



Welcome

GMLPN Members' Meeting

Wifi

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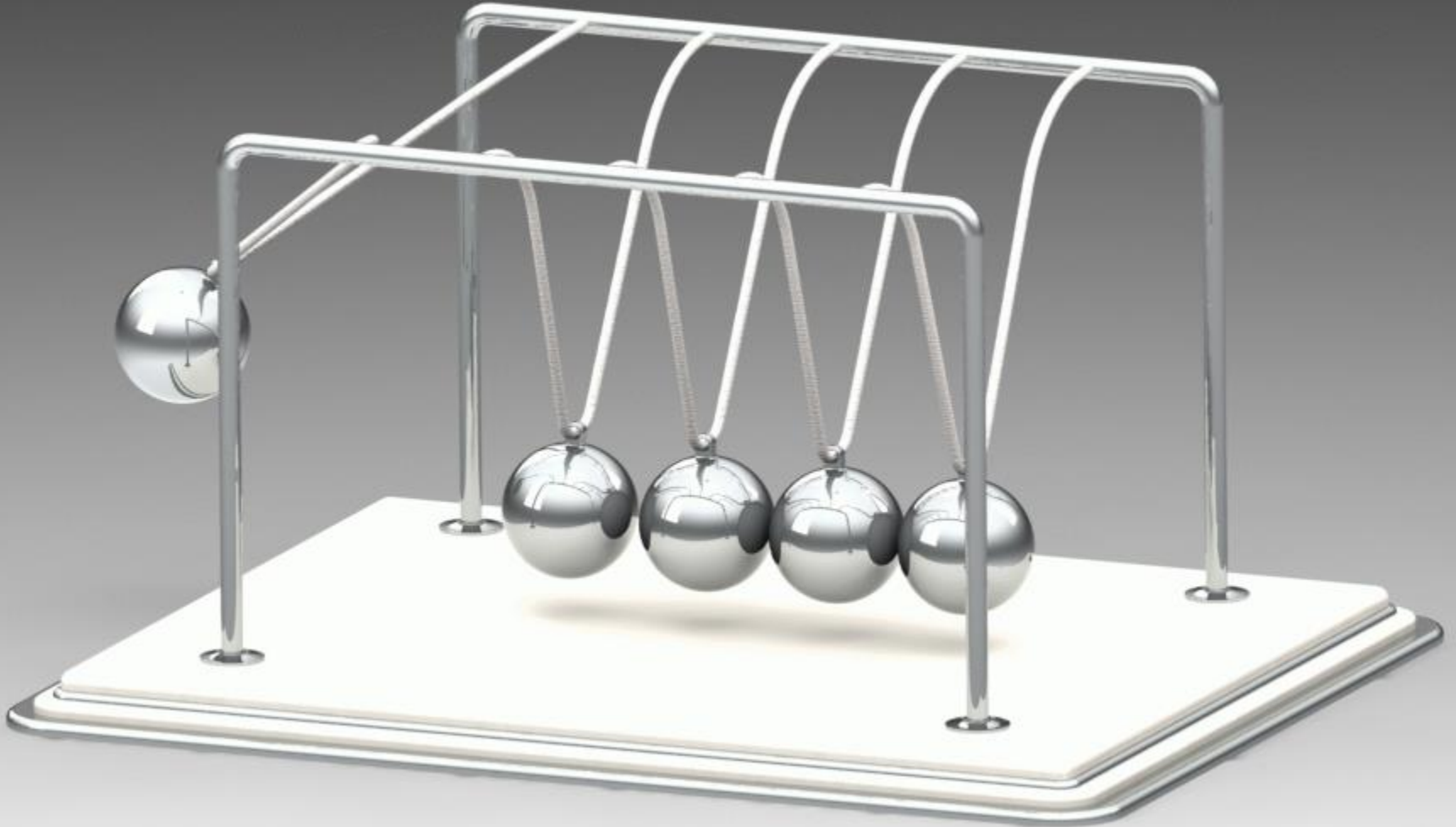


Mark Currie

Chair - GMLPN

Welcome & Introduction

Impact of Apprenticeship Reforms



Reduction in GM Apprenticeship Starts



26%

7790

**from 2015-16
to 2017-18**

**Reduction in L2
Apprenticeship starts by**

46%

**25+ L2 Apprenticeship
starts down by almost**

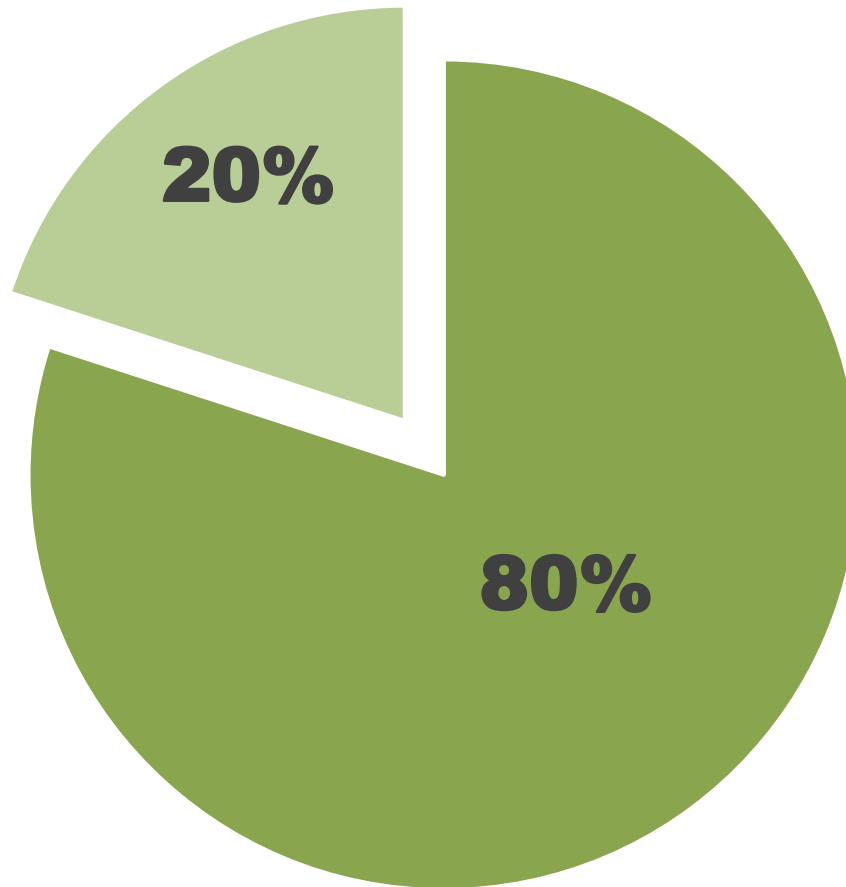
56%



Social Mobility – can't get onto the ladder



Off-the-Job Training



Off-the-Job Training

Myths vs. Facts

Off-the-job training Apprenticeships

MYTH vs FACT

- MYTH:** "My apprentice will spend a lot of time away from the workplace"
- FACT:**
 - Apprenticeships are about upskilling an individual. Reaching occupational competency takes time. Many employers and apprentices have praised the positive effect off-the-job training has on their productivity and apprentices feel valued by the significant investment in their training.
 - Off-the-job training must be away from the apprentice's normal working duties and must teach new knowledge, skills and behaviours relevant to their specific apprenticeship.
 - It can be delivered flexibly, for example, as a part of each day, one day per week, one week out of five or as block release.
 - You may already have existing training programmes or materials you can use to deliver elements of the apprentice's off-the-job training.
- MYTH:** "Off-the-job training must be delivered by a provider in a classroom, at an external location"
- FACT:**
 - This is not true. Off-the-job training can be delivered in a flexible way. This can be at the apprentice's usual place of work, or at an external location. It can include for example, the teaching of theory, practical training and writing assignments.
 - Providers have developed a range of delivery styles to suit employer and apprentice needs. Employers should work with them to decide when and where off-the-job training should take place and who is best placed to deliver it.
- MYTH:** "I need to document all of the apprentice's off-the-job training"
- FACT:**
 - A commitment statement must be in place from the beginning of the apprenticeship, setting out the training content an apprentice will receive and which elements count towards the off-the-job training. The apprentice's evidence pack needs to demonstrate what training has been delivered against the commitment statement.
- MYTH:** "English and maths counts towards the 20% requirement for off-the-job training"
- FACT:**
 - This is not true: English and maths does not count towards the 20% off-the-job training.
 - Apprenticeships are about developing occupational competency and they are designed on the basis that the apprentice already has the required level (level 2) of English and maths. Training for English and maths must be on top of the 20% off-the-job training requirement.
- MYTH:** "Off-the-job training can be done in the apprentice's own time"
- FACT:**
 - An apprenticeship is a work-based programme so all off-the-job training must take place within the apprentice's paid contracted hours. If planned off-the-job training is unable to take place, it must be rearranged. Apprentices may choose to spend additional time training outside paid hours, but this must not be required to complete the apprenticeship.

You can find further details about off-the-job training including best practice examples in the [apprenticeship funding rules](#), and the [apprenticeships: off-the-job training guidance](#) on GOV.UK.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/769720/Off-the-job_training_TOP_5_MYTHS.pdf

Education and Skills Advisory Panel - ESAP



Recommendations and Actions To ESAP and to Government - Andy to pick up on

A person wearing a white lab coat is holding a pen over a document. The document features a bar chart with several blue bars of varying heights. The person's hand is positioned as if they are about to write or point at the chart. The background is slightly blurred, showing a desk and a small potted plant.

Skills North West

skillsNorthWest

EventCity, Manchester

Wednesday 20th March & Thursday 21st March

www.skillsnw.co.uk

THE NORTH WEST'S LARGEST JOBS, CAREERS AND SKILLS EVENT



@SkillsEngland
#CareerGoals

Organised by
prospects | Events

OVER
8,000
VISITORS



OVER 80 EXHIBITORS



HANDS-ON ACTIVITIES
THROUGHOUT



skillsNorthWest

EventCity, Manchester
Wednesday 20th March & Thursday 21st March
www.skillsnw.co.uk

WHAT IS SKILLS NORTH WEST?

Skills North West is the North West's largest careers, jobs, skills and apprenticeship event and is now in its 13th successful year.

Over 80 exhibitors will be at there to help you discover your future. Colleges, universities, businesses and industry experts will be all around to discuss the multiple pathways available to you.



@SkillsEngland
#CareerGoals



skillsNorthWest

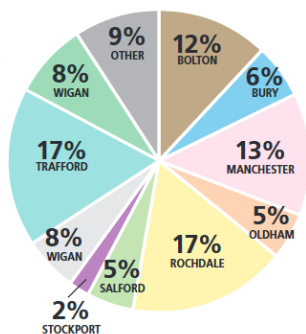
EventCity, Manchester

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In 2018, Skills North West received 8,134 visitors.

The event attracted the following from the 10 boroughs of Greater Manchester:



Outside of GM, we also attracted visitors from: Blackburn, Blackpool, Cheshire, Denbighshire, Lancashire, Sefton and Warrington.



@SkillsEngland
#CareerGoals



skillsNorthWest

EventCity, Manchester

Wednesday 20th March & Thursday 21st March

www.skillsnw.co.uk

EVENING OPENING FOR PARENTS, CARERS AND FAMILY GROUPS

- Letters mailed to 13,670 parents/carers with students in years 10, 11 & 12 in Manchester
- 1,000 posters and 10,000 flyers sent out to all local schools and colleges
- Press release printed within a month of the event

This resulted in **728** evening visitors and:



101K IMPRESSIONS
OVER 4 WEEKS
LEADING UP TO
THE EVENT



13.6K PEOPLE
REACHED USING
TARGETED ADVERT
OVER 2 WEEKS



12.1K VIEWS
OF OUR SNAPCHAT
FILTER OVER THE TWO
DAYS OF THE EVENT



@SkillsEngland
#CareerGoals



skillsNorthWest

EventCity, Manchester

Wednesday 20th March & Thursday 21st March

www.skillsnw.co.uk

FEATURES AND EXHIBITORS

- **Get Skilled Areas**
 - Specific stands will have dedicated areas to offer in-depth knowledge. Each Get Skilled stand covers a different sector.
- **Skills Theatre**
 - A showcase of local talent, filled with live demonstrations from performing arts to cookery.
- **Skills Showcase**
 - Gallery style area featuring products created individuals as part of their job or training.
- **Live Opportunities Board**
 - Exhibitors use this board to post job vacancies, volunteer opportunities, traineeships, apprenticeship schemes and any other opportunities.



@SkillsEngland
#CareerGoals



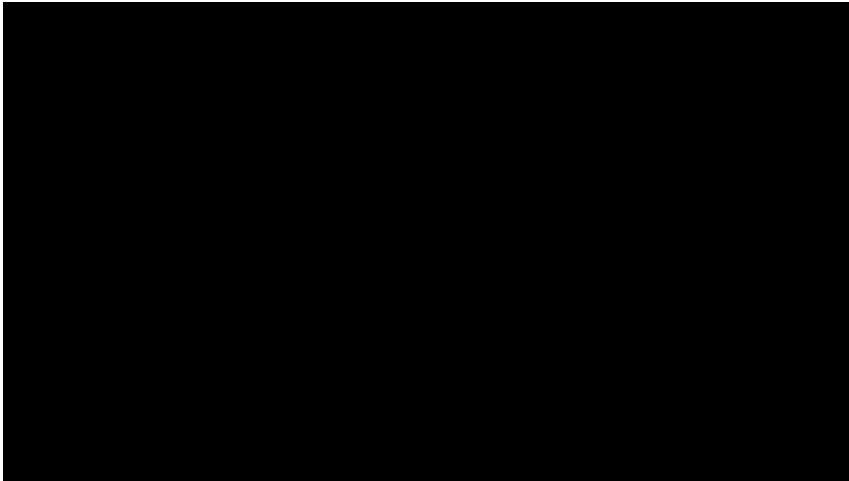
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WATCH THE SKILLS ENGLAND HIGHLIGHTS VIDEO



@SkillsEngland
#CareerGoals





Nic Hutchins

Greater Manchester Combined Authority

GM Apprenticeship Ambition and Activity for
2019-20

#SEEDIFFERENT

Apprenticeships are seen differently because of the contribution they make and the opportunities they bring

Do Different

Organisations will be working together to ensure all Apprenticeship opportunities are of the highest quality

Be Greater

We will be an exemplar of Apprenticeship employment with a range of opportunities to develop skills and improve business productivity.

Greater Manchester's vision for the future of Apprenticeships...

#SEEDIFFERENT

Leading the way

Greater Manchester will **lead the way** in Apprenticeship employment, providing quality opportunities for learning and development

Do Different

Quality & growth

More of our employers than ever before will see the contribution that **high quality, sustainable** Apprenticeships can make to their business and their workforce

Inspiration & Guidance

Our residents will be **inspired** and **supported** to make decisions about how an Apprenticeship can support their personal and professional development

Be Greater

Opportunity

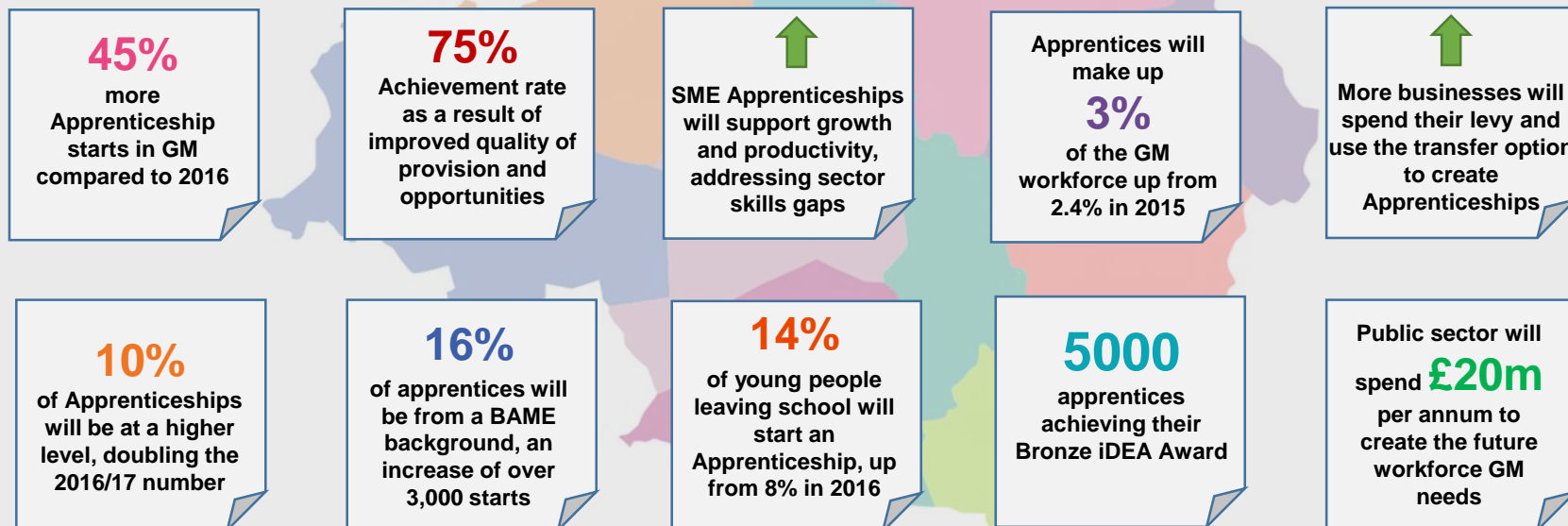
In Greater Manchester Apprenticeships, create more and better opportunities for **anyone** looking to develop their career at any time

Our Ambition, by 2020....

#SEEDIFFERENT

Do Different

Be Greater



Headlines

22,591 Apprenticeships starts in Greater Manchester in 2017/18

56% are young people – up 4% from previous year

13% are Higher and Degree apprenticeships – up 6% from previous year

15,611 people achieved their apprenticeship in 2017/18

GMCA Highlights

Over 100 employers attended a conference to increase the proportion of BAME apprentices

1270 Apprenticeship starts in the Public Sector between March and September

Enhanced Transport Offer for Apprentices launched

Guidance produced on Flexible Apprenticeships, Levy Transfer and Positive action in recruitment for Diversity

15,000 people attended the National Apprenticeship Show and saw the GMCA SME Zone

1400 followers on social media for #SeeDifferent, GM's apprenticeship awareness campaign

Over public sector 100 apprentices celebrated during national Apprenticeship Week

Almost 400 new apprenticeships created through the SEDA project

Challenges

21% drop in starts between Aug 17 - July 18, compared with the previous year

68% achievement rate in 2016/17 – almost 1/3 of apprentices didn't complete the learning

Employer feedback highlights that Apprenticeship funding reforms are complex to understand and implement

Apprentice population in GM is not representative of it's working age population

Provision doesn't always meet employer need – 546 different providers delivered Apprenticeships in GM in 2017/18

Only 4 of our biggest 50 providers are rated 'Outstanding' by Ofsted and a further 32 are 'Good'.

Actions – 2018 to 2020

#SEEDIFFERENT

Do Different

Be Greater

Launch SME Support Programme

£1.9m investment to support SME's by debunking Apprenticeship myths, supporting the cost employment & training and providing advice on workforce planning and skills gaps
Create and fund an SME zone at the National Apprenticeship Show in October 2018

Increased starts in SME's inc. 700 new Apprenticeship opportunities in SMEs

Maximise the impact from Levy payers

Host **roundtable for GM's largest Levy payers** to understand issues, influence Levy spend and identify options for transfers and / or pooling
Develop GM 'call to action' for employers to maximise Levy spend / impact for GM's residents
Facilitate employer collaboration around Apprenticeship Levy purchasing and transfers
Utilise **employer networks such as the Enterprise advisors** to champion GM's apprenticeship approach

Increase in Levy spend and options for collaborations between our most influential businesses

Deliver Public Sector Apprenticeship Approach

Collaborate on **pan-GM Apprenticeship programmes**
Explore **mechanisms for levy transfers** that can be mirrored by the private sector
Explore **pooling options to pilot Apprenticeships** in new and emerging locality roles
Utilise degree Apprenticeships to **create a professional talent pipeline**
Embed iDEA digital literacy programme for all apprentices
Host annual **events celebrating apprentices** in the public sector

Over 3000 Apprenticeship opportunities across GM's public sector in 2018/19

Improve the quality of Apprenticeships

Work with the IfA to ensure appropriate **Apprenticeship Standards** are developed in a timely manner
Create a **CPD programme for employer engagement staff** to ensure they are providing high quality, impartial advice
Through the provider network, **ensure apprenticeship providers have up to date GM LMI** and match that to their curriculum teaching and assessment to meet employer needs.
Promote **iDEA for all apprentices** through providers and employers

More high quality opportunities through improved achievement rates and improved opportunities from employers

Actions – 2018 to 2020

#SEEDIFFERENT

Do Different

Be Greater

Remove barriers
to
Apprenticeships

Celebrate Apprenticeship diversity and the outcomes of 5 Cities project at a event in November 2018
Champion Apprenticeships for older people as routes to change or develop career
£150,000 investment in improved Apprentice Transport Offer to be launched November 2018
Develop a **core entitlement allowing more Care Leavers** to access Apprenticeships
Create flexible apprenticeships for those with barriers to fulltime working

Apprenticeship
population will be
representative of
our working age
population

Provide
information and
advice about
Apprenticeships

Engage schools, colleges and employers to connect the curriculum to the labour market and Apprenticeship opportunities via BridgeGM
Use **GM Careers Platform and Hub** to bring parity of esteem for the apprenticeship route to young people through enhanced understanding of their advisors and influencers
Invest in developing a team of Ambassadors to champion apprenticeships over 2 years
Develop a **toolkit for employer engagement staff** to promote good apprentice employment.
Continue to invest to develop **#SeeDifferent Apprenticeship Hub** online and social information resource.

Improved
information and
advice leading to
greater uptake
and utilisation of
apprentices

Prioritise
sectors with
the highest
skills needs

£500,000 investment in supporting the digital talent pipeline towards Apprenticeships
Ensure Apprenticeships are at the **heart of locality workforce plans** through GM Health & Social Care Partnership
Work with industry to **understand skills gaps for infrastructure projects** and ensure curriculum offer meets this
Invest in **Apprenticeship & Skills Growth in Priority Sectors** through facilitation of sector / occupation based partnerships of employers (levy and non-levy payers) and apprenticeship/skills providers.

Lower skills gaps
in GM's priority
sector and
occupational
areas

Key things for providers to watch out for from GMCA and partners....

#SEEDIFFERENT

Launch of the
SME Support
Package

Opportunities
to engage
around
specific
occupations /
standards or
for certain
cohorts

Do Different

Guidelines for
offering IDEA
to all
apprentices
and the
#SeeDifferent
badge

CPD for
employer
engagement
staff

Be Greater

Training
around
diversity
linked to
removing
unconscious
bias & taking
positive
action

New
Apprentice
Ambassador
opportunities
and a call for
case studies



Andy Fawcett

GMLPN

Impact of Apprenticeship Reforms in
Greater Manchester

The Report.....

- Government published data in December 2018 for the 2017/18 operational year.
- GMLPN has:
 - Undertaken an analysis of the data
 - Produced a report for the network and the GM Employment and Skills Advisory Panel
 - Developed a set of recommendations which will contribute to an increase in Apprenticeship starts

Greater Manchester	Apprenticeship Starts				
	2014/15	2015/16	2016/17	2017/18	% Change 2015/16 to 2017/18
Level	5	6	2016/17	2017/18	2017/18
Intermediate Apprenticeship	17,840	17,400	14,940	9,480	-46%
Advanced Apprenticeship	11,040	11,290	11,350	10,220	-9%
Higher Apprenticeship	1,360	1,730	2,160	2,920	69%
Totals	30,250	30,380	28,430	22,590	-26%

Intermediate Apprenticeship (Greater Manchester)	Apprenticeship starts at Intermediate Level				
Age	2014/15	2015/16	2016/17	2017/18	% Change 2015/16 to 2017/18
Under 19	5,110	5,070	4,560	3,580	-29%
19-24	5,540	4,770	4,030	2,580	-46%
25+	7,190	7,570	6,340	3,310	-56%
Totals	17,840	17,400	14,940	9,480	-46%

Advanced Apprenticeships (Greater Manchester)	Starts				% Change 2015/16 to 2017/18
	2014/15	2015/16	2016/17	2017/18	
Age					
Under 19	2,320	2,430	2,380	2,360	-3%
19-24	3,540	3,610	3,390	3,160	-12%
25+	5,190	5,260	5,590	4,730	-10%
Totals	11,040	11,290	11,350	10,220	-9%

Higher Apprenticeships	Apprenticeship Starts				% Change 2015/16 to 2017/18
	2014/15	2015/16	2016/17	2017/18	
England	19,770	27,160	36,570	48,150	77%
North West	3,650	4,750	6,260	7,920	67%
Greater Manchester	1,360	1,730	2,160	2,920	69%

Major issues

- Dramatic reduction in starts at Level 2
- For those in the 25+ age group starts are hugely down in key SSAs including:
business administration, health & social care, retail and customer care.
- The inevitable impact on social mobility impact
- Lack of Standards at Level 2
- 20% Off the Job continues to be hugely challenging
- Employer contributions

Impact in specific occupational sectors

Adult Social Care (Framework)				
	2014/15	2015/16	2016/17	2017/18
Level 2	43,261	42,201	40,851	6,785
Level 3	34,824	35,596	37,728	6,762

Major issues

- Employer led development process has unforeseen circumstances
 - Loss of Level 2 entry qualifications
- Employers seeking to maximize the use of their levy has contributed to the rapid growth in Level 4+ Apprenticeships in management
 - Potential budget pressures
- Complex procurement and contracting
- Lack of certainty from ESFA in respect of Non Levy contracts
- Systems issues associated with the Apprenticeship Levy

Recommendations

- Collectively Government needs to ensure there are effective entry level qualifications when reforming Technical Education
- Additional guidance is required in respect of 'off the job' training
- Adjustments to the Funding Rules to recognize/address prior learning:
 - Eligibility
 - 20% off the job
 - Length of stay
- Guarantee of funding for 16-18 year olds & SMEs
- Some relaxation of the Sub-contracting requirements where previous ESFA procurement as restricted supply
- What else might we do to increase starts.....

A background image showing a person's hand holding a pen over a document, with a potted plant in the background. The image is dimmed to allow the text to stand out.

Charlotte Houghton & Phil Double

John Hogg

Apprenticeship Ambassador Programme

Apprentice Ambassador Programme

- 346 ambassadors recruited
- Attended 482 events at 130 different GM schools
- Over 19,000 young people engaged

- New phase – March 2019 – July 2020
- Recruit 60 new ambassadors



John Hogg Technical Solutions



Apprenticeship Ambassador Ambassador Comments

- Becoming an Apprenticeship Ambassador has enabled me to share my experiences of being an apprentice in the hope of inspiring others
- My Apprenticeship Ambassador training was February 2017
- Since then, I have attended the following events:
 - Careers fair at Bedford School
 - Trafford Apprenticeship Event
 - UK University & Apprenticeship Search
 - National Apprenticeship Show
- The skills gained through becoming an Apprenticeship Ambassador have been invaluable to my personal development



Apprenticeship Ambassador Employer Comments

- Charlotte started work with John Hogg in 2013 as apprentice QC lab technician
- The apprenticeship scheme has offered Charlotte a path to develop her skills which is suited to her needs
- As an ambassador Charlotte has promoted the scheme with very little drain on what she can offer to John Hogg
 - Charlotte had been motivated by sharing her experiences and brings that enthusiasm back to her role with John Hogg
- In the 6 years Charlotte has been with us she has progressed to studying for a BSc and is now a Technical Service Chemist

Apprentice Ambassador Programme

Questions?

A person wearing a white lab coat is seated at a desk, writing on a document with a pen. The document features a bar chart. In the background, a small potted plant is visible. The image is dimmed to serve as a background for the text.

Dave Tolen

Training 2000

World Skills

TRAINING 2000



world**skills**uk

GO FURTHER, FASTER

30th January 2019 Dave Tolen

WorldSkills

- WorldSkills international, formerly known as International Vocational Training Organisation, formed in the 1940's
- Their mission - "To raise the profile and recognition of skilled people, and show how important skills are in achieving economic growth and personal success"
- There are currently 79 Member countries competing in over 50 different skill areas
- This year's event will be the 45th WorldSkills Competition, and will be held in Kazan, Russia

WorldSkills

- T2000 represented on AELP WorldSkills WBL provider group - to support increased provider participation
- 75% of apprenticeships are delivered by providers, however they are not proportionally represented in WorldSkills

WorldSkills

- List of last years provider and College entrants (on table) – heavily dominated by Colleges, these can also be increased
- WorldSkills simply want more involvement from all providers
- List of all occupational areas (on table)
- Contact details if you want to get involved

Training 2000's Involvement with WorldSkills

- 2013 – CAD
- Our expectations – to participate test the water – 2 registrations – 2 finalists – 1 Bronze medal
- 2018 – Skill show 16th Nov 2018 - Daniel Hutchinson CAD, Elliott Dawson CNC Milling, Kristian Orr CNC Turning, Mark Aspinall – Training Manager CNC Turning, Fab / Weld & Automotive Judges
- Massive progression since 2013, now embedded into all our programmes

Management and staff set the expectations and the programme

Practicalities

- Communicate with employers and gain support
- Preparation and participation – Use WorldSkills test pieces within our programme, stretch and challenge, enhancement work
- Once candidates have been identified additional support and training is provided by T2000, employer and WorldSkills
- Staff participation – WorldSkills managers and judges
- Hosted regional finals or heats
- Promote the benefits for “buy in” for the employer & apprentice, motivation, progression, achievement, work to a high standard, work efficiently under pressure, increased reputation of the business

Investment - Cost

- Time – event set up and organisation for regional heats, extra skills development or commercial training
- Additional training can be funded by the levy
- Staff time - manager and judges – expenses can be reimbursed
- Plan programmes around our commitment
- Cost of competing (apprentice) – time off the job and development

Benefits

- Initially to see if we could train to WorldSkills level
- Bench mark for or apprenticeship offer
- Promotional opportunities and exposure
- Provide enhancement or stretching activities
- Develop high skill levels enriching the apprentice offer
- Staff CPD opportunities and experience
- Learner experience and confidence, recognising their ability



provide job satisfaction

Why Get Involved and Advice

- Benchmark your provision
- Publicity and exposure
- Provide stretching targets for all learners
- Earn the prestige of competing at world level
- Employers are supportive due to the prestige of the competition and relish the publicity
- Provide staff CPD and experience
- Some standards are using the WSUK competition as part of their EPAHave a go!

T2000 Summary

- 56 entry's since 2013 in body repair, CNC Milling, CNC Turning, CAD, Construction Metalwork, Sheet Metalwork, Welding, Heavy Vehicle Tec
- 21 Finalists
- 4 Gold Medal Winners
- 4 Silver Medal Winners
- 4 Bronze Medal Winners
- 1 Highly Commended
- 3 Judges

1 Training Manager

(2016 – 5th out of 140 providers competing)

Next Steps

- Key dates:

1st March – 5th April registration of entrants – road to Shanghai

Compete – April – July (qualifiers)

Finalists announced September 2019

Nov 2019 finalists compete at WorldSkills UK Live – UK National finals



Refreshment Break
14.00-14.45

Wifi

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**Simon Fitzgerald, Dave Louise Gary Drake
& Vicki Connell**

PET-Xi

The Functional Skills Challenge

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Scott Parkins

Institute of Employment Practitioners



Laura Fairley, Aaron Smith, Tracey Harmer **National Careers Service**

Greater Manchester Learning Provider Network

**National Careers Service
North West update**

30th January 2019

**National
Careers
Service**

Helping you take
the next step

Introduction to the Service

The National Careers Service offers personalised careers information, advice and guidance to young people and adults, to help them make informed choices about learning, employment and skills.

We do this by helping customers to...

- ❖ Plan their progress through skills assessments and gap analysis
- ❖ Improve their employability by matching them with relevant courses
- ❖ Understand employer demand and access local LMI
- ❖ Access support in whichever way suits them best: face-to-face, online and over the phone



Service delivery and offer

- ❖ National Service: support is available for customers aged 13+ over the phone, text, email and webchat
- ❖ Local area-based service: face-to-face support is available to customers aged 19 and over, and 18 year-olds who are NEET

What can we help with?



Education & Training

Find a course
Routes to take after school
Apprenticeships
How to fund your learning
Returning to education as an adult



Life Skills

Motivation and confidence
Balancing children/caring with work
Skills health check
Online job searching
IT, digital and social media training



Careers

Career planning
Transferable skills
Interview tips and preparation
In-work progression
Labour market information
CV development
Work placements and internships

Our Priority Groups

- ❖ 18-24 year-olds not in education, employment or training (NEETs)
- ❖ Low-skilled adults without a level 2 qualification
- ❖ Adults who have been unemployed for more than 12 months
- ❖ Single parents with at least one dependent child living in the same household
- ❖ Adults with special educational needs and/or disabilities
- ❖ Adults aged 50 years and over who are unemployed or at demonstrable risk of unemployment



Greater Manchester: Performance Update

Q1: October - December

Local Authority	Priority Group Customers	Non-Priority Group Customers	Total
Bolton	639	38	677
Bury	388	52	440
Manchester	1222	266	1488
Oldham	475	76	551
Rochdale	435	53	488
Salford	468	60	528
Stockport	243	44	287
Tameside	490	49	539
Trafford	340	58	398
Wigan	457	73	530
Total	5157	769	5926

Working with Salford City College

- ❖ Currently delivering bespoke sessions for ESOL students to help them stay on their courses and progress well
- ❖ Delivering sector-specific LMI sessions to adult courses
- ❖ Working in collaboration with the college to support adult learners where resource is stretched
- ❖ Strong, collaborative working relationship between National Careers Service staff and the college

Feedback

“We have an excellent partnership with The National Careers Service at Salford City College.

The advisers are very positive and flexible in their work with our students, especially across the many ESOL groups.

The NCS advisers knowledge and awareness of community based provision and networks has been very valuable to many of our students, especially those who need additional support to help address more complex issues.

They are responsive to the students’ needs and provide a very personalised approach.”

Chris O’Rourke, Careers Adviser, Salford City College

Other support across GM

- ❖ **Bolton College:** Supporting mainly ESOL students with basic IAG. Making sessions more visual and relevant to the learners.
- ❖ **Manchester Adult Education Service:** Supporting a wide variety of courses including ESOL, Community Interpreting and Literacy/Numeracy students with local LMI and IAG.
- ❖ **Cidori:** Supporting with the initial assessments, inductions and delivering Interview Techniques to mainly construction, rail service and hospitality sectors.
- ❖ **PT Training:** Supporting traineeship customers with IAG in the Health and Fitness sector.
- ❖ **WEA:** A whole range of groups for a wide variety of customers throughout the GM and Liverpool areas.

Helping your customers

- ❖ Professionally qualified, impartial and friendly advisers
- ❖ Confidential service: Face to face, (1:1 and group), telephone and digital, with an emphasis on digital upskilling
- ❖ Here to help your adult customers with work and learning focused activities. These can be immediate or more long term goals
- ❖ Action Planning: We'll help them see what the issues/barriers are and agree practical steps to achieve their outcomes

Helping you

- ❖ You're in control: Your staff can make excellent use of and book your own customers onto our CAS system
- ❖ Take some weight off your shoulders: extra resource
- ❖ Your systems:- with agreement we can update your IT systems or provide salient feedback. All of which helps you in your day to day work
- ❖ Meetings and Events: We can attend these with you providing specific information such as labour market details or help you engage with larger groups of people.

Supporting Age-Friendly GM agenda: 50 Plus Futures project

- ❖ **Recognise** the talents of older workers
- ❖ **Retain** employees until they are ready to retire
- ❖ **Retrain** older employees to boost their capabilities
- ❖ **Recruit** more 50+ employees to take advantage of their experience
- ❖ **Reset** HR practices and policies to better support older workers

Get in touch

For partnership enquiries:

Lauren Fairley, Partnership and Marketing Officer

Email: lauren.fairley@gcemployment.uk

Mobile: 07834 172 809

For service delivery enquiries:

Stacey Burgess, Senior Service Manager

Email: Stacey.Burgess@gcemployment.uk

Mobile: 07889 604 280

National website: <https://nationalcareersservice.direct.gov.uk/>

National telephone number: 0800 100 900



Bev Barlow
Ofsted

Consultation on the new Education Inspection
Framework

Greater Manchester Network

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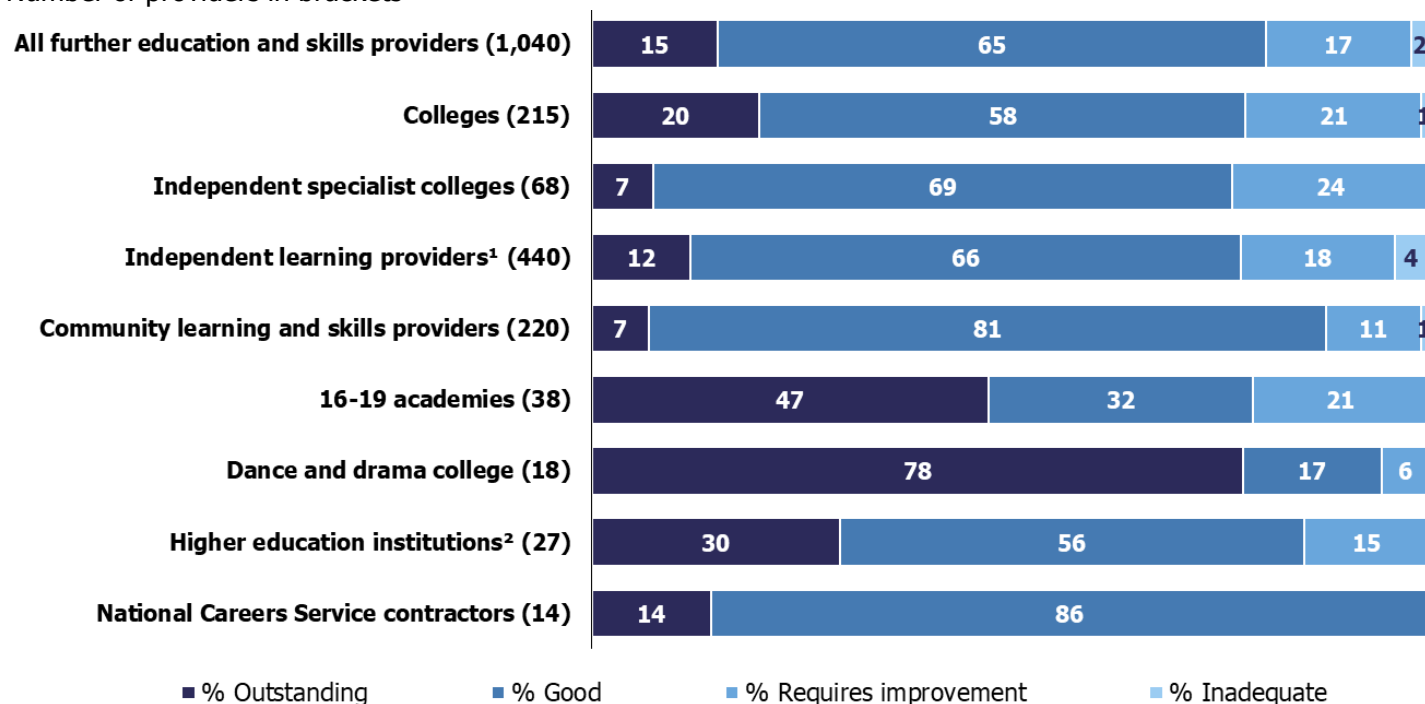


HMCI annual report 2018 - headline messages

- Apprenticeship funding reforms have changed the FE and skills landscape significantly: number of providers increased by more than two fifths.
- New provider monitoring visits introduced: 82% making reasonable progress.
- Mergers have created fewer, but much larger colleges.
- A quarter of sixth-form colleges have merged or academised this year.
- 76% general FE colleges now good or outstanding
- Proportion of ILPs good or outstanding declined to below 80%
- FE has borne the brunt of austerity - the impact of real-term cuts to FE funding

Overall effectiveness of further education and skills providers at their most recent inspection, as at 31 August 2018

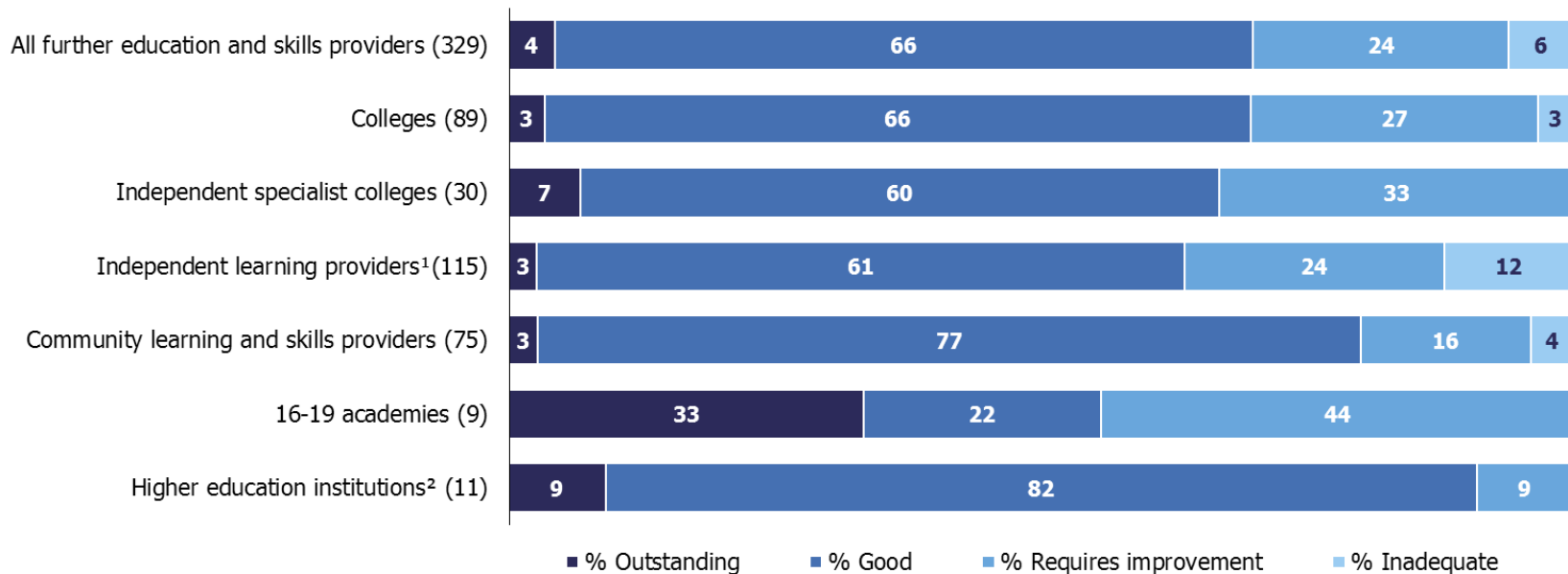
Number of providers in brackets



1. Includes employer providers, 2. Inspection of further education provision only, not provider as a whole, 3. Where the number of providers is small, percentages should be treated with caution.

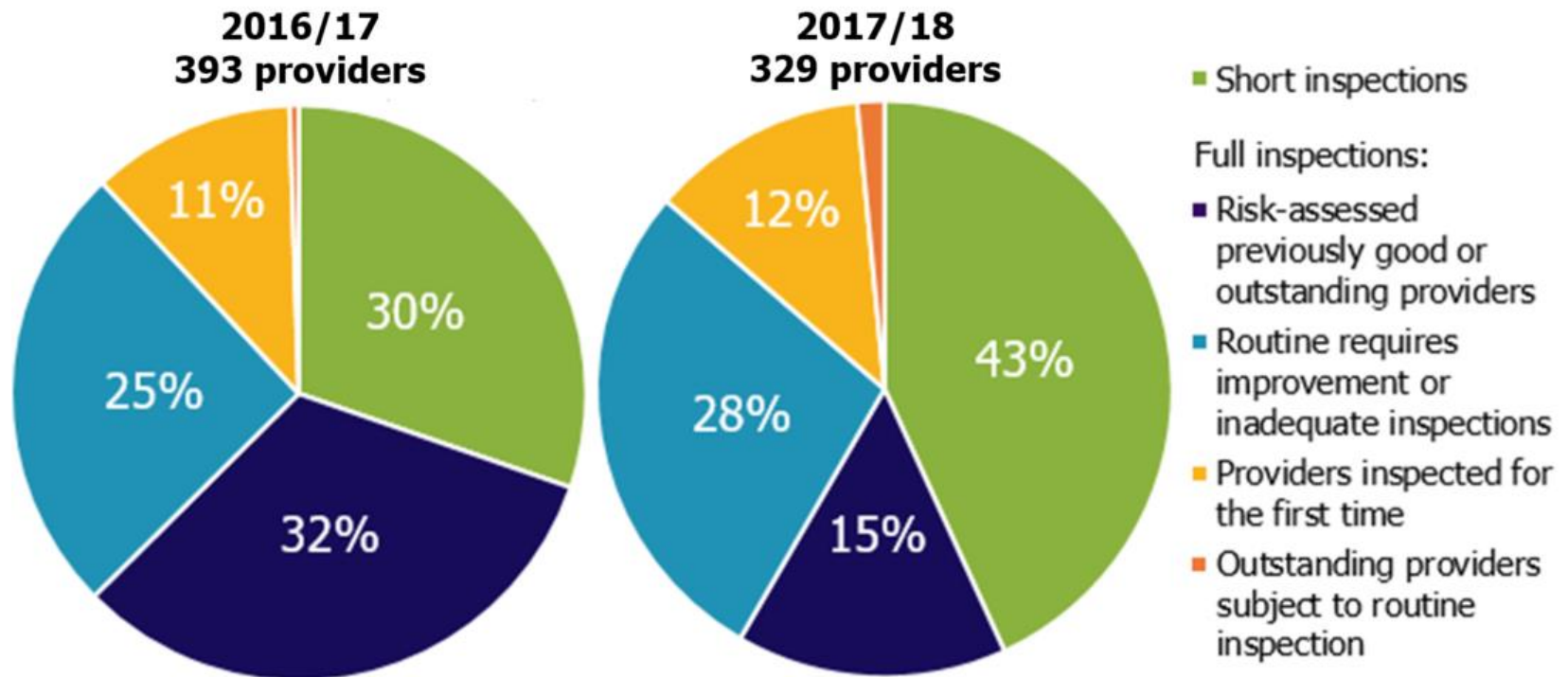
Further education and skills full and short inspection outcomes, 2017/18

Number of inspections in brackets



1. Includes employer providers, 2. Inspection of further education provision only, not provider as a whole, 3. Where the number of inspections is small, percentages should be treated with caution.

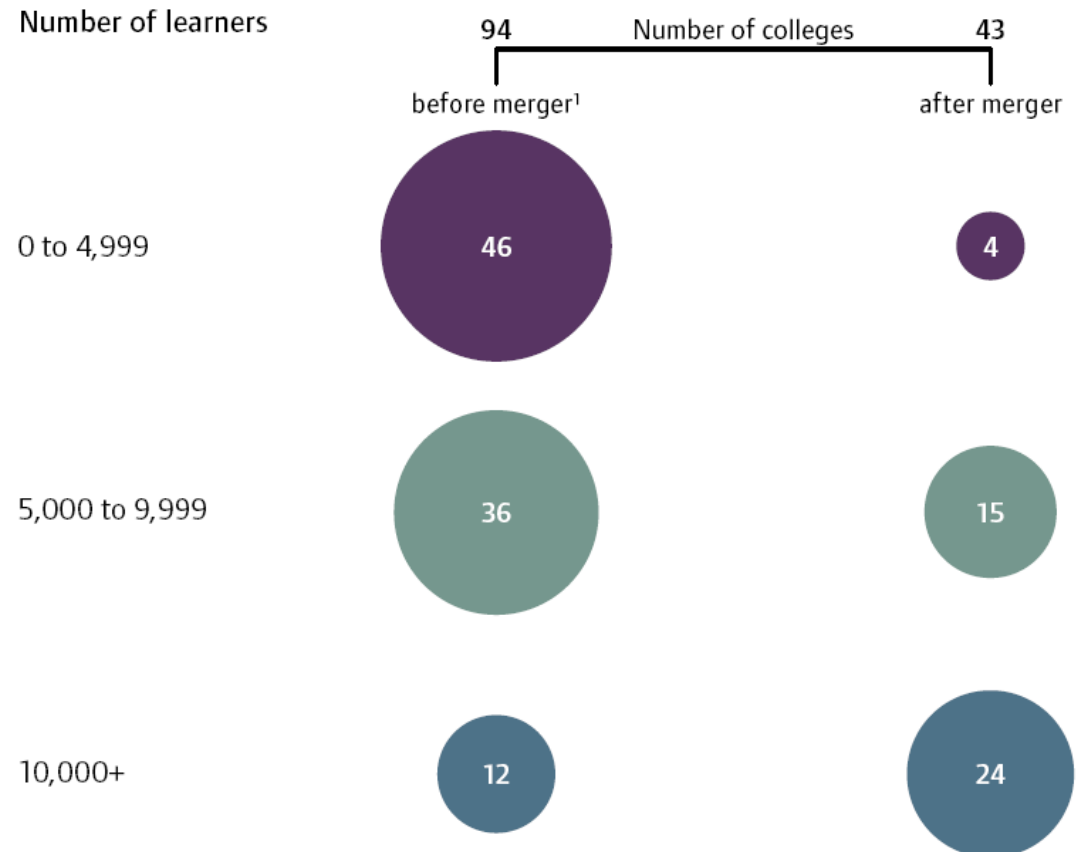
Proportion of providers selected for inspection, by inspection type and reporting year



Changes and challenges...



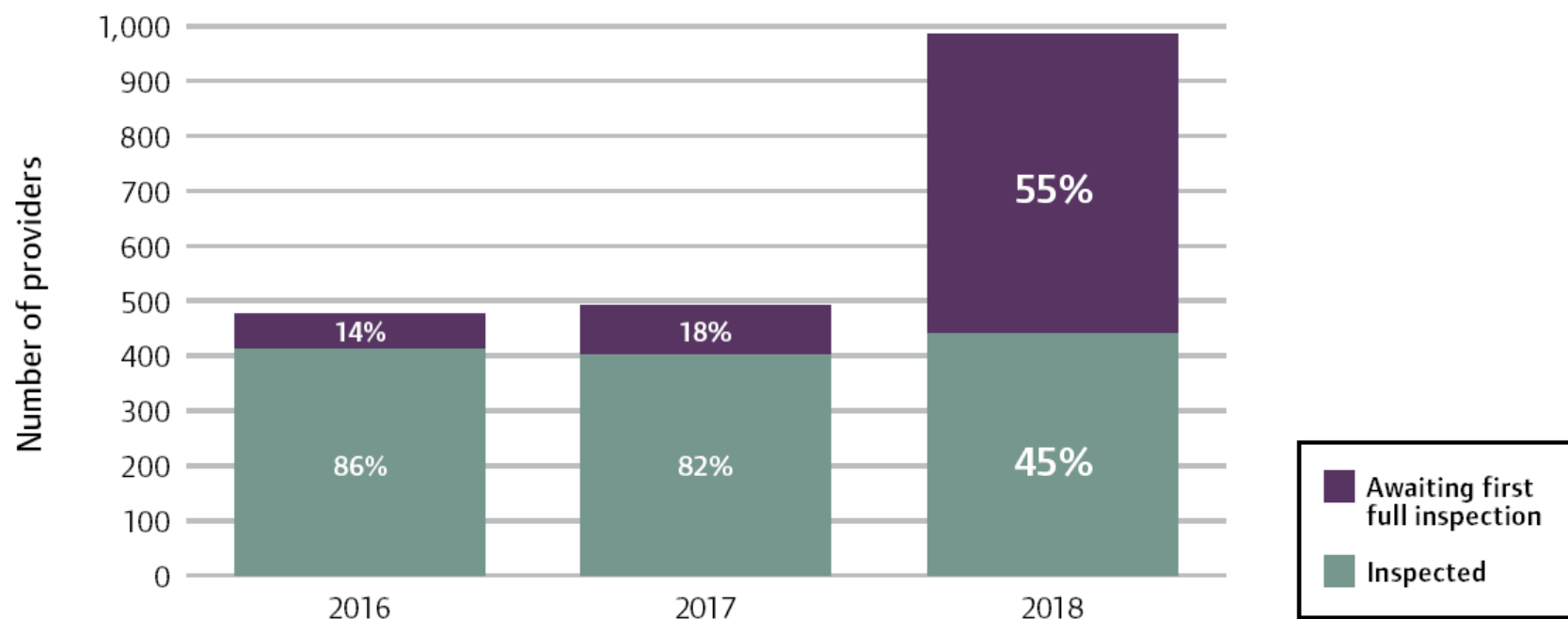
Number of colleges by the number of learners, for colleges that have merged since 1 September 2015



1. Includes sixth form colleges and other provider types that merged with a general FE college.

Source: Ofsted, Department for Education and Education & Skills Funding Agency

Number and proportion of independent learning providers (including employer providers) inspected, over time



Source: Ofsted

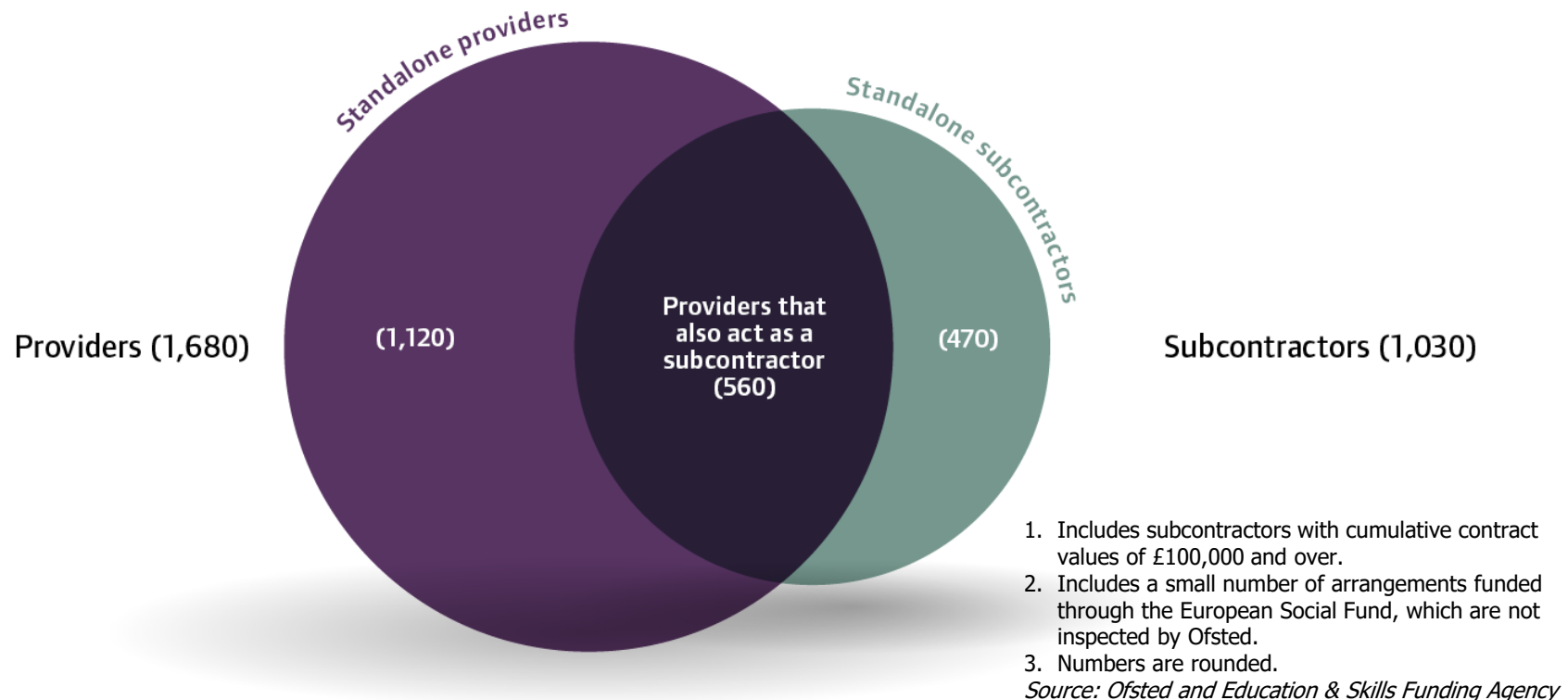
New provider monitoring visit outcomes, between 1 February 2018 and 31 August 2018



	Number of providers		
	Insufficient progress	Reasonable progress	Significant progress
How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?	10	42	9
What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?	8	45	8
How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place?	3	55	3

Source: Ofsted

Number of providers that were also a declared subcontractor, 2017/18



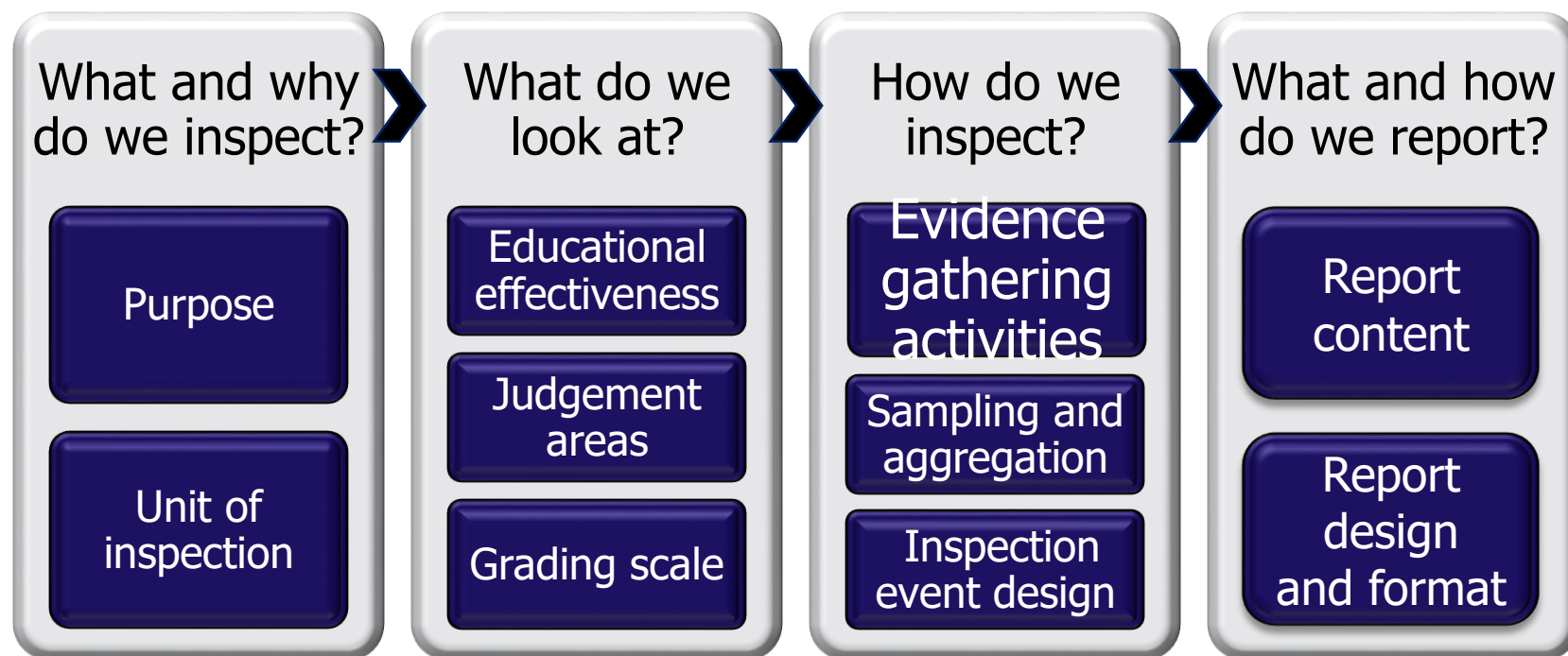
The curriculum matters...

- The substance of what students are learning matters just as much, if not more than, how good a grade they get in any exam or assessment.
- League tables and test performance should be a reflection of what students have learned. Tests should exist in service of the curriculum.
- The popularity of a course is not the same as the value of the course.
- Student engagement matters, but courses should have a clear line of sight to jobs or meaningful further study.

Towards the education inspection framework 2019



Developing the education inspection framework 2019: our approach



The case for change

- Currently, the accountability system can divert providers from the **real substance of education**.
- What students learn is too often coming second to the achievement of good provider **performance data**.
- This data focus leads to **unnecessary workload** for staff.
- **Teaching to the test** and **narrowing the curriculum** have the greatest negative effect on the **most disadvantaged** and the **least able students**.



An **evolution**, not a revolution

The new framework draws on the **knowledge built up through our inspection history** as well as **wider research**.

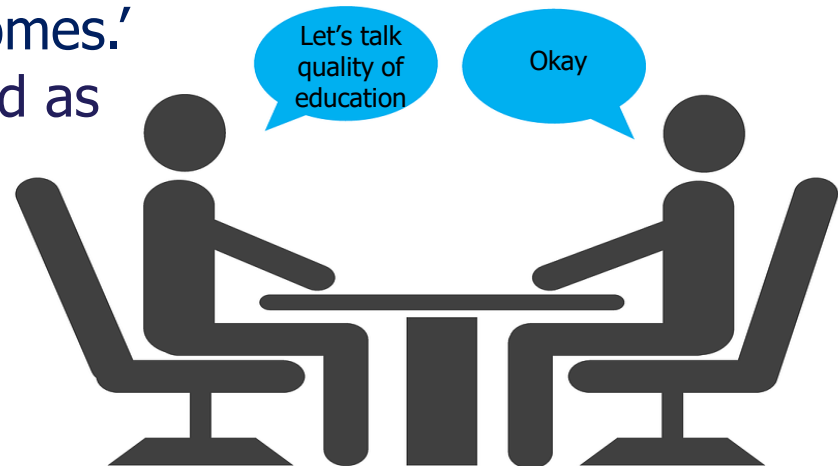
There is **continuity**, but also **a sharper focus** on:

- **Quality of education** rather than on data
- **Workload for teachers, lecturers and leaders**
- **Student experience.**

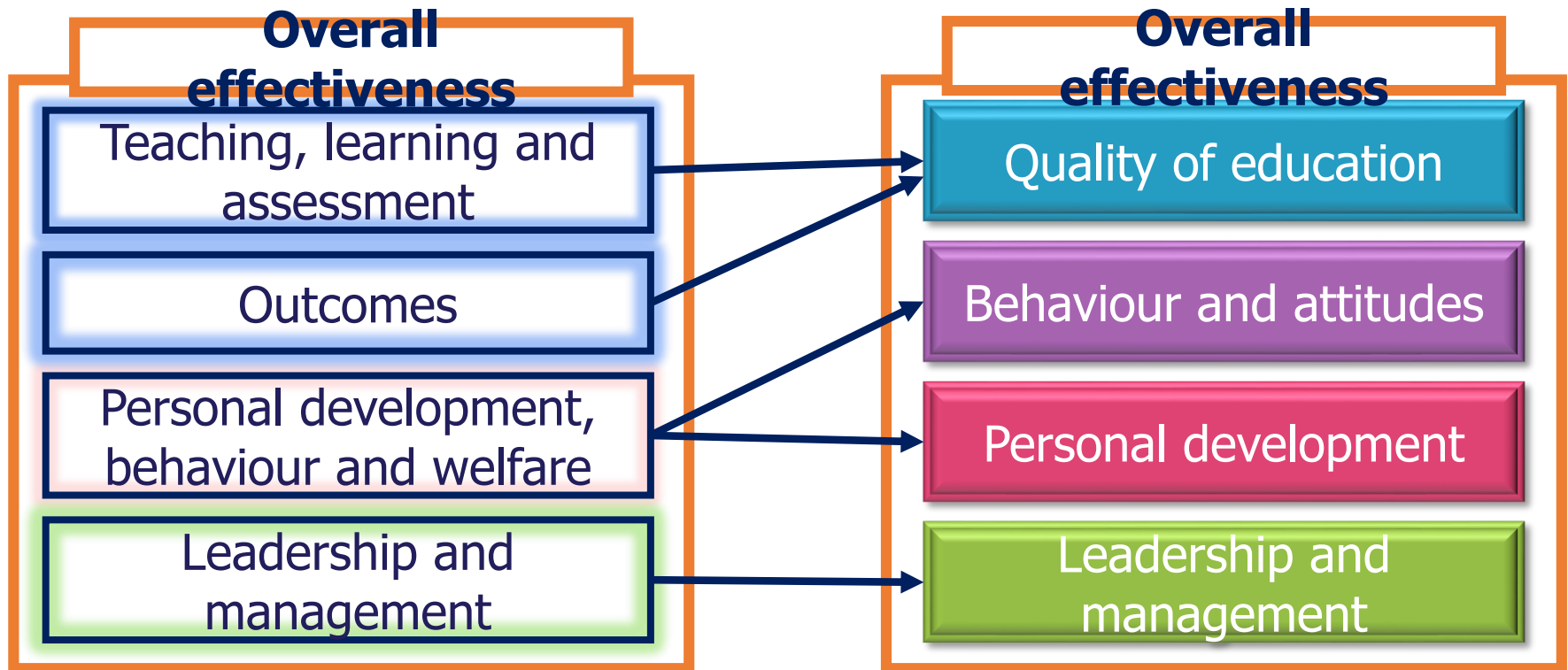


The proposed framework:

- puts the **curriculum at the heart** of the new framework, bringing the focus of inspection back to the substance of education.
- does not include separate judgements on 'teaching, learning and assessment', and 'outcomes.' Instead these are considered as part of a broader view on **the quality of education students** receive.



Judgement areas: evolution, not revolution



Judgements: our working **hypothesis** in detail



The curriculum is at the heart of the proposed new framework: Ofsted's working definition...

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, or training, including the knowledge, skills and understanding to be gained at each stage (**intent**)
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** learners have **gained** against expectations (**impact/achievement**).'



Has the content of the curriculum been learned long term?

'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned.'



Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory (Vol. 1). Springer Science & Business Media.

Common questions

Is there an 'Ofsted curriculum'?

No. We support curriculum flexibility. Providers taking radically different approaches to the curriculum will be judged fairly.

Should I get advice from a consultant or buy in specific products?

No! There is nothing mysterious here. The quality of education is about providers thinking about the curriculum carefully for themselves.

What is staying the same?

- Inspectors will continue to make an **overall effectiveness** judgement
- **Four-point grading scale** (outstanding; good; RI; inadequate)
- Inspection of good providers (currently called 'shorts') will continue to start from **the assumption that the provider remains good**

Keep our focus on safeguarding, reflecting Ofsted's latest thinking

Our inspection of safeguarding will continue to be built around three core areas.

- **Identify:** are leaders and other staff identifying the right learners and how do they do that?
- **Help:** what timely action do staff within the provider take and how well do they work with other agencies?
- **Manage:** how do responsible bodies and staff manage their statutory responsibilities and in particular, how do they respond to allegations about staff and other adults?

Safeguarding will hold the same significance across all remits.

The outstanding grade

- We have said that we will **retain** the **outstanding grade** in the new framework, reflecting parents' wishes.
- Currently the **law** states that colleges judged as **outstanding** are **exempt from routine inspection**.
- We have applied this approach to most of the different types of FE&S providers.
- To ensure public confidence in the grading, we'd like to see the **removal of the outstanding exemption in law**.
- This will be subject to agreement with the **Department for Education** on funding and the **will of parliament**.

Address specific issues facing further education and skills

- **Campus-level reporting and grading** – we are working with the DfE to think through how we supplement the inspection of large colleges with individual campus-level judgements.
- **Provision type reporting and grading** – we are considering how we can rationalise the number of provision types while ensuring and improving the full coverage of provision.
- **Ensuring that the framework is flexible** - we are working to ensure that the framework can cater for the wide range of provision to be found in further education and skills – now and in the future (T-levels and devolution of adult education).

In summary: key principles as we develop new judgement areas and criteria

- Criteria will be based on the evidence relating to educational effectiveness
- Continue to make a single, overall judgement about a provider
- Continue to emphasise safeguarding appropriately
- Reduce focus on data – more focus on how education providers are achieving results
- Retain the current four-point grading scale
- Wherever possible reduce workload: teachers, lecturers, leaders and inspectors.

We want your views: how to respond to the consultation

- The consultation is now open and runs until **5 April 2019**
- You can respond to the full consultation by:
 - completing the online questionnaire
 - by completing the form and returning it by email or post – all details are in the consultation document.
- <https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education>

Consultation materials for providers

Material published alongside the consultation:

- the **draft** education inspection framework 2019
- the **draft** further education and skills handbook
- a commentary setting out the **research** that has informed the development of the criteria in the framework
- the **draft** equalities, diversity and inclusion statement.

Further detail is available

- **Curriculum roadshow** – slides and videos live on website now: <https://www.slideshare.net/Ofstednews/curriculum-workshop-126193516>
- **Videos** about key topics (e.g. knowledge, skills, curriculum, data) – live now: <https://www.youtube.com/watch?v=xZhhPLsO8mY&list=PLLq-zBnUkspPXjODb3PJ4gCqNc2LvfhSh>
- **Research commentary** – setting out the evidence upon which the judgement criteria are based: www.gov.uk/government/publications/education-inspection-framework-overview-of-research

Thank you!



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