
- ESFA concerns
- Raising our collective game

Quality and Opportunity

- Seismic changes in the operational landscape
- Anticipated growth in Apprenticeships with the Apprenticeship Levy
- Substantial competition with new market entrants (?)
- Major changes in both delivery and assessment
- A new over arching quality system Apprenticeship Accountability Statement
- OfSTED Common Inspection Framework with further revisions expected

All FE & Skills providers





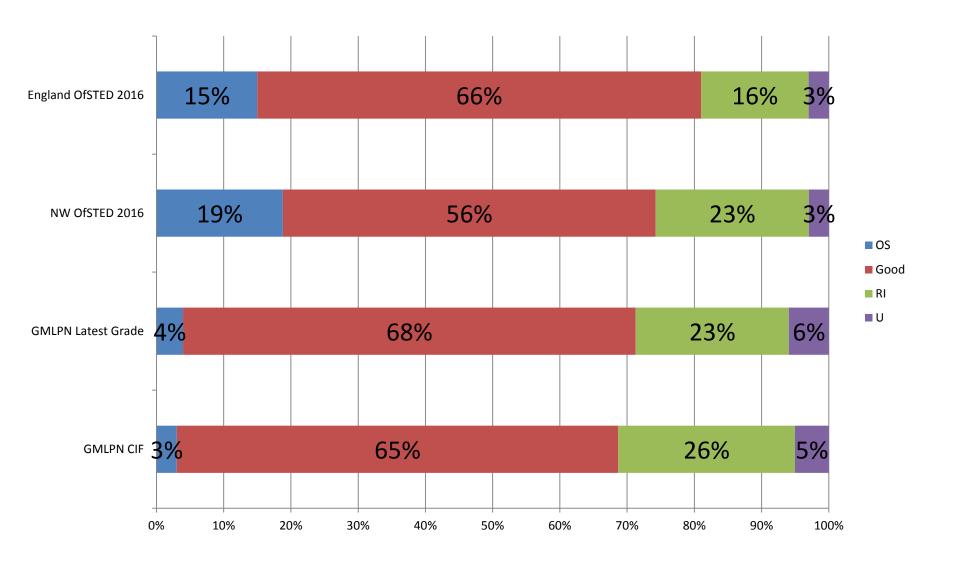
Current overall effectiveness of all providers, by region



Most recent overall effectiveness grade, as at 31 October 2016

	31 October 2016		
Region	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	

Greater Manchester – Grade Profiles



Greater Manchester – Current and Previous Grades

		Current Inspection (CIF)			
	Number of Providers Inspected under CIF	OS	G	RI	In
Previous Inspection Grade					
Outstanding	3	1	1	1	0
Good	22	0	18	4	0
Requires Improvement	11	0	6	3	2
Inadequate	4	NA	NA	NA	NA

Ofsted – Regional Advisory Group 29 March 2017

Presentation by Chris Jones HMI – Specialist Adviser Apprenticeships

- Issues pertinent to the inspection of Apprenticeships
- Apps reforms which are impacting upon the CIF
- Feedback on questions raised by GMLPN on Apprenticeships
- Other issues related to inspection
- Opportunity to raise questions with Chris Jones

What inspectors look for:

- leaders and managers work with employers to ensure that the structure and delivery of apprenticeship programmes enable apprentices to meet exacting standards and contribute to the growth of the businesses in which they work
- apprentices develop substantial new skills and behaviours that prepare them well for their chosen career and their future advancement
- employers and providers have a clear skills and career development plan that they monitor and evaluate frequently for apprentices



... impact of L&M ... what evidence of exacting standards ... what evidence of growth ... why apprenticeship and not other training?

... how do we know? ... what do we need to see? \

... this is a must ... it's a learner journey in action!

Implications for providers

- agreeing contracts with employers that enable you to assure the quality of delivery
- planning apprentices' gateway to limit potential impact on timely achievement
- budgeting for additional examinations in English and mathematics
- planning with employer for a long-term staff development strategy (particularly if the employer begins with the 'let's improve my managers' model)
- batting back on a 'train to gain' model
- being clear about how you measure **progress** ...
- going beyond the data





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Quality Improvement – Raising our Collective Game

- What are the most pressing challenges?
- What actions will make a difference?
- What support would be the most effective?
- What might we do collectively?
- What proportion of your Apprenticeship starts from May onwards do you anticipate will be standards
- To what extent have you got schemes of work in place for the standards?



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Break

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What we know about standards

- Employers and employer groups have led on developing the new standards
- Apprentices' behaviours will be assessed in addition to their skills and knowledge development
- The standards are brief with the full detail contained in the accompanying assessment plan
- Apprentices will be required to pass an 'endpoint assessment' (EPA) carried out by an approved assessment organisation not the training provider or employer.
- Successful apprentices will achieve a pass or distinction grade
- Employers negotiate with, and pay providers for training and assessment



... occupationally specific

... do we need to see those in action then?

... relationship between standard and assessment plan

... we need to see 'gateway' planning

... just on EPA? ... and they're all so different

... involvement in inspection?



What are the main differences?



What inspectors look for:

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What inspectors look for:

- apprenticeships comply with defined requirements and regulations
- apprentices improve their skills in
 English and mathematics, meet
 expectations and develop
 appropriate vocational behaviours
- apprentices know what they need to improve through regular and frequent reviews that give them feedback about their development
- employers and providers plan and prepare for end-point assessments so that apprentices complete their apprenticeships successfully and on time.



... relationship between quality of training and time off-the-job for example

... more than just a paper exercise of looking at EPA pass rates then ...

... and will need to be about skills, expectations and behaviours

... what impact does that have on any notion of timely achievement?

Apprenticeships and the skills and productivity gap ...

Apprenticeships need to:

- grow in sectors where there are national skills shortages
- be available for people of all abilities
- demonstrate a clear progression route to higher levels and to related occupations within the same sector
- lead to sustained employment
- be seen to be viable in sectors where staff turnover is too high to ensure that most apprentices stay the course

... how do we know? ... what about local and regional development?

... is this about one inspection ... or is it part of our system wide analysis?

... even in a provider or employer offering a single level ... signposting

... how do we know? ... is this more than just the validated data about achievement rates? ...what about staff turnover where apprentices move to get a better job?

Implications for providers

- agreeing contracts with employers that enable you to assure the quality of delivery
- planning apprentices' gateway to limit potential impact on timely achievement
- budgeting for additional examinations in English and mathematics
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- batting back on a 'train to gain' model
- being clear about how you measure **progress** ...
- going beyond the data





Implications for inspection

- revised handbook for inspection to account for the standards and frameworks running concurrently
- while the number of standards apprenticeships remain lower than frameworks – changes to inspection practice will be proportionate within the common inspection framework
 - for the **medium term** as frameworks are switched off (2020), we are considering some **changes to** the **inspection** of apprenticeships that we will **pilot** over the next few months.
- inspectors will still need to know that apprentices, because of their training:
 - know something new
 - can do something better
 - are **ready** for promotion, get a pay rise, get a more secure contract, move to a new job
 - know when they are ready to take the end-point assessment

- Growing workload for Ofsted with an expanding provider base and the expertise needed with a track record of assessing work-based learning
 - Impact in two ways: increasingly occupationally specific and increase in number. Recognise need to recruit more sector specialists, applying new provider rule, negotiating increase in resource and reviewing inspection models
- Within standards the introduction of end point assessment will radically alter both schemes of work, delivery of training and learner progress. How will Ofsted assess what 'good' looks like when providers are all adapting to the new requirements. Those who respond to government policy acting as early adopters of standards may be at greater risk than those who delay implementation until delivery of the new standards is more widely understood and embedded
 - Regardless of new programmes, the common inspection framework will apply. Whether frameworks or standards judgements about how well apprentices make progress will be at the core

- Many providers are adopting standards and enrolling apprentices and implementing training without the availability of end point assessment – will they be unfairly criticised for this in relation to the assessment of the quality of learning plans and curriculum design and delivery?
 - No we recognise this to be iniquitous however, the standard and associated assessment plan outline content and expectations for the apprenticeship. Employers and providers will need to plan and structure development of knowledge, skills and behaviours working towards the gateway when they make a judgement that an apprentice is ready to take the EPA.
- End point assessment this is purportedly independent and a discrete function paid for by the employer (as a prime) or a provider. Will this form part of the inspection process. Assume not?
 - The main focus will be on progression and readiness. The gateway assessment will be a contributor to judgements about outcomes and PDBW. Naturally, if apprentices do not pass the EPA then we would rightly ask questions about the efficacy of gateway assessments. Likewise, we would also ask of leaders and managers what they are doing to ensure that those who fail the EPA, do so at their next (unfunded) attempt.



- The 20% of the job is onerous and it is very easy to imagine how employers will behave when business priorities emerge. Do Ofsted intend to measure compliance albeit this is ostensibly a funding requirement. They have in the past checked compliance with some other aspects of frameworks etc. GLH/SASE prior to the revised SASE
 - Yes it is onerous. An employee who cannot be released for off-the-job training is just that, an employee and not an apprentice. That said, we are not auditors. There is a relationship between training and quality, between training and increased productivity if all else is 'good or better', then quibbles about 15% or 20% are arcane. However, if evidence shows that there are areas for development and apprentices are not improving their skills, gaining new knowledge and making progress in their career plans and aspirations, an inspector could rightly look in more detail about compliance.



- Where large levy paying employers are commissioning provision as the 'customer' but are also delivering aspects of the apprenticeship standard will Ofsted expect the same levels of due diligence and sub-contractor reviews and controls as they would for a sub-contractor whose primary business is training?
 - Yes there is one inspection framework: we are not offering low-fat versions to employer providers.
- In the case of both levy paying and non-levy paying employers who, for a given individual, commission both an apprenticeship standard and also pay for additional elements of training on a 100% employer funded contribution outside the of apprenticeship will the additional elements which do not form part of the standard be inspected?
 - As it stands currently, any delivery funded by the employer directly will be treated as it is now and be out of scope.

Other issues:

- Providers have reported examples where, because of the use of 'lines **USCC** of inquiry' within the inspection process which often relate to areas/pockets of poor provision or poor management of learners, these factors seem to be disproportionately weighted when arriving at overall judgments in spite of the organisation having a large volume of provision which is well above benchmark.
 - Refer to the inspection handbook. Example from leadership and management, and outcomes grading criteria:
 - Leaders, managers and governors are ambitious for all learners and promote improvement effectively.
 - Across the large majority of provision, current learners make consistently strong progress from their different starting points, developing secure skills, knowledge and understanding.
 - The **large majority of learners** complete their courses and achieve qualifications, including, where appropriate, in English and mathematics; or the rate of improvement in the proportion of learners doing so is increasing rapidly.
- Therefore, inspectors will want to assure themselves that the large majority are achieving as well as they should, and will need to explore what is happening with the minority group and determine what leaders and managers are doing to improve all provision.

Review of inspection process



- Ofsted is always adapting its ways of inspecting to make them more efficient and effective and adapted to the context of those it is inspecting.
- We welcome your views, insights and queries. Please feel free to send any comments to <u>fes@ofsted.gov.uk</u>
- Employers have you used Employer View to inform Ofsted of your experiences with your training provider?: https://employerview.ofsted.gov.uk/
- Could you serve the sector as an Ofsted inspector? You can make an expression of interest to be an Ofsted Inspector here: https://ofstedinspector-eoi.ofsted.gov.uk/

Ofsted on the web and on social Ofsted media

www.gov.uk/ofsted

http://reports.ofsted.gov.uk



www.linkedin.com/company/ofsted



www.youtube.com/ofstednews



www.slideshare.net/ofstednews



www.twitter.com/ofstednews







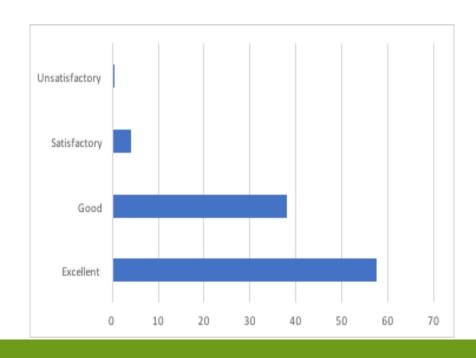


Managing Study Programmes to provide meaningful work experience that maximises maths and English skills

Reach of the project

- Total reach of the project 3999
- Satisfaction with the programme:

Excellent	57.5%
Good	38%
Satisfactory	4%
Un-satisfactory	0.5%



EDUCATION & TRAINING FOUNDATION

GMLPN Involvement

- ProCo
- Stockport College
- Bolton College
- Bury College
- Total People



Hugh Baird College

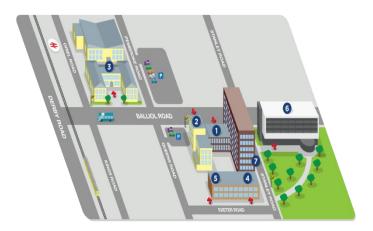
John Kendal

Hugh Baird College

Managing Study Programmes to provide meaningful work experience that maximises maths and English skills

The College

- 5 main sites and several outreach centres
 - Balliol
 - 6th Form Centre
 - Port Academy Liverpool
 - University Centre
 - Thornton College



Balliol



6th Form Centre



Port Academy Liverpool



University Centre



Thornton College



Students

Overall = 4318

- -14 16 School = 129
- Further Education (16 18) = 3148
- Apprenticeships = 443
- Higher Education (18+) = 477
- Learning for Life = 88
- Thornton College = 33

What we had already done

Introduction of a Study
 Programme Co-ordinator Team

What exactly is a Study Programme Co-Ordinator

The Team



The Team











Study Programme

- 600 GLH per year
- 6 main elements
 - Substantial qualification of the students choosing
 - English (if a grade C or higher at GCSE has not been gained)
 - Maths (if a grade C or higher at GCSE has not been gained)
 - External Work Experience
 - Enrichment and Employability
 - Personal Development Sessions

Purpose

- Through the Study Programme arrangements and provision, Hugh Baird demonstrates its continuing concern for its students as individuals; actively encouraging them to be secure, successful and fully participating members of the College and of the wider community.
- The Study Programme is also concerned with preparing students for the demands and challenges of adult and working life.

Role

- All staff, both teaching and non-teaching have a day to day responsibility for the pastoral care of students.
- Each student has a Study Programme Co-ordinator
- On average this includes:
 - 12 tutor group, 1hr Personal Development Sessions
 - 12hrs timetabled teaching commitment
 - 12hrs un-timetabled teaching commitment
 - · 11hrs other duties

- Support and co-ordination of all elements of a students Study Programme
- Aspirational target setting
- Preparation and Access to External Work Experience
- Data recording
- Pastoral support

Why take part in the project

Someone to tell us what we should be doing

Get all of the answers

Become an outstanding College

So What happened?

- Initial conversation and target setting
- Initial training event
- Full staff dissemination event
- Monitoring visits
- Specialist SPLD training
- Impact visit

Key Benefits

- Identifying how evidencing the impact of meaningful work experience for learners matched with Ofsted grade descriptors in relation to the 'Personal development, behaviour and welfare' judgement
- 1. Recording work experience
- 2. Pre-work experience preparation and post-work experience evaluation
- 3. Linking work experience with English and Maths skills development

A sneak peak

- Pre-work experience preparation
- Research activity
- Evaluation
- Feedback

What have we developed?

- Display boards
- Flyers
- Posters
- Supply chain ideas
- Booklets



Data (2016/17)																		
		Study Programme Compliance (Dashboard Data)								Enrichment (Dashboard Data)						Work Experience (Dashboard Data)		
	#K								Ħ									
	e La		e Last	%	e La	%	e La	%	ce Last				Since		Since	No.	Since	
	Since		Since	575-	Since	540-	Since	Under	Sinc			No.			0 B	with		% with
	Change	%	ange	600 Hours	ange	574 Hours	ange	540 Hours	ange		No. on orgora	with Enrich	Change t Report	% with Enrich	Chang st Rep	Work	Change at Report	Work Experi
	Chang	>600	Cha Rep	110013	Cha Rep	110013	Cha Rep	110013	Cha ge	- 11	mme	ment	9 S	ment	% C	ence	0 %	ence 3
	>		>		>		>		>		_		>		>		>	
	-0.2	58.3	1.1	6.7	0.0	8.0	-0.6	27.0	-0.5	Ľ	1499	1237	12	82.5	1	966	69	64.4
ent																		
	0.3	46.4	2.1	12.5	2.5	10.7	2.1	30.4	-6.8		56	56	-14	100.0	0	20	-1	35.7
	0.0	51.6	0.5	12.4	-0.9	9.3	0.1	26.8	0.3		97	97	-1	100.0	0	30	1	30.9
	-0.1	54.9	1.0	11.5	1.1	8.9	0.2	24.8	-2.2		113	111	-2	98.2	0	51	5	45.1
	-0.3	46.6	1.0	3.7	-1.0	7.5	-2.1	42.2	2.1		161	65	24	40.4	12	65	2	40.4
	0.0	91.8	0.0	0.0	0.0	4.1	0.0	4.1	0.0		49	49	0	100.0	0	49	0	100.0
DIA MAKE UP	-0.7	57.3	3.8	3.7	-1.1	14.6	0.3	24.4	-3.0		82	82	-2	100.0	0	78	13	95.1
	-1.3	77.5	3.7	2.0	-3.9	9.8	-0.9	10.8	1.1		102	57	0	55.9	1	94	1	92.2
	0.0	96.0	-1.3	1.3	1.3	0.0	0.0	2.7	0.0		75	75	0	100.0	0	75	0	100.0
STRY	0.0	73.0	0.0	1.6	0.0	4.8	0.0	20.6	0.0		63	63	0	100.0	0	30	2	47.6
	0.2	-	-	-	_	-	-	-	-		-	-	-		-	-		

Impact

- Greater understanding and willingness by students
- Greater understanding and willingness by staff
- Increased work placement links
- Higher standard of professionalism and improved reputation
- Greater outcomes and improved experience
- Increased educational experience
- Increased enthusiasm
- Reduced pressure
- Improved recording and knowledge of Study Programme Completion
- Students are more greatly prepared for their chosen career



Chris Jones (HMI)

Ofsted

ETF: English and mathematics in study programmes

Chris Jones HMI, Specialist Adviser – Apprenticeships

Focus

Overview of inspection findings of study programmes for:

- the work-experience element
- best practice to maximise English, mathematics and employability skills

Background

- **Students aged 16 19** not employed or on a traineeship or apprenticeship **should follow an individualised study programme** that takes into account their prior attainment and their future education and career aspirations.
- These programmes require any student not already holding GCSEs at grades A* to C in English and mathematics to work towards the achievement of these, or stepping-stone, qualifications. Those full-time students who hold a grade D must retake their GCSE.
- Students should also receive careers guidance and participate in workrelated activity and experience to develop their character and confidence.

Outcomes

In more than half of general FE colleges inspected, study programmes were less than good.

- too few students achieved passes at a higher grade when retaking GCSE English or mathematics
- variable quality of information, advice and guidance was provided to meet the full range of students' needs, such as those who were not intending to make applications for higher education
- too few students undertook challenging and well-planned work-related and extra-curricular activities; this was particularly the case for students studying below level 3

Inspection Evidence

- students on level 3 academic study programmes typically undertake
 challenging and well-planned extra-curricular activities
- these support their personal development and future employment goals
- students also benefit from focused and relevant work experience that supports their university applications to study a degree, such as vocational degrees in medicine and dentistry
- inspectors found that information, advice and guidance provided are best when there is a defined progression route leading to a realistic destination following completion of their study programme.

The larger the better..

- the breadth of subjects on offer is an advantage to young people when they make choices
- students are more likely to benefit from a wide range of extracurricular and work-related activities that are relevant to them
- specialist teachers can concentrate on A-level provision, rather than having to teach at several key stages.

Undemanding technical and vocational education

- schools and colleges do not provide a technical and vocational curriculum appropriate to meet the needs of the economy
- neither do they provide enough expert advice and guidance to show students the full range of courses

Cohort	
Arts, media and publishing, business administration and	69%
leisure, travel and tourism	
Science and mathematics	13%
Engineering and manufacturing	1%

• too few providers liaise sufficiently with employers or with local enterprise partnerships to design a curriculum that provides the knowledge acquisition and high-level skills that Britain needs.

Weak study programmes below level 3

- less successful than those at level 3
- do not always meet the core principles of the programmes
- proportion of students who achieve their qualification is substantially lower than at level
 3
- long-term outcomes for those who do not reach level 2 are poor
- far too many with lower levels of prior academic attainment progress onto courses that have limited value
- work experience or work-related learning are too rarely at the heart of study programmes at levels 1 and 2.

Weak careers advice and guidance

- students need long-term and frequent guidance to help them identify career goals and develop ideas for their future
- too often, information, advice and guidance at this level are dependent on subject teacher/tutor knowledge and experiences
- this does not guarantee that students are well enough informed, advised and motivated to consider all available education, training and employment options.

English and mathematics

We are all aware of the condition of funding and the requirement that students with a grade D enrol onto a GCSE with the aim of achieving a grade 4 to 9 within two years

- too many providers push students too quickly into examinations
- too often, we see teaching that is insufficiently targeted in students' knowledge and skills gaps
- the implementation of the policy is not having the desired impact in practice.

Our view

- unclear whether the GCSE qualification is the best way of ensuring that students have the English and mathematical skills needed for their intended career
- inspection evidence shows that, for some students, having to retake
 their GCSE can be demotivating and that attendance at these lessons is lower
- for many students, an alternative level 2 qualification may be a more appropriate means of improving their English and mathematics and ensuring that they are ready for work..

Questions and discussion

Ofsted on the web and on social media

www.gov.uk/ofsted

http://reports.ofsted.gov.uk

- www.linkedin.com/company/ofsted
- www.youtube.com/ofstednews
- www.slideshare.net/ofstednews
- www.twitter.com/ofstednews





ETFOUNDATION.CO.UK

THANK YOU ANY QUESTIONS?





Why is GMLPN looking at supporting members on Recruitment?

Based on conversations with members, the GMLPN sought to establish a strategic and commercial relationship with a recruitment partner that specialised in the Further Education and Work Based Learning sector.

Some of the issues raised by members included:

- Inappropriate candidates being put forward for interview;
- Recruitment agencies that didn't understand our sector;
- Quantity rather than quality;
- Placements leaving after a few weeks.





Today's Presentation Agenda





Introduction to GPRS Recruitment



What GPRS Recruitment is offering



The Good Recruitment Campaign



How GPRS Recruitment works



Why use GPRS Recruitment



Recruitment and selection: Top 10 tips

Introduction to GPRS Recruitment



- An award winning work based learning and training recruitment specialist
- Established 10 years
- Nationwide coverage
- Investors in People Gold accredited
- One of only 15% of recruitment companies in the UK that are REC audited
- Market Sector Specialists are REC professionally qualified, or working towards
- Operates within the guidelines of the Good Recruitment Campaign

What GPRS is offering



- 10 years experience within the work based learning and training sector
- 20% reduction on our standard introductory fee of 17.5% of first yea salary
- Free of charge advertising on major job boards
- ► Shortlist of 4 5 pre-screened candidates
- No placement no fee
- Three month guarantee period
- Seminars on aspects of recruitment and selection based on the Good Recruitment Campaign
- Contributions to the GMLPN newsletter

The REC's Good Recruitment Campaign



"Research shows that businesses are spending more on employer branding and talent attraction, but data shows that the candidate experience is getting worse."

"Research is also clear that candidates are scrutinising an employer as much as an employer is judging them."

This means **your** candidates and **your** learners are becoming more discerning about who they work for.

Your success as a company depends on your ability to attract and retain both employers and learners.

97% of candidates were 100% satisfied with our services.



How does GPRS Recruitment work?



We will...

- Take a thorough vacancy, and obtain interview dates
- Send you our Terms of Business
- Advertise on major job boards and database search
- Speak to candidate individually to interview and gain consent
- ► Create a shortlist of 4 5 suitable candidates
- Send CVs, and call you within 24 hours
- Arrange interviews
- Perform post-interview debrief, and gain second interview dates
- Obtain an offer and present to the candidate
- Support the candidate through resignation and obtain a start date
- Transition management keep in touch with both parties for the first two weeks
- GPRS Recruitment raises an invoice for the introductory fee

Why use GPRS Recruitment?



- GPRS will become your recruitment partner
- GPRS saves you time by managing the recruitment process
- GPRS is a work based learning and training specialist 1:2 conversion rate
- GPRS offers you a larger talent pool than advertising yourselves, with:
 - Our database of over 55,000 candidates
 - ((•)) Free advertising on major job boards
 - Extensive use of social media
- GPRS Market Sector Specialists will advise and suppo you
- GPRS offers a three month replacement guarantee

Recruitment and Selection - Top 10 Tips



- Review your Job Description does it sell the role?
- Put some thought into what really sells your company
- Set aside time for interviews in your diary within two weeks
- When you are sent CVs, review them immediately and decide who to interview
- Plan the interview
 - Give interview feedback within 24 hours and select candidates for seconds
- Make an offer within 24 hours after final interview
- ✓ Get an offer letter raised within 24 hours of offer

GPRS recruitment

Thank you for your time today



Supported by GPRS Recruitment

Break

GMLPN Members' Meeting

Wifi

Network: BGC-Secure

Password: bgc180609





GM Apprenticeship Travel Offer

https://beta.tfgm.com/travel-choices/personal



The offer and eligibility

Bike Offer

- Free package of cycling support for all apprentices
- Refurbished bicycle
- Safety equipment
- Cycling and maintenance courses
- Commitment to take part in evaluation

Travelcard Offer

- Apprentices with 1st 6 months of their programme
- Free 28 day travel ticket for buses and Metrolink

Free Personal Travel Plan

- Creation of a personal travel plan based on your individual requirements.
- Fill in a survey and be emailed a bespoke journey planner.

To date

- 25 bike applications
- 16 travel card applications (although lag in getting data from travel shops)
- 30 providers signed up if others would like to take part get in touch with access@tfgm.com
- Pilot will run to March 2018 (subject to funding lasting)
- Longer term apprentice concession in development



Apprenticeships in the Public Sector



"Our vision is for a GM public sector workforce that is fit for the transformational change that Devolution brings; with Apprenticeships at the heart of employers' workforce planning, development and talent management strategies; and that offers high quality opportunities for personal and professional development"



Public Sector Response

- Partnership group made up of LAs, Police, Fire, TfGM, Health Trust representatives, UNISON rep, SFA, North West Employers
- Workforce planning to identify apprenticeship opportunities from new, entry level roles, development opportunities for existing staff members, opportunities to develop people into hard to fill vacancies
- Collaborative approach to common issues across departments and organisations knowledge sharing as policy and guidelines have developed
- Development of a Memorandum of Understanding between organisations
- Health Trusts working jointly to develop Health Economy Apprenticeship Strategy in parallel with LA and blue light services
- Development proposals for a 'GM Public Sector Apprenticeship Approach' and flagship apprenticeship programmes including bespoke elements that contextualise working within GM's public sector
- Recommendations for minimum set of standards for T's & C's and procurement approach
- Apprentice recruitment and (in future) talent pool and careers education information available through Greater. Jobs



Context

- 26 organisations involved may be more as work develops
- Approx. £25m Levy will be paid annually
- Approx. 3000 new apprentice starts annually if 2.3% target is to be met
- Approach and work agreed by GMCA in February 2017 paper available on website



Procurement

All Public Sector Organisations have to comply with public sector procurement rules when purchasing Apprenticeship Training and Assessment

- Interim Measures
 - Health Trust DPS
 - Individual organisation approaches
- From Sept / Oct
 - Will have a GM wide apprenticeship preferred supplier list
 - Will be looking for high quality and added value in a GM context
 - Delivery of standards rather than frameworks where available
 - Soft market testing event late May / early June (date tbc)
- Considerations for providers
 - Think about the roles that exist in public sector and potential apprenticeships
 - Delivery models but a real willingness from organisations for co-delivery



Any questions?





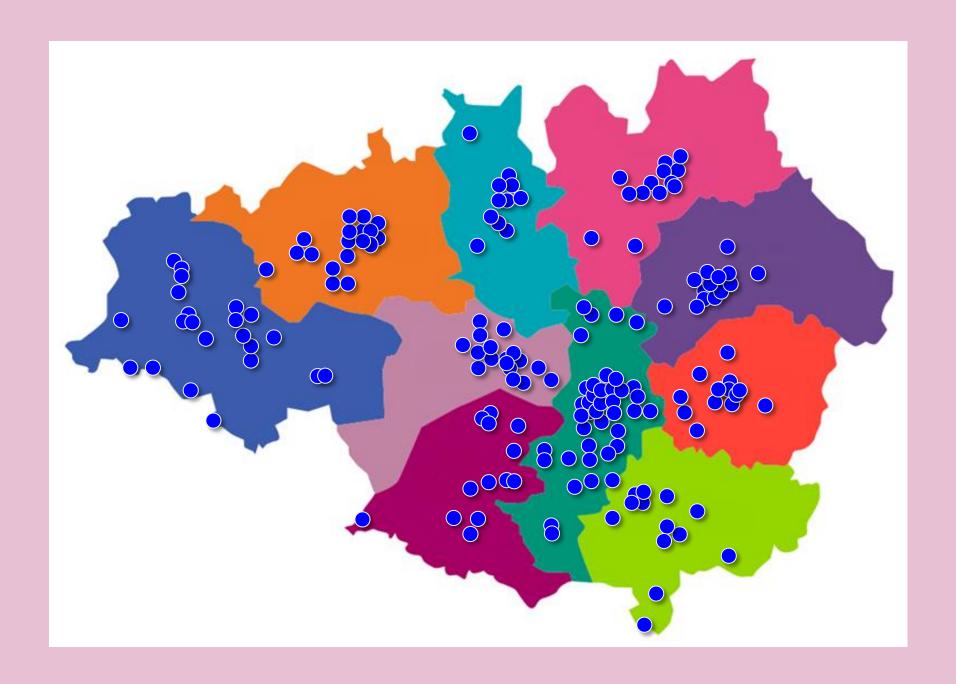
GM Apprenticeships Hub Marketing & Communications Campaign



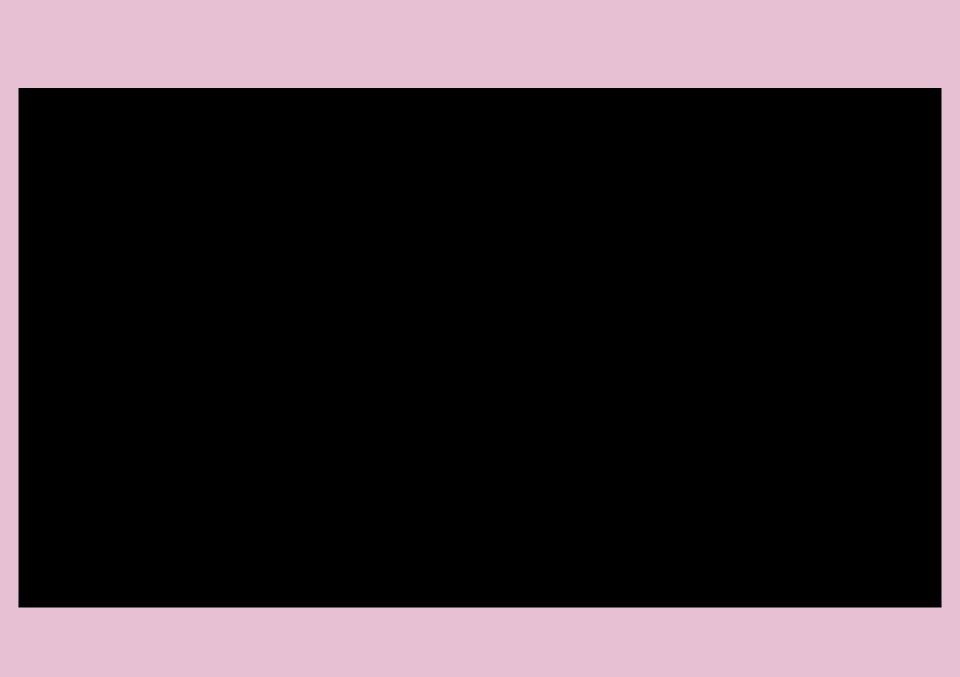








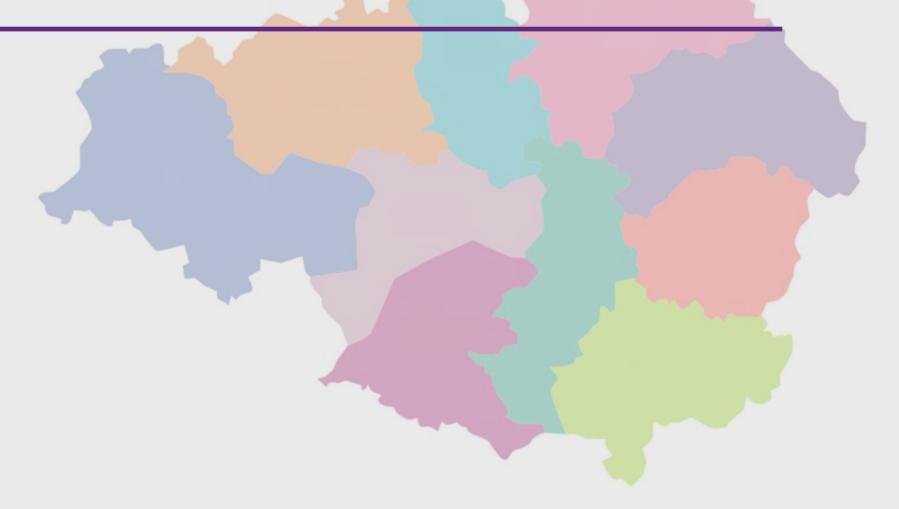
Outputs	Actual to Date
Website Hits	80,424
Young People Reached	202,424
Case Studies	92
Social Media Impressions	23,334,164
Social Media Engagements	112,116
Employers Reached	23,508
Skills Providers Reached	111





The Apprenticeships Hub - Award Entry Showreel 2017 V4.mp4

The activity going forwards



hello@theapprenticeshiphub.co.uk

GM Apprenticeships Hub Marketing & Communications Campaign













The Awards recognise and celebrate the direct impact learning has on businesses, individuals and communities in Greater Manchester. The Awards are now well-established as the annual showcase skills & business event.

The Skills for Business Awards, in association with Pearson, are being hosted by a partnership of the Greater Manchester Chamber of Commerce and the Greater Manchester Learning Provider Network.

www.skillsforbusinessawards.co.uk







The categories:



- Micro Business of the Year Award
- Small Business of the Year Award
- Medium Business of the Year Award
- Large Business of the Year Award
- Best Investor in Skills Award (The Best of the Best from the Above Categories)
- Education Business Partnership of the Year Award
- Learning Provider of the Year Award
- Intermediate Apprentice of the Year Award
- Advanced Apprentice of the Year Award
- Higher & Degree Level Apprentice of the Year Award
- Entrepreneur of the Year Award
- Learning & Skills Champion of the Year Award
- Outstanding Innovation of the Year Award Driving Productivity Through Skills Investment
- Supporting People into Employment of the Year Award



Sponsorship:

- Strong social media campaign and promotion to local businesses promoted to over **30,000 social media followers**; coverage in local business press and Chamber Brief.
- A unique opportunity to promote your brand and engage with the business community and educational providers from across Greater Manchester.
- An unrivalled corporate hospitality opportunity with networking at a prestigious event.
- Branding opportunities at the event and within event marketing materials.
- Opportunities for inclusion in pre and post event PR.



Key dates:

30.06.2017 – Nominations Close

04.09.2017 - Shortlists Announced

30.11.2017 – Awards night

Nominations now open. Visit: www.skillsforbusinessawards.co.uk to enter









Supported by GPRS Recruitment

Lunch

GMLPN Members' Meeting

Wifi

Network: BGC-Secure

Password: bgc180609