# Welcome

GMLPN Network Meeting 4<sup>th</sup> October 2018

#### Wifi

**Network:** BGC-Secure

Password: bgc180609





### <u> Apprenticeships ...</u>

- Apprenticeship starts remain challenging
- Government action required
  - Off the job training
  - Simplifying contracting
  - Roll out of standards
  - EPA

RoATP needs to ensure good quality providers



### GM Update...

- Apprenticeship starts in Greater Manchester
- Devolution of the of Adult Education Budget
  - Procurement
- Greater Manchester Employment & Skills Advisory Panel
  - Joint work with the Chamber of Commerce
  - Seizing the initiative
- ESF remaining funding and commissioning
- Northern Skills Network
- Skills



### **Future of Skills 2028**



**Joy Sewart** 

Director of Skills & Social Enterprise





#### Who We Are & What We Do

#### AT A GLANCE

#### Founded

In 1794, although it became the Greater Manchester Chamber in 2004

#### **10 Local Authorities**

Bolton, Bury, Trafford, Wigan, Tameside, Oldham, Rochdale, Stockport, Manchester, Salford

#### 5,000

Members across all sectors and sizes representing about 5% of the businesses in the region & combined workforce of circa 300,000 employees.

#### +50

**Employees** 

#### **Largest Accredited Chamber**

Out of 52 in the United Kingdom

#### Members of the

International Chambers of Commerce

#### 2015 British Chamber of Commerce Award Winners

Most Effective Campaigning & Excellence in International Trade Services







The Chamber is committed to delivering high quality Skills and Employment initiatives to help grow businesses and upskill people across the region.





45 schools & 29,748 pupils participating in our Young Chamber School Membership Programme.



77 secondary school pupils actively involved in our Young Assembly meetings



87 businesses awarded with the Chamber's Social Value Awards 1286

apprenticeships brokered and secured by the SkillsTeam ONE THOUSAND & TWENTY-FIVE

vocational training places brokered and secured by the Skills Team



Over £9 million funding won and invested in skills and employment programmes across Greater Manchester



accessing our Chamber Train professional development programmes, resulting in 100% would recommend



Over 10,000 employer engagement touchpoints delivered to business raising awareness of skills and employment



153 professional artists submitting entries to our Greater Manchester Arts Prize



donated by Greater Hanchester businesses delivering world of work sessions in local schools, impacting on 3055 pupils



1007 workforce development plans completed with local businesses to identify skills gaps



1132 visitors to our Greater Manchester Arts Prize exhibition



6 visits to European countries through our Erasmus+ Programme funded through the European Union



contracts with colleges, training providers, universities and consultants to deliver high quality training to the GM business community



Non-Executive Directors recruited for public and private sector Boards 154

tared apprentice laced through the enstruction grou sining association

For more information regarding the impact of our work, including independent evaluations of our skills services, please contact; professionalservices@gmchamber.co.uk



#### The Future of Skills 2028 – Launch & Survey

- Launched at this years Annual Dinner in may by GMCC President Jane Boardman
- Setting out a clear baseline for here and now
- Assess short/medium term solutions
- Longer view over what work will look like and what will be needed a decade from now
- A series of questions as add-ons to our Quarterly Economic Survey
- Simple choice answers and narrative
- Overall up to 270 responses per question & around 170 narrative responses per question



#### The Future of Skills 2028 – The Initial Results

- 76% said they didn't feel that young people in GM left school with adequate careers advice and guidance
- 60% welcomed the idea and would use a UCAS style system in GM to advertise employment and training for young people
- 66% said that in terms of image Apprenticeships are in a better place than a decade ago
- 55% said they would not contribute to subsidised travel for 16
   17 year olds to access work and training
- Biggest challenges digital skills, travel, Brexit

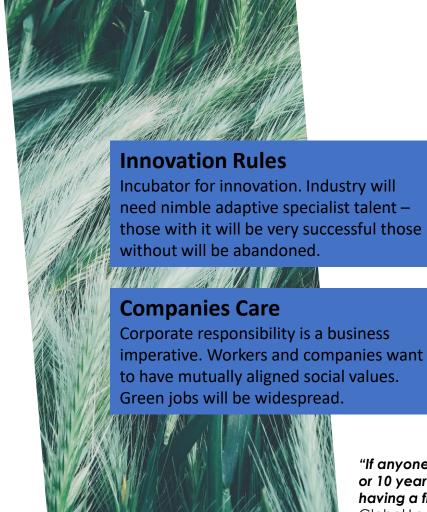


#### The Future of Skills 2028 – Next Steps

- Largest employer skills research done for a number of years in GM
- Research paper to round off this phase confirmation of the issues: https://www.gmchamber.co.uk/campaigns/future-of-skills-2028/
- Roundtables to identify solutions better use of existing systems in Oct 2018
- Further engagement with the wider community businesses, employees, providers, education/political lobbying
- 'Join the Dots' Research Agency looking at the next 10 years







# There are a number of possible futures

#### **Corporate is King**

Capitalism rules. Exceptional people are in high demand. But workforces are lean and flexible so companies bring in talent only when needed.

#### **Humans Come First**

Social-first and community businesses find the greatest success.
Artisans, makers, the guild economy will value the human mind above tech.

"If anyone tells you they know how this will play out over a 5 or 10 year horizon don't believe them. "no-one should be having a fixed plan beyond about 6 months" Jon Williams, Global Leader, People and Organisations, PwC

CULTURE + TRENDS



### But the path is still unclear

- 65% of children going into primary education now will go into jobs that don't yet exist
- Speculative roles include Avatar programmer, organ designer and cybernetic director responsible for training Al devices and people
- French Illustrator Florian de Gesincourt has created a series of illustrations that predict what the world of work could look like by the year 2030

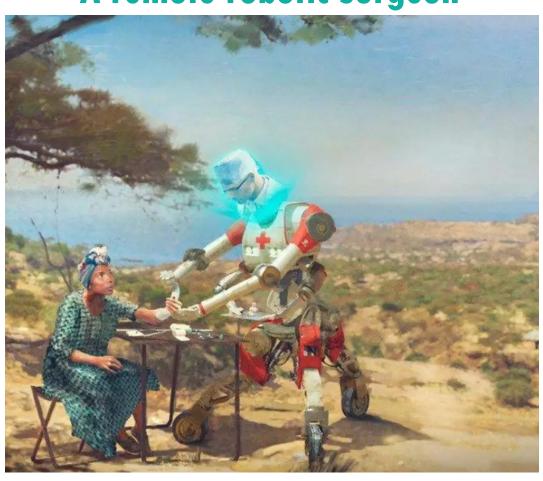
**CULTURE + TRENDS** 

- ionthedots -

### A superstructure printer



### A remote robotic surgeon



A blockchain banking engineer





# Soft skills are crucial in all potential scenarios

Resilience and Agility: The pace of transformation and continued uncertainty means individuals will need to deal with change effectively and positively

<u>Creativity and Critical Thinking</u>: As technology accelerates, new design solutions will be needed to ensure humans and machines are connected. Workers will be high level problem solvers and creators.

<u>Empathy and Emotional Intelligence:</u> All future work will be focused on the end user – humans. Designing machines or providing a public service, workers will need to really understand people, which may get harder as human to human contact diminishes.





# Parents don't feel equipped to offer career advice

37% of parents are scared of saying the wrong thing

50% don't understand the changing career landscape

74% say they're confused by the ever changing education system



# The 'Whitehall Bubble' & Lack of access to work experience

Government statistics say employment is growing, but youth employment is falling

Legal requirements for work experience aren't being fulfilled

Skills Reforms don't fully reflect the skills need of the future

58% of all 11-18 year olds say lack of work experience is a barrier.to successful employment

"You're not set up to fail but you're not set up to succeed either" Dan, 16, Stockport

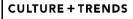


# Social mobility is a major barrier to young people in low socio- economic situations

- Race as a barrier
- An insecure employment trap
- Underrepresentation in apprenticeships for the future
- Widening social mobility

#### Gen Z know it's an issue

34% of young people thought their parental income would prevent them from succeeding, while 23% thought their education background would be a problem.



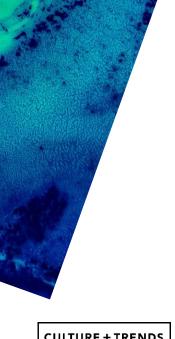
### Lifelong learning model is needed to respond to changing demographics

A degree at the start of a working career no longer answers the need for the continuous acquisition of new skills, especially as career spans are lengthening

Start-up culture and the cult of the entrepreneur is quashing the idea that higher education is a necessary path to success

75% of Generation Z say there are other ways of getting a good education than going to University

New contenders for education such as MODC and nanodegrees deliver really fast moving content





### **Summary of Key Points**

- Automation will eliminate low skills jobs where humans already act like machines. But skilled trades could survive, public services will thrive, and new occupations will be created
- The future of work could take multiple forms. Planning for only one eventuality could be a mistake but planning to respond to change will allow businesses, learning providers and individuals to stay relevant and successful
- Soft skills are the skills of the future. Agility, empathy, and creativity will allow the workforce to succeed in a technology driven world that is about satisfying human needs
- Gen Z are hard working and focused, but don't feel represented in the world. As such, they take advice and inspiration from peers rather then authority. More than anything, they want to remain in control of their futures.
- Lack of guidance, lack of relevant work experience, and poor social mobility are the main barriers for young people today
- The current education model is no longer fit for purpose. Lifelong and faster learning models are needed to respond to changes in demographics and needs of industry

**CULTURE + TRENDS** 

- ionthedots -

#### Our Role in the 'Future of Skills 2028' is to:

#### Inform:

• Businesses, education providers and residents get from where we are now to where we need to be in the next decade.

#### Lobby:

 Influence local and national government structures to help develop quality skills systems and services, which work.

#### **Actively Contribute:**

• To the Greater Manchester Strategy to help make our region, 'the best place to live, work and learn'.



### **Any Questions?**

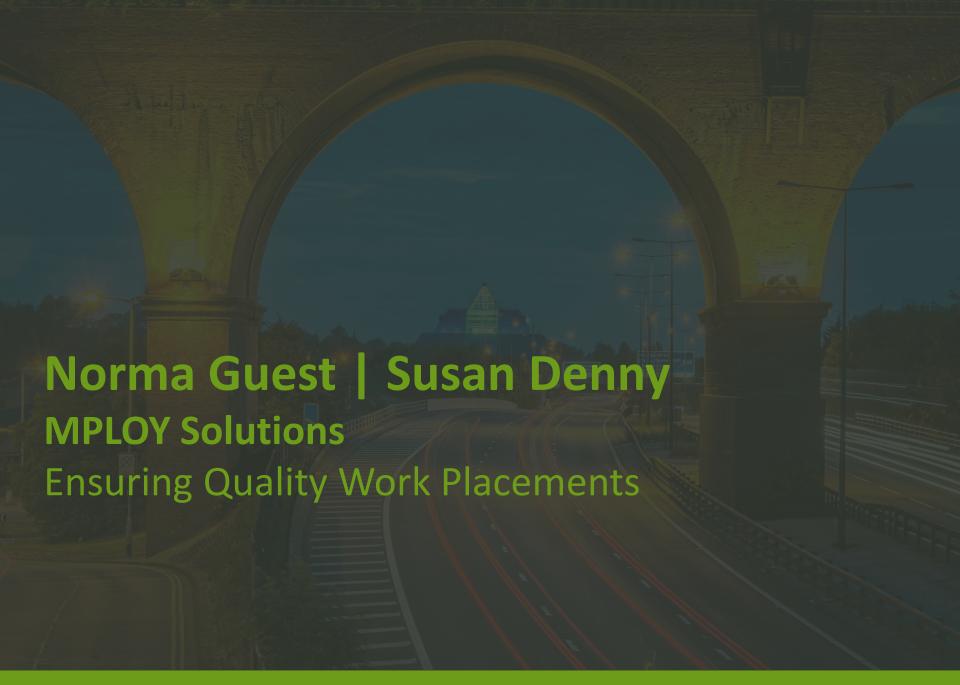


www.gmchamber.co.uk/chamber-research research@gmchamber.co.uk @ChamberResearch



INFLUENCE • INSIGHT • INTELLIGENCE





# ENSURING QUALITY WORK PLACEMENTS

**Study Programmes – T Levels – Supported Internships** 

Norma Guest Susan Denny



#### **About Us**





### Thoughts, observations, practical advice ....

# **Key Strategic Challenges**

- Assessing Your
   Requirements & Planning
   for Work Placements
- Employer Engagement to ensure Quality
   Placements

# Underpinning ~ Logistics & Systems

- Timings
- Type & Range
- Range of industry sectors
- Pre, During & Post activity
- Health & Safety
- Managing Recording,
   Monitoring & Reporting
- Evaluating
- Evidence

# Key Strategic Challenges



# Assessing Your Requirements & Planning for Work Placements

#### **Consider:**

- Complexity & Volume
- Capacity/delivery structure/ roles & responsibilities
- Accountability structure
- Multiple views
- Run in time needed
- Minute detail required
- Expectations on Employers
- Being realistic
- Getting a Balance
- Not a one size fits all!

#### **Case Study:**

FE College – why assessing need is important

# Employer Engagement to ensure Quality Placements

#### **Consider:**

- Course requirements
- Desired learner outcomes
- Significant dedicated time
- Lead generation
- Getting the "right" match
- Employer preparation
- National v local
- Large v SME
- About Quality NOT Volume

#### **Case Study:**

Sixth Form College – preparing for employer engagement phase

### In summary

- ✓Infrastructure in place
- ✓ Plan in minute detail way in advance
- ✓ Robust systems for recording, monitoring, managing = evidence
- √Whole provider/dept approach
- ✓ Meet curriculum AND individual learners needs
- ✓ Engage employers way in advance
- ✓ Engaging & exciting "meaningful" placements

### FIT THE JIGSAW TOGETHER



## Questions?



#### **Contact**

Norma Guest (Managing Director) <a href="mailto:norma.guest@mploysolutions.co.uk">norma.guest@mploysolutions.co.uk</a>

Susan Denny (Operations Manager) <a href="mailto:susan.denny@mploysolutions.co.uk">susan.denny@mploysolutions.co.uk</a>

MPLOY Solutions Limited 9 Dalby Court, Gadbrook Park, Northwich, Cheshire CW9 7TN 01606 828382 www.mploysolutions.co.uk





#### Part 1

## Do you (or have you in the past) delivered any of these frameworks and associated standards?

Framework Standard

Team Leading (Level 2) and Management (level 3) 105 Team leader /

supervisor (level 3)

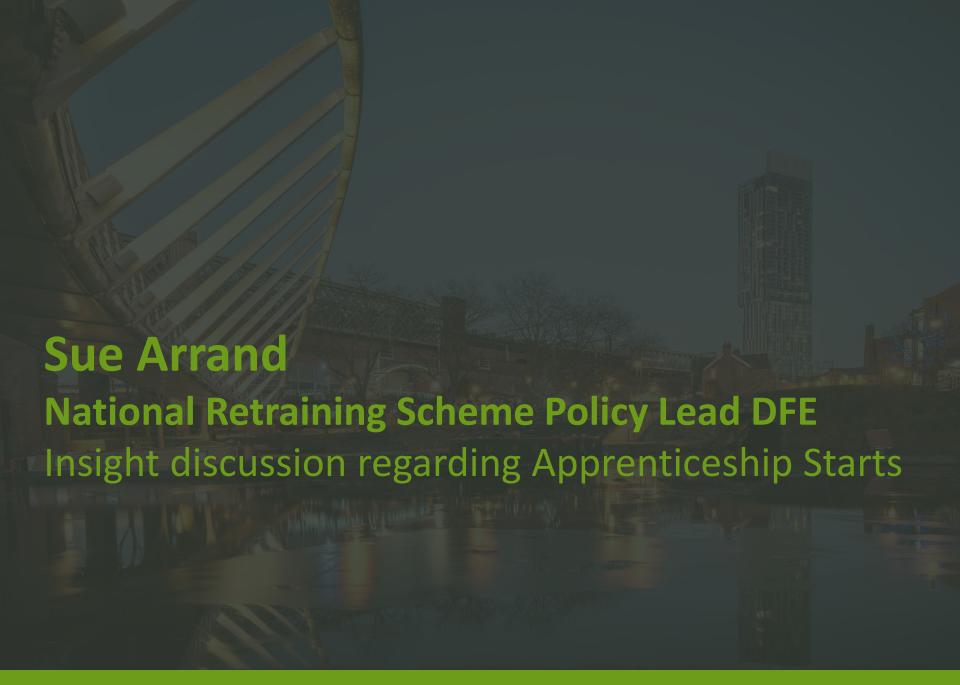
Business and Administration (level 2 and 3) 196 Business Administrator (level 3)

If so, how has your delivery of them changed? Why? How will it change in future?

#### Part 2

## How do you identify changes in employer demand for apprenticeships? (i.e. in the different apprenticeships they want in their businesses)

This might be through e.g. responding to competitive tenders, or through local business networks. Demand might change over time as new standards are released, as they grow their programmes, or because you work with employers to understand which apprenticeships would be better for their business, or a range of their possibilities. It might be different in different sectors, or for different sectors are released, as they grow their programmes, or because you work with employers to understand which apprenticeships would be better for their business, or a range of their possibilities. It might be different in different sectors, or for different sectors. Skills employer.



#### NATIONAL RETRAINING SCHEME

Greater Manchester Provider Network Meeting: 4 October 2018

Patrick Lee & Sue Arrand

In order to respond to changes in the labour market, it is becoming increasingly important that people both up-skill and reskill throughout their career.

This is why the Government made a manifesto commitment, and announced a National Retraining Scheme at the Autumn Budget.

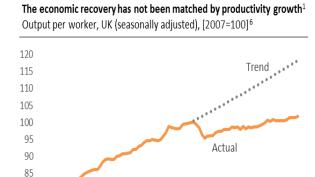
This is an ambitious, far-reaching programme to drive adult learning and retraining. It is being developed by a Partnership with the CBI and TUC

The Government has committed to introducing the National Retraining Scheme in this Parliament.

#### There are existing problems in the labour market:

- Productivity: The UK has had slow productivity growth since the financial crisis and now lags far behind other advanced economies.
- Real wages: Partly as a result of low productivity growth in real wages has been depressed, and are still 3% lower than their peak in March 2008.
- Employment fragility: Some areas in the UK are reliant on declining industries and occupations, or on a single top

  There will be further changes to the labour market, creating that make it vulnerable to economic shocks.
- Longer working lives: The average age of exit from the labour market is at its highest since before 1970.
- **EU Exit:** EU14 countries contribute a higher proportion of higherskilled workers to our labour market than the UK itself.
- Automation: Up to 35% of UK jobs could be replaced or significantly altered by automation over the next 10-20 years. That should increase productivity, and hence real wages, but there is a risk that those displaced from their current jobs end up losing out. 6



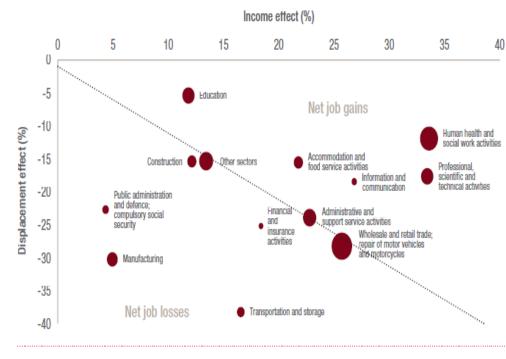
It is difficult to predict the effect of automation on the labour market, but we know it will cause change

It is impossible to accurately predict the exact labour market changes that will be caused by automation, but we expect that:

- Automation should increase productivity, by making firms more efficient. It should also create new roles, as the nature of industry changes.
- At the same time, though, it may cause a 'hollowing out' effect where there could be job losses, especially in low income roles. Individuals earning £30k or less a year are five times more likely to have their job replaced by technology than those on at least £100k.
- Unlike most previous technological changes in the labour market, this fundamentally affects nearly all sectors. It is thus more like the advent of mass production than the rise of the internet.

haing automated

Figure 4.5 – Income effect vs displacement effect on jobs in 2037 by sector (size of bubble is proportional to 2017 employment levels)



Sources: PwC analysis

 Estimates suggest that up to 30+35%CUSSION - NOT A STATEMENT OF GOVERNMENT of jobs in the are at high risk of

## We need to ensure that the National Retraining Scheme has clear objectives and provides value for money

#### **OBJECTIVES OF THE SCHEME**

At the first Partnership meeting, it was agreed that:

- Retraining people at risk of automation is the key objective of the Scheme; it should be a programme primarily based on an offer to individuals
- Increasing productivity and enabling sector growth will also be important
- The design of the Scheme should focus on reskilling of individuals to enable them to move into other occupations, whereas employers should be expected to invest in upskilling and reskilling within a job role (which may change due to automation).

#### **SUCCESS CRITERIA**

Therefore, the NRS will only succeed and deliver good value for money if:

It takes individuals \ ...facilitates them ...and successfully at risk of their jobs gaining the skills allows them to changing or they need to move move into more disappearing as a into a new stable, highresult of occupation. productive jobs automation...

## Test initially with some key sectors at risk from automation

i.e. where the NRS will retrain <u>from</u> these sectors into another more secure sector

## Move at pace and test and iterate

With a commitment of rolling out the NRS during this parliament, our intention is to move quickly, especially with the next stage of testing. We continue to test our four hypotheses through the pilots and individual user

#### Value for money

Given the history of previous schemes that have operated in this space, its important that the future scheme offers value for money to the tax payer and is robust to the threat of fraud.

## Learning from what works

We are reviewing lessons from previous experience of Government adult learning initiatives and are undertaking research on international examples.

## Clear idea of ultimate success

Supporting individuals at risk of their jobs changing or disappearing as a result of automation to gain the skills they need to move into a new occupation, allowing them to move into

more stable and productive jobs

## There are a range of training offers already available - the NRS will be aimed at filling gaps in this landscape

- Despite a host of existing provision and funding for the unemployed, there is limited funding for the employed through the Adult Education Budget and Adult Learner Loans. This provides us with a strong rationale for them comprising a large part
- comprising a large part Particularly ether Adult Education Budget provides full funding for those under 24 for basic skills and their first full Level 2 and 3 qualifications. In order to avoid duplication, the employed target group
- Annual of war sowed further the established be a fower limit on existing qualifications to avoid creating perverse exclusions of people who may need support, we should take care not to duplicate existing

Starttage egrit lament primarily working adults below degree level. We propose offering priority support to those individuals in jobs most at risk from automation.

|   |  | RESOURCES AVAILABLE FOR ADULTS TO TRAIN* |  |                             |                      |                              |
|---|--|--|--|-----------------------------|----------------------|------------------------------|
| _1  | JobCentre-<br>Plus<br>(and job<br>coach) | National<br>Careers<br>Service           | Adult<br>Education<br>Budget                   | Advanced<br>Learner<br>Loan | Apprentic<br>e-ships | Higher<br>Education<br>Loans |
| Out of<br>work                                  | <b>✓</b>                                 | <b>✓</b>                                 | $\checkmark$                                   | $\checkmark$                |                      |                              |
| Lacking tasking skills unemplo yed)             |  | <b>✓</b>                                 | <b>√</b>                                       | <b>√</b>                    |                      |                              |
| On the job training                             |  |  | (traineeships<br>for age 16-24)                |                             | <b>✓</b>             | -                            |
| Retraini<br>ng                                  |  | <b>√</b>                                 | (age 19-23 or<br>lacking basic<br>skills only) | <b>√</b>                    | <b>√</b>             |                              |
| For<br>higher,<br>skilled,<br>Lugger 6+<br>yed) |  |  |  | (excludes<br>degrees)       |                      | √<br>2                       |
|   |  | Provision                                | 19-23 y  | ear olds                    | 24+<br>unemployed    | 24+<br>employed              |
| dults,<br>bs                                    |  | English<br>and Maths                     | Fully funded (up to and including L2)          |                             | Fully funded         | Fully<br>funded              |
|   |  | Level 2                                  | Fully funded (first and full)                  |                             | Fully funded         | Co-funded<br>(50%)           |
|   |  | Level 3                                  | Fully funded (first and                        |                             | х                    | х                            |

\*The European
Social Fund is also
part of this
landscape and
offers some
retraining, but the
scope going forward
is due to be

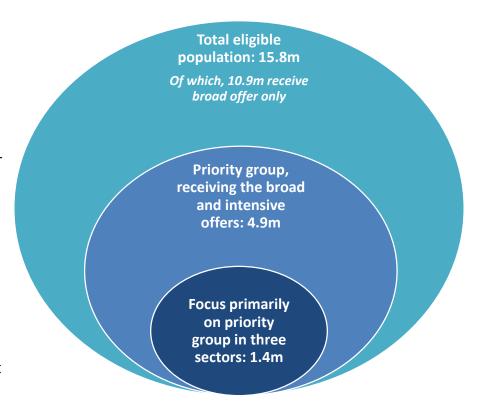
cl<u>ræv</u>ged, subject to approvall provision

- Limited provision
- Possible gap for the NRS to fill

Automation and labour market change will affect a large number of people, so the NRS is looking at different offers

We are dividing the population into two key groups:

- a <u>Core Priority Group</u> of in-work adults at risk of the adverse effects of automation (using declining occupations as a proxy), plus the selfemployed.
  - Of these, we could focus the initial rollout to the priority group in three example sectors (manufacturing, retail, logistics)
- a broader target group capturing a wider range of adults who could benefit from retraining. We will assess whether the lower cost components of the priority group offer could be opened to this broader group.



In order for the scheme to work we need to address the reasons why current offer isn't sufficient

#### People face barriers to retraining that the current system doesn't overcome

We know that adult work-based training is declining, and that people face a number of practical barriers, including cost, flexibility and lack of information. In addition, adult apprenticeships appear to be mostly about upskilling existing workforces rather than supporting people to retrain out of threatened/low skilled jobs.

We also believe that a number of people face barriers around motivation and confidence that may prevent them from even engaging with the system in the first place.

To better understand the barriers faced, user-centered design is a key feature of our policy development. An initial round of working directly with individuals who would be in our target group has given a rich source of information, telling us:

- Training needs to have a direct link to employment to appeal.
- The Scheme needs to be a seamless service, not a collection of offers.
- The target group are familiar with online training in the work place, but are not likely to be independent learners doing online learning of their own accord

We are now currently undertaking more user-centred engagement specifically looking at employers. We will share these findings shortly.

We think there are three key areas that need to align in the system in order to deliver Pemerodican the leasnes including:

- Awareness that their role may be at

- risk
- Awareness that training can help them
- Belief that training can actually lead to a better job
- Confidence that they would pass course

Supplycofatrainifigethat to est beautiers' andheir comfæmpdagers needs

- Training with subject matter that is both productive and relevant to the learner
- · Accessible format e.g. modular, bitesize options or online
- Provision in the right place at the right time
- Provision at an affordable price Supply of stable, productive jobs following the course
- Supply of relevant jobs locally and demand from employers
- Opportunities to access these jobs

FOR DISCUSSION - NOT A STATEMENT OF GOVERNMENT **POLICY** 

2

3

47

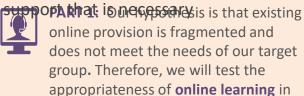
### Our theory is that we will need to provide something for adult learners in four areas Scheme's objectives,

we need to clearly define who should get the most intensive support (our 'priority' group) and what support should be made available to others.

Our analysis aims to help us establish this, and to look at the characteristics of the respective groups.

In further policy development we will need to ensure we are meeting the needs and barriers to retraining for the different people contained within this group and ensuring a delivery method that allows us to both identify and engage these individuations.

The Partnership agreed four initial hypotheses for the problem and the



different scenarios.



PART 2: Our hypothesis is that existing financial support does not sufficiently encourage uptake of learning.

Therefore, we will test the role of financial support to our priority group.



PART 3: Our hypothesis is that our target group are not fully aware of the value of training and find it difficult to access information about what is available. Therefore, we will look to strengthen the Motivation Information, Advice and Guidance support.



**POLICY** 

delivery method that
allows us to both
identify and engage
these individuals of DISCUSSION - NOT A STATEMENT OF GOVERNMENT

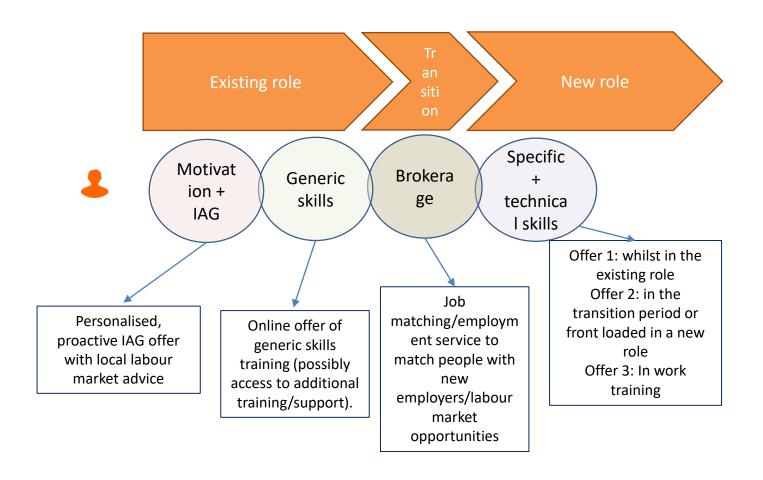
DOLLOW

PART 4: Our hypothesis is twofold, firstly that the there is currently a poor line of sight between training and a job and secondly that existing provision

Could be more flexible to meet users

needs. We will test different

Bringing together our work on who the Scheme is for and what it needs to involve, we are developing the following model for the NRS



#### Testing and piloting

#### What we are already testing

- Flexible Learning Fund: We have launched a fund to look at flexible ways of learning to encourage uptake of courses, be it increased learning online, or more accessible provision in the form of weekend and evening courses
- Cost and Outreach pilot: We have launched a pilot in a number of regions to look at the impact from different levels of subsidy in the cost of courses (i.e. 25%, 75% and 100%) in determining improved uptake, and examining different ways of reaching out to individuals and encouraging them to engage in learning.
- Construction Skills Fund: A sector-specific initiative, aimed at increasing the skills pipeline for the construction industry and ensuring learners are more site-ready upon completing their training.
- NRS Discovery: Carrying out scoping work and user research, looking at what individuals (including those hardest to reach) and employers need from the Scheme.

Our user research shows people face a number of barriers, but that linking training to real world employment outcomes is a strong motivator

#### We are aiming to help:

Adults aged 24+...

... who are in work...

... who don't have a degree...

... with a particular focus on occupations at risk of automation.

#### What we've found out so far:



Most people are familiar and comfortable with online training, having done it extensively at work (in a range of occupations). But few people in our target group are learning online for retraining purposes.



A lot of people do not engage with long term career planning, even when they may be aware of the threat of automation.



Cost and time considerations can be a significant barrier to retraining for in-work adults.



A service that has a direct link to work, either through employer engagement or guaranteed interviews, is a key motivator.



People want a seamless service, not a collection of separate offers.

#### Questions for providers

➤Q1: What would an appropriate training intervention for our target group look like — that isn't an apprenticeship?

➤Q2: What are the key factors for you in influencing whether or not you can engage with a new NRS?

➤Q3: What is the one thing would you caution us against as we move into the next phase of development, and why?





#### End point assessment - The provider view

Jonathan Bourne, Managing Director Katie Davies, Training Team Manager

#### Where are we up to?

- Operations/Departmental Manager first IPAs February 2018
- Customer Service Practitioner first EPAs August 2018
- Paralegal first EPAs September 2018
- Professional Accountant first EPAs September 2018
- Conveyancing Technician first EPAs October 2018
- Assistant Accountant first EPAs October 2018
- ▼ Team Leader/Supervisor first EPAs December 2018
- Travel Consultant first EPAs December 2018
- Licensed Conveyancer first EPAs March 2019
- Chartered Legal Executive first EPAs April 2019
- ▼ Business Administrator first EPAs April 2019

#### **Outcomes so far**

c.80% success rate, mostly merits and distinctions. But some fails too.



## First Impressions

- Costly
- Administratively challenging
- ▼ Blind leading the blind... or a collaborative partnership?
- Hard to keep employers on-side
- Suits some apprentices, not all!
- Complex
- ▼ EPAOs are unprepared
- Poor quality guidance



## Our Approach

- ▼ Scale of change is huge:
- ▼ IAG for employers and apprentices on day one
- Most job roles have changed
- ▼ New contractual and enrolment paperwork
- Content and delivery methods

Easier to look for what hasn't changed... not much!

Need to remind ourselves and colleagues why we are in business – to help our apprentices and partner employers achieve their potential – the "golden thread" that hasn't changed.



## A Phased Process

2016/17 – The "trailblazer" world. We began reconfiguring our product offer, with just a few colleagues selling and delivering the first standards. We stepped up our investment in online content development and updated our paperwork.

2017/18 – Wider roll-out. Programme leads appointed for each vocational area, redesign of all training plans.

#### 2018/19 - Embed/review/improve:

- Programme leads "shepherd" our first apprentices through EPA, working closely with the EPAOs.
- Creation of a dedicated knowledge team, overseeing all content.
- Booking/process moves back within our contracts team.
- Refine EPA preparation for apprentices in response to assessor feedback.
- Some colleagues deliver EPA as part of their personal development.



## "Living" the EPA process Our experiences so far

## Case Study 1 - Travel

- ▼ Currently 36 students on programme
- ▼ Delay in EPA
- Employer/student engagement essential



## Case Study 2 - Dan

- Switch from framework to Standard
- Challenges Faced



## Questions?



## Keeping in touch...

- 0161 480 8171
- www.damartraining.com
- @damartraining
- inkedin.com/company/damar-limited
- facebook.com/damartraining
- youtube.com/damartraining

## Contact us...

Jonathan Bourne Managing Director



jonathan.bourne@damartraining.com



07768 056 712

Katie Davies
Training Team Manager



katie.davies@damartraining.com



07800 908 562

#### End point assessment - The provider view

Jonathan Bourne, Managing Director Katie Davies, Training Team Manager

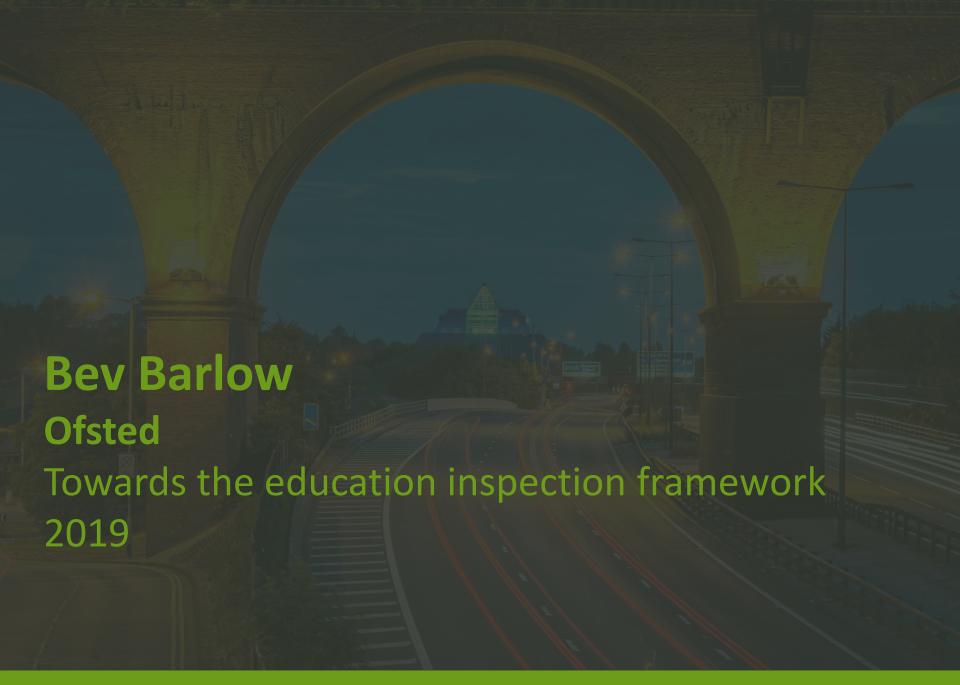


# Refreshments and Networking

Wifi

**Network:** BGC-Secure

Password: bgc180609











264 DIRECT PARTICIPANTS

124 INDIRECT PARTICIPANTS

79 ORGANISATIONS



Apprenticeship Reforms / Study Programmes / Technical Routeways

Digital Standards Delivering

**English and Maths** 

**Employer Involvement** 

Effective

and Diversity Equality

Improving Quality

**Work Placements Work** Making

New and Growing Training Providers

Recruiting Learners and Progression

**Professional Standards** 

ETF

#### **MEETING CYCLE**





| 1                  |  |                                       |                      |                                      |  |
|--------------------|--|---------------------------------------|----------------------|--------------------------------------|--|
| Group              | Meeting 1  | Meeting 2                             | Meeting 3            | Meeting 4                            |  |
| Delivering Digital | 8 <sup>th</sup> November                               | 23 <sup>rd</sup> January              |                      | 16 <sup>th</sup> July                |  |
| Standards          | 8.30-13.00   | 8.30-13.00                            |                      | 10.00-12.00                          |  |
| Effective Employer | 30 <sup>th</sup> October                               | 23 <sup>rd</sup> January              |                      | 18 <sup>th</sup> June                |  |
| Involvement        | 14.00-16.00  | 8.30-13.00                            |                      | 13.30-16.00                          |  |
| English and Maths  | 8 <sup>th</sup> November<br>8.30-13.00                 | 13 <sup>th</sup> March<br>14.00-16.00 |                      | 3 <sup>rd</sup> July<br>10.00-12.00  |  |
| Equality and       | 24 <sup>th</sup> October                               | 13 <sup>th</sup> February             | 22 <sup>nd</sup> May | 19 <sup>th</sup> June                |  |
| Diversity          | 14.00-16.00  | 14.00-16.00                           |                      | 14.00-16.00                          |  |
| Improving Quality  | 8 <sup>th</sup> November                               | 23 <sup>rd</sup> January              | 8.30-13.00           | 10 <sup>th</sup> July                |  |
| Forum              | 8.30-13.00   | 8.30-13.00                            |                      | 14.00-16.00                          |  |
| New and Growing    | 8 <sup>th</sup> November                               | 23 <sup>rd</sup> January              |                      | 2 <sup>nd</sup> July                 |  |
| Training Providers | 8.30-13.00   | 8.30-13.00                            |                      | 10.00-12.00                          |  |
| Recruiting         | 9 <sup>th</sup> October                                | 20 <sup>th</sup> February             |                      | 25 <sup>th</sup> June                |  |
| Learners           | 10.00-12.00  | 10.00-12.00                           |                      | 10.00-12.00                          |  |
| Work Placements    | 2 <sup>nd</sup> October 10.00-<br>12.00<br>(postponed) | 12 <sup>th</sup> March<br>10.00-12.00 |                      | 18 <sup>th</sup> June<br>13.30-16.00 |  |

## CROSS CUTTING THEMES



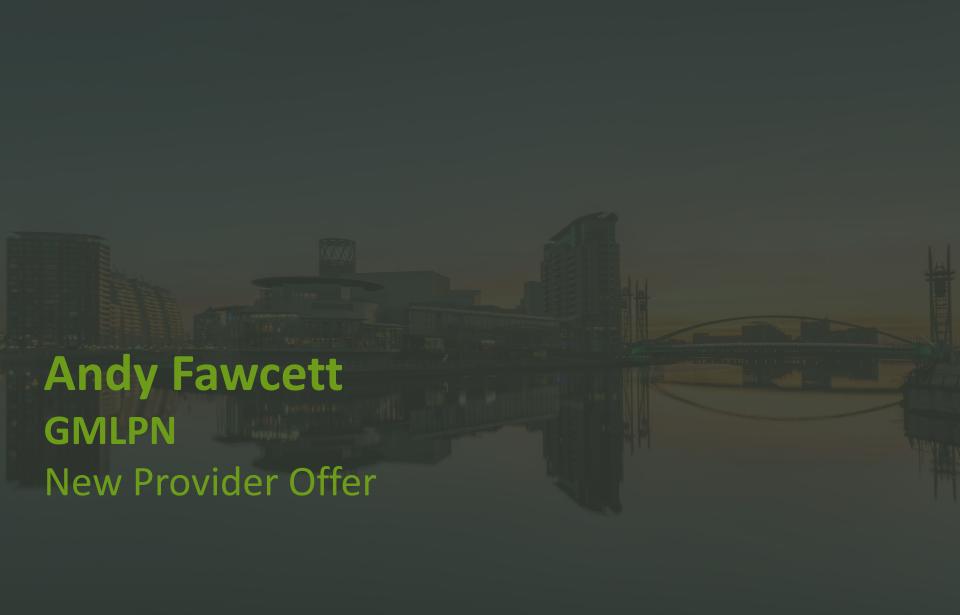


## Tracking and Monitoring Learner Progress 8th November

Delivering Digital Standards | English and Maths Improving Quality Forum | New and Growing Training Providers

## End Point Assessment 23<sup>rd</sup> January

Delivering Digital Standards | Effective Employer Involvement Improving Quality Forum | New and Growing Training Providers



## **GMLPN Organisational Development Support Offer** *For New & Growing Training Providers*

The package is specifically designed to provide practical support in the following aspects of delivery:

- Ensuring compliance with the Education and Skills Funding Agency's Funding Rules and Contracts.
- Complying with audit requirements
- Accurate data capture, submission and reporting
- Quality improvement and preparation for OfSTED inspection

## **GMLPN Organisational Development Support Offer** *For New & Growing Training Providers*

#### **Eligibility**

Organisations which meet the following criteria will be eligible to access the programme:

- A current GMLPN member
- Are currently listed on the Register of Apprenticeship Training Providers
- Are **currently** delivering Apprenticeship training in any of the following circumstances:

Have an ESFA contract

Are delivering to Levy paying employers

Delivering as a sub-contract with a combined budget of over £100k.

#### And/or are

- Delivering other ESFA funded programmes including via a Learning Loans facility with a value of over £100k
- Have a total income derived from the delivery of skills training, including all income streams of less than £3m.



