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Welcome

GMLPN Virtual Network Meeting

Wednesday 27th January 2021
10.00-13.00

Agenda

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1. Welcome and Introductions | Mark Currie
2. ESFA | Mike MacLoughlin & Amrez Batti
3. Aptem | David Devine & Adam Garcia
4. GMCA | Gemma Marsh | Director Education, Skills and Work
5. Violence Reduction Unit | GMCA | Rebecca Bromley-Woods
6. EnterprisingYou | The Growth Company | Michael Ayre & Hilary Centeleghe
7. **Break**
8. Ofsted | Bev Barlow & Paul Cocker | Senior HMIs
 1. Deep Dives
 2. Performance tables are estimated
 3. Self-assessment
9. Feedback on the FE White Paper – Skills for Jobs
10. GMLPN Update:
 1. AoC Mental Health Champions/Charter - James
 2. Apprenticeship Search function – Matt
 3. National Apprenticeship Week 2021 – Charlotte
 4. Provider Support Programme – Charlotte
 5. AOB
11. Close | Mark Currie

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Mark Currie Chair - GMLPN Welcome

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Education & Skills
Funding Agency

Mike MacLoughlin & Amrez Bhatti | Education and Skills Funding Agency

Greater Manchester Learning Provider Network

January 2021

Mike MacLoughlin and Amrez Bhatti

ESFA Further Education Directorate Territorial Team:

Greater Manchester, Cheshire and Warrington



Education & Skills
Funding Agency

Agenda

- **Updates**
 - FE White Paper
 - Traineeships
 - Apprenticeships
 - Subcontracting consultation
- **Questions**



Update #1

Traineeships

- **19-24 Traineeships Procurement**

- We are in the final stages of the 19-24 traineeship procurement which will see nearly £65 million allocated to providers to deliver the growth for 19-24 traineeships places across England.
- 'Notice of Award' letters have been issued to all training organisations that were part of the procurement.
- The Agency entered a 10-day standstill period which runs from the 19 January 2021 to the 29 January 2021 before entering into contracts with successful providers.
- Contracts will commence from the 1 February 2021 subject to providers agreeing to enter a contract with the ESFA.
- During the standstill period, all queries need to be raised via Jaggaer

- **16-18 Traineeships**

- Further details to be shared shortly

- **Traineeships Framework for Delivery 2020 to 2021:**

- The [Traineeships Framework for Delivery 2020 to 2021](#) has been updated and is now available on GOV.UK. This provides further detail and policy guidance for employers and training providers on the Traineeships employer incentive and the claim process. The 2020 to 2021 Framework for Delivery covers the period from 1 September 2020 to 31 July 2021.

Update #2

Apprenticeships

- **Apprenticeship service employer agreement**
 - Following the announcement to extend incentive payments for hiring a new apprentice until end March 2021, we have updated the [ESFA Apprenticeship Agreement for Employers](#).
 - Employers will need to accept the latest version through their AS account to apply for incentive payments for apprentices that start between 1st February and 31 March
- **Information: updates to the apprenticeship service support videos** Users can find videos on how to use different functions of the apprenticeship service in the “[Using the apprenticeship service](#)” playlist available on our [YouTube Channel](#).

Update #3

- Earlier this year ESFA published the [response to the subcontracting consultation](#). We updated you in November to extend the deadline from 31 December 2020 to 31 January 2021 for the following:
 - 16 to 19 provision only: requests to continue with existing “distance learning” arrangements in 2021 to 2022
 - 16 to 19 provision only: requests to continue with “whole programme subcontracting” arrangements in 2021 to 2022
 - excluding ESF provision and local authorities: cases made to the agency if providers do not think they can reduce their subcontracting
 - COVID-19 restrictions have caused increased pressure amongst providers and, in response, we delayed publishing the follow-up document to the consultation response. When it goes ahead, this publication will set out further detail of what we expect from providers in relation to each reform proposal, including the requests to the agency set out above. Further information will be provided regarding what should be included in the request, where this should be sent to, and by when. We have removed the deadline of 31 January 2021, and new timelines will be published in the follow-up document.
 - Removal of the specific deadlines set out above does not detract from that, but does demonstrate the agency is taking a more considered pace with enforcement, to lessen the burden on providers in the current climate.

Questions

Intelligence needed re. Unfunded Apprentices

- ESFA have requested evidence in to the identified issue around Unfunded Apprentices on Programme for example, where there have been delays in EPA and/or Functional Skills
- Please send any intelligence on the following to charlotte.c@gmlpn.co.uk:
 - Current number of unfunded apprentices on programme
 - Anticipated number of unfunded apprentices on programme in the next 2 months
 - Examples of why apprentices are ending up in the unfunded category
 - Additional ways in which you have supported these apprentices that is not included in their scheme of work e.g. mental health and wellbeing support, employer support etc.



Education & Skills
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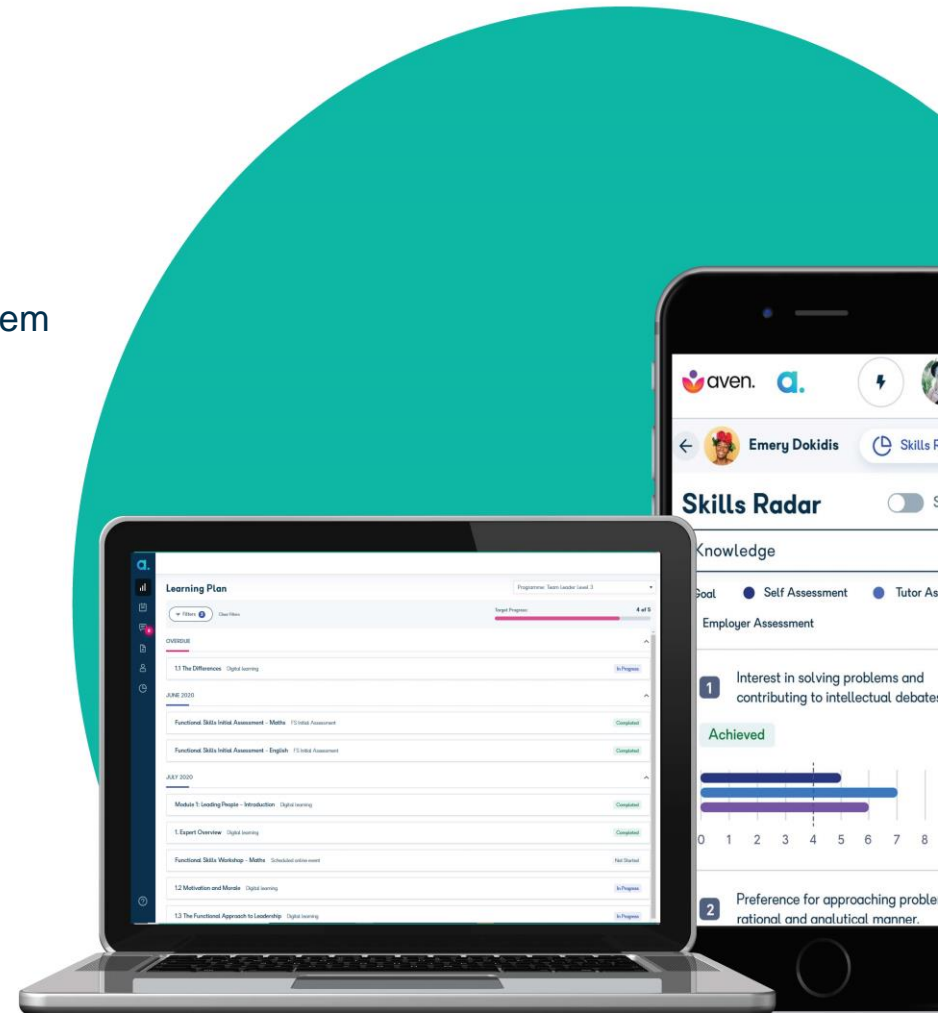


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David Devine & Adam Garcia |
Aptem

Aptem overview & industry insight

David Devine – Director of Sales, Aptem
Adam Garcia – Business Development Manager, Aptem



Introductions



Adam Garcia
Business Development
Manager



David Devine
Sales Director

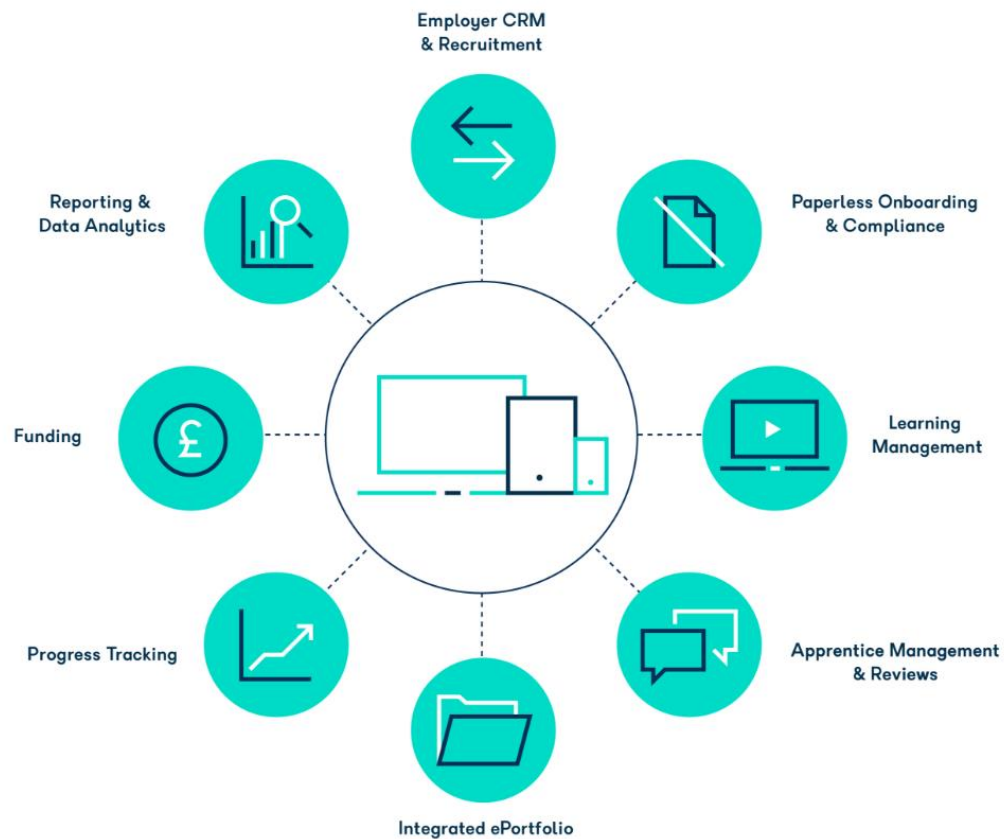
Industry Insight

1. Compliance 38%
2. Enrolment 22%
3. Learner Management 21%
4. Reporting 20%

Industry Insight

- **41%** said that learners have to interact with **3** or more systems during their journey
- **42%** said that half or more of the enrolment is a manual process
- 61% are enrolling in 1-5 days, **20%** still taking more than **16** days to enroll a learner.
- 42% spend at least 1 day running reports. 29% believe these reports are <80% accurate

Solution overview



Over 130 clients



Over 130 clients



Thank you

Any questions?....

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GMCA GREATER
MANCHESTER
COMBINED
AUTHORITY

Gemma Marsh | Director Education, Skills and Work | GMCA

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**VIOLENCE
REDUCTION
UNIT**

DOING THINGS DIFFERENTLY FOR
GREATER MANCHESTER'S COMMUNITIES

Rebecca Bromley-Woods | Education Lead | GM Violence Reduction Unit



**VIOLENCE
REDUCTION
UNIT**

**DOING THINGS DIFFERENTLY FOR
GREATER MANCHESTER'S COMMUNITIES**

Introduction to Partnership Working with GM VRU

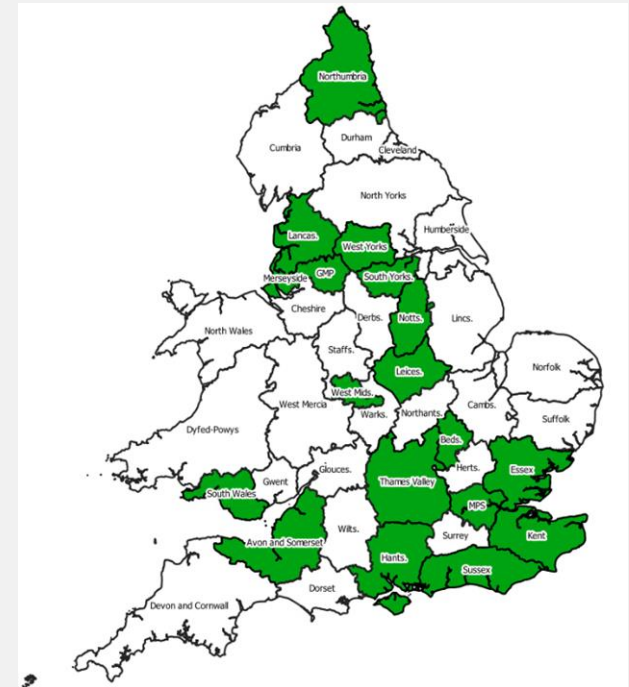
Rebecca Bromley-Woods
Violence Reduction Unit
Education Lead

Why a Violence Reduction Unit?

Supported by funding from the Home Office
Community and Public Health approach
Long-term approach to reducing violence
18 VRUs set up nationally

Greater Manchester Combined Authority (GMCA) and Greater Manchester Police (GMP)
Tackling serious crime with a focus on knife crime for under 25yr olds.

The VRU has a strategic role to support local plans, share good practice and evidence based research findings
Partnership based approach
Leading on a number of GM-wide projects
Overseeing outcomes and evaluation, with academic partners.



GMCA

**BOLTON
BURY**

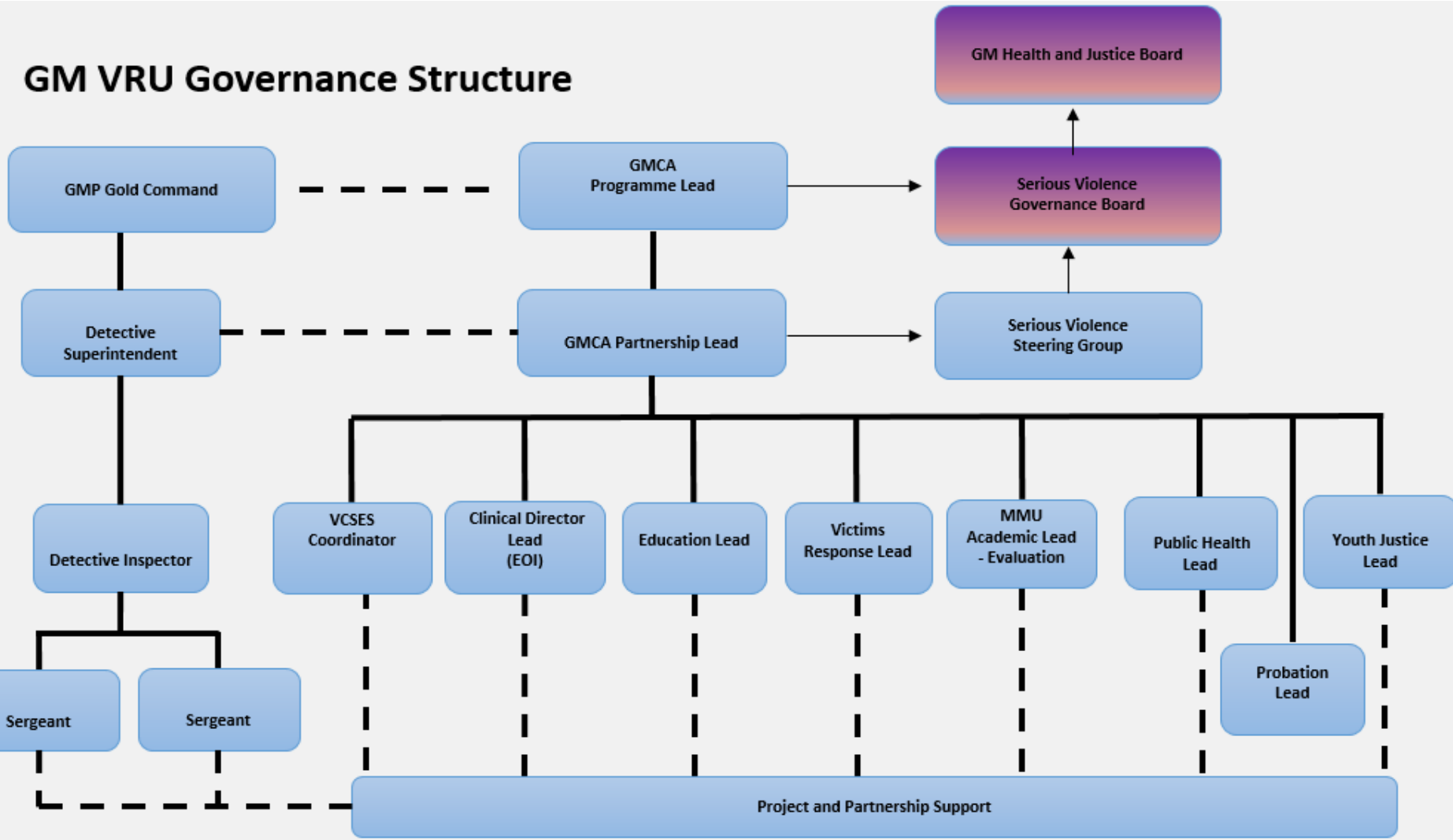
**MANCHESTER
OLDHAM**

**ROCHDALE
SALFORD**

**STOCKPORT
TAMESIDE**

**TRAFFORD
WIGAN**

GM VRU Governance Structure



Public Health Approach
to **Violence Reduction**

Interrupt transmission

Tertiary

Intensive

Reduce Risk

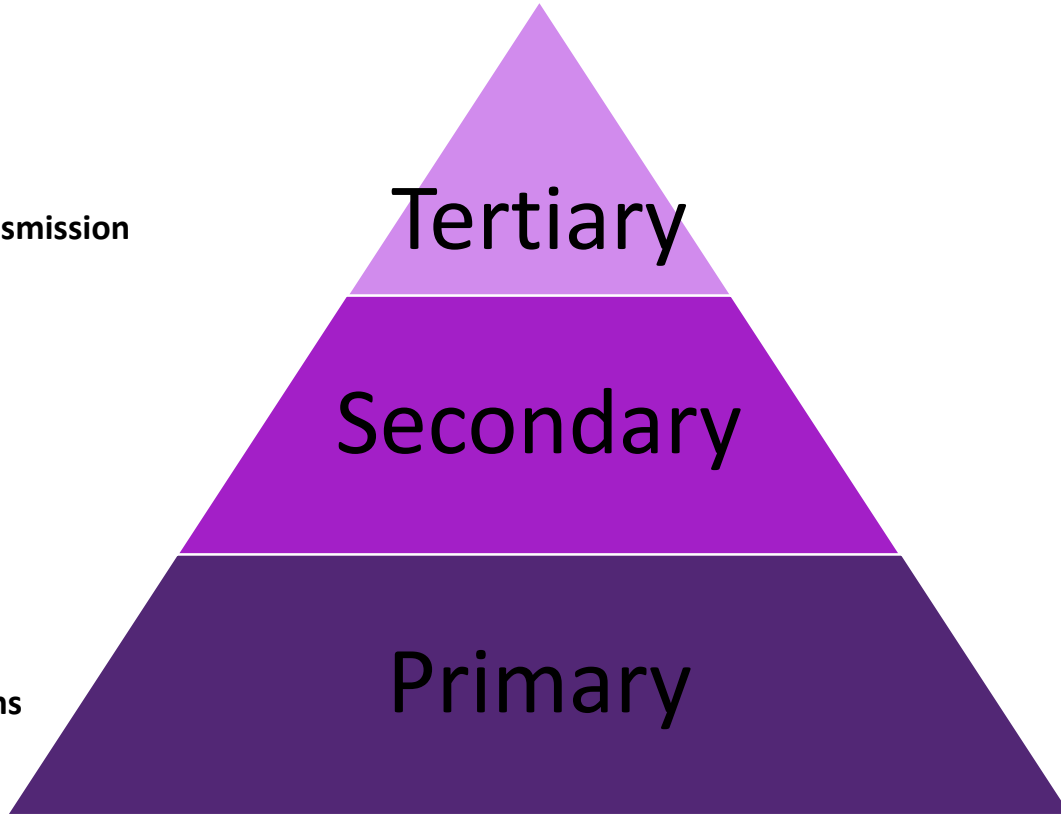
Secondary

Targeted

Change Norms

Primary

Universal



Education Projects

- Intensive
- Targeted
- Universal



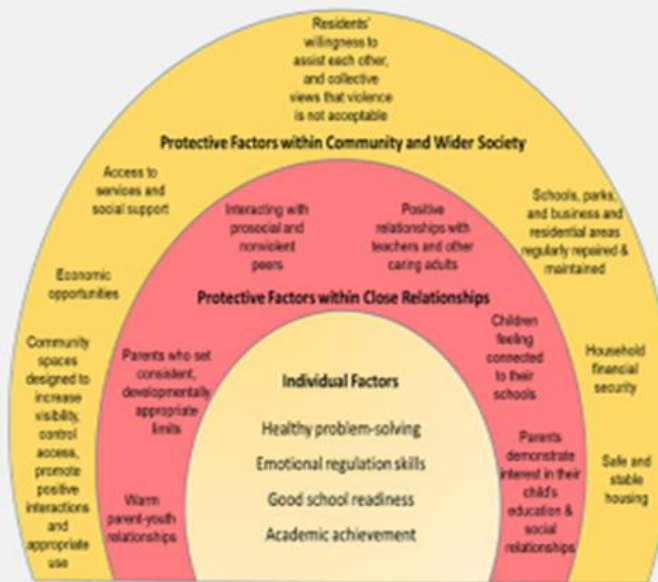
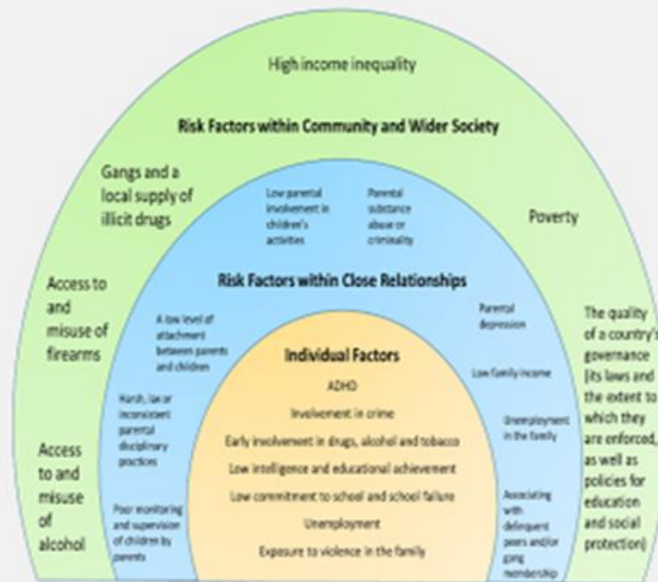
Research Partnership
Interrupt Transmission
Reduce Risk
Change Norms



Search Training - A safer approach for Staff and Students



Risk and Protective Factors





The Public Health Approach to Violent Crime

Tertiary prevention

Secondary prevention

Primary prevention

GM VRU aspire to model the Public Health approach to reducing violent crime.

Over the years too many young people have missed primary and secondary preventions.

Tertiary prevention is what GMP do, and currently they are doing a lot of it. Police funding is targeted and impacts upon those who are committing violent crime here and now. These are huge demand generators across all districts and contribute to the toxic belief amongst young people and communities, that violent crime is everywhere, thereby fueling more violent crime.

Age is often seen as justifying no further action. It is these people who we have to “grip” within the tertiary to enable effective primary and secondary prevention to become effective.

VRU Education



For more information on VRU Education partnership working contact rebecca.bromley-woods@greatermanchester-ca.gov.uk

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The
Growth
Company

Michael Ayre & Hilary Centeleghe | EnterprisingYou | The Growth Company

Enterprising You

Supporting the self-employed
in Greater Manchester

Delivered by:



The
Growth
Company



Commissioned by:



Funded by

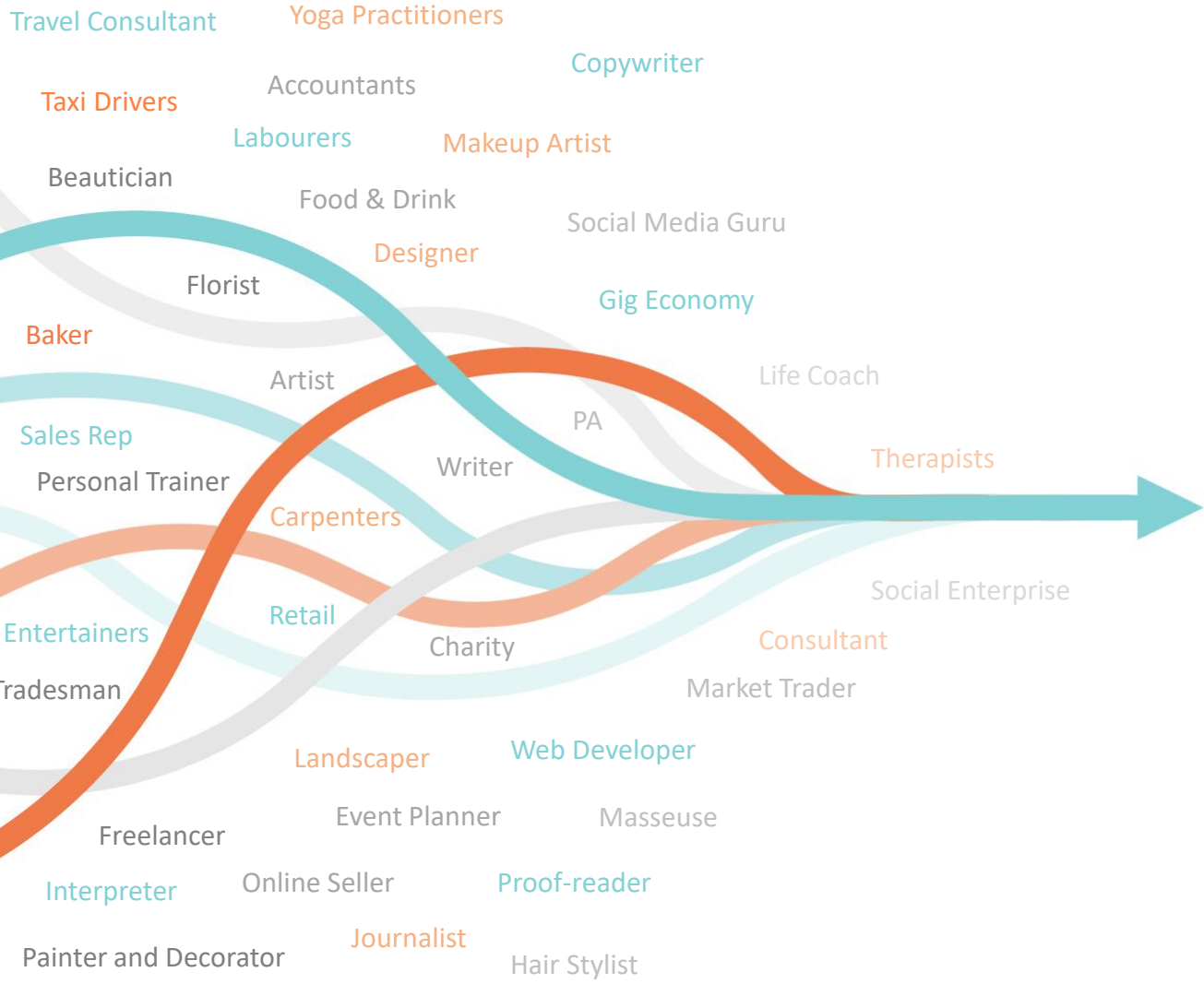


Department
for Education



What is EnterprisingYou

- 1:1 Support from a **Business Coach**
- 24/7 Access to our **digital platform**
- Peer **mentoring** from people with experience of running a business
- Access to **personal finance** specialist
- Flexible access to over **50 co-working sites**
- Access to support for **health and wellbeing** issues
- Access to **Careers** information advice and guidance
- Advice on **employment law and recruitment**
- Access to whole range of **Training and Development**



Eligibility



Who is eligible?

- Must be a **GM resident**
- Must be trading a **minimum of 4+ months** and have UTR number
- All participants must be **self-employed**
- Participants **must not have an income above £27,000 per annum**
- 18+



Feedback from clients



The individual support and informative workshops that were given have been unbelievably helpful. I didn't realise how much help I needed and the sound advice from my coach, Nick. I can't recommend getting on board with this project enough. Knowledge gained on my business from EnterprisingYou has been invaluable.

POLLY FOWLER



Thanks once again for your help. I was seeking advice to grow my business you have been a great help in many ways always giving me plenty of suggestions on what to do and looking at things in a different way. I can't tell you how much I appreciate you being there since when we went in to lockdown. It has been such a stressful time but you have always been there for me.

WENDY RODES





Engagement Team

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07714 751438

Enquiries/Referrals

Info@enterprising-you.co.uk

0161 667 6900

www.enterprising-you.co.uk



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Break

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Ofsted
raising standards
improving lives

**Bev Barlow & Paul Cocker | Senior
HMIs | Ofsted**

Greater Manchester Learning Provider Network

Bev Barlow SHMI

Paul Cocker SHMI



A diver in a dark, heavy-duty diving suit and a large, round, brass helmet is shown underwater. The diver is positioned on the left side of the frame, looking towards the right. The background is a deep blue, slightly hazy underwater environment with some greenish-brown seabed visible at the bottom. The text "The deep dive" is overlaid in the center-right of the image.

The deep dive

What activities might it include?

- Discussions and interviews with teachers, assessors, managers, employers, senior leaders, etc.
- Meetings with individuals or groups of learners
- Work scrutiny
- Visits to learning
- Reviews of relevant documents
- Anything else?



What is the point of visits to learning sessions?

1. Checking how the lesson fits with curriculum intent
2. Checking implementation
3. Checking for impact
4. Exploring behaviours and attitudes.

Intent: In session visits do you constantly look backwards (and forwards)?

Did apprentices/learners learn what they needed to:

- Earlier in the session?
- Earlier in the topic?
- Earlier in the year?
- Earlier in their education?



Is what learners are learning now creating 'readiness' for future learning?

A reviewer of the curriculum

When considering *implementation* on lesson visits

Step 1: does teaching meet the needs of individual learners/apprentices?

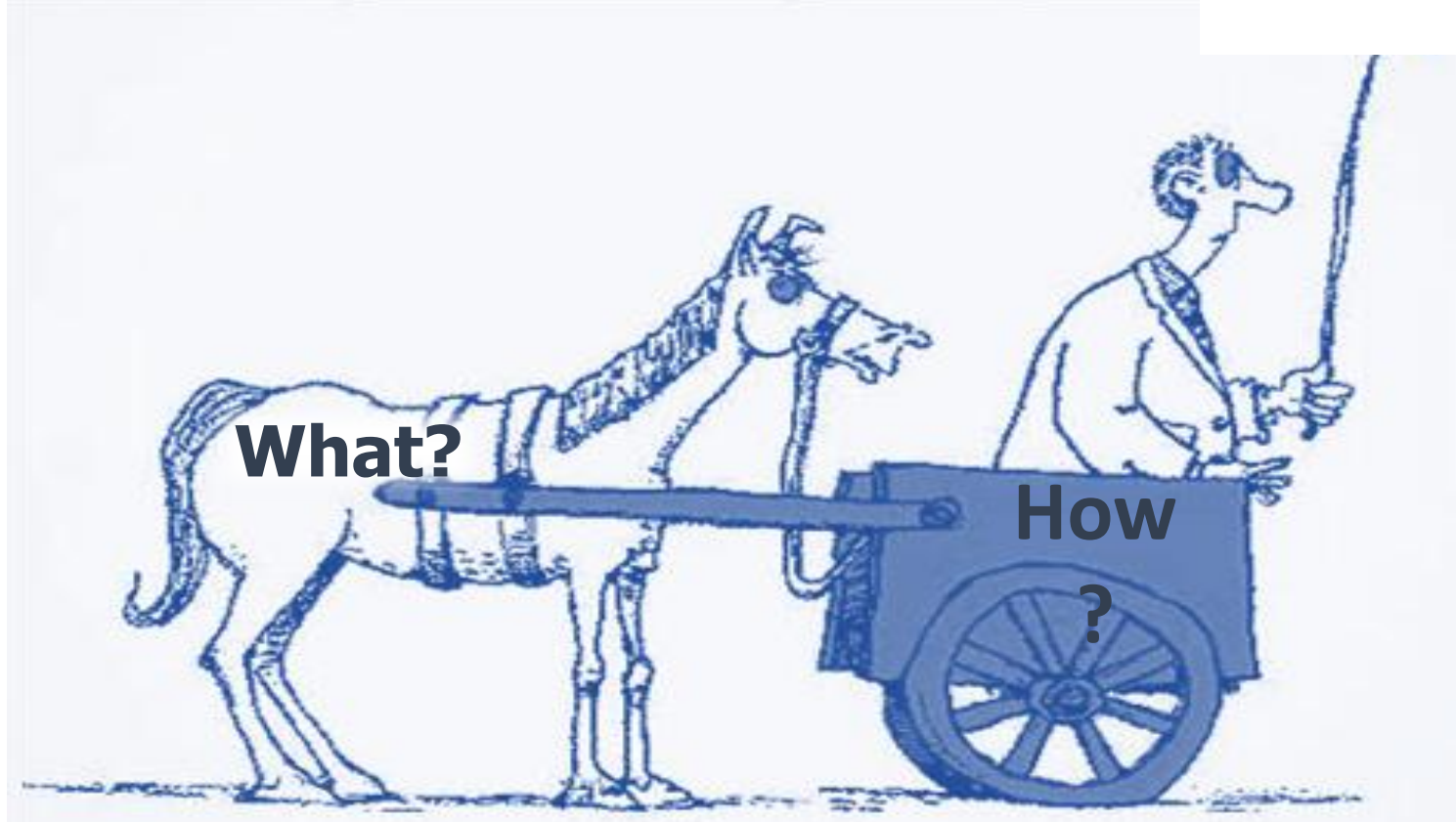
Is teaching likely to ensure learners/apprentices learn what was intended in that session?



Step 2: is there a systemic explanation?

Are there fundamental reasons why activities chosen in sessions are, or are not, meeting the needs of learners/apprentices?

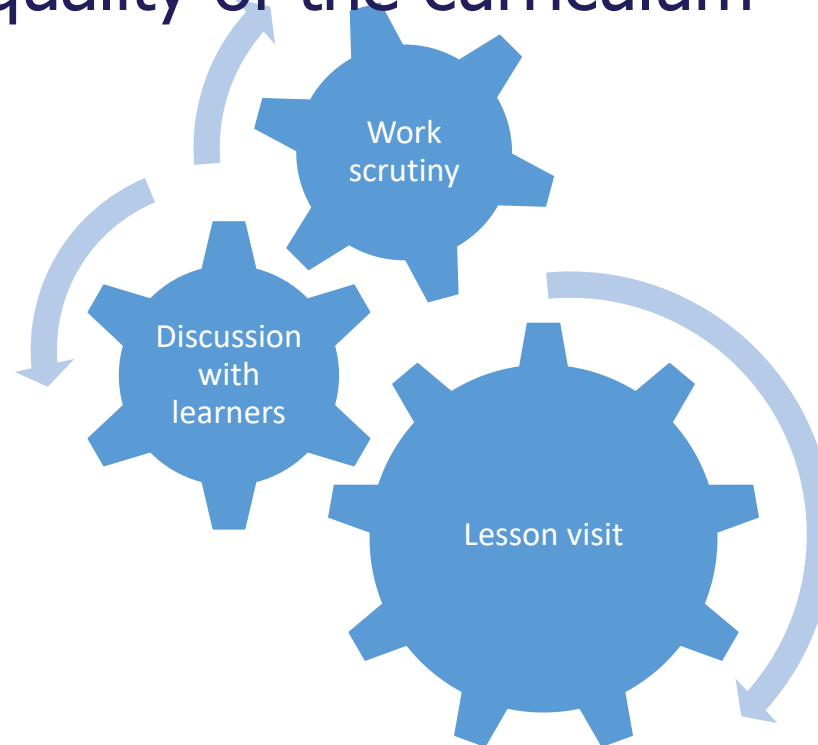
A lesson's curriculum 'what' should drive the lesson's 'how'



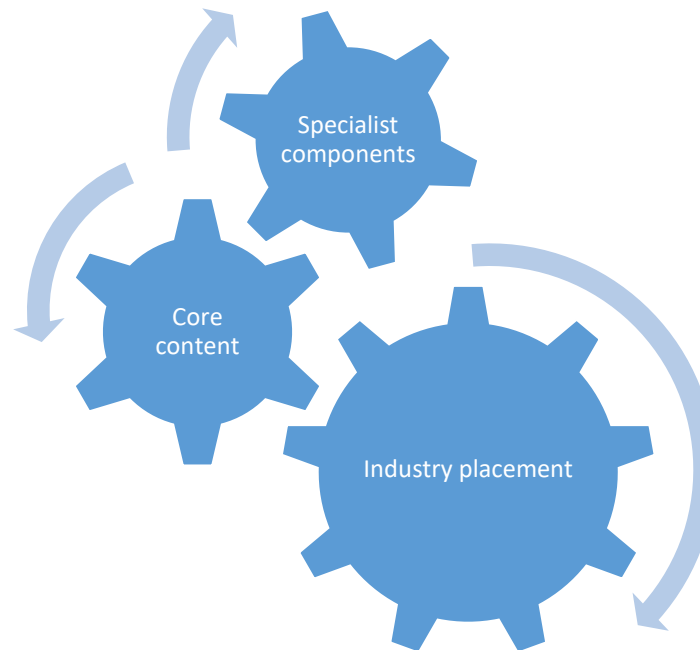
Thinking about 'impact'

- Has the session visited, and the sequence within which it sits, been made possible by what learners have learned previously?
- Does the work from the session, and the sequence within which it sits, demonstrate that the learners/apprentices have learned the key components that make the current sessions possible?
- When you talk to learners, can they explain what they are learning/ have learnt? Make connections with previous sessions? Apply their existing knowledge to new situations?

Individual activities rarely allow you to identify the quality of the curriculum



Looking at individual fragments of curriculum rarely allows you to identify the quality of the curriculum



Annual Report - Further education and skills providers 2019/20

North West



The number of further education and skills providers – North West



- The number of further education and skills providers in the North West has increased from 165 to 286 since 2017 (58%)
- The number of NW ILPs, which include employer providers, has increased from 61 to 188.
- There are thirteen providers that were open and funded as at 31 August 2019 that were no longer as at 31 August 2020. Eight of these closed/lost funding, three merged, and two were NCS providers who are no longer considered eligible for inspection.

Overall effectiveness of further education and skills providers, inspected in 2019/20 by inspection type – North West

Published by 30 September 2020

Overall effectiveness

	Total number of inspections	Outstanding	Good	Requires improvement	Inadequate
All FE and skills providers	33	0	24	6	3
Full inspections	24	0	15	6	3
Short inspections	9	0	9	0	0
Prisons	3	0	1	2	0

Most recent overall effectiveness of further education and skills providers at 31 August 2020 – North West

Inspections published as at 30 September 2020

Provider group	Total number of providers that are publicly funded and delivering education, training and or apprenticeships	Total number of providers with an inspection judgement	Number of providers with an inspection judgement			
			Outstanding	Good	Requires improvement	Inadequate
All FE and skills providers	324	206	34	135	23	14
Colleges	42	40	10	27	3	0
<i>General further education college</i>	28	26	4	20	2	0
<i>Sixth form college</i>	12	12	6	5	1	0
<i>Specialist further education college</i>	2	2	0	2	0	0
Independent specialist colleges	18	13	1	6	5	1
Independent learning providers	177	71	4	42	12	13
Community learning and skills providers	29	29	3	26	0	0
16-19 academies	8	8	5	3	0	0
Higher education institutions	8	5	1	4	0	0
Merged colleges (included above)	5	5	0	4	1	0

1. Does not include prison and young offender institution inspections.
2. Independent learning providers include employer providers.
3. 16-19 academies Include 16-19 free schools, 16-19 academy converters and 16-19 sponsor led academies.
5. We judge higher education institutions on their further education and apprenticeship provision to level 5. We do not judge the provider as a whole.

Monitoring visits of further education and skills providers inspected in 2019/20 – North West

Inspections published as at 31 August 2020

	Total number of monitoring visits	MV outcomes		
		At least reasonable in all three themes	Mixed outcomes	Insufficient progress in all three themes
Total MVs	28	17	4	1
NPMV first visit	20	15	4	1
Follow up safeguarding visit	2	2	0	0
Requires improvement MV	5	-	-	-
Grade 4 MV	1	-	-	-
NPMVs second visit	0	0	0	0

Ofsted Activities – Spring 2021



Spring 2021 Activities

- Face-to-face visits paused during 3rd national lockdown, reviewed regularly as and when Government COVID-19 position is amended. Return to EIF inspections as soon as practically possible.
- Remote PMVs to grade 3 & 4 providers until 15 February 2021 – one theme -

What progress are leaders and those responsible for governance making to ensure that staff teach a curriculum and provide support to meet learners' needs, including the provision of remote/online learning?

- On-site visits if serious concerns, including safeguarding.
- Update calls to new providers due an NPMV.

FE White Paper - Skills for jobs: lifelong learning for opportunity and growth'



FE White Paper - Skills for jobs: lifelong learning for opportunity and growth'

Lifetime skills guarantee

- The chance for adults without a level 3 qualification to gain one from April 2021
- Skills boot camps, free flexible courses of 12-16 weeks
- Lifelong loan entitlement

Employers at the centre of skills reform

- Business groups, including Chambers of commerce will work alongside colleges to develop tailored skills plans using a 65£ million strategic development fund.

FE White Paper - Skills for jobs: lifelong learning for opportunity and growth'

- Employers will have a central role in developing almost all technical courses by 2030.
- Boosting the quality and uptake of Higher Technical Qualifications by introducing newly approved qualifications from September 2022 supported by a Government-backed brand and quality mark.
- Changing the law so that from 2025 people can access flexible student finance, supported by funding in 21/22 to test ways to boost access to more modular and flexible learning.

FE White Paper - Skills for jobs: lifelong learning for opportunity and growth'

- Launch of a nationwide recruitment campaign for further education, and investing in high quality professional development including a new **Workforce Industry Exchange Programme**.

Improving the delivery of careers advice in schools and colleges

- Extension of coverage of career hubs through the Enterprise Advisor Network
- Ask Ofsted to complete a thematic review.

Any Questions?



Ofsted on the web and on social media

www.gov.uk/ofsted

<https://reports.ofsted.gov.uk>

 www.linkedin.com/company/ofsted

 www.youtube.com/ofstednews

 www.slideshare.net/ofstednews

 www.twitter.com/ofstednews



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Feedback on the FE White Paper – Skills for Jobs



Department
for Education

FE White Paper - Skills For Jobs



Greater Manchester
Learning Provider Network

Putting employers
at the heart of
post 16

Providing the
advanced technical
and higher
technical skills the
nation needs

A Flexible Lifetime
Skills Guarantee

Responsive
providers, supported
by more effective
accountability and
funding

Supporting
Outstanding
Teaching

Putting employers at the heart of post 16

- Chambers of Commerce representing employers and working closely with FE Providers to **co-design and co-deliver curriculum**.
- Pilot **Local Skills Improvement Plans** in Trailblazer local areas, exploring an approach where they are led by accredited Chambers of Commerce and other business representative organisations in collaboration with local providers; and engage employer and provider groups to ensure we create the most effective models of employer representation before wider rollout.
- Make **Strategic Development Funding** available in 2021/22 in a number of pilot areas to support colleges to reshape their provision to address local priorities that have been agreed with local employers.
- Align the substantial majority of post-16 technical and higher technical education and training to **employer-led standards** set by the Institute for Apprenticeships and Technical Education, so skills provision meets skills need.
- Apprenticeships will focus on three key areas. Government will:
 - **Support more people start apprenticeships** - helping employers in the recovery of the Covid-19 pandemic ..
 - Continue to **respond to feedback from employers** - including making more use of apprenticeship funding.
 - **Raise quality** - ensure the best experience for all apprentices.
- **Improve the quality of traineeships**, to better support young people to transition to apprenticeships and other occupations.
- Continue to **support participation in English, maths, and digital training** to meet employers' needs and support people to progress in employment or further study.
- Invite proposals through the **Strategic Development Fund to establish College Business Centres** within further education colleges to work with employers in a designated sector on business development and innovation.

Providing the
advanced technical
and higher technical
skills the nation needs

- Use the new £2.5 billion **National Skills Fund** to enhance the funding to support adults to upskill and reskill. This will include an offer, backed by £95 million in 2021-22, for all adults to achieve their first full advanced (level 3) qualification as part of the Lifetime Skills Guarantee.
- Expand the government's flagship **Institutes of Technology** programme to every part of the country by the end of this Parliament, to spearhead the increase in higher-level technical skills in Science, Technology, Engineering and Maths
- **Continue to roll out T Levels**, to prepare students for entry into skilled employment or higher levels of technical study, including apprenticeships.
- **Reform higher technical education** (levels 4 and 5) with a new approval system based on **employer-led standards**.
- Create **clear progression routes** for students towards the higher-level technical qualifications that employers need.
- Implement the **flexible Lifelong Loan Entitlement** to the equivalent of four years of post-18 education from 2025 - consulting on the detail and scope of the Lifelong Loan Entitlement in 2021.
- Introduce pilots to stimulate **higher technical education** and incentivise more flexible and modular provision.
- Government will use up to £43 million in 2021/22 to expand the **digital bootcamps** from April 2021 and introduce other in-demand technical skills such as construction, helping the country to build back better.

A Flexible Lifetime Skills Guarantee

- Implement the **flexible Lifelong Loan Entitlement** to the equivalent of four years of post-18 education from 2025. There is no single place individuals can go to get government-backed, comprehensive careers information. This can make the careers landscape confusing, fragmented, & unclear. Government will address this problem by **updating the National Careers Service website** to become a single source of government-assured careers information for young people and adults. The Careers & Enterprise Company will encourage use of the site as part of careers education in schools and colleges.
- Provide **clear information about career outcomes through** occupational maps, wage returns data and ensuring providers give pupils information about all options.
- Government will introduce **interactive careers maps**, which will show the occupations and career options that technical or higher technical education can open the door to.
- We will introduce a **three-point-plan to enforce the Baker Clause**:
 - a new minimum requirement about who is to be given access to which pupils
 - tougher formal action against non-compliance
 - government-funded careers support for schools to be made conditional on Baker Clause compliance.
 - Alongside this, Government **will lower the age range of the duty on schools to provide independent careers guidance**, requiring schools to offer this support from year seven, bringing it in line with the Gatsby Benchmarks.
- Improve how teaching is delivered so that it is more accessible, with the use of **digital and blended learning**.

Responsive providers,
supported by more
effective accountability
and funding

- Government will consult on the following proposals to reform their funding and accountability system:
 - **Simplification and streamlining of funding for further education** to support high-value provision relevant to the labour market, with elements of simplified and streamlined funding to be tested ahead of consultation.
 - **Give more certainty to providers over their funding**, including considering how we could move to a multi-year funding regime.
 - Reform our accountability approach, relaxing ringfences and reporting; instead **focusing on outcomes**.
 - Introduce new accountability structures to underpin the **delivery of Local Skills Improvement Plans**.
- Ensure that **subcontracting practices improve educational outcomes**. Encourage **strong partnership working**, which is important in creating a strong leading role for colleges and will address poorly managed subcontracted provision. Government are already taking decisive action to stop harmful subcontracting practices, and to reduce the volume.
- Government will introduce a new approach to the **accountability system**, considering a wider set of quality measures to support provider improvement and more timely intervention. As part of this, government will improve their internal risk assessment and quality assurance of existing providers to intervene where government identify non-compliance or quality risks.
- ESFA will undertake a **full refresh of the Register of Apprenticeship Training Providers** (RoATP), commencing in April 2021, and adopt more stringent entry criteria for both new and existing providers, to better determine whether providers have the capability and capacity to be able to deliver these higher-quality apprenticeships.

Supporting Outstanding Teaching

- Launch a **national recruitment campaign** to communicate the opportunities in further education teaching and support prospective applicants to get started on their careers – including high-potential graduates, and experienced industry experts.
- Support the **reform of initial teacher education** so it is based on employer-led standards, is driven by quality, and offers attractive and accessible training routes, underpinned by financial incentives for trainees in priority areas.
- Enable a **strong relationship between employers and providers**, so industry experts can move easily into teaching, and teaching staff can maintain up-to-date knowledge of their sectors.
- Improve the provision of **high-quality professional development** and support progression for teachers.
- **Support apprenticeships teachers and lecturers with a tailored professional development offer.**
- Introduce comprehensive **workforce data collection**.



Department
for Education

FE White Paper - Skills For Jobs



Greater Manchester
Learning Provider Network

Putting employers
at the heart of
post 16

Providing the
advanced technical
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Teaching

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GMLPN Update

- AoC Mental Health Champions & Mental Health Charter - James
- Apprenticeship Search Function – Matt
- National Apprenticeship Week 2021 – Charlotte
- Provider Support Programme – Charlotte

Mental Health Champion Role



- Sign up to the GMLPN/AoC Mental Health Charter
- Promote Awareness of Mental Health issues
- Attend the Mental Health Professional Exchange, facilitated by GMLPN
- Share good practice and resources across the Network
- Be available to help other network members if they need Mental Health guidance



Mental Health and Wellbeing Charter



As an Independent Training Provider (ITP), we recognise we have a responsibility to create an environment that promotes student and staff wellbeing and that proactively supports student and staff mental health.

This Charter encourages ITPs to commit to:

- Ensuring that wellbeing and mental health work is led by a senior manager supported by a member of staff with particular responsibility for mental health.
- Having a wellbeing and mental health policy accompanied by a clear implementation action plan which is monitored regularly and reviewed annually.
- Creating an open and inclusive ethos which includes respect for those with mental ill health.
- Promoting equality of opportunity and challenging mental health stigma through curriculum teaching and also by promoting wellbeing through tutorial programmes.
- Encouraging and collecting learners' views on mental health and wellbeing.
- Providing appropriate mental health training for staff e.g. Mental Health First Aid Training.
- Ensuring a consistent and positive approach to staff wellbeing.
- Providing targeted individual mental health support where appropriate or alternatively signposting to external support services.
- Providing relevant information to learners, parents and carers.
- Establishing effective links with local health system and voluntary sector mental health providers.
- Promoting the benefit that physical activity and sport has on mental wellbeing.



Next Steps...

If you'd like to sign up to become a Mental Health Champion and support the Mental Health Charter please email james.l@gmlpn.co.uk.

As part of the project, we will be facilitating some Mental Health & Wellbeing training sessions and producing a menu of what training is offered across the network.

We are very pleased to announce that **OneFile** are making a contribution towards some of this training.



Searching for apprenticeship providers

- ASK Programme – support young people to apply for vacancies
 - Find an apprenticeship – only live vacancies
 - Knowledge of local provision
 - Google search specific provision
- Difficult for young people to find providers in GM if no live vacancies appear for role they're looking for

Provider Search Function

- Simple search tool on GMLPN website
- Pulls standards information from IfATE via API
- Search standards, levels, sectors as a search
- Results list all providers who deliver that standard
- Links to provider websites
- Links to specific standard page on IfATE website



Sector
Apprenticeship Type
Level

All
All
All

Search

Apprenticeship Provider	Standard	Sector	Level [▲]	Apprenticeship Type	Standard Details
BURY COLLEGE	Accounts or finance assistant	Business, Administration, Finance and Law	2	Intermediate	Details
KAPLAN FINANCIAL LIMITED	Accounts or finance assistant	Business, Administration, Finance and Law	2	Intermediate	Details
OTC	Accounts or finance assistant	Business, Administration, Finance and Law	2	Intermediate	Details
SALFORD CITY COLLEGE	Accounts or finance assistant	Business, Administration, Finance and Law	2	Intermediate	Details
THE GROWTH COMPANY LIMITED	Accounts or finance assistant	Business, Administration, Finance and Law	2	Intermediate	Details
THE OLDHAM COLLEGE	Accounts or finance assistant	Business, Administration, Finance and Law	2	Intermediate	Details
THE TRAFFORD COLLEGE GROUP	Accounts or finance assistant	Business, Administration, Finance and Law	2	Intermediate	Details

Next Steps

- Ensure function works on mobile devices and tablets
- Chase missing info from members
- Members to inform Matt if:
 - Want to clarify standards
 - Wish to be removed from function
- Add a provider dropdown menu
- Small sample of schools to test
- Full launch during National Apprenticeship Week

Further Info

Search Function can be found here

<https://gmlpn.co.uk/gmapps/>

Matt's contact details:

Matthew.l@gmlpn.co.uk

07530 075650

NATIONAL APPRENTICESHIP WEEK

8-14 FEBRUARY 2021
“BUILD THE FUTURE”

 **Apprenticeships**
National Apprenticeship Week
8 to 14 February 2021

#SEEDIFFERENT
THINK APPRENTICESHIPS

GMCA GREATER
MANCHESTER
COMBINED
AUTHORITY

GMLPN's Plans...

- Working with GMCA to coordinate a Greater Manchester Programme NAW that will be shared with a wide range of people including schools and colleges across GM, including:
 - Running an event for potential apprentices with Brother UK
 - Supporting the development of a social media campaign
- Working with former GM Apprenticeship Ambassadors to produce a number of “Where are they now” video case studies
- Working with current GM Apprenticeship Ambassadors to create content that can be shared across all platforms
- Attending (virtual) ASK school events and producing pre-recorded content for schools to use during NAW

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AUTHORITY

Tell us your plans...

Let us know about any events you have planned during NAW and we will share them as part of the GM Programme, via our school bulletin, social media etc.

In celebration of National Apprenticeship Week 2021 we will be running a competition asking for submissions in the following categories, **deadline Monday 15th February.**

1. Most Creative Contribution to National Apprenticeship Week 2021
2. Best Apprentice Case Study Video
3. Best Employer Case Study Video

GMLPN will make a donation to the charity of choice for each winner. Please send any submissions to james.l@gmlpn.co.uk.

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Provider Support Programme

Upcoming Events

Preparing your business for post-COVID success with GMLPN and Peninsula **Thursday 28th January 2021 | 10.00 - 11.00 | Free**

You are invited to this free webinar delivered by Peninsula on how to meet NEW employment laws, upgrade your workplace policies, and prepare your business for success in the New Year.

[Click here to find out more and book your place](#)

Security Awareness Training with the Cyber Resilience Centre for GM **Tuesday 2nd February 2021 | 09.30 - 13.00 | £59 (+fee +VAT)**

The CRCCGM will deliver a bespoke Security Awareness Training package, designed to equip further education bodies to defend against a broad range of cybersecurity threats.

[Click here to find out more and book your place](#)

Effective self-assessment and quality improvement planning **Friday 5th February 2021 | 9.30-12.30 | £59 (+ fee + VAT) | Delivered by Marina Gaze**

This event is a must for anyone involved in the self-assessment process.

[Click here to find out more and book your place](#)

EPA Update Webinar: ESFA
Tuesday 9th February | 13.00 - 14.00 | Free

This webinar will provide an update from Richard Mole, Head of Apprenticeship Assessment Delivery and Shona Hutton, Head of Apprenticeship Assessment Policy both at the ESFA.

[Click here to find out more and book you place](#)

Mental Health and Change Webinar with TalkOut
Thursday 11th February | 13.30 - 16.00 | Tuesday 9th February | 13.00 - 14.00 | £59 (+VAT & + Fee)

There has never been a more important time than right now to be putting our Mental Health as a priority.

[Click here to find out more and book you place](#)

Learning how to use Deep Dives to ensure provision is high quality
Monday 22nd February 2021 | 13.30 - 16.30 | £59 (+ fee + VAT) | Delivered by Marina Gaze

This event is a must for anyone like to be involved in deep dives, including colleagues working in quality and/or colleagues expecting an Ofsted inspections

[Click here to find out more and book you place](#)

Workshops



Audit Webinar

Friday 26th February 2021 | 09.30 - 12.00 | £49 (+ fee + VAT) | Delivered by Alex Myles (WYLP)

This workshop is aimed at Apprenticeship providers and those involved in the data management, ILR entry and quality assurance & compliance arrangements.

[Click here to find out more and book you place](#)

Risk Assessment in the Workplace

Friday 5th March 2021 | 10.00 - 11.00 | Free | Delivered by Peter Palmer

Agenda:

- The importance of Health & Safety Risk Assessment in the workplace
- Risk Assessments - Legislation & Business Risk
- Common areas HSMS weaknesses across industries
- Questions & Answers

[Click here to find out more and book you place](#)

Workshops



Professional Exchanges

Work Placements | Tuesday 2nd February | 14.00 - 15.30 | [Click here to book](#)

Recruiting Learners | Tuesday 16th February | 10.00 - 11.30 | [Click here to book](#)

New and Growing Providers | Tuesday 23rd February | 14.00 - 15.30 | [Click here to book](#)

Improving Quality | Wednesday 24th February | 14.00 - 15.30 | [Click here to book](#)

Mental Health (Safeguarding) | Monday 1st March | 10.00 - 11.30 | [Click here to book](#)

English, Maths & Digital | Tuesday 9th March | 10.00 - 11.30 | [Click here to book](#)

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AOB













Opening & Welcome

Joy Sewart, Director of Skills & Social Enterprise Policy at Greater Manchester Chamber of Commerce

Andy Fewcett, Executive Director at Greater Manchester Learning Provider Network

#GMLPN122023

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Greater Manchester Chamber of Commerce



**#SEEDIFFERENT
THINK APPRENTICESHIPS**

**Skills For Business Awards
9th June 2016**

**www.eventbooths.co.uk
Passcode: SEEDIFF**









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apprentice

Mark Currie
Chair - GMLPN
Close