

Barbara Gregory – ALIN

**Work placements that promote English and
maths skills**



Introduction - ETF Project

- Developing work placements that promote maths and English skills
- The Education and Training Foundation have commissioned a third Study Programme Project to support providers in developing and managing the work placement element of 16-19 Study Programmes to improve the quality and delivery.
- This programme continues the work commissioned during 2015-2016 and 2016-2017 to support providers in the management of work experience and the better embedding of maths and English as part of a 16-19 study programme.



Success of previous project

- Exceeded target of 20 providers by recruiting 28
- 97% of delegates stated they would recommend the CPD to others.
- One of the major successes of the ALIN delivery of the Foundation's 2016/17 study programme project was the introduction of the concept of calculation and communication.



Impact of previous project

- The development and production of the exploring (Technical) routes flyers has exceeded any anticipated impact that was expected. This innovative resource developed around the 15 routes outlined in the Sainsbury report, has been hugely welcomed by providers.
- The flyers have provided a resource that links directly to the vocational / technical routes offered and the maths and English GCSE, creating clear and informative information that can be used equally by Learners, Providers, Employers and Parents.
- There have been requests from providers to be involved and create one for each course that they run, vocational and academic.



Background

- Work experience continues to be a challenge for some providers, from the organisation of placements for learners, through to the monitoring and evaluation of the learning taking place.
- The Sainsbury Review and Skills Plan outline the importance of industry based experiences for learners, and make substantial work placements an integral part of the planned technical routes.
- The effective delivery of these will be a challenge to the Further education (FE) and training sector, and preparation for these is needed.



The development offer

- The project includes CPD and a “wrap around” support package that will include a practical “hands on” approach to:
- Planning for enhanced more intensive work placements
- Goal setting to improve the development and delivery of quality work placement programmes
- Support in embedding and the promotion of maths and English to maximise skill development.
- Creative and practical resources at all levels mapping maths and English to job roles and technical routes
- Cascade of activities, ideas and impact across the organisation- “a whole provider approach”



THE ALIN WAY!

A whole provider approach

- A change in mindset and culture to focus on learner destination and career routes
- Identification of employability skills learners need to develop to achieve their intended goal-
“the line of sight to work”
- To provide high quality and responsive work placement for learners



THE ALIN WAY!

A whole provider approach

- Identification of employability skills learners need to develop to achieve their intended goal – “the line of sight to work”
- A useful tool for learners to reflect on their skills starting point and action points for their progress to employability is an Employability Skills Tracker.
- ALIN Resources



THE ALIN WAY!

A whole provider approach

- To provide high quality and responsive work placement for learners - the project:
- CPD
- Support
- Goal setting
- Resources



THE ALIN WAY Resources

- **Project objectives:**
- Design, develop and promote resources that map maths and English outcomes to job roles linked to proposed technical routes
- Adopt differentiated approaches that include Functional skills, GCSE and variation in level
- Utilise different media appropriate to a wider range of audiences



THE ALIN WAY TO CREATE TECHNICAL FLYERS

- Map work activities to ensure that learners have the best opportunity to develop English and maths skills on work experience.



Activity 1- identify maths and English tasks for a job role - Woodland skills Level 1

Activity 2- identify functional skills

Activity 3 - identify skills required to work in the industry, facts, job roles and progression

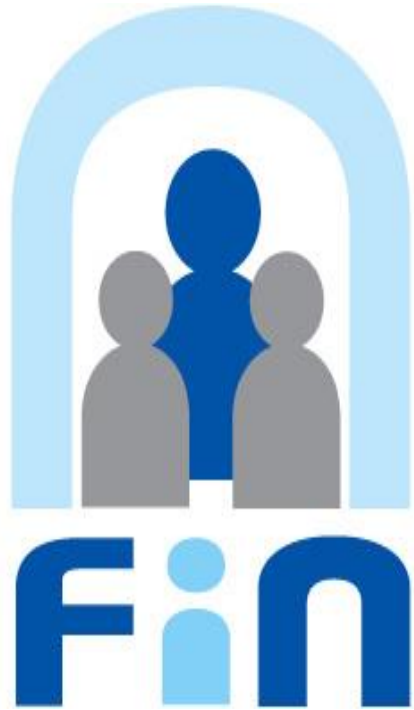
Activity 4 - Identify Images that are eye catching and appealing to all audiences

Activity 4 – Provider works with ALIN to co-brand bespoke flyer



THE ALIN WAY Resources

- Utilise different media appropriate to a wider range of audiences
- Adopt differentiated approaches the include Functional skills, GCSE and variation in level
- Video link:
https://lifedesigngroup.net/alin-project-resources/?et_fb=1
- ALIN info@alin.org.uk



Fellowship of Inspection Nominees

WWW.fin-online.org.uk

enquiries@fin-online.org.uk

A new organisation promoting a positive approach to inspection planning and preparation to support nominees.

Tom Stannard – Greater Manchester Combined Authority The Greater Manchester Ageing Strategy

For more info:

paul.mcgarra@greatermanchester-ca.gov.uk

<https://www.greatermanchester-ca.gov.uk/GMAgeingHub>

@GMAgeingHub

GM Ageing Hub

- Set up 2016 by Greater Manchester Combined Authority
- Coordinate a strategic response to the opportunities and challenges of an ageing population
- Programmes of activity around
 - Economy and work
 - Age-friendly places
 - Healthy ageing
 - Housing and planning
 - Transport
 - Age-friendly culture

GM Ageing Hub: priorities

- GM will become the **first age-friendly city region** in the UK
- GM will be a **global centre of excellence** for ageing, pioneering new research, technology and solutions across the whole range of ageing issues
- GM will increase **economic participation** amongst the over-50s

3

Ways of working

- GM Ageing Hub **Steering Group**
- **Partnership** Group
- **Research-policy-practice**
- **International** partnerships
- **Local** age-friendly plans
- On-line **platform and evidence papers**
- Partnership with **Centre for Ageing Better**

GMCA developments

- Andy Burnham:
GM a great place to grow older
- Greater Manchester Strategy –
Priority 10: An age-friendly Greater Manchester
Priority 3: Good jobs, with opportunities for people to progress
and develop



GMCA developments

- GM skills and employment programmes
 - Devolution of the adult education budget
 - Working Well
- External reviews
 - The Great Escape? Low pay and progression in the UK's labour market: Resolution Foundation
 - Skills and poverty: building an anti-poverty learning and skills system: Learning & Work Institute
 - Entry to, and profession in, work - Joseph Rowntree Foundation
 - Addressing worklessness and job insecurity amongst people age 50 and over in Greater Manchester: Centre for Ageing Better

Current activity skills & employment

Children & Young People

- ✓ **£339,000** Careers and Enterprise Company Investment funding for GM schools 2016-2018
- ✓ **3000** young people received Apprenticeship IAG
- ✓ **£1,706,336** - Total investment for Careers Education, Information, Advice & Guidance across GM
- ✓ Over **6000** young people accessing industry relevant up to date LMI

Higher Level Skills

- ★ **£2m** secured for delivery of a GM Digital Talent & Skills Programme
- ★ **£4m** ESF investment across GM to support access to higher level skills
- ★ **£70m** Skills Capital Funding
- ★ 11 training providers supported to develop and deliver Higher Level Apprenticeship frameworks resulted in **340** HLA starts

Work & Health (Unemployed residents)

- ▶ **1339** disengaged young people supported into work through Youth Contract Extension
- ▶ **18,000** residents supported Working Well Pilot & Expansion programmes have
- ▶ **£52m** investment secured to commission the Work & Health Programme under Devolution
- ▶ **£12m** ESF investment to support **6000** unemployed residents to access skills

Employers

- ▶ **5,995** grants paid to employers for taking on apprentices via GM AGE Grant, totalling over **£8m** investment
- ▶ **£100k** investment in employer engagement through LEP & Careers and Enterprise initiative
- ▶ **£5.8m** ESF investment to support employers with workforce development and up-skilling staff

Economy & Work

Work Group Objectives:

- **Monitor the impact of existing work, skills and growth programmes in the context of ageing populations**
- Influence policy-making and commissioning budgets across GM, and nationally
- Link between researchers, policy-makers and commissioners
- Develop the case for, and promote the economic opportunities of ageing populations
- Develop priorities for action in the context of the opportunities provided by devolved powers
- Provide a platform for the analysis of existing and future patterns of employment and skills for older workers
- Provide support and advice to employer-facing programmes

Economy & Work

Year One Objectives

- **Explore a concordat between local universities, colleges and the Local Enterprise Partnership around training and skills development for older workers**
- Promote the economic and social case for taking action on older workers to local employers
- Incorporate age-friendly work in the GM Employment Charter
- Host a GM Employers' summit on older workers
- Establish an expert group to lead this work stream
- Manchester Growth Company project

Economy & Work

Older workers: skills and training

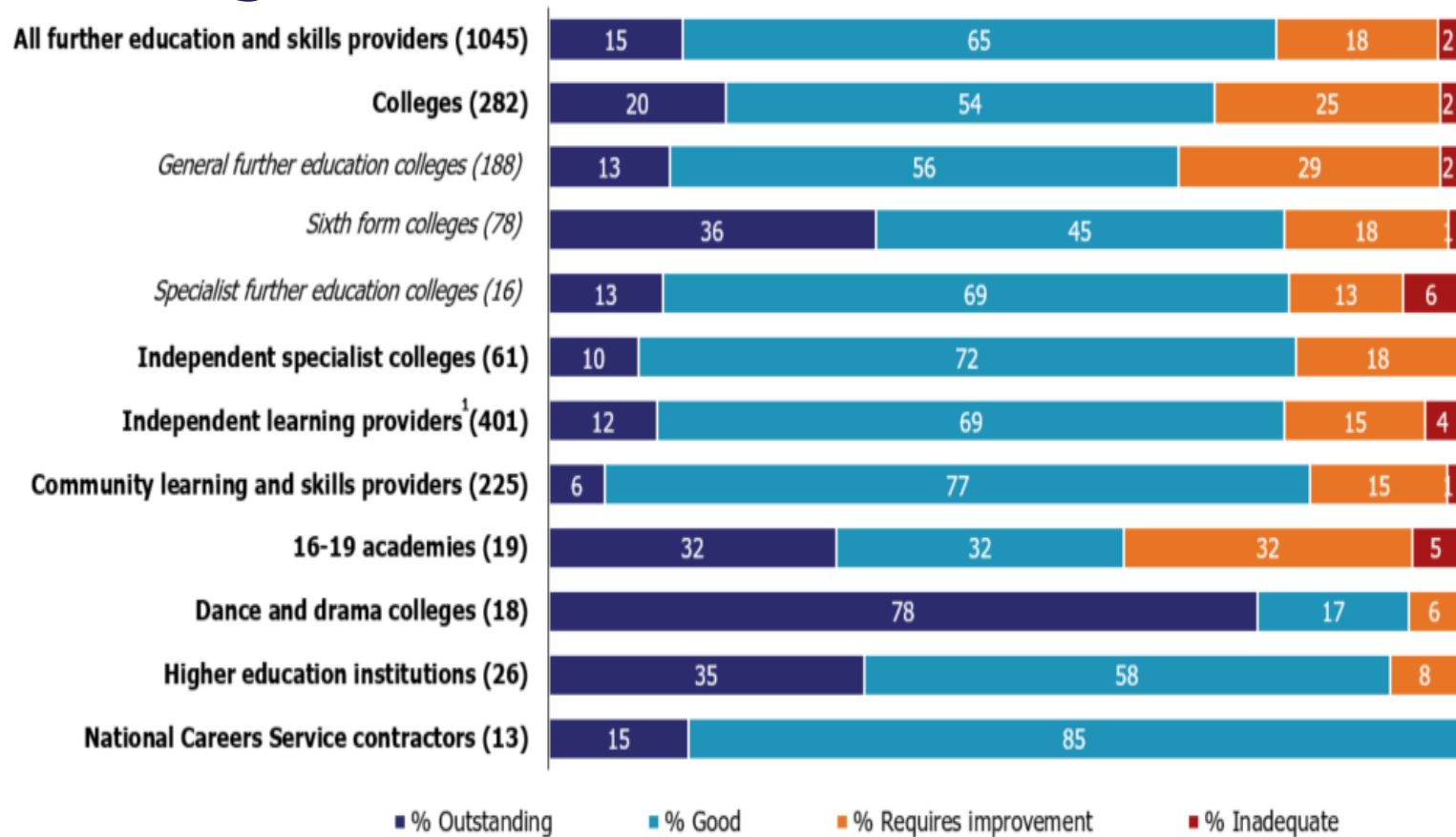
- Adult upskilling to
 - Enable economic participation
 - Equip workers to fill high skilled roles
- Basic English and language skills
- Skills deficit in IT
- Lifelong learning
- Supporting later life transitions in the workplace
- Supporting employers
- Supporting older entrepreneurs

GMLPN / Pearson Partnership

- Designed to provide additional support for members around account management, customer service, price, responding to sector change.
- End Point Assessment
 - Provider meeting 17.10.2017
 - EPA survey of members
 - Update on progress towards GMLPN becoming an intermediary body for EPA
- Advantages:
 - CPD opportunity
 - Revenue Stream
 - Influencing the process – central feedback mechanism

Bev Barlow | Ofsted Update

Overall effectiveness of further education and skills providers at their most recent inspection, as at 31 August 2017



1. Includes employer providers
2. Where numbers are small percentages should be treated with caution

Most recent overall effectiveness of all open and funded further education and skills providers, by Ofsted region as at 31 August 2017

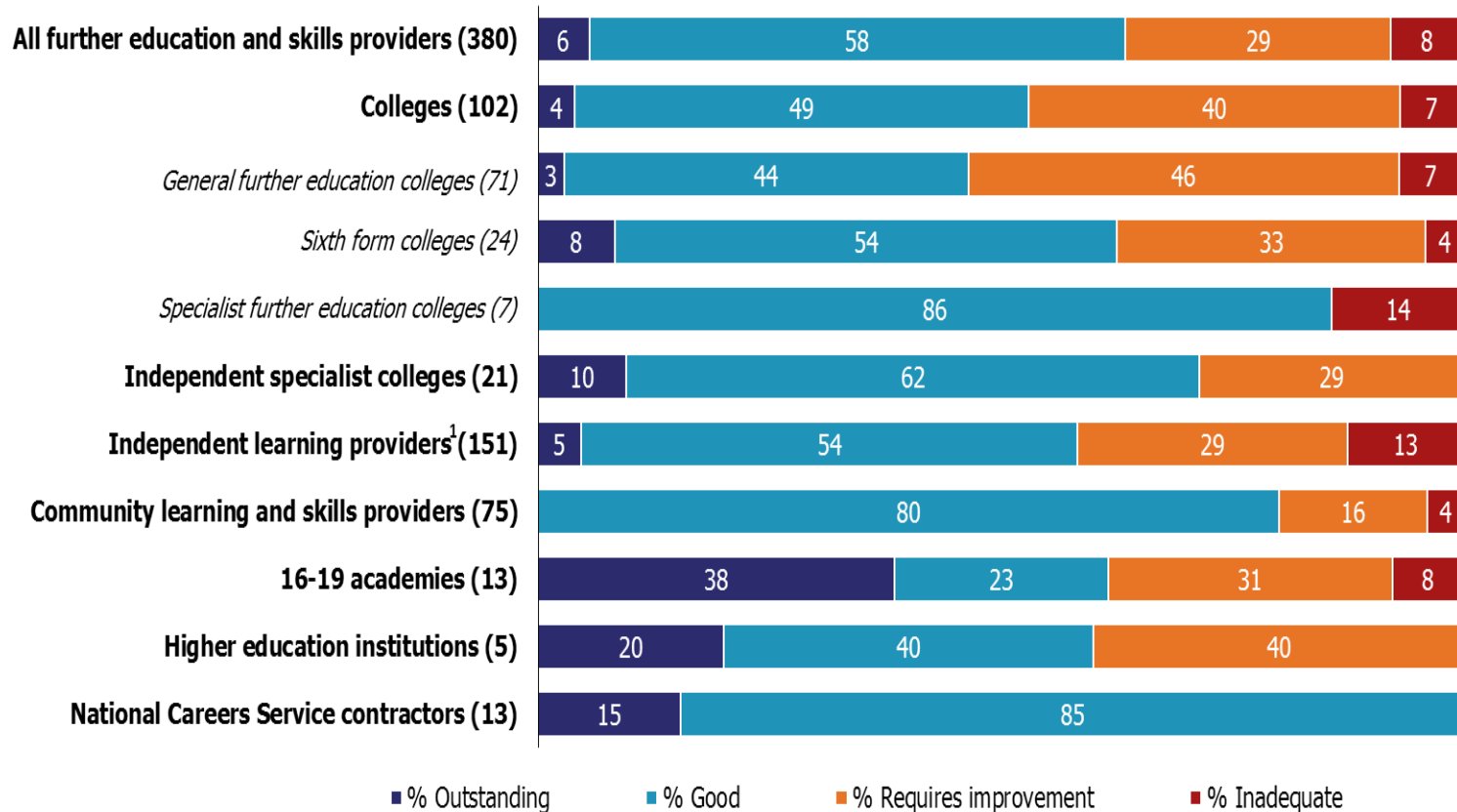


Region	Number inspected	% good or outstanding
South West	101	94
North East, Yorkshire and the Humber	178	84
London	171	84
South East	152	83
East Midlands	94	79
West Midlands	116	72
North West	149	70
East of England	84	69

Further education and skills full and short inspection outcomes 2016/17, by overall effectiveness and provider group



1 September 2016 – 31 August 2017 (published by 31 August 2017)

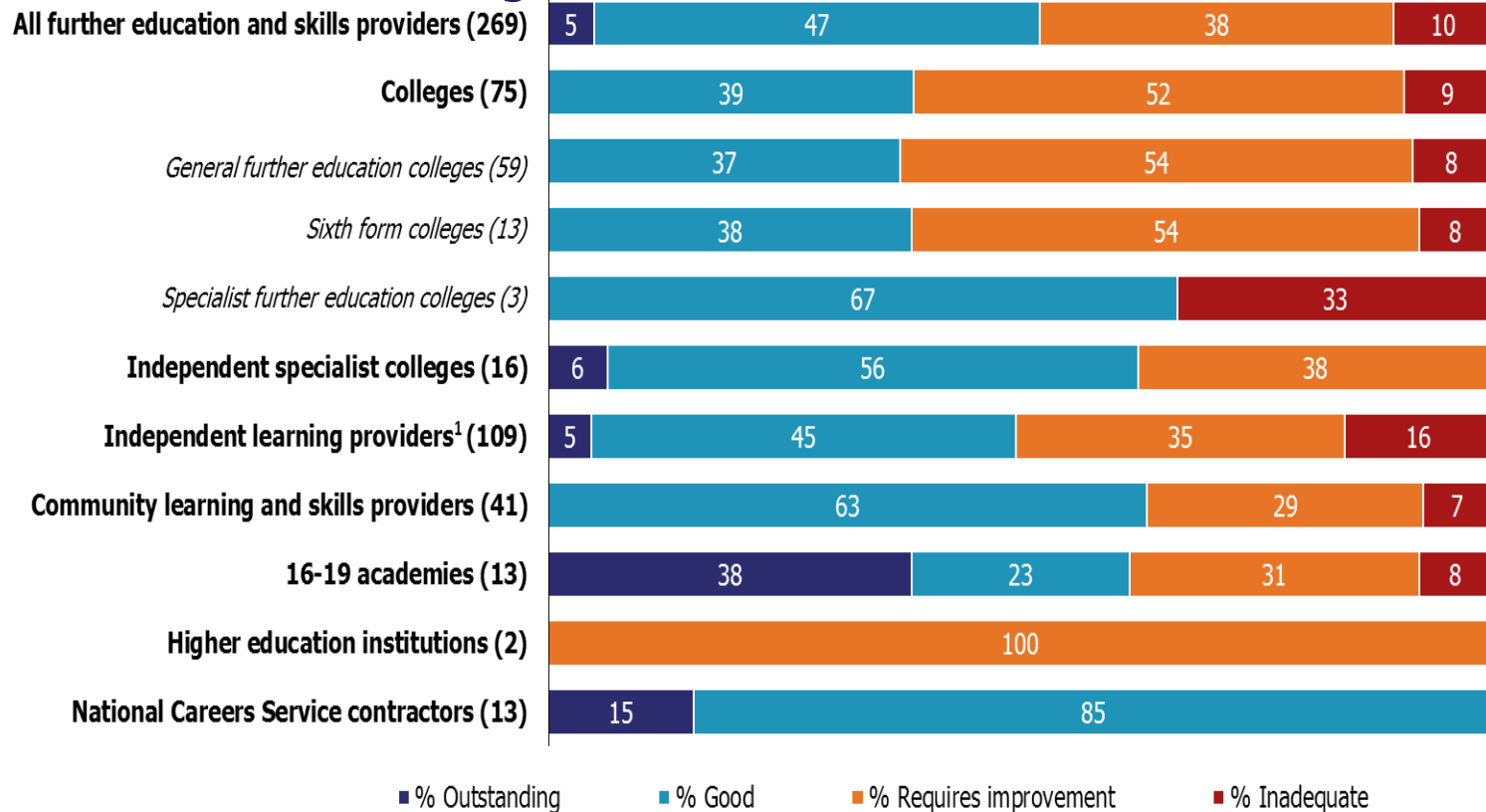


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Further education and skills full inspection outcomes 2016/17, by overall effectiveness and provider group



1 September 2016 – 31 August 2017 (published by 31 August 2017)



1. Includes employer providers
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Provision judgements for all providers



1 September 2016 – 31 August 2017 (published by 31 August 2017)

	% good or outstanding
16 to 19 study programmes (149)	45
Adult learning programmes (117)	55
Apprenticeships (182)	51
Traineeships (13)	69
Provision for learners with high needs (76)	72
Full-time provision for 14-16 year olds (6)	83

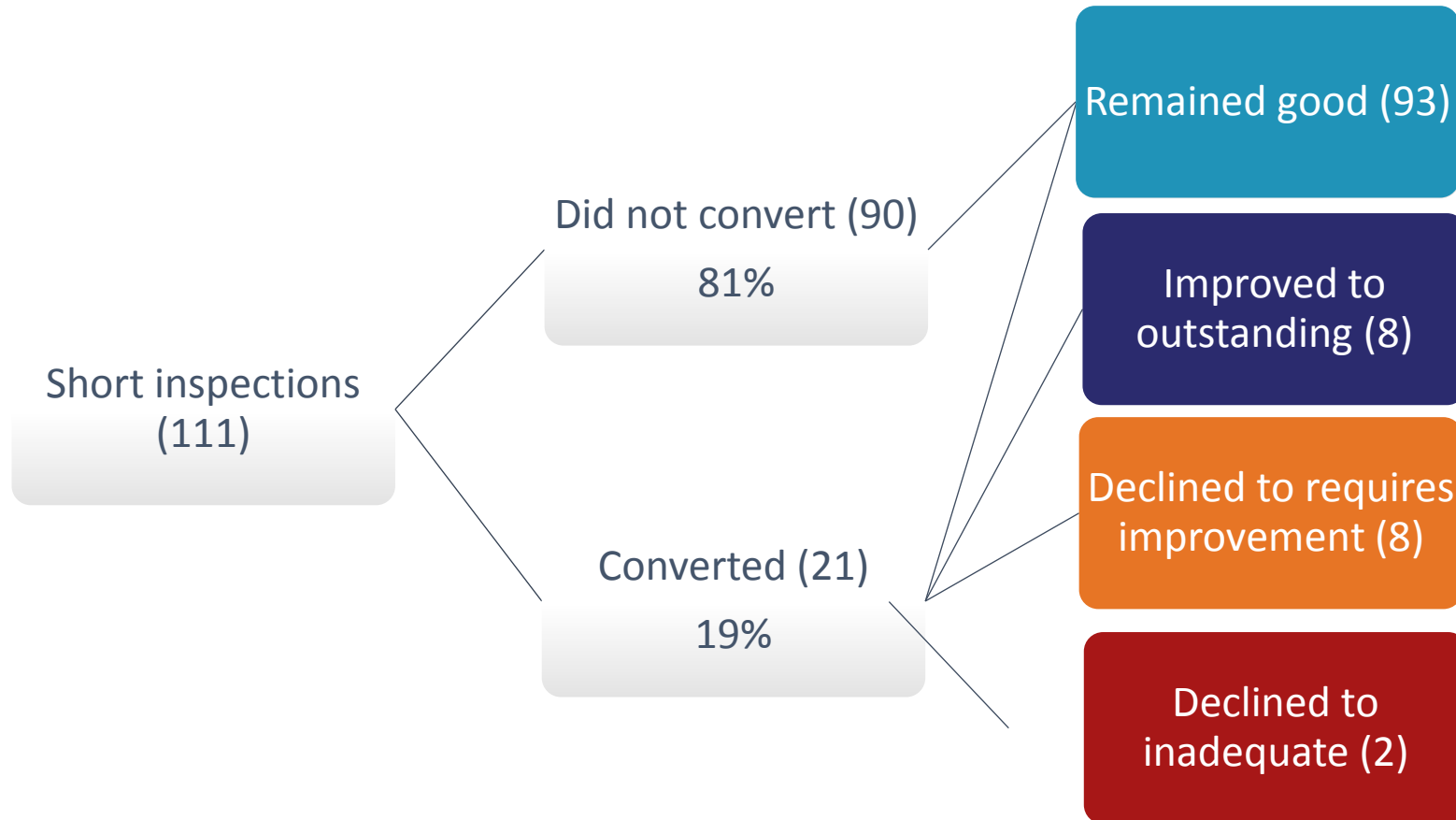
1. Where numbers are small percentages should be treated with caution

2. Provision judgements are only awarded at relevant full inspections

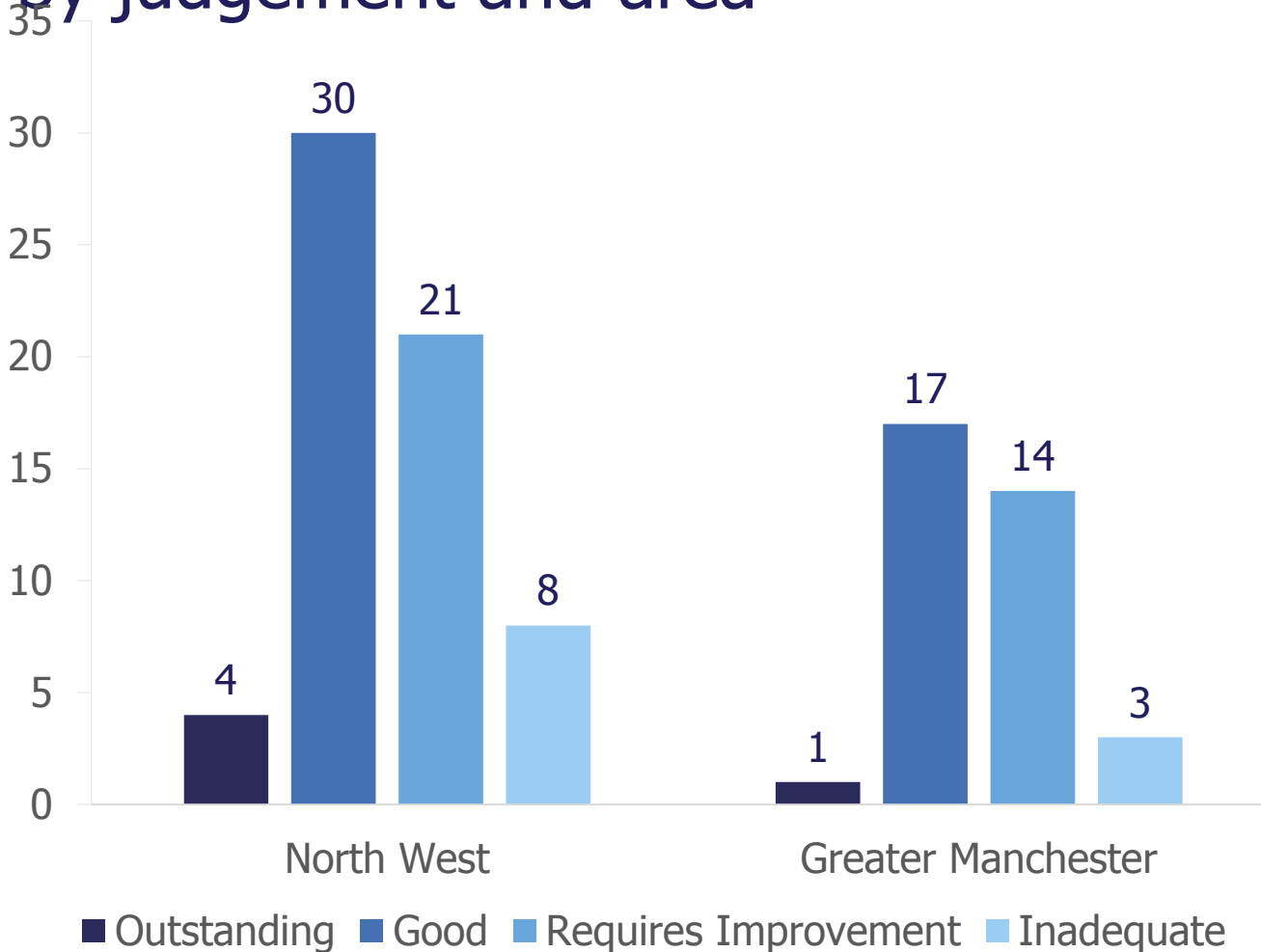
Short inspections, all providers



1 September 2016 – 31 August 2017 (published by 31 August 2017)



Number of FE&S providers given an **overall effectiveness** inspection outcome between 1 September 2016 and 31 August 2017, by judgement and area*



*Data from in-year inspections is a sample from each area and time period. Therefore it is not representative of the population and may skew the provision outcome picture. Data includes full and short inspections.

Source: FES Official Statistics 2017

Understanding changes to the 'State of the Nation'

North West Region

Overall effectiveness 31 August 2016	Overall effectiveness as at 31 August 2017						Total for 31 August 2016
	Outstanding	Good	Requires improvement	Inadequate	NULL	(blank)	
Outstanding	22	2	3	0	-	2	29
Good	2	69	8	1	-	4	84
Requires improvement	0	6	24	2	-	1	33
Inadequate	0	0	0	1	-	4	5
NULL	0	2	3	2	6	1	14
(blank)	0	1	1	0	10	-	12
Total for 31 August 2017	24	80	39	6	16	12	

Number of FE&S providers' inspection outcomes between 1 September 2016 and 31 August 2017, by sub-judgement type, outcome and area*



		Greater Manchester	The North West	England
16-19 study programmes	Outstanding	1	2	12
	Good	3	5	55
	Requires Improvement	8	15	71
	Inadequate	2	3	12
	Total	14	25	150
	Adult learning programmes	Outstanding	0	0
Good		6	10	58
Requires Improvement		6	11	46
Inadequate		0	2	10
Total		12	23	121
Apprenticeships		Outstanding	0	1
	Good	3	9	81
	Requires Improvement	8	11	75
	Inadequate	2	6	21
	Total	13	27	189
	Traineeships	Outstanding	0	0
Good		0	0	10

*Data from in-year inspections is a sample from each area and time period.

Therefore it is not representative of the population and may skew the provision outcome picture. Data includes full and short inspections.

Source: FES Official Statistics 2017

Extract of key strengths from reports since September 2016



- A culture of high expectations with a relentless focus on the quality of teaching, learning and assessment that leads to strong outcomes.
- The management, analysis and use of data to monitor learners' and apprentices' progress is very effective and enables any underperformance to be identified and tackled swiftly.
- Learners and apprentices develop their study and employability skills, personal attributes and the attitudes they need in their future lives (HE and the workplace) very successfully.

Extract of key strengths from reports since September 2016



- High quality information, advice and guidance, including independent careers guidance, helps learners and apprentices make informed and realistic plans to meet their career aspirations.
- An improving picture on learners and apprentices understanding of safeguarding, extremism, radicalisation and values underpinning life in modern Britain and how it relates to them in their lives and the workplace.

Extract of key weaknesses from reports since September 2016



- Governors do not challenge leaders and managers sufficiently to ensure that sustained improvements in the quality of the provision.
- Management actions have not yet led to consistently good quality teaching, learning and assessment across all courses.
- Managers do not make sufficient use of data to monitor and manage the provision and they have been too slow to implement effective improvement strategies.
- Learners' and apprentices' starting points are not clearly identified and used to set academic/vocational and personal targets or to plan individual learning.

Extract of key weaknesses from reports since September 2016



- Learners' and apprentices' attendance and punctuality rates are too low, and particularly to mathematics and English lessons.
- Feedback on written work does not help learners and apprentices improve their knowledge and skills. In some instances, too much assignment work is not written in the learners' own words; when learners use their own words, the standard is much lower.
- Trainers and tutors do not develop learners' English and mathematical skills sufficiently and their progress is not monitored.
- The proportion of learners who complete their courses in the planned time is low.

Inspection of apprenticeships: an update



- Levy-funded apprenticeship provision will be inspected in the same way as ESFA-funded provision.
- Apprenticeship standards are inspected in the same way as frameworks; we are keeping under review the most effective way to inspect standards-based apprenticeships.
- New apprenticeship providers will normally have a full inspection within three years, and may be subject to monitoring or support and challenge visits prior to this, to assess risk.
- Strong focus on ensuring that all apprentices are acquiring new occupational skills and knowledge.

The Ofsted Strategy 2017 - 2022



- Ofsted's role in system-wide improvement, both through helping to **create the conditions that enable social mobility** and allow **young people** to reach their potential and also in reducing regulatory burdens across the system.
 - Does the system enable people who have not reached level 2 by the end of schooling to enter the labour market?
 - Do young people benefit from apprenticeships?

What does the data tell us?

- 58.5% of young people at the age of 16 achieve a grade 4 or better GCSE in English and mathematics.
- 589,000 pupils in year 11 in July 2017.
- 244,000 did not reach the standard in English and mathematics.

SFR57/2017)

(source

How do apprenticeships fit in then?

2016/17

- 259,430 people started a level 2 apprenticeship
 - 195,780 people started a level 3 apprenticeship
 - 11,610 people started a level 4 apprenticeship

 - Level 2 DOWN by 11%
 - Level 3 UP by 2.5%
 - Level 4 UP by 22%

 - Under 19s DOWN by 8%
 - 19 – 24 DOWN by 8%
- Apps Data Oct 17)

(source DFE

The shift to higher apprenticeships

- A clear government policy from 2010 to increase the quality and standards of apprenticeships.

Approvals

Level	No of Frameworks	%	No of Standards	%
2	252	89	39	65
3	281	%	73	%
4	44	11	31	35
5	20		7	
6	3		17	
7	0		5	

Starts

Level	% growth
4	22%
5	36%
6	119%
7	67%

What it means for us

- An increased focus on the suitability of the curriculum to get young people into the careers they aspire to, regardless of their background or previous attainment.
- Intensive scrutiny of the progress that all apprentices make from their starting points (observations, tracking systems, work scrutiny etc.).
- Apprenticeships for all levels – with a career pathway in each sector from level 2 to the highest levels available.

Off-the-job learning – key points

What we will do

- We will use the CIF to make judgements on the quality of teaching, learning and assessment.
- We will make a judgement on the progress that apprentices are making in enhancing existing skills, developing new ones and demonstrating behaviours in their place of work that their employers value.

What we will not do

- Spend valuable inspection time auditing hours of off-the-job learning.

However

- If we identify that apprentices are not making the progress that they should, inspectors will investigate the reasons for this.

What does the future hold?

- A new common inspection framework from 2019: consultation in due course.
- Ofsted's corporate plan for 2017-22 sets out the 'big picture' under the new HMCI:
<https://www.gov.uk/government/publications/ofsted-strategy-2017-to-2022>
- Ofsted is consulting on the arrangements for visits to providers judged as "requiring improvement".

What does the future hold?

- Curriculum survey on level 2 provision in colleges: findings will be shared soon.
- A new 16-19 data dashboard to be launched shortly, renamed the IDSR: *Inspection Data Summary Report*. Will be used alongside DfE performance data and Qualification Achievement Rates (QARs).
- Preparation for T-levels.
- 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 fes@ofsted.gov.uk

We would like to know your view



- We are consulting on proposals to change from carrying out unpublished 'support and challenge' visits to all further education and skills providers judged 'requires improvement', to:
 - Carrying out a **single monitoring visit** instead between 7 and 13 months after a provider is found to be 'requires improvement'
 - **Publishing the reports** of these visits along with **progress judgements**.
- We would really like to know your view about these proposals. Please visit the link below to find out more and to have your say:

<https://www.gov.uk/government/consultations/inspection-visits-to-further-education-and-skills-providers-judged-to-require-improvement>

- The consultation closes on 22 December 2017.

Proposed changes to how Ofsted visits further education and skills providers judged to require improvement.

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
- Nikki Bardsley

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

- Carol Halford – ProcoNW
- Linda Dean – Total People Ltd
- Jill Nagy – Rochdale Training
- John Whitby – STEGTA
- Steve Murphy – Positive Steps
- Andy Turner – Rochdale MBC
- Abdi Yusuf – FFOP
- Jayne Worthington – The Skills Company
- David Gallagher - Babington Business College
- Simon Foster – Education Training Partnership
- Tony Brown – The Expanse Group

Louise Timperley

**Group Apprenticeship Engagement Manager -
The Co-operative Group**

Apprenticeship Levy at the Co-op

Themes:

- Background
- Co-op's recent journey
- The levy bill
- Engagement activity
- Apprenticeships at the Co-op
- Our Co-op Academy schools

<https://www.youtube.com/watch?v=JB691CwbrMU>

<https://www.youtube.com/watch?v=ZyKoQ10uAUw>

Problems:

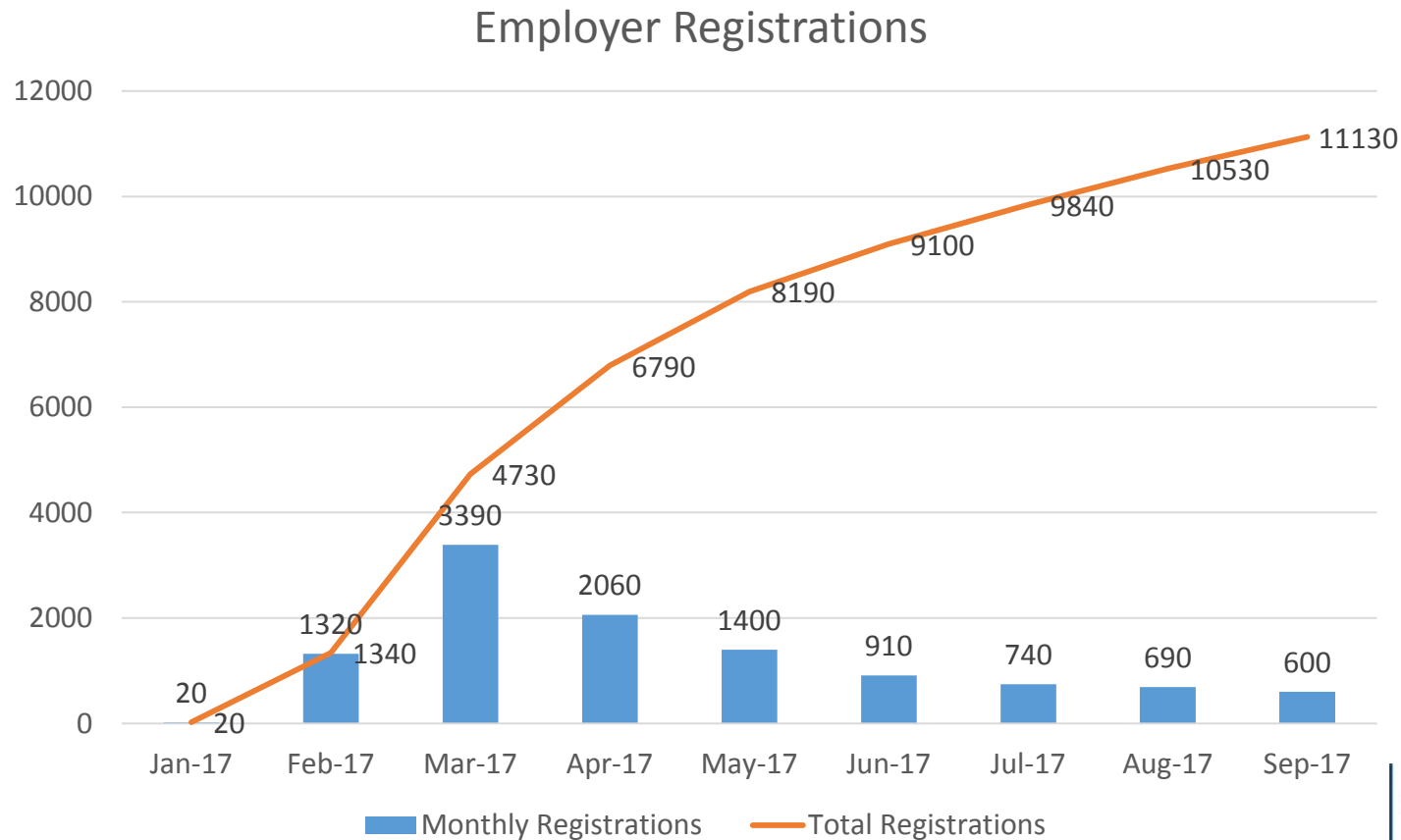
- 20% Off the job training
- Contracting process
- Information security and GDPR
- End Point Assessment
- Provider responsiveness



Paul Johnson | ESFA

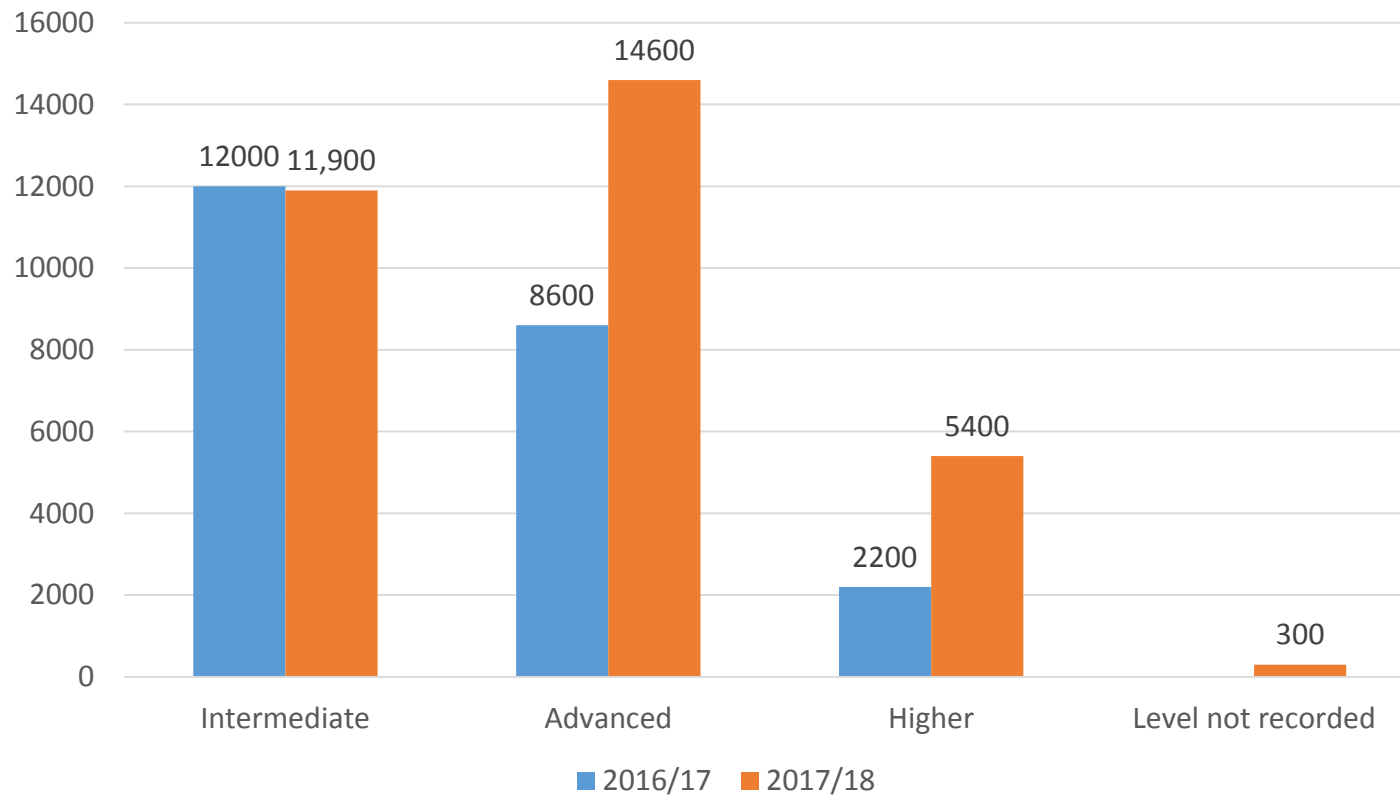
Update

Apprenticeship reforms – 6 months on



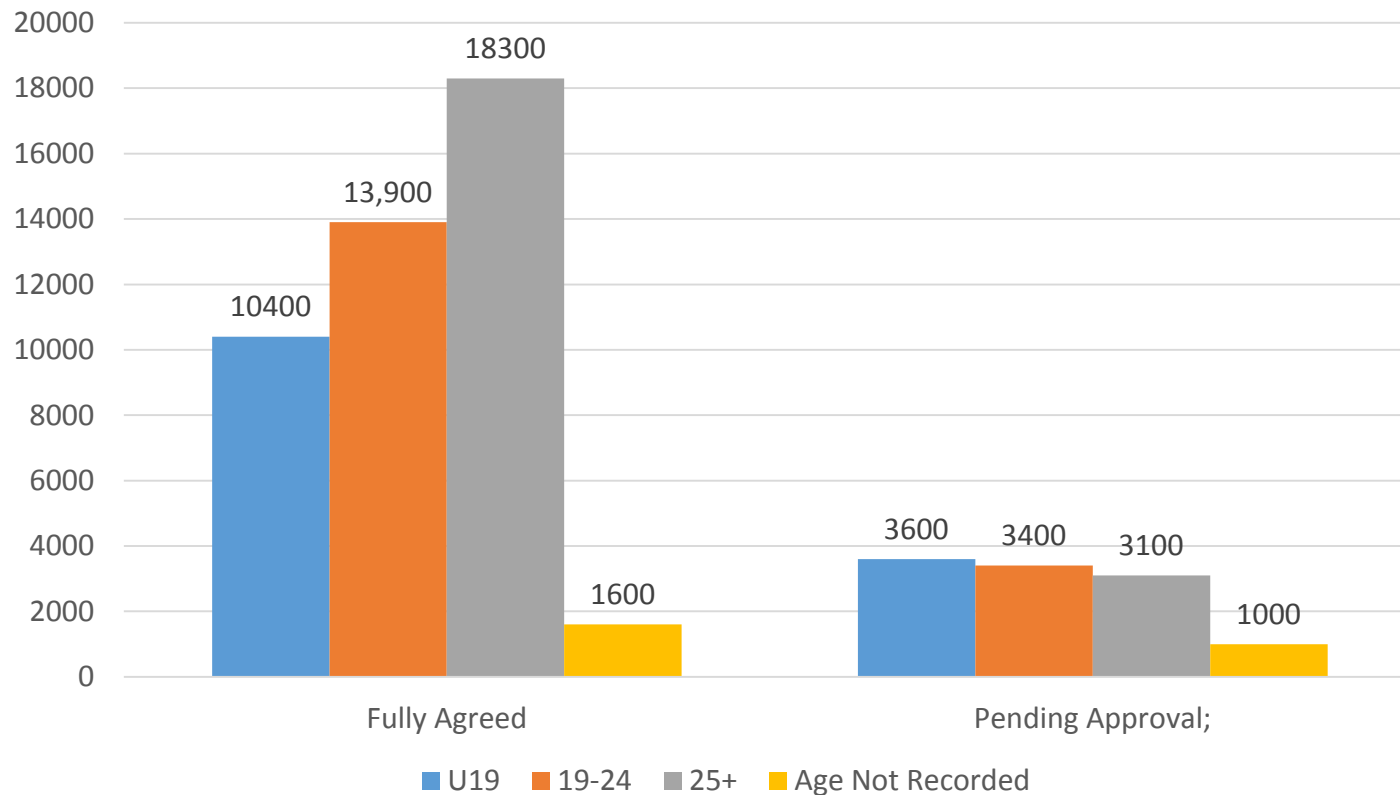
Apprenticeship reforms – 6 months on

Employer Commitments as at R02 – September 2017



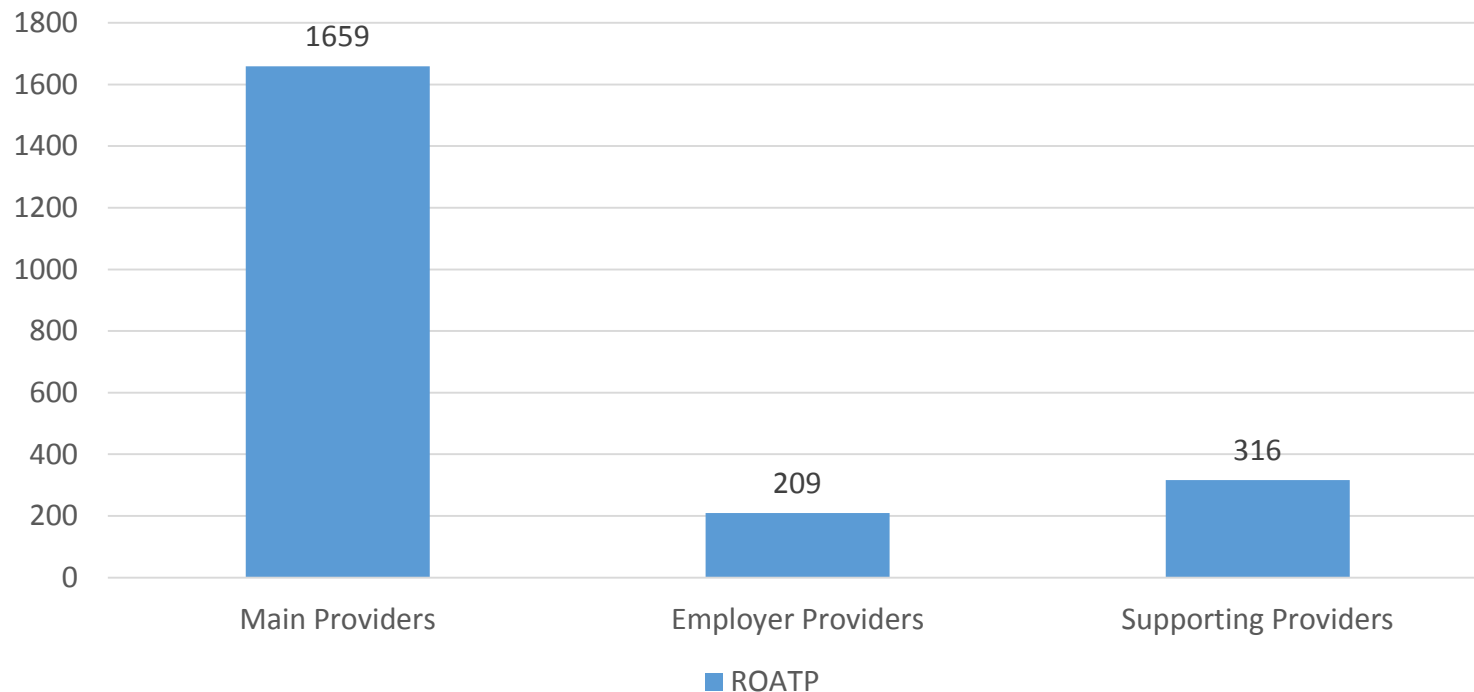
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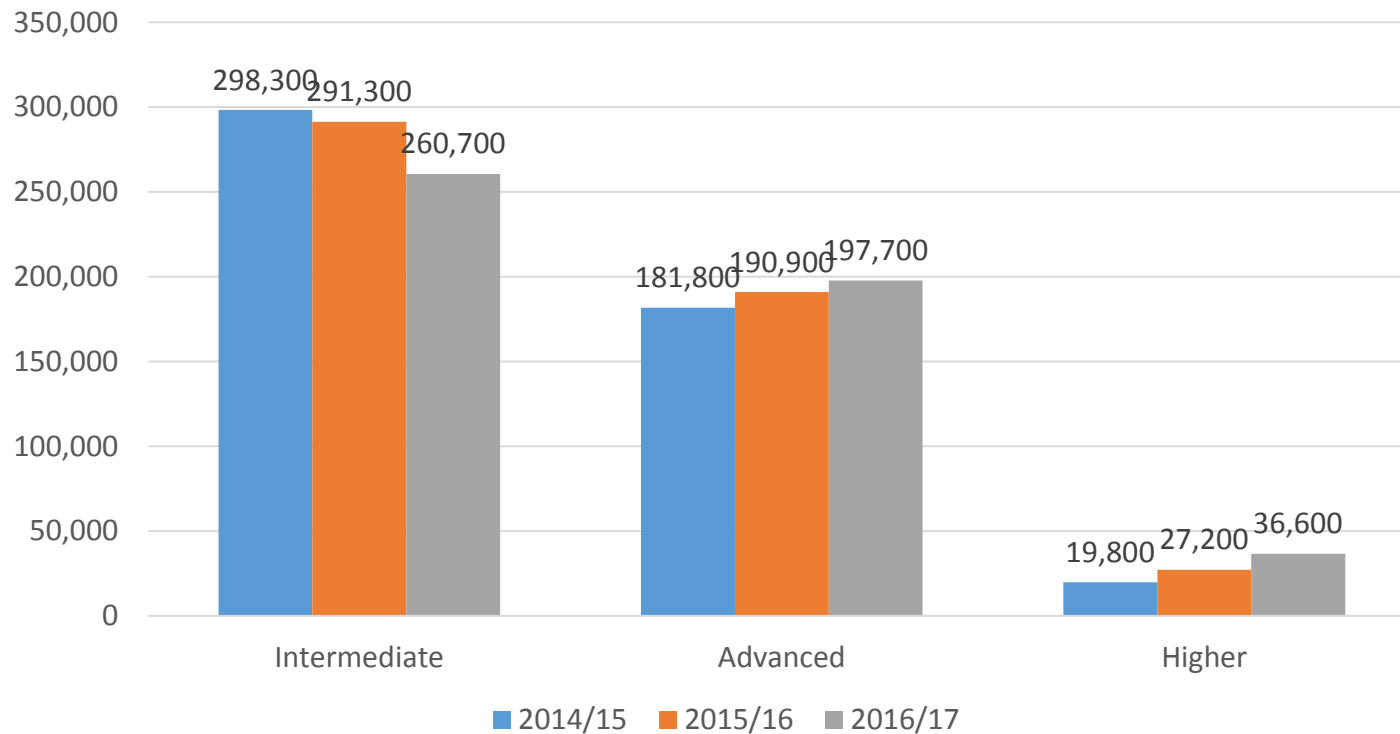
Apprenticeship reforms – 6 months on

Provider Landscape



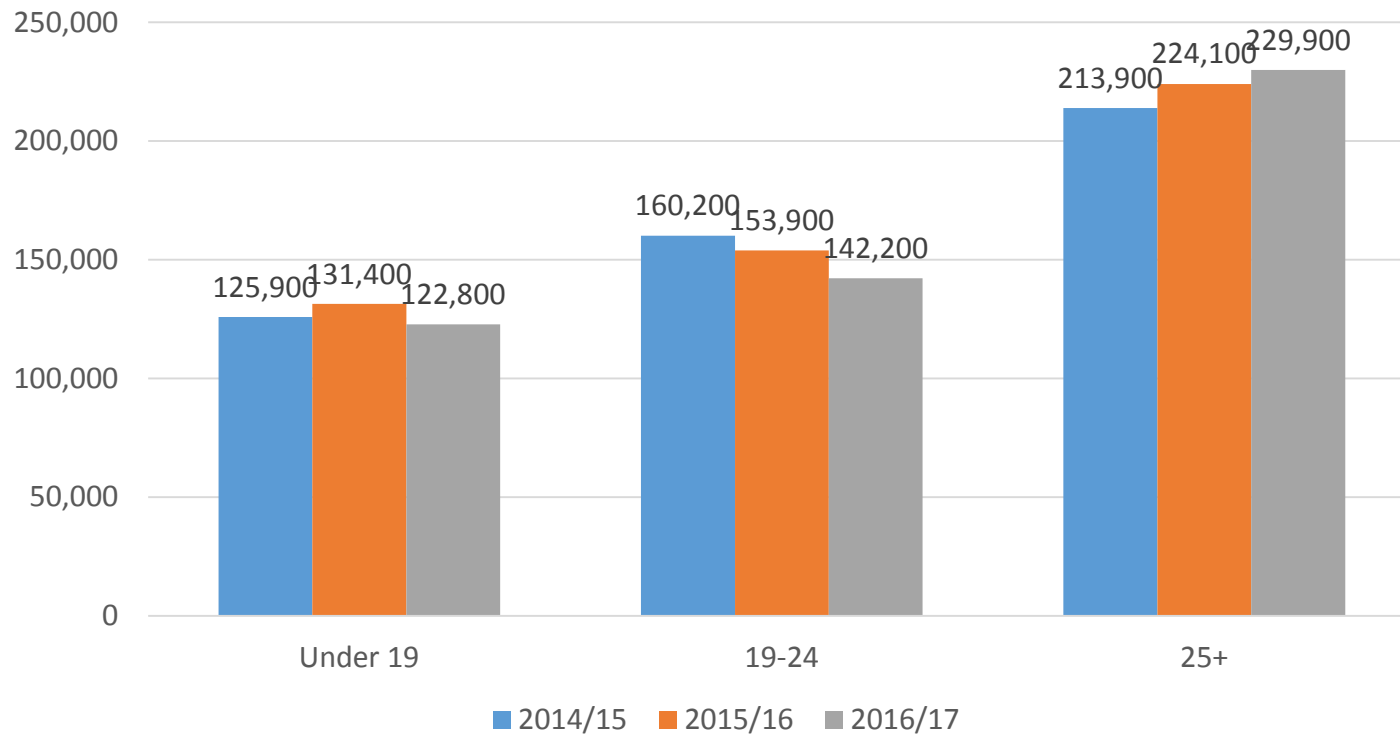
Apprenticeship Data – SFR November 2017

Apprenticeship Starts by level – 2014/15; 2015/16;
2016/17



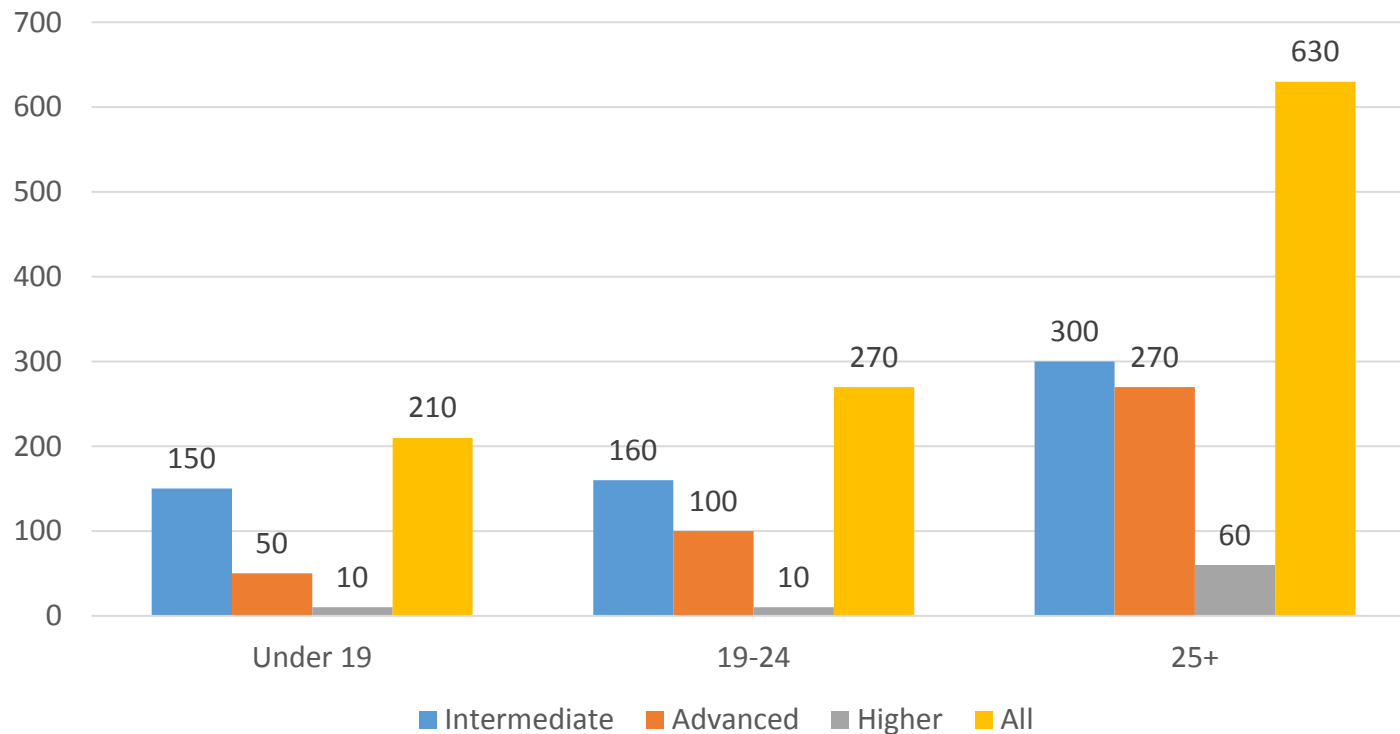
Apprenticeship Data – SFR November 2017

Apprenticeship Starts by Age – 2014/15; 2015/16;
2016/17



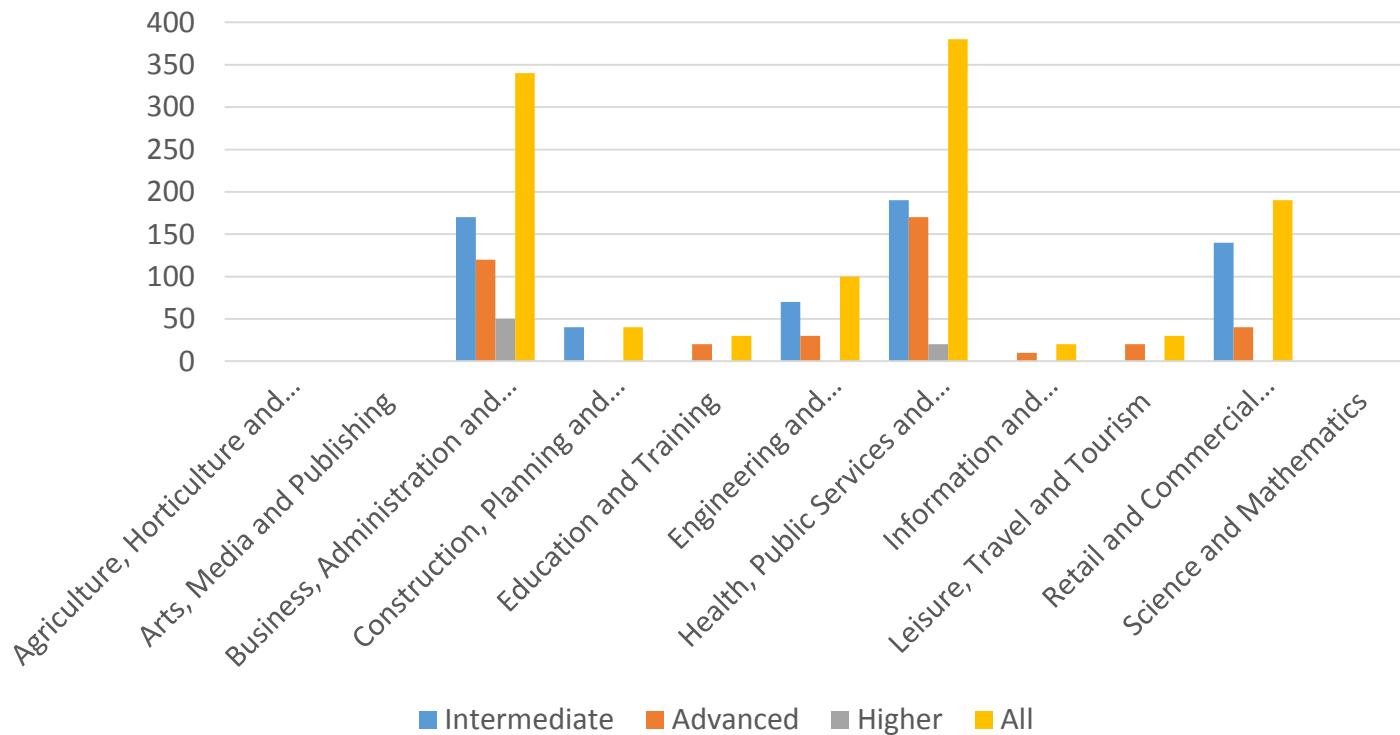
Apprenticeship Data – SFR November 2017

Apprenticeship Starts by Age and Geography –
Manchester Central 2016/17



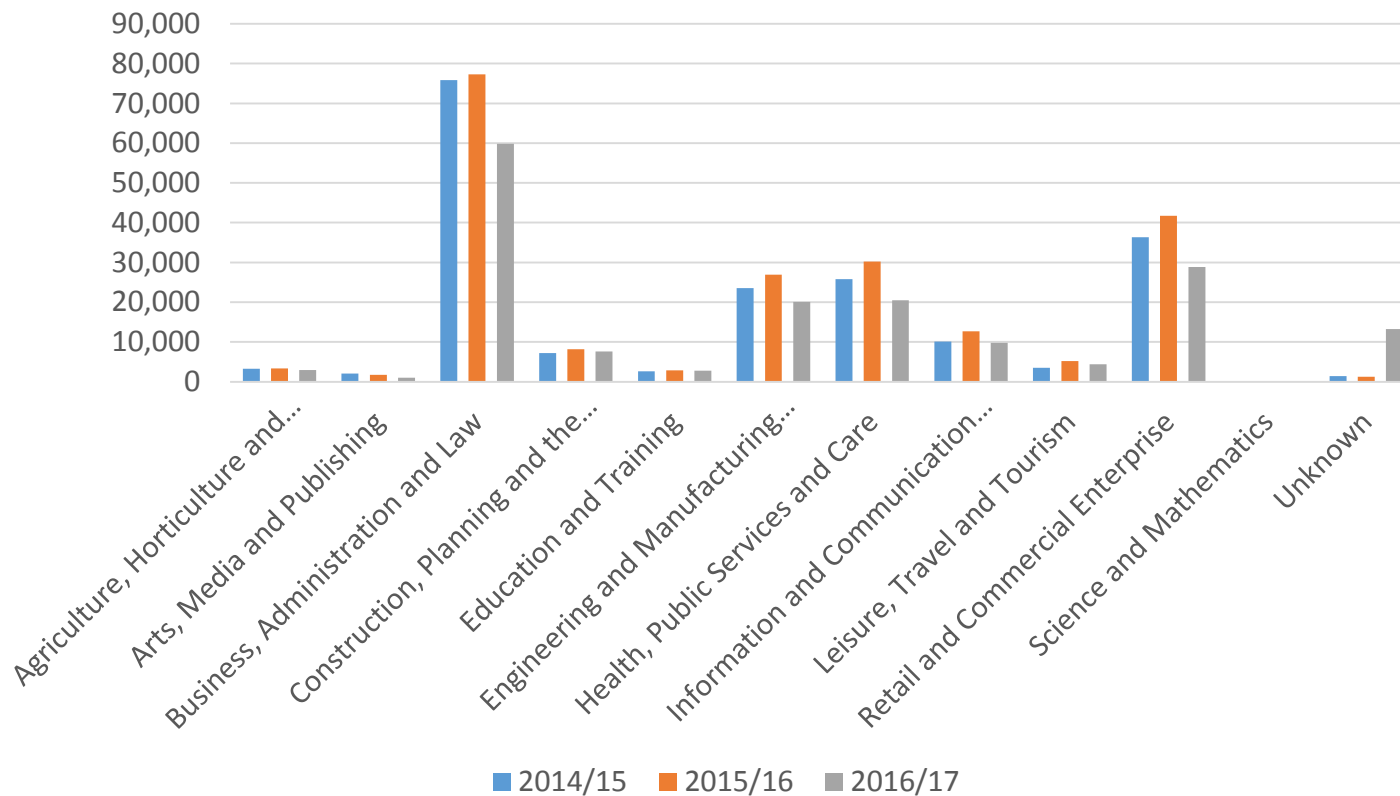
Apprenticeship Data – SFR November 2017

Apprenticeship Starts by Sector – Manchester Central
2016/17



Apprenticeship Data – SFR November 2017

Apprenticeship Vacancies by sector



Employer insight

- Many employers are looking to pilot apprenticeship programmes whilst they review ROI for their levy funds
- Growth in higher level apprenticeships is expected
- Demand for standards is growing as knowledge of these products widens
- More technical information about apprenticeships required up front to enable employers to make the right choices.
- Course directory information needs to be accurate, a key market place for providers and employers to do business
- Price is more important to some employers more than others



Provider insight

- Some employers need more information about apprenticeships
- More data needed to inform decision making, planning and meeting demand
- Off the job training requirements are challenging in some sectors but a key pillar of a quality apprenticeship
- Providers are reporting decline in starts across certain sectors, H&SC, Retail and Hospitality
- Co-investment not popular in some sectors, difficult to convince employers about ROI
- Turnaround time for new starts has increased

