



Sponsored by:



CENTURY

GMLPN Network Meeting

30th March | 09:00-13:30



Agenda

Sponsored by:



CENTURY

1. **Networking & Refreshments**
2. Welcome | Mark Currie
3. New member introductions - **Healthy Me Healthy Communities, Nacro, Serco & Ingeus**
4. GM BEST Update - **Subrah Krishnan-Harihara | GMCC**
5. Levelling up Agenda – **Clive Memmott OBE | GMCC**
6. **Richard Graham & Deborah McKenzie | Century Tech**
7. **Networking Break**
8. **Andy Turner** – Dragon’s Den Feedback
9. GMLPN Update
 1. Focus Group – Staff Recruitment & Retention
 2. Provider Support Programme
10. **Bev Barlow | Ofsted**
11. **Jill Nagy – GMLPN Benchmarking Exercise**
12. **Allan Milne – Apprenticeship Accountability Measures**
13. Close | Mark Currie, Chair of GMLPN
14. **Lunch & Networking**

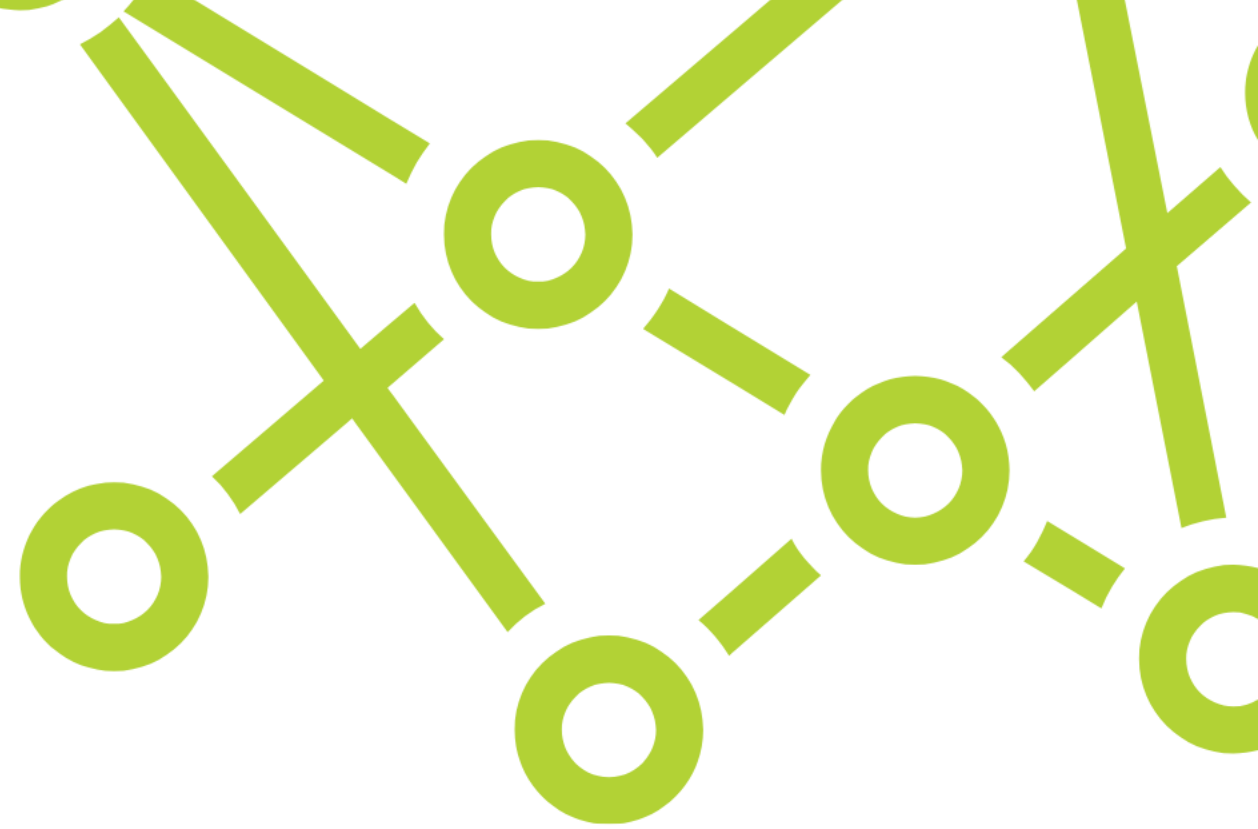
Sponsored by:



CENTURY

Mark Currie | Welcome

GMLPN



Sponsored by:



CENTURY

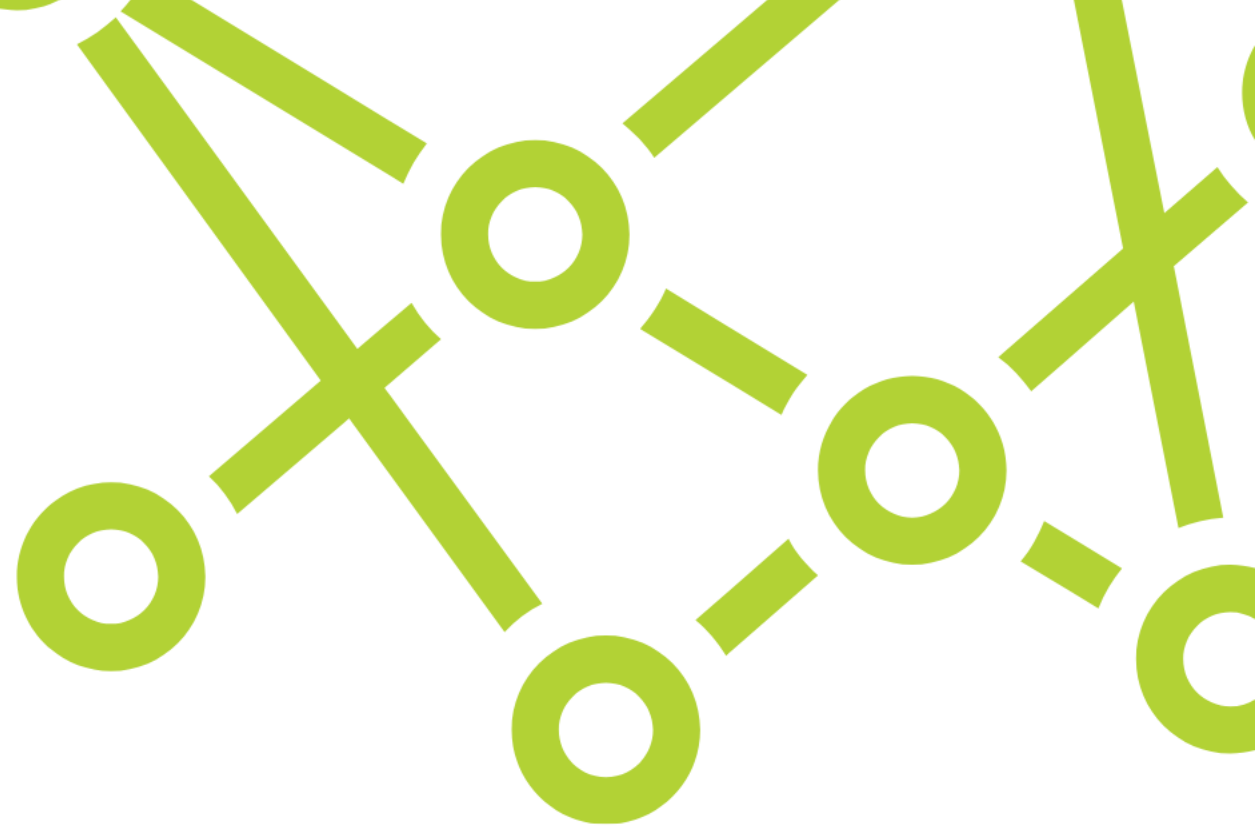
New Member Introductions



Nacro
WE CHANGE LIVES

serco

ingeus





Hollie Louise Walsh
Deputy CEO
Healthy Me Healthy Communities
GMLPN Network Meeting, 30th March 2022

Who are we?

HMHC is a not-for-profit social enterprise founded in 2012 making a positive difference to people's health, lives and local communities. HMHC operates on the principles of coproduction, bringing together a range of partners, resources and assets for achieving positive outcomes in neighbourhoods across Manchester. At the heart of our work is involving people who benefit from our work, believing everyone has the skills and capacity for improving their own, families and communities' outcomes.

HMHCs' Strategic Vision is
"Reducing health inequalities together"



What do we do?

- We run two Community Grocers, visited by around 200 people a week. Subsidised food offer, referrals and signposting.
- Run the Café & Kitchen at No 93 Church Lane, Harpurhey.
- Strategic partner of Be Well, Manchester city-wide social prescribing service. Neighbourhood lead for Harpurhey.
- Deliver group development work in Hulme and Clayton, in partnership with the LGBT Foundation, local groups and the Beacon Centre.
- Members of Manchester Food Board, Our Manchester Food Partnership and Independent Food Aid Network.



Gorton Central



Gorton Central is our first neighbourhood hub, providing our Gorton Community Grocer, resident-led workshops, training, and room hire. We are also soon to launch a co-work incubator space. And, remembering the heritage of the building - it used to be a paint factory - we will feature an area called 'The Paint Pod' - a free 1-2-1 space for partner services.



The Learning Store - Delivery

- Accredited and non accredited learning provision.
- Level 2 (NCFE) Community Food Worker Award combined with Food Hygiene to support those wanting to work and volunteer in community food aid.
- Bespoke training and consultancy for emerging community groups, food aid providers, statutory services and housing providers.
- Funding workshops, facilitate community TED circles.



The Learning Store - Partnerships & Development

- Association for Accredited Learning FE Innovation Committee
- University of Bolton Education Industry Advisory Board
- 'Role of researcher' in research and knowledge exchange working group.



Joining the network

- Share best practice, learn from others
- Be in the know
- Strategic issues - what's coming from GMCA and other key decision makers
- commissions and tendering opportunities
- Enjoy the company and conversations with like-minded individuals and organisations



If I have seen further it is
by standing on the
shoulders of Giants.

Isaac Newton

@harmony

Stay in touch

Come and say hello:

Gorton Central, Gorton Community Centre, Highmead Street, M18 8PE. Monday – Friday; 9.15am - 4.00pm. Just behind Tesco on Hyde Road.

Website: www.hmhc.co.uk

Email & Phone:

Hollie@hmhc.co.uk

07305 01 44 73

Nacro

WE **CHANGE** LIVES

Nacro Education and Skills Centres



- 14 Education and Skills Centres and 6 Subcontractors
- Predominantly 16-19 Study Programme with some 14-16, Adult and apprenticeship provision
- Niche provision
- Ofsted rated 'Good' in all settings and categories
- Focused on progression
- *Also, Secure provision – youth custody and prison education*

Client group:

hard to reach and students who have been NEET, have SEND or mental health issues

Who are our learners ?

- Centres - Aimed at young people who are socially disadvantaged - 75% have 1 or more factors of social disadvantage
- 60% male, 40% female
- 27% of Study Programme learners are eligible for free school meals, 70% eligible for bursary
- 10% are care leavers/in care
- 50% have a learning difficulty or disability
- 15% have offender status/contact with justice system
- Prior attainment for 16-18; 76% are level 1 or below
- 2000 young people

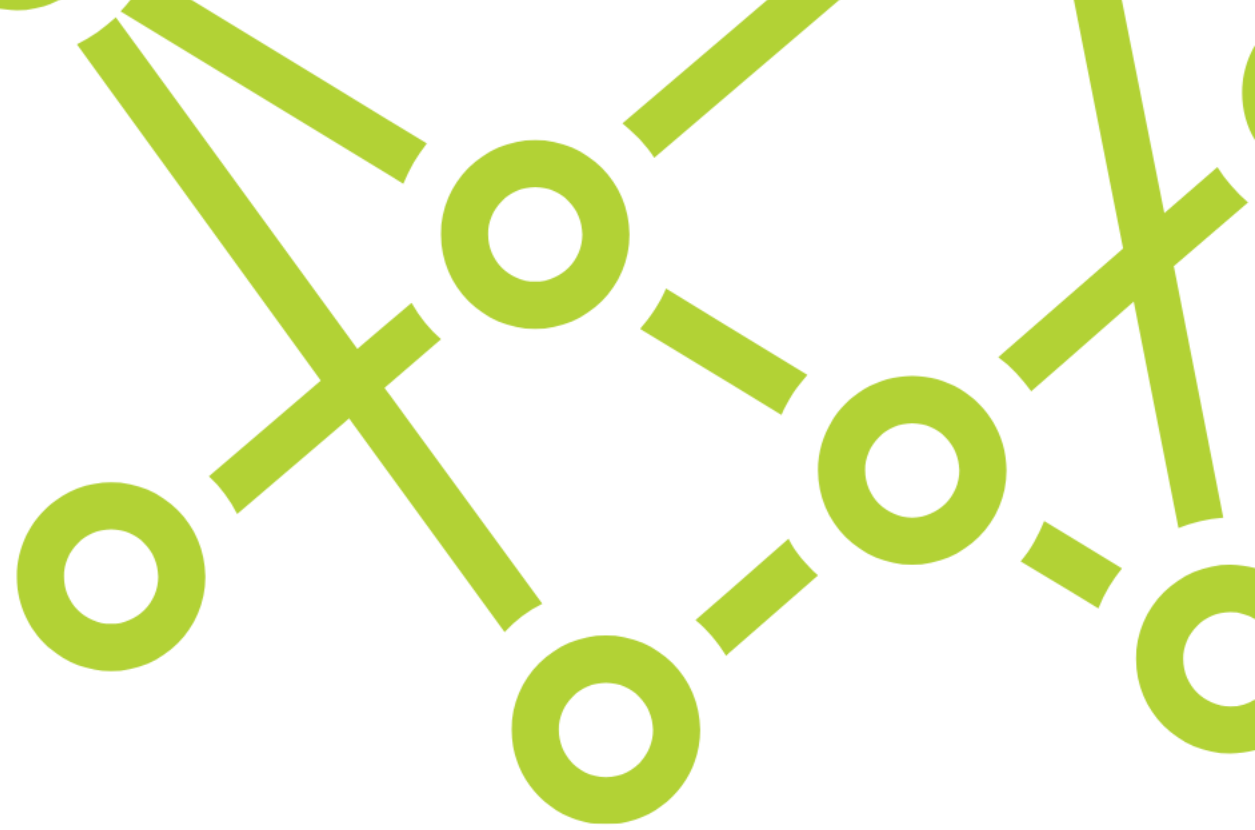
- 12 vocational areas delivered across our Centres- mainly L1 & L2 with some L3 courses
- Specific local need courses such as Young mums to be at Peterborough, Countryside Action in Middlesbrough
- English & Maths GCSE's and Functional skills
- Employability & Careers, Enrichment & Pastoral
- Work Experience and employer engagement
- Curriculum pinned on progression

- 70 Study Programme learners enrolled
- Vocational areas in Motor Vehicle, Hair & Beauty, Health & Social care, Retail and Warehousing
- Work Ready programme which includes employability skills and a placement in various sectors.
- Qualifications delivered from Entry level to Level 2

Elaine Brady

Contracts Manager

serco





Fully funded digital training courses & Microsoft Accreditations for businesses and individuals in all boroughs of Greater Manchester

Delivered as part of the Skills for Growth fund managed by GMCA and funded by the European Social Fund – meaning no cost to employees or businesses - we work with people to develop bespoke digital skills training relevant to their needs and all learners are provided with their own personal Skills Coach

Learner eligibility is that they are employed (full time, part time, self employed, zero hours contracts or even apprenticeships), living or working within one of the 10 Greater Manchester boroughs, and are 16 or over.

Courses include:

- Software Development
- Cyber Security
- Digital Marketing
- Cloud Engineering
- 3D Printing
- Web Development

For more information, visit:



www.serco-ese.com/digital-careers-upskill

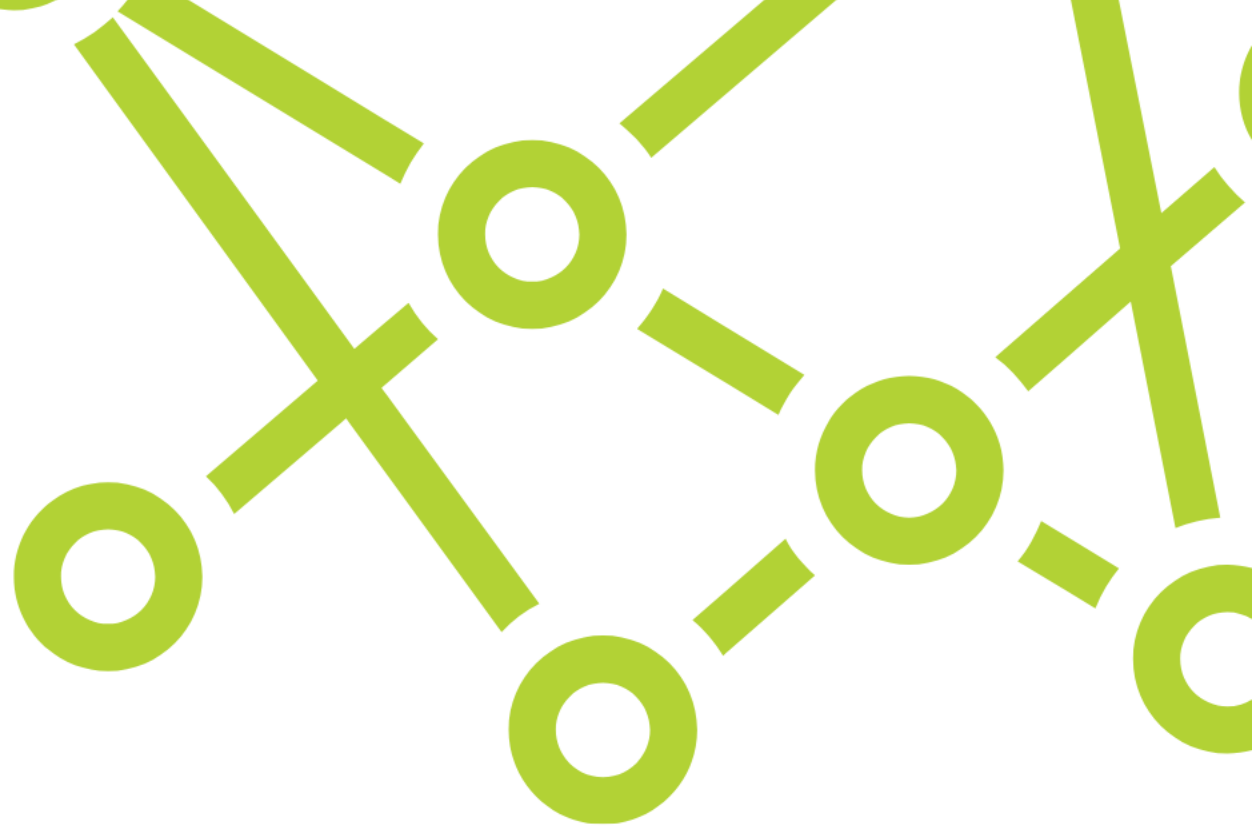


www.linkedin.com/showcase/digital-careers-upskill-programme



www.facebook.com/DigitalCareersUpskill

ingeus

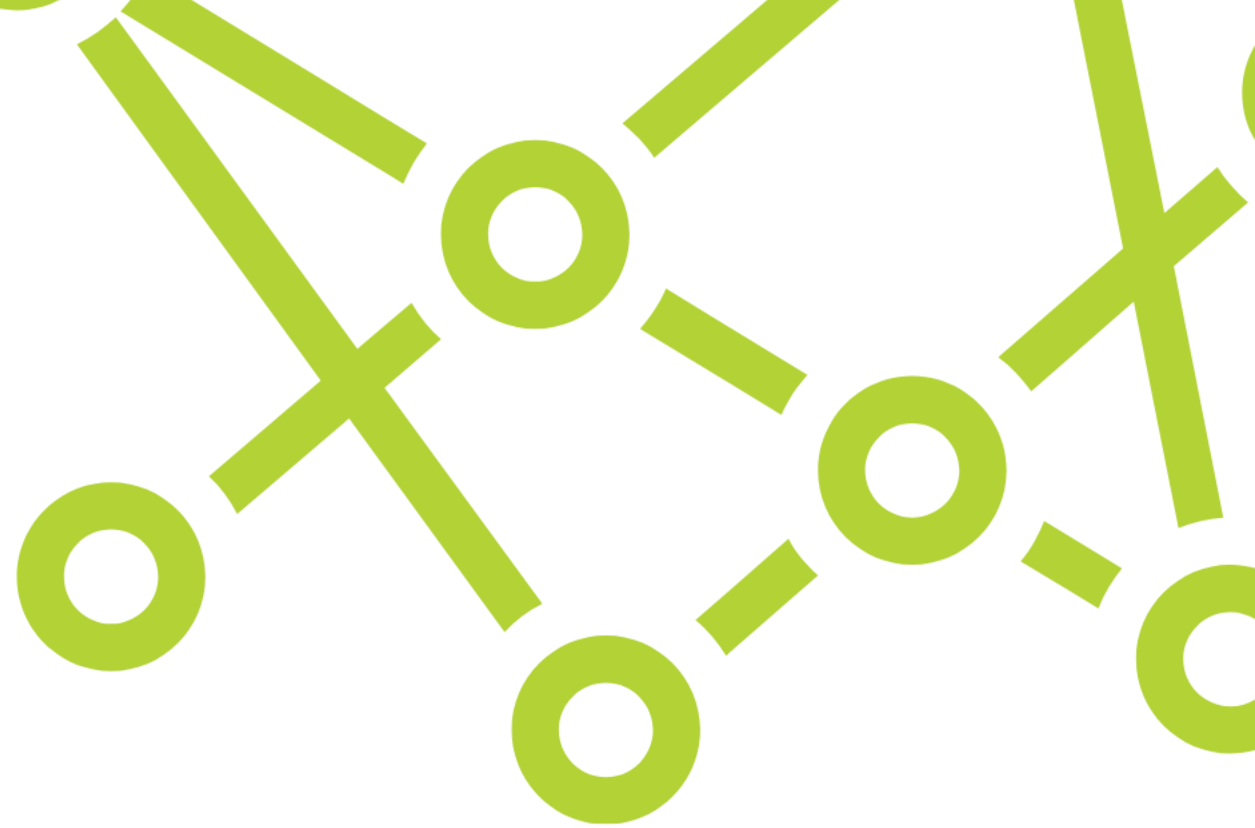


Subrahmaniam Krishnan-Harihara

Head of Research | GM Chamber of Commerce



Greater Manchester
Chamber of Commerce





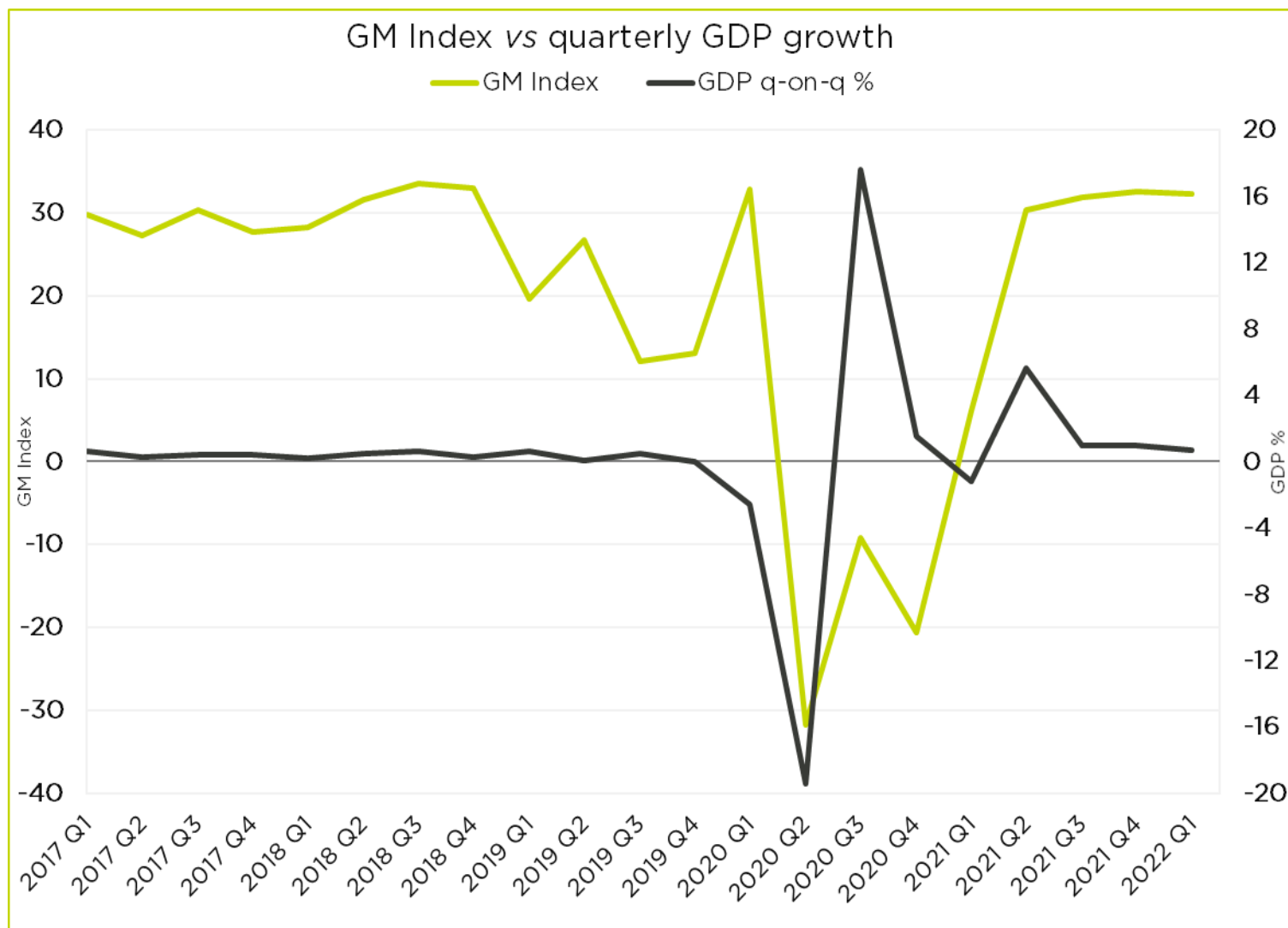
GM Business, Employment, Skills & Training Survey

30th March 2022

Subrahmaniam Krishnan-Harihara
Head of Research | GM Chamber



Current macroeconomic environment

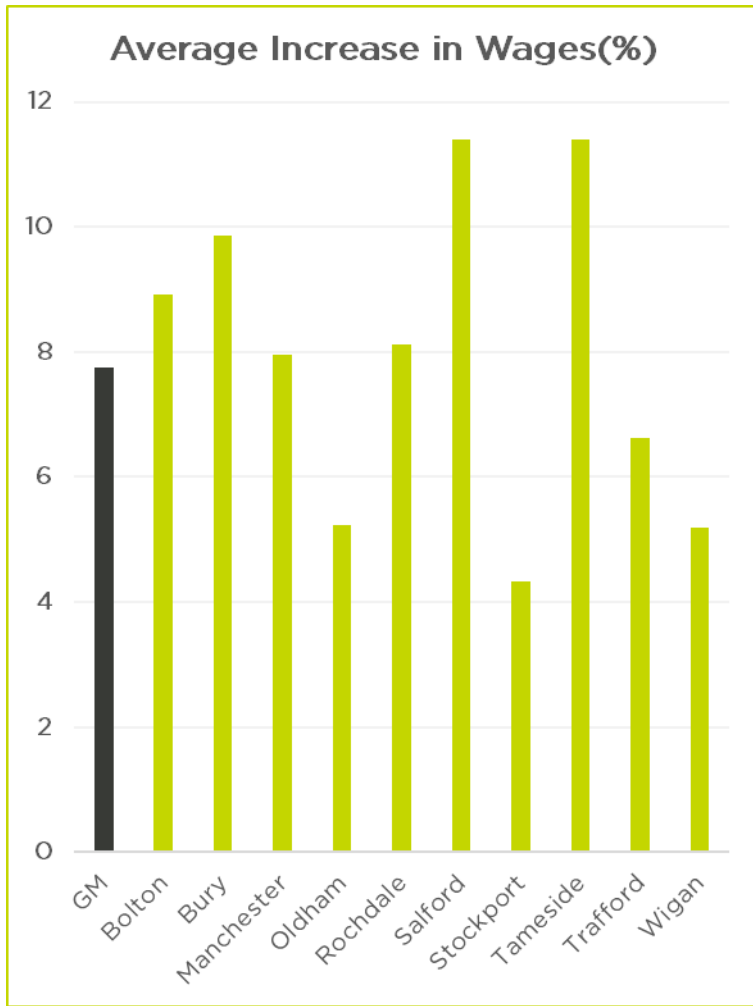


Source: GMCC QES, ONS GDP Quarter on Quarter growth: CVM SA % | Q1 2022 GDP based on forecasts

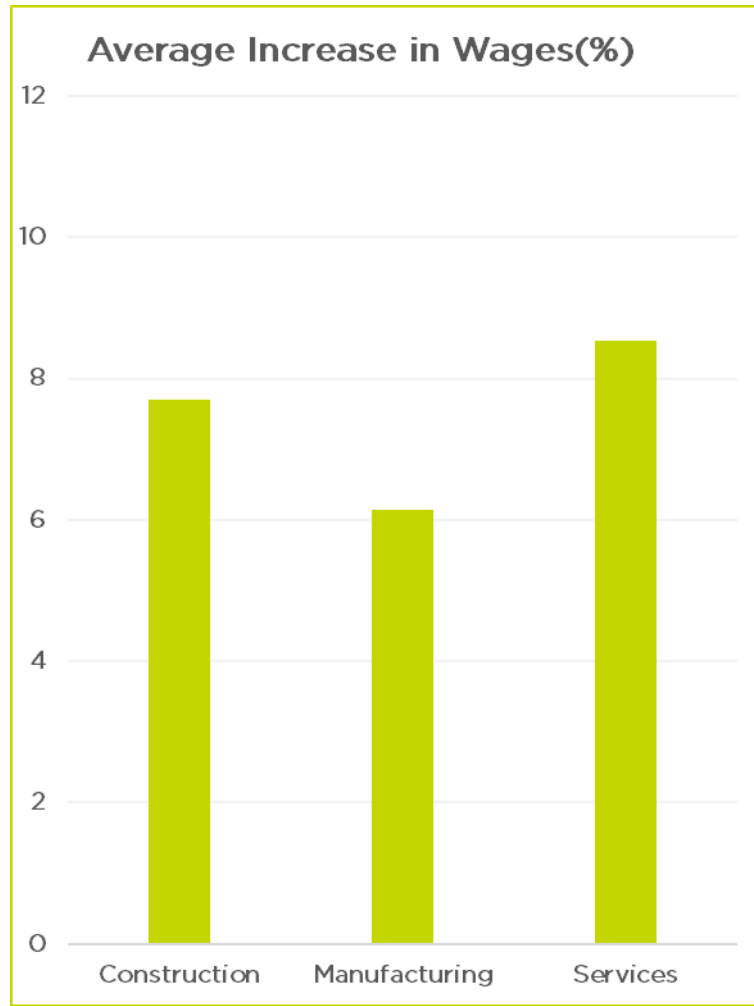
- GM Index™ for Q1 2022: **32.3**
- Q4 2021 growth of 1.0% with the largest contributor being health and social care
- 0.7% forecast GDP growth in Q1 2022
- Business investment declined by 0.7% in 2021.
- Low confidence and cash pressures limit business investment
- In Q4 2021:
 - Services output rose by 1.2%
 - Manufacturing was flat
 - Construction grew by 1%
- In Feb 2022, retail sales volumes decreased from January by 0.3% but was 3.7% up relative to pre-pandemic levels



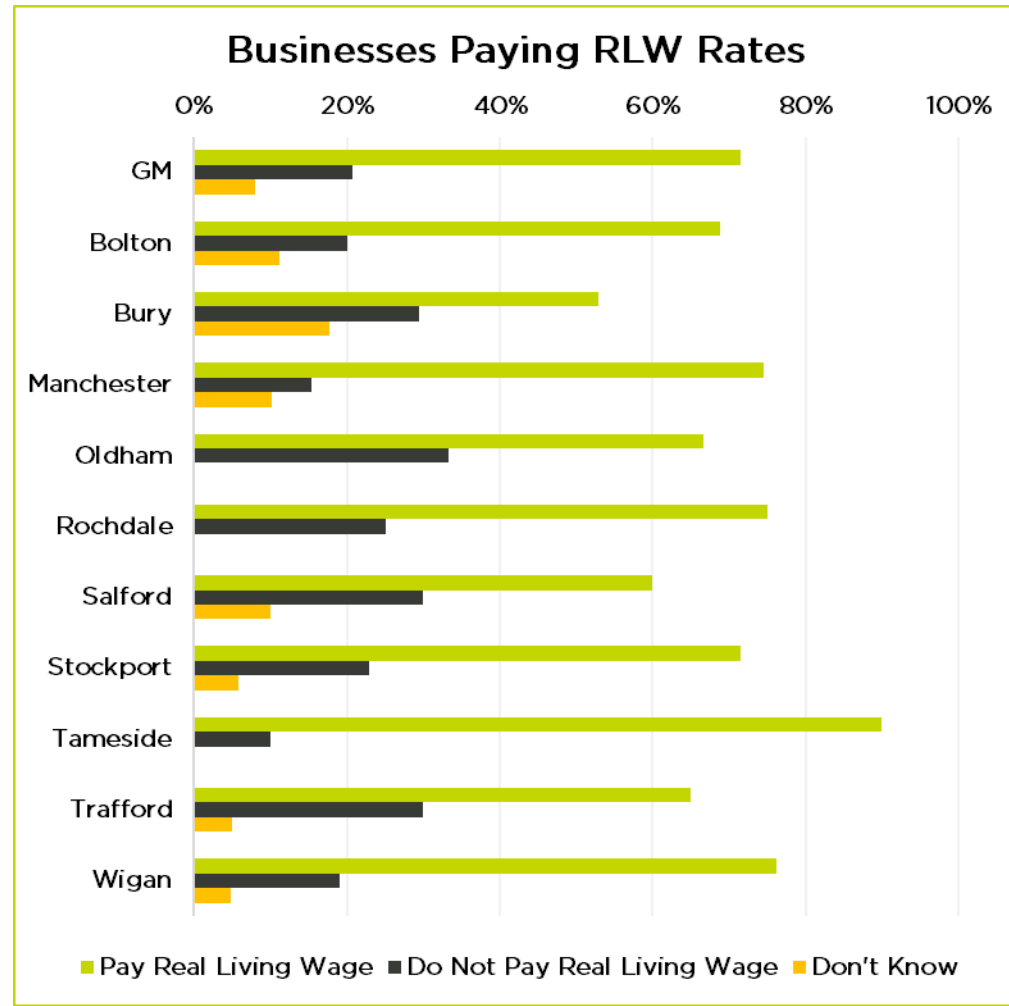
QES Wage Inflation & Real Living Wage



Source: GMCC QES



Source: GMCC QES

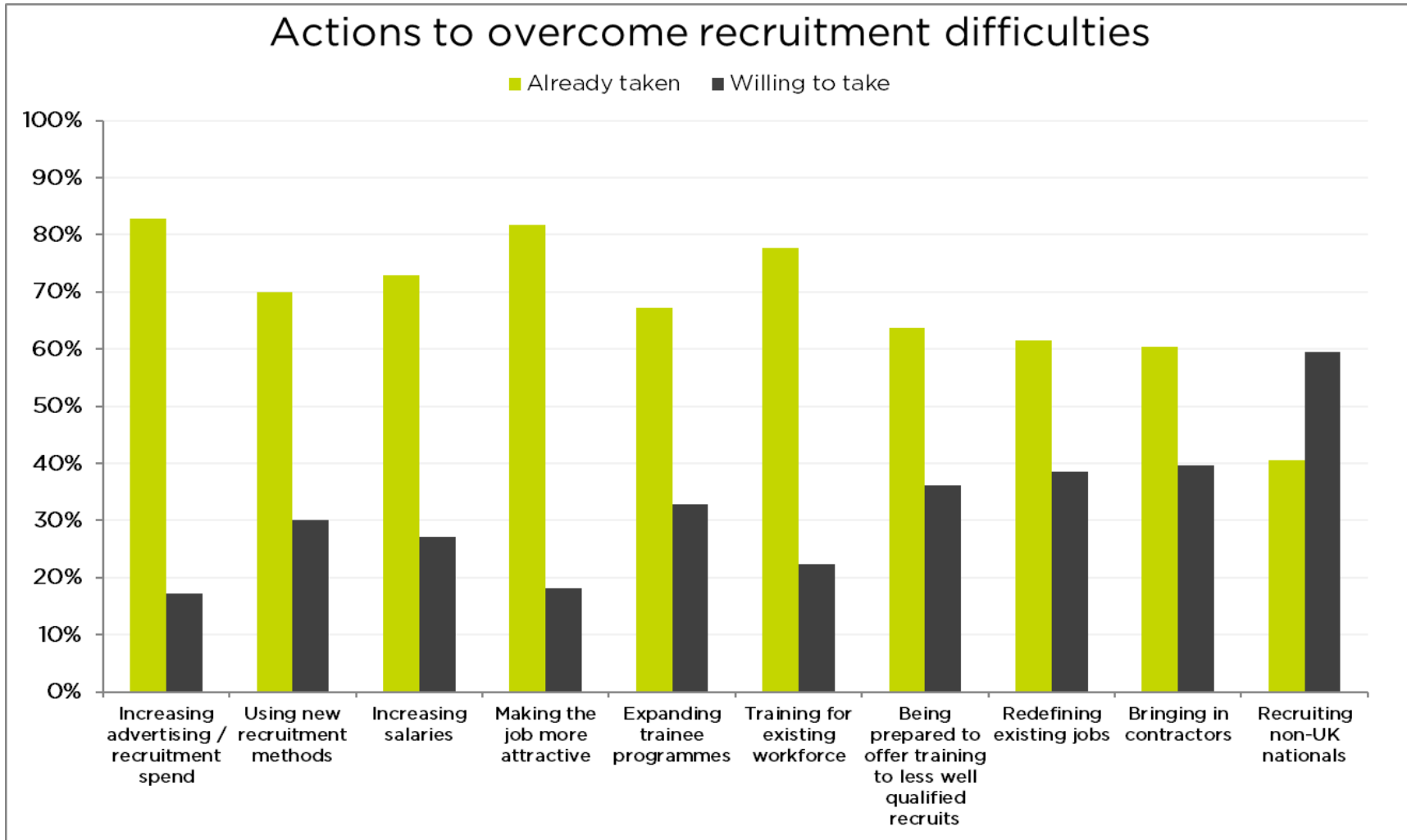


Source: GMCC QES

A collaborative approach

- GMCC & GMLPN partnership approach:
 - Engaged with ~1,100 businesses in phase 1 and ~600 in phase 2
 - Gathered more insights via focus groups with ~32 learning providers
 - Recognised as an exemplar for granular, local data collected at pace and scale
- Findings from phase 1 presented in two free to access web-based dashboards
- Actionable intelligence on recruitment difficulties, training needs and barriers to training
- Variations within the city region on skills needed and on pay within sectors / for roles
- Dashboards to be updated with findings from phase 2

Phase 2 Findings – Addressing recruitment difficulties



- Employers are adopting measures to ease recruitment difficulties
- Requires concerted action from employers and learning providers

Phase 2 Findings

- Focus group discussions revealed the challenges learning providers face when discussing training with employers
 - “Employers don’t often understand the skills that they need”
 - “As providers, we must engage with employers to understand long-term plans and not just meet short-term needs”
 - “Lack of confidence of employers to invest”
 - “Employers don’t know what they can expect from trainees and apprentices”
 - “Providers are in an ideal position to deliver soft skills training”



Preparing for LSIPs

- Leveling up white paper confirmed that LSIPs will be rolled out and made direct reference to Mayoral Combined Authorities.
- “Put employers at the heart of the skills system” for close alignment between skills required and skills provision
- ERBs will lead on LSIPs.
- GM BEST provides granular, real-time skills intelligence that will underpin LSIP.

Q&A / Discussion

Clive Memmott OBE

Chief Executive | GM Chamber of Commerce

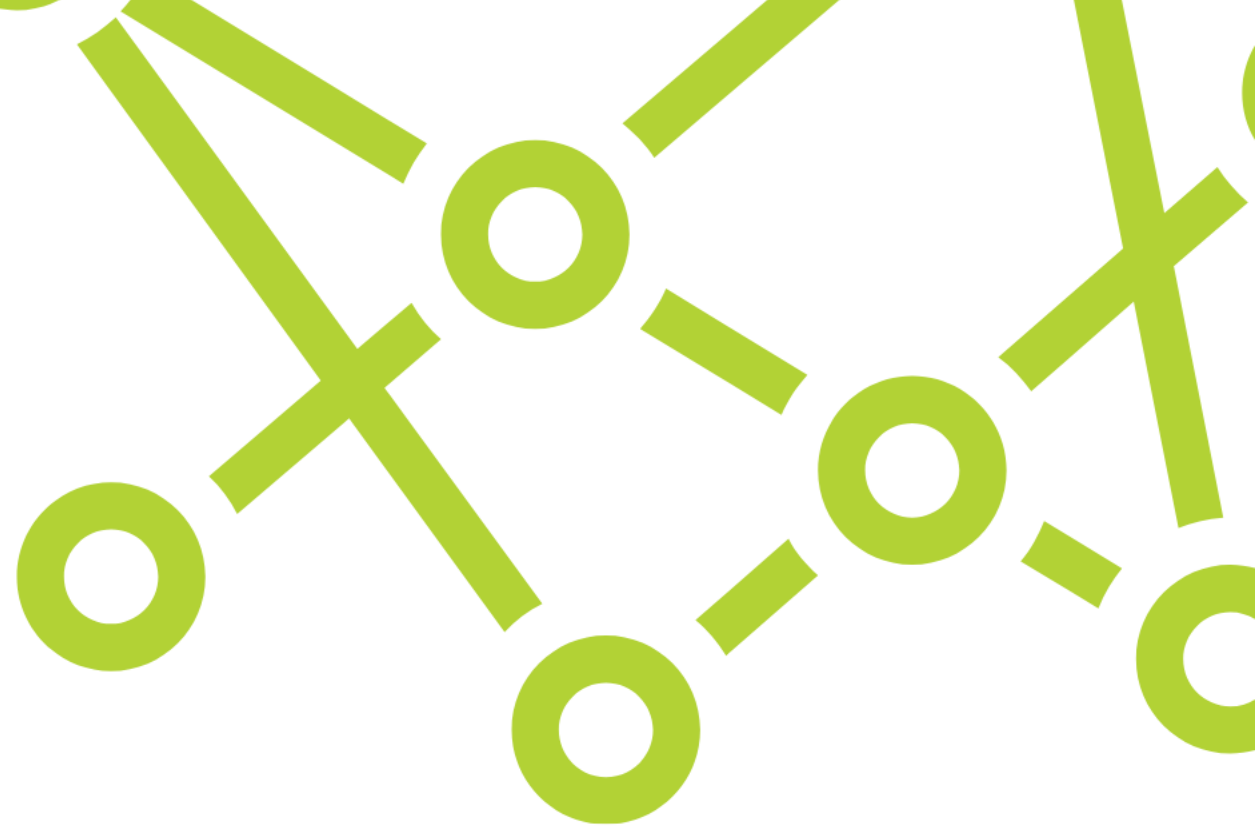


Greater Manchester
Chamber of Commerce



Richard Graham & Deborah McKenzie

Century Tech





EdTech: Don't lose your gains

Richard Graham (ITP Manager)
Deborah McKenzie (Partnerships Manager North)

EdTech tools & systems

- Management information systems
- Video conferencing systems
- Learning management systems



Impact of EdTech and COVID on education



Ways EdTech has transformed education

- Communication
- Instant results
- Remote learning
- Easy resource accessibility
- Interactions, inclusions & interventions in learning
- Simplified processes for providers and learners
- Personalised and flexible learning
- Learning through the use of video

STUDENT	Diagnostic: Number and Place Valu...	Diagnostic: Addition and Subtrac...	Diagnostic: Fractions [PM0.04]	Counting in Multiples of 4 [PM1.01]	Counting in Multiples of 8 [PM1.02]	Counting in Multiples of 50 [PM1.03]	Counting in Multiples of 100...	Recognising Place Value [PM1.05]
Aderin-Pocock, Maggie	50	67		100				100
Amara, Pavan	86	75	50	75	88	71	88	70
Chomsky, Noam	21	50		75	50	57		40
Dawson, Lorna	43	83		75	75	43	38	30
Mace, Georgina	57	50		50	50	71		100
Nicolelis, Miguel	64	33		75		86	75	60
Wedeen, Van	43	58	33	75	88	71	88	70

Step 2: Read the documents, looking for key words and underlining important information.


Industry experts and politicians have met at a conference held by *ElderlyUK*, to discuss how to tackle the challenge of an ageing population.

The population of the UK is continuing to grow; in 2016, 18% of the population was over 85. By 2046, this is predicted to rise to 25%. This population change is a significant challenge. Attempts to grapple with the challenge of an ageing population have, so far, run into trouble. The government's 'dementia tax' collapsed due to unpopularity. The social care system is creaking under the weight of strained budgets and an ever-ageing population.

Elderly care experts stressed that the crisis faces major problems: they highlighted underfunded care homes, an ageing population and difficulties recruiting carers for the elderly. John Smith, Chairman of *ElderlyUK*, said "care for the elderly is underfunded. It's an embarrassment that a country as wealthy as Britain should have a care system that is struggling so badly. The government needs to increase the funding to social care".

Though the overall quality of care remains poor, *ElderlyUK* highlighted a series of successful innovations which experts hoped can be spread. A new start-up, *Casserole*, matches local people - who are able to cook - with elderly people who struggle to cook for themselves or who struggle to leave the house, strengthening community bonds.

4:29 / 5:39



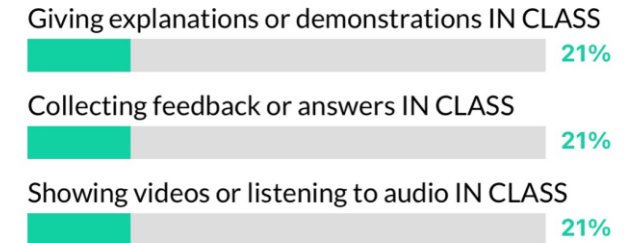
Top EdTech trends

- VR learning experiences
- Video based learning
- Social media learning
- Gamification
- Artificial intelligence

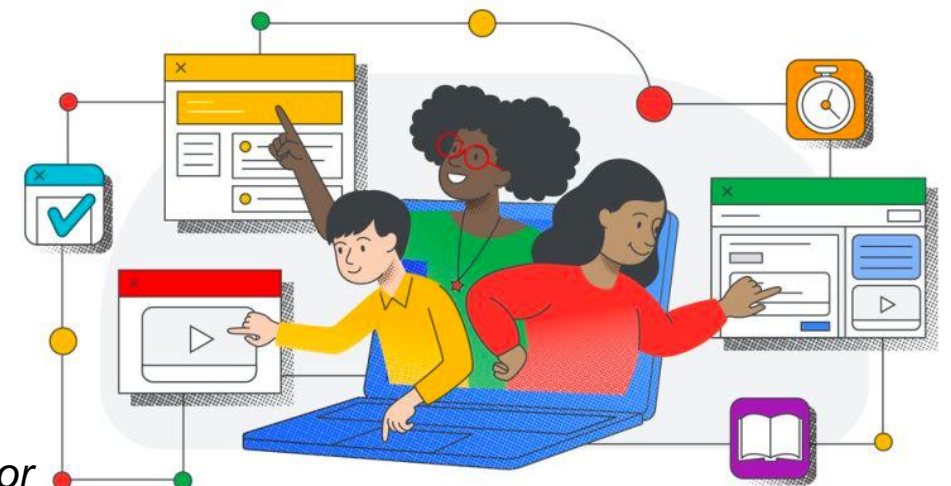


Use EdTech for the right things

Many of you have used new technology to teach over the past year. In the long term, will you change how you use technology/software to do any of the following/



- **Support** the great work being done by tutors & assessors
- Enabling learners with low confidence/ anxieties
- Use the power of technology to do some of the heavy lifting:
 - Any time, anywhere
 - Data processing
 - Self-marking
 - Self-paced
 - Differentiated
 - Support remote learning
 - Cover/ staff absences



'For many people with the lowest confidence, accessing traditional or classroom provision feels too big a step. Many people have had negative experiences learning maths at school and we often find that this shapes their feelings around maths into adulthood.' (FE News)

Lost learning



Uneven



Diagnose



Teach

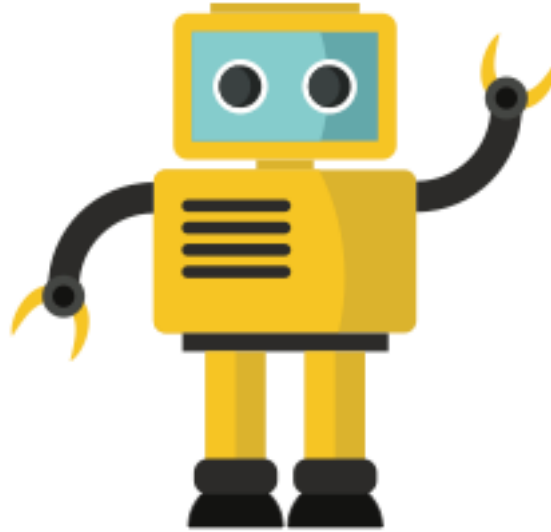


One-size-fits-all

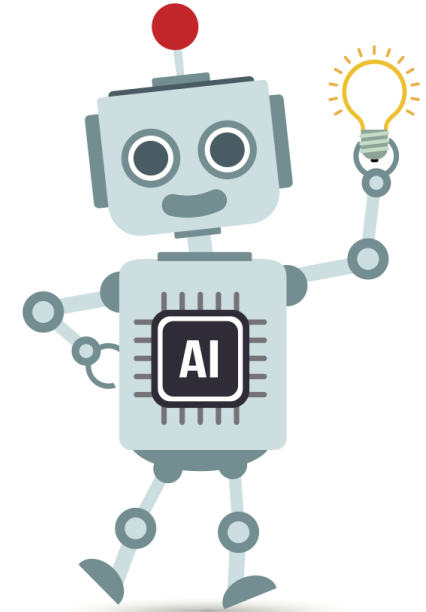
Artificial intelligence



**Learn from
experience**



**Follow
instructions**



**Learn from
~~experience~~
data**



Media



Security

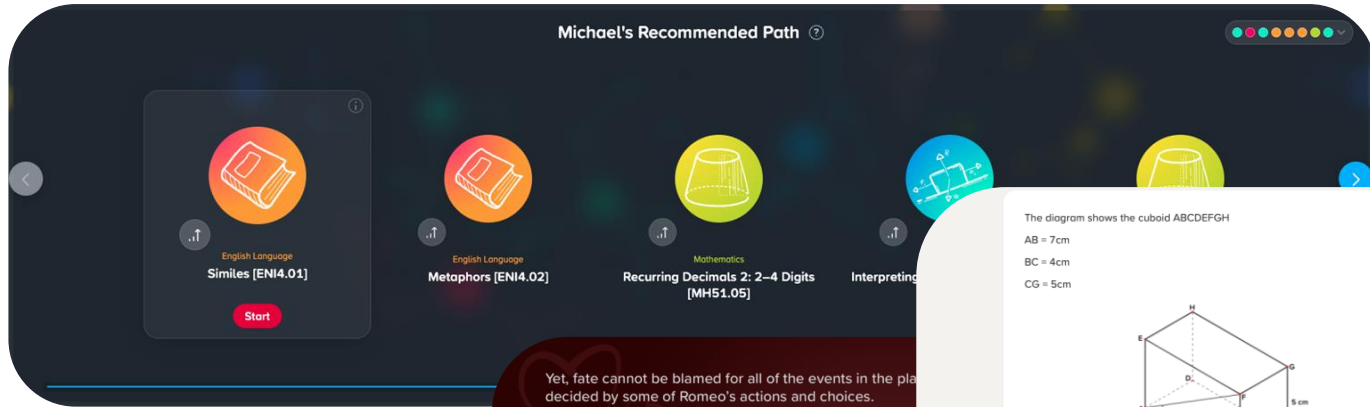


Medical



Food & drink

CENTURY



Yet, fate cannot be blamed for all of the events in the play as some were decided by some of Romeo's actions and choices.

Interpretation

In marrying Juliet (the daughter of his sworn enemy) so hastily, he sets the tragic outcome of the play in motion.

His decision to marry Juliet in secret means the two will have to betray their families. The secrecy leads to many problems in the play such as Juliet's marriage to Paris. Juliet's parents think this is a good match, but what they don't know is that Juliet is already married!

Romeo's decision to kill Tybalt is the dramatic climax of the play. This was not fate — Romeo did not have to kill Tybalt. However, his impulsive nature led him to this mistake which marks the turning point in the play. From this point on, Romeo is doomed.

The diagram shows the cuboid ABCDEFGH

AB = 7cm
BC = 4cm
CG = 5cm

Find the angle BAF
Give your answer to 1 decimal place.

STUDENT	Diagnostic: Number and Place Valu...	Diagnostic: Addition and Subtractio...	Diagnostic: Fractions [PM0.04]	Counting in Multiples of 4 [PM1.01]	Counting in Multiples of 8 [PM1.02]	Counting in Multiples of 50 [PM1.03]	Counting in Multiples of 100...	Recognising Place Value [PM1.05]
Aderin-Pocock, Maggie	50	67		100				100
Amara, Pavan	86	75	50	75	88	71	88	70
Chomsky, Noam	21	50		75	50	57		40
Dawson, Lorna	43	83		75	75	43	38	30
Mace, Georgina	57	50		50	50	71		100
Nicolelis, Miguel	64	33		75		86	75	60
Wedeen, Van	43	58	33	75	88	71	88	70

The **most intelligent learning technology** in the world is proven to increase outcomes and transform learning

Neuroscience



**Artificial
Intelligence**

UFI Project



Maths & English results were better

when users put more time into CENTURY

(2019 exams)



10 minutes a nugget

a week is the key - little and often but on the main gaps



10x national progress

(1 grade vs 0.1 grade on average) for those that used CENTURY the most

Some of our partners





CENTURY



**CITY OF
WOLVERHAMPTON
COLLEGE**

CENTURY at **Wolverhampton College**

Thank you

www.century.tech



MAYOR'S INTERNATIONAL
BUSINESS PROGRAMME
LONDON
AWARDS
**HIGHEST GROWTH
WINNER**

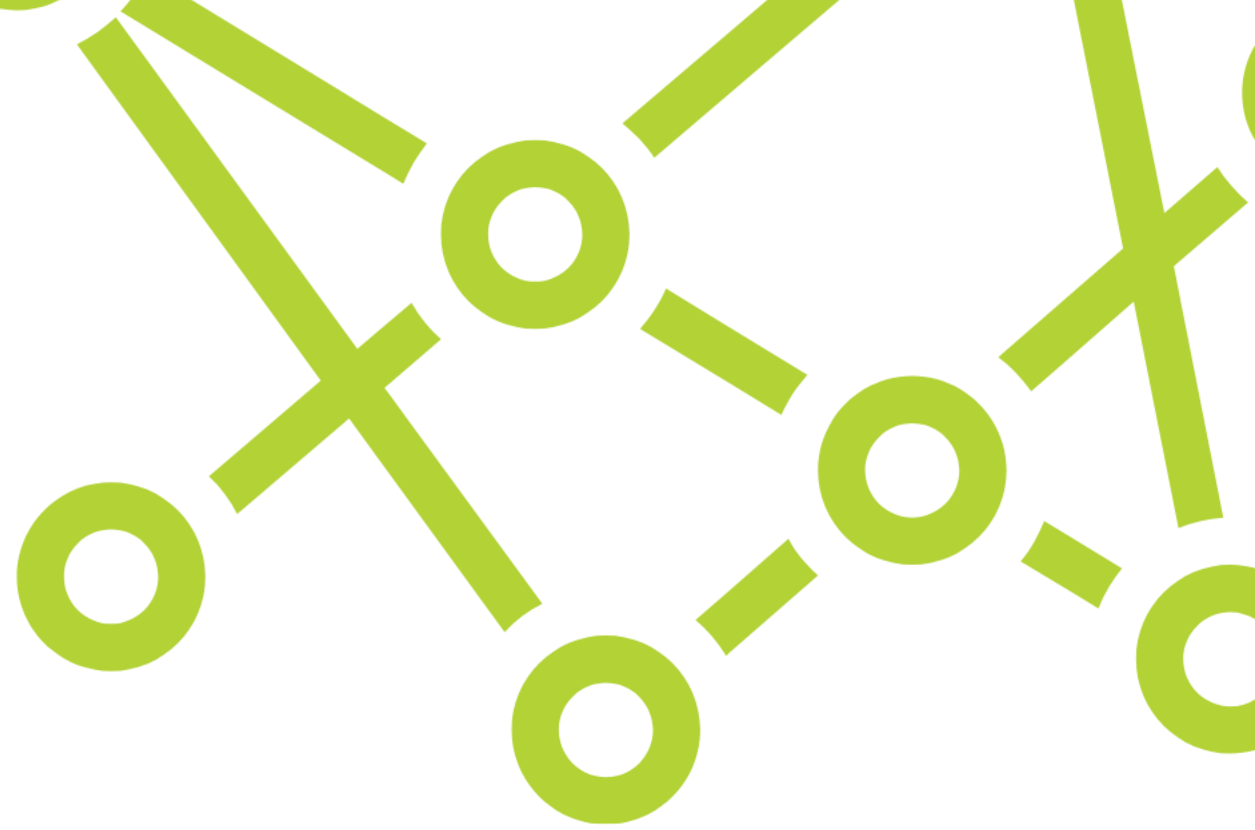


Sponsored by:



CENTURY

Networking Break



Andy Turner

Work Based Learning Skills and Participation
Development Officer





Dragons' Den
Every day is a school day – business and life lessons

Spoiler alert – its not a real lift....



Kandy Kitchen Creations Ltd



For 'Dragons' substitute 'Ofsted'...

- Know your numbers. Past, present and future. Financial and also contracts / products.
- Make sure more than one person knows!
- Know your market. Intimately. Stick to what you are good at.
- Know your competition. Know their strengths and weaknesses. Know their performance and results.
- What are your main threats / challenges?
- What opportunities are there?

Other things to consider

- How would you cope with sudden growth?
- Is your infrastructure ready for growth?
- Are you aware of your areas that need developing?
- How would you and your staff cope with fast paced development?
- Can you evidence any statements you are making?



Our journey after the filming / show

- Didn't receive any investment from The Dragons.
- Received over 300,000 hits on our website on the evening of the show.
- Crashed 90 websites hosted on same server. Thought we were under cyber-attack.
- Had 4000 website orders placed overnight for over 18,000 units.
- Went from 800 Facebook followers to 8,800 in 24 hours.
- Went from 600 Instagram followers to 6,300 in 24 hours.
- Blocked by PayPal. Bank became 'twitchy'.
- 50 new stockist enquiries.

- Plus one supermarket...

The future

- Gone from 2 staff to 9
- Taking on at least one more Apprentice
- Moving from a 900 sq ft unit to one 1800 in April.
- Secured very favourable courier deal
- Upgraded the IT systems to 'talk' to each other
- Further increasing the automation elements

We've even been asked what our fee is to deliver presentations or appear on radio!

What have we learned from the experience?

- Work / life balance is critical. Family time is essential. Kids need more than parents glancing over laptops.
- Technology places additional pressures on staff to respond – even out of hours
- Trust others to do a job as well as you do yourself.
- Be open to change – listen to those with knowledge.
- Don't over-react to negative comments.
- Over-celebrate the positive comments.
- The vast majority of people are supportive and understanding.
- Accept that some (minority) are not.
- Social media keyboard warriors crumble if you ring them.
- Be realistic with what you can do and don't over-commit / promise.
- But most important...be brave and challenge yourself. "Who dares wins Rodney."

Thank you

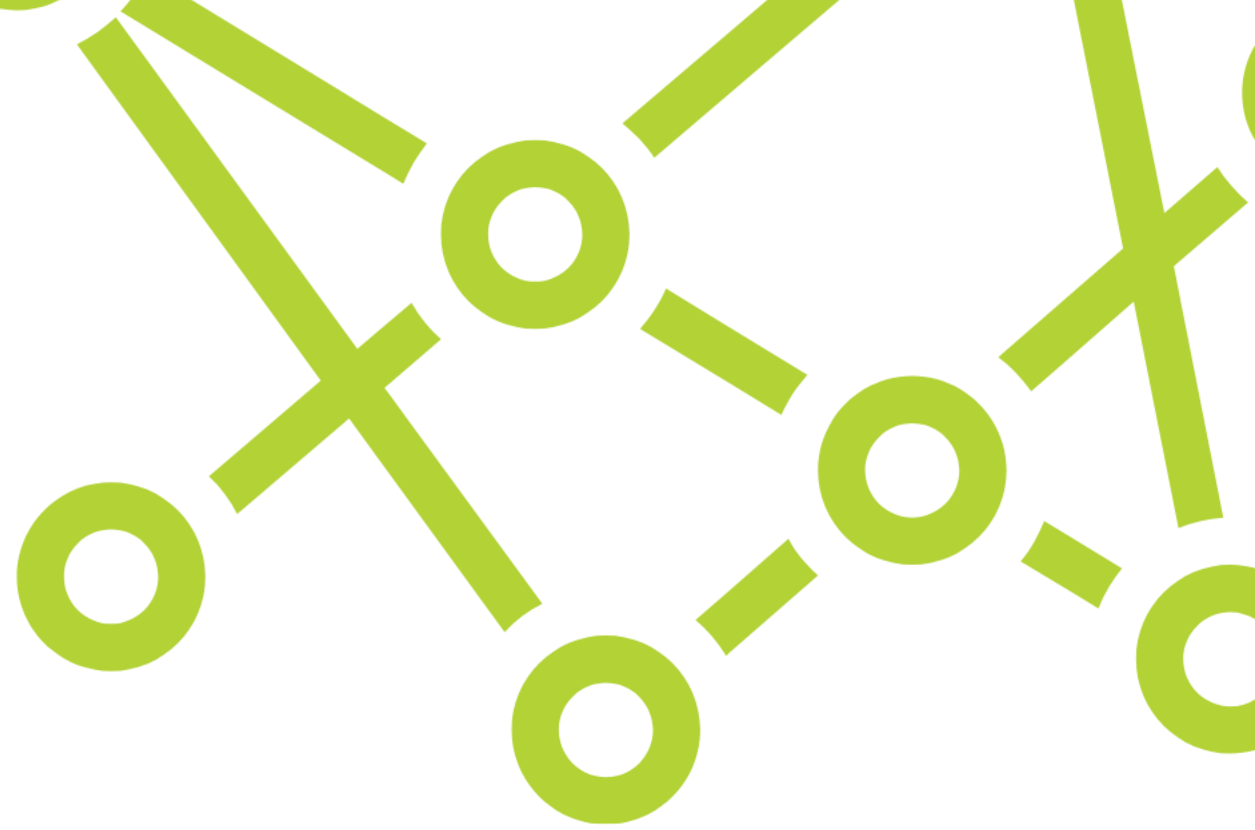
I'm out...

Sponsored by:



CENTURY

GMLPN Update





GMLPN Survey - Staff Vacancies & Retention

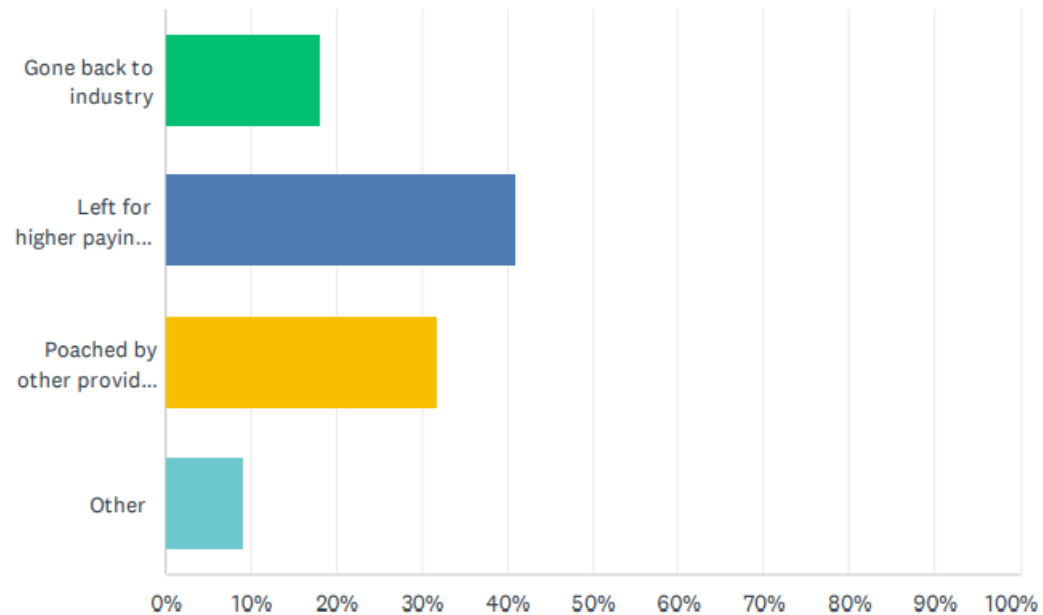
James Lees

Recruiting staff – findings

- **Every respondent is having problems with recruitment**
- A lot of providers have tried to use agencies to fill gaps – with mixed success
 - Advertising on job boards, GMLPN Network, LinkedIn, social media etc.
- Recruitment problems are impacting staff case loads – wellbeing
- Vacancies ranging from **small single digit numbers to over 60**
 - Size of provider – is this why?
- Vacancies are taking a long time to fill – **many over 6 months, in some cases over 12 months**

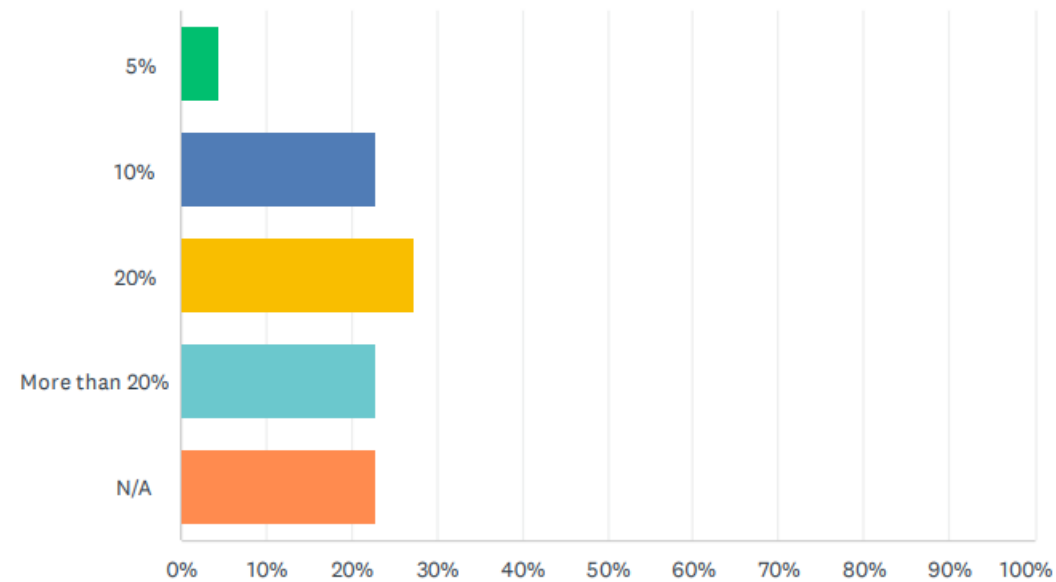
Staff are leaving to go to industry, for higher pay and moving to other providers

Q5 If staff have left, why? E.g. gone to industry, higher paying providers, college, poached?



Staff are leaving for offers of salary increases between 5% and in some cases over 20%

Q6 If you have lost staff to other providers offering higher salaries, were they higher by:

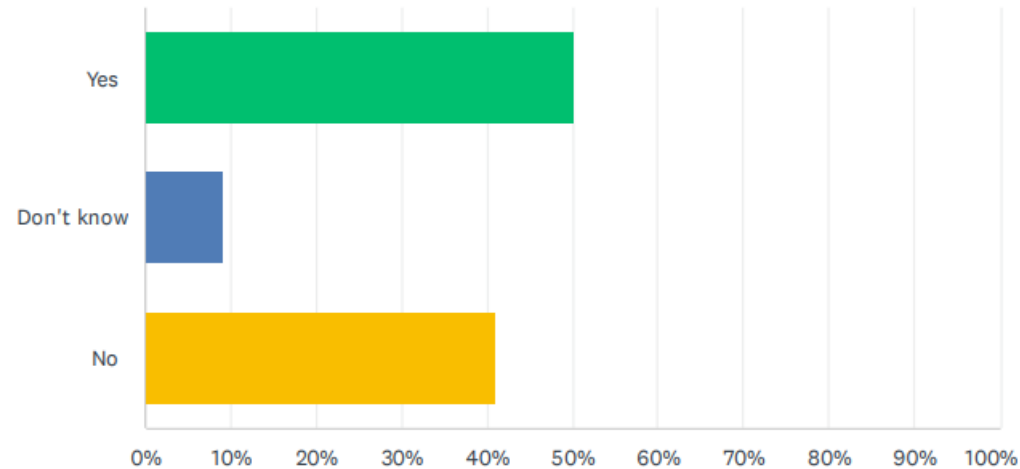


Retaining staff – findings

- Most respondents have given / are **giving pay rises between 2% - 5%**
- Several providers investing in **mental health training for staff**
- Most are not planning on any increase in employee benefits however, some are introducing:
 - Extra Holidays
 - Flexible working
 - Golden hello
 - Health care/dental
 - Staff lunches
 - Bonus schemes

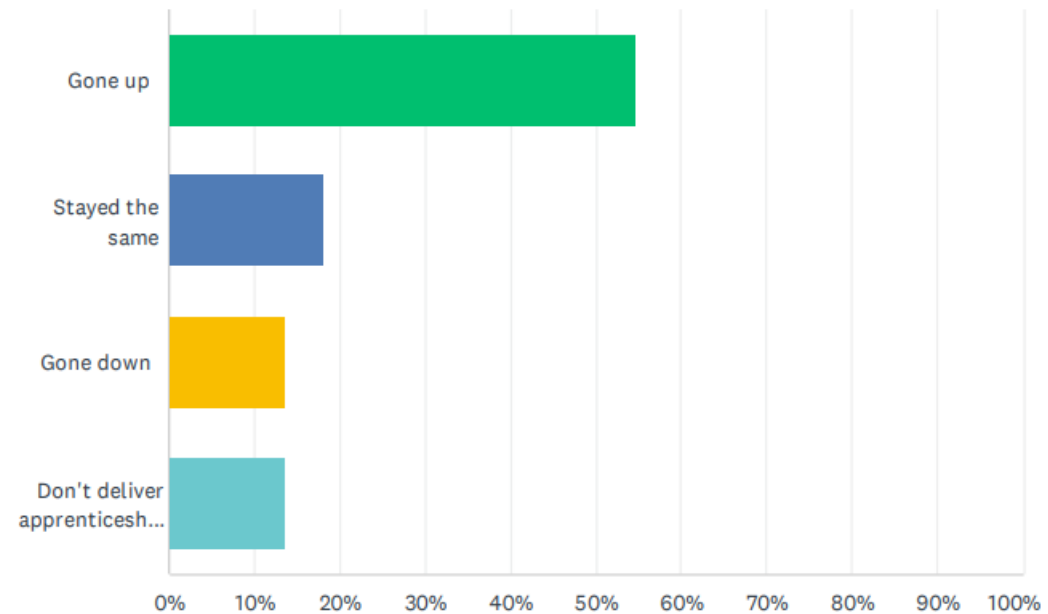
mixed picture on whether or not the move to standards has impacted on staffing

Q12 Has the move to apprenticeship standards (if you deliver) impacted on staff development and retention?



Apprenticeship starts are broadly up

Q13 If you deliver apprenticeships, have your apprenticeship start figures gone up or down?



Focus Group Questions

- Do these findings reflect difficulties you are currently experiencing?
 - What are the main 3 difficulties you are currently experiencing?
- Have you utilised JCP support for recruitment of staff?
- Have you approached the TRANSFORM Programme for support on recruitment?

DfE – Share Your Skills

- New campaign
- Share your skills and teach in further education – [link](#).
- Share Your Skills: stakeholder toolkit – [link](#).



Department
for Education

The logo for Jobcentreplus, featuring the text 'jobcentreplus' in a white, lowercase, sans-serif font. The word 'job' is in white, 'centre' is in yellow, and 'plus' is in white. The logo is set against a solid green rectangular background.

jobcentreplus

Jobcentre:

Open offer – Jobcentre clients might be potential staff available

Could JCP/we do some upskilling sessions for work coaches to make them aware of FE tutoring/teaching roles and how to identify potential candidates/discuss with the individuals?

The use of JCP social media to promote vacancies

InspirED Associates

TRANSFORM Programme:

TRANSFORM provides a programme of tailored support to help individuals across Greater Manchester from all walks of life make the transition into a rewarding and fulfilling career.

The programme will provide individuals with employment support, allow them to try out teaching in the Further Education (FE) sector and, **where appropriate, help them to make the successful transition into a career in Further Education, including teaching.**

Find out more: [The Transform Programme - Greater Manchester](#)



Useful Updates

Charlotte Cookson

Review of post-16 qualifications at level 2 and below in England

- We will be pulling together a GMLPN response to the “Review of post-16 qualifications at level 2 and below in England” consultation which **closes on the 27th April.**
- **The consultation is “seeking views on proposals to reform technical and academic qualifications at level 2 and below, excluding GCSEs, Functional Skills Qualifications and Essential Digital Skills Qualifications.”**
- We’ve pulled together the questions into a word document ([attached](#)) which will allow you to put any answers/feedback/comments in the ones you’d like to respond to. We can then collate these responses to submit a **collated GMLPN response and also share with NSN, AELP etc.**
- **Case studies focused on impact**
- **Please can you send through any responses to James (james.l@gmlpn.co.uk) by close of play Wednesday 6th April.**



Department
for Education



Apprenticeship Standard Funding Rates

Request for case studies



RoATP Member Feedback:

“Considerable sized project that took a lot of time and effort for key assigned colleagues from such a small team/ ITP (mainly our Quality & Compliance Manager and I). We started collating basic info back in August 21 after our year end and on ROATP initial guidance, but the 6wk notification and 1 month application timeframe were hard work, time didn't fly by! We were confident with our final submissions and we were not required to supply further evidence. Full range of mental emotions used at a time when Apprenticeship delivery/ business operations had enough to contend with. But we did it and still here. Focus now is Ofsted Inspection preparations.”

Get up to £100,000 of funding to bring your assessment design ideas to life.

"We're dedicated to promoting and advancing learning – it's our core purpose.

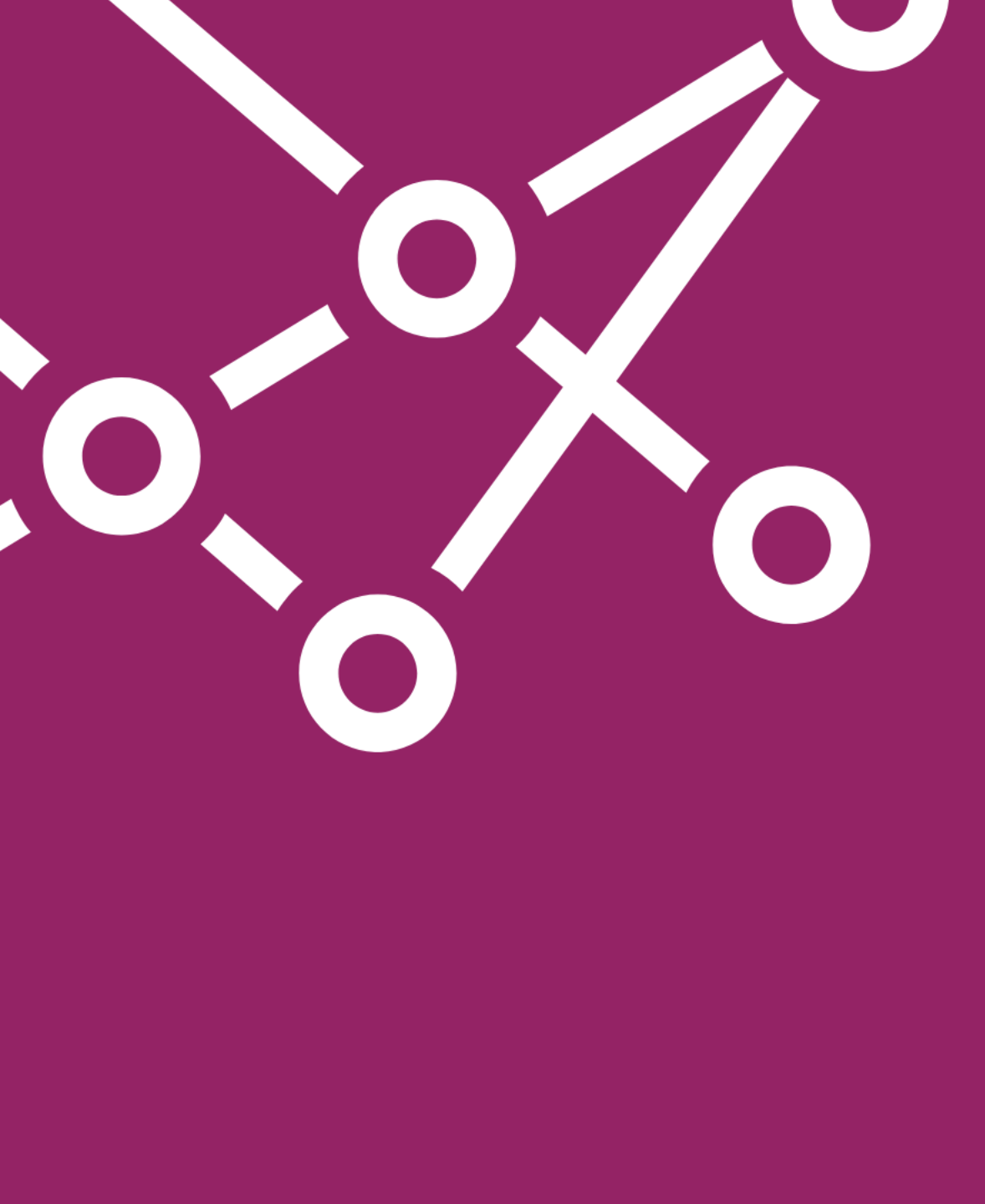
This purpose drives our commitment to deliver world-class educational services that enable learners to achieve their potential. We also believe that great innovation needs great collaborators. That's why we've launched our Assessment Innovation Fund. Over the next 12 months, we'll be investing £1million worth of funding to support you in piloting new and innovative approaches to assessment. This includes testing out brand-new ideas and exploring the use of technology.

We're offering up to £100,000 to fund two pilots as part of our next phase. We want to hear from you if you think you can help develop new and innovative assessment solutions that meet the evolving needs of the education sector.

Window 3 of the AIF is now open for applications, and closes at 8am on Tuesday 19 April 2022.

[Find out more here.](#)"





GMLPN Provider Support Programme

Charlotte Cookson



Upcoming Events

Green up your curriculum

Thursday 28th April | 10.30 – 11.30

Delivered by: [Alex Miles](#)

Via: Microsoft Teams

Find out how to help embed green skills and sustainable development into your apprenticeship programmes.

[Book here](#)



Upcoming Events

Take your live digital learning and remote teaching from good to great

Wednesday 25th May | 11.00 – 12.00

Delivered by: [Quantum Rise Talent Group](#)

Via: Microsoft Teams

A one hour interactive and engaging session which will help you to:

- Challenge your mindset on virtual training and teaching
- Articulate the key differences with best practice remote teaching and in person delivery
- Understand some of the tools and techniques which can be used to drive motivation, engagement, and progression of learners

[Book here](#)

Upcoming Events

Sponsored by:



Adapting Future Delivery Professional Exchange

Thursday 5th May 2022 | 10.30- 12.30 | Microsoft Teams

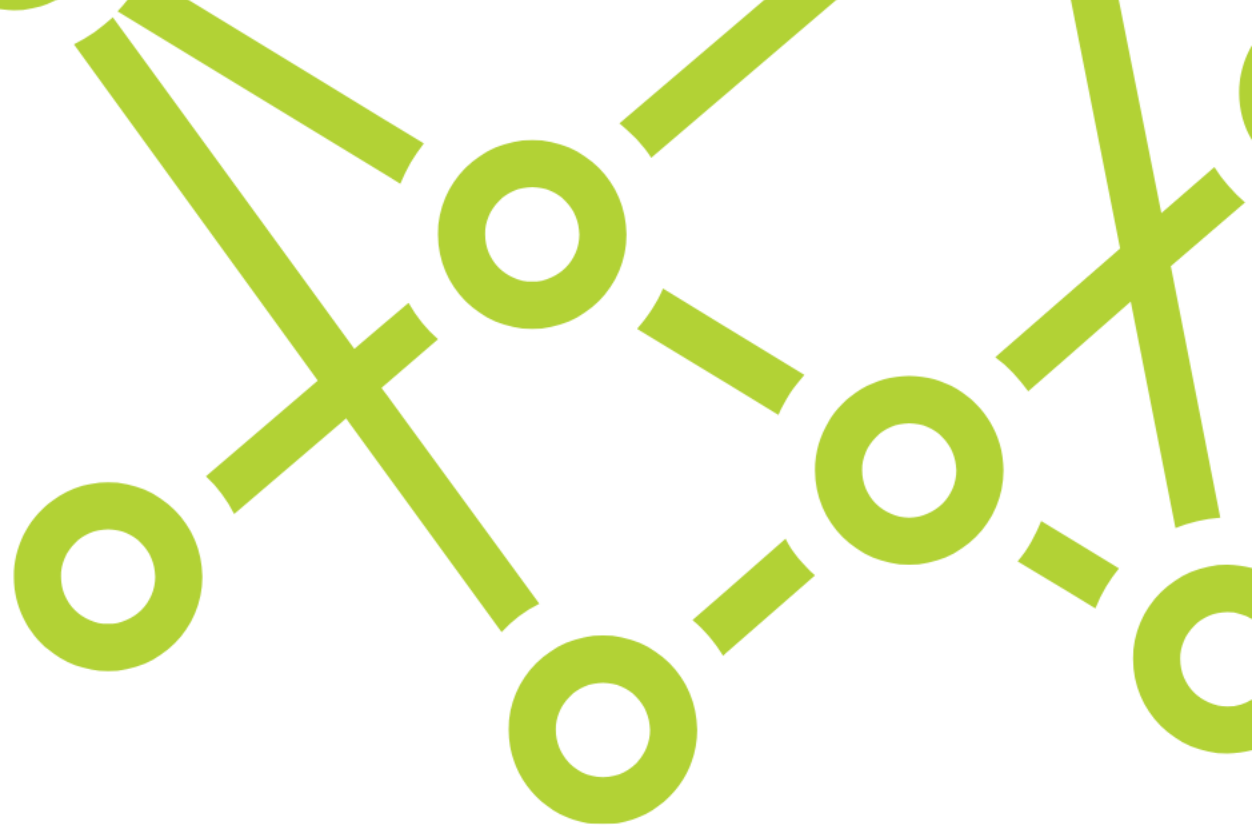
Via: Microsoft Teams

The third meeting of this Professional Exchange, chaired by Nikki Bardsley (GMLPN Board Member and Director of Apprenticeships and Skills at Seetec Outsource).

The session will focus on ways that providers have adapted their delivery during Covid and best practice that they have developed (as well as lessons learned). We will welcome input and demos from a number of our members including Salford City College and Hopwood Hall College.

Bev Barlow

Senior HMI | Ofsted



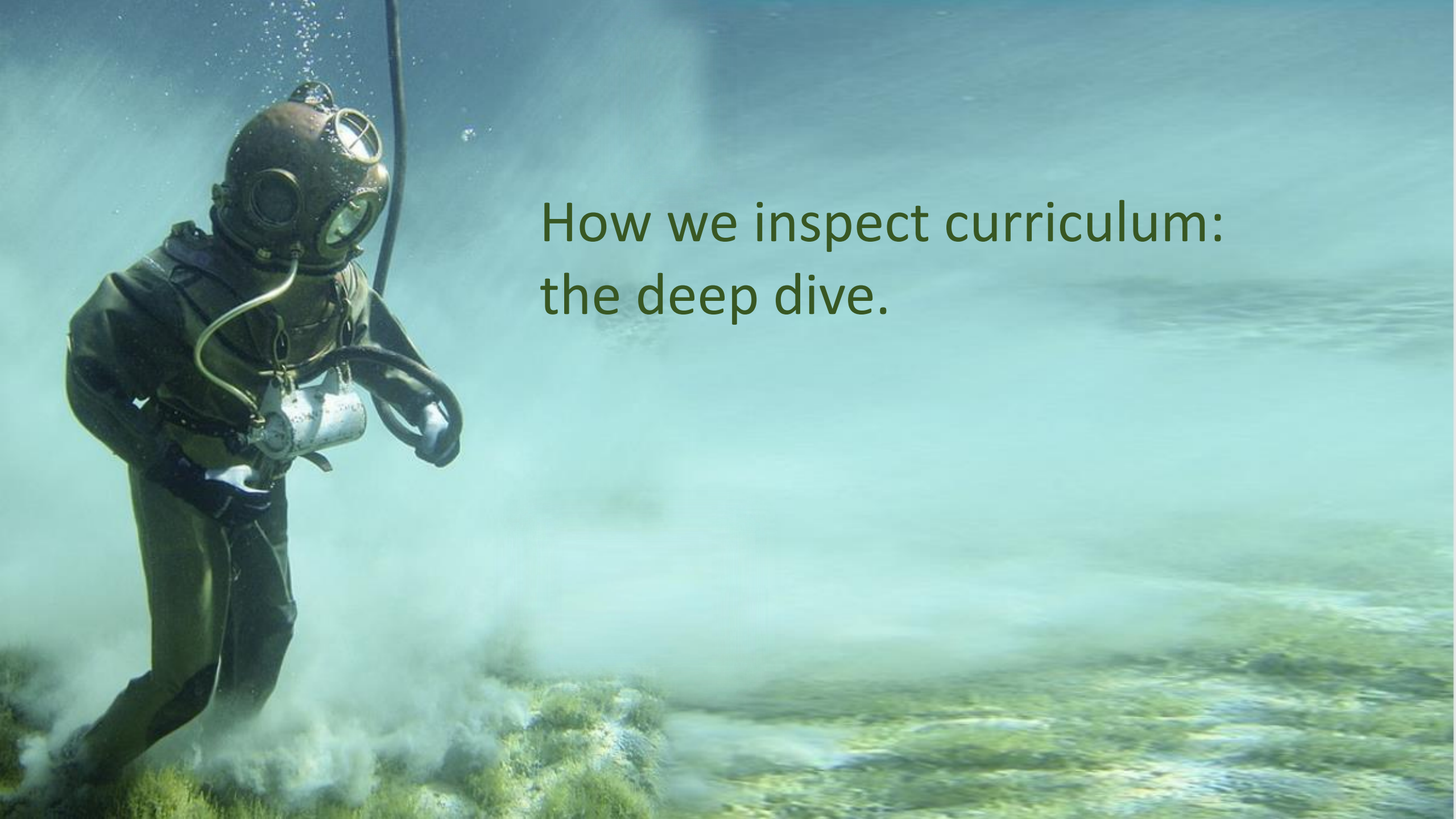
Ofsted Update

Greater Manchester Provider Network

30 March 2022

Bev Barlow SHMI





How we inspect curriculum:
the deep dive.

The deep-dive:

- 'deep-dives' form the basis of inspection activity
- lead inspectors select subjects/vocational areas for deep dives and agree these with providers
- most evidence emerges from the deep dive activity – including evidence about PD and B&A, 'Prevent', British values, safeguarding
- inspectors spend much of their time in learning environments
- likely to have three or four L&M meetings – safeguarding, governance, top-level impact, high level strategy
- LI monitors incoming evidence and directs activity – may re-focus deep dive areas after day two
- nominee attends team meetings and receives feedback.

Who we might speak to:

- students/learners/apprentices
- tutors/teachers/trainers/mentors/assessors
- line managers/supervisors/employers
- safeguarding lead
- support staff
- managers and leaders from the training provider
- people responsible for governance
- subcontractors

What we might scrutinise:

- students'/learners'/apprentices' work/portfolios
- reviews, targets, feedback from tutors/assessors
- progress and how its monitored
- achievement rates, including timely for apprentices
- commitment statements
- self-assessment and quality improvement documentation/records
- minutes from governance meetings
- safeguarding documentation.

We also look at evidence about:

- how the curriculum is planned
- challenging and individualised curriculum plans
- individualised programmes for learning
- development of significant new knowledge, skills and behaviours and evidence of these linked to starting points
- staff expertise and how frequently they update their knowledge
- safeguarding.

How are deep dives chosen?

- Deep dives will be chosen based on a range of factors that could include:
 - Number of learners/apprentices
 - High performing and lower performing programmes
 - Subcontracting
 - Local/Regional/National skills needs
 - Niche provision
 - Provision that the provider feels has improved or is new
 - Phase 2 deep dives can be based on the outcome of phase 1 deep dives
- Deep dives carried out jointly where possible – gather feedback during the activities

Reflections on recent inspection activities



Reflection on recent inspection events

- Make sure you know why you do what you do.
- With intent, don't get stuck on curriculum offer, it's about curriculum content.
- View intent, implementation and impact as being in a circle.
- With curriculum sequencing and teaching, ask the questions: why this? Why now? Why in this way?
- Focus on a curriculum based on knowledge, not qualification units (think curriculum not just syllabus).
- Think of personal development in terms of a curriculum.
- For apprenticeships, meeting the requirements is essential. Best practice is close working with employers through all stages of the apprenticeship.

Reflection on recent inspection events

- For all programmes, make sure learners and/or apprentices are learning substantial new knowledge and skills.
- Don't only teach safeguarding, Prevent and British values at induction, and make sure you focus on what learners/apprentices need to know.
- Safeguarding needs to be contextualised to the setting and, where appropriate, the workplace. Account should be taken of local risks as well as national ones.
- Effective governance has an impact.
- Everything that applies to you, applies equally to your subcontractors.

What providers have done well (1)

- The best providers structured the curriculum logically to enable apprentices to learn basic knowledge and skills at the start of their training and then to move on to more complex aspects.
- Strong providers also carried out rigorous initial assessments to check that apprentices were suitable for the programme and what they knew or could do already.

What providers have done well (2)

- They made sure that employers had a full understanding of the level of commitment required.
- They used initial assessment information to plan training tailored to the skills needs and the interests of individual apprentices and their employers.
- Leaders made sure that teachers and trainers were trained to teach using online and remote means effectively.

What does high-quality look like?



Rationale

The best providers have a strong rationale for why they do what they do and are supported by employers to do so.

- Leaders carefully select standards based on expertise.
- Leaders make sure they work with high-quality employers.
- Staff have the relevant and current occupational knowledge to provide high-quality training to apprentices.
- Links to local/regional/national skills needs.
- Links to local/regional employer demand.

Outstanding leadership and management

'Leaders have a detailed insight into the training needs of the employers with whom they work. Leaders and coaches work in an exceptionally collaborative way with employers to plan and teach an ambitious curriculum that closely reflects what employers need so that apprentices make rapid progress.'

- High-quality providers make sure they work closely with employers to design a programme that ensure apprentices rapidly develop the new knowledge, skills and behaviours they can effectively apply at work.

Outstanding leadership and management

'Governors have significant relevant skills, knowledge and expertise. They have clear oversight of the quality of education apprentices receive.

Governors provide robust support and challenge to leaders. Leaders have a very keen eye on the strengths and the few weaknesses of the provision. They are highly skilled at putting plans in place to take swift action to address any potential issues.'



Improving what you do

- Leaders and managers identify weaknesses very quickly and improve them promptly.
- Maintaining coaches' vocational/subject knowledge and skills.
- Improving coaches' training and assessment skills.
- Relentless focus on quality and improvement.
- High-quality resources that reflect those used in industry/sector.
- Supporting apprentices who do not make at least expected progress.
- Be bold – stop doing it if it is not working or improving.

Implementing your curriculum (1)

- Curriculum takes apprentices' starting points into account.
- On- and off-the job training are linked and support each other.
- English, mathematics and IT skills are not just about qualifications.
- Training has a logic to it and flows – building skills over time.

Implementing your curriculum (2)

- Apprentices benefit from useful feedback that helps them improve their knowledge, skills and behaviours.
- Preparation for end-point assessment.
- Understanding of the performance needed to achieve pass, merit and distinction grades – where available.
- Wider curriculum opportunities – not just the standard or the degree.

Other aspects of the curriculum

- Personal development
- Careers information advice and guidance (CIAG)
- Behaviour and attitudes
- Safeguarding (including 'Prevent', extremism and radicalisation, and sexual abuse)

Personal development (1)

'Learners and apprentices take part in a substantial range of activities beyond the classroom or their training. They develop new interests and pursuits, such as involving themselves in wider community, national and international interests, with enthusiasm.'

'Students and apprentices improve their confidence by participating in local and national competitions. Catering and sports students excel in prestigious national skills competitions. Students learn about topics such as healthy eating and mental well-being through a well-structured tutorial programme.'

Personal development (2)

'New apprentices complete an outward-bound course at the start of their training. They learn about the high standards of behaviour that the company expects. The challenging activities that apprentices complete develop their teamworking, problem-solving and leadership skills, which they then use in the workplace. Apprentices flourish as individuals.'

Personal development (3)

High-quality Providers and employers make sure apprentices benefit from useful activities that are separate/complimentary to their apprenticeship.

For example:

- Basic and extended skills development – meets learners' and employers' needs
- Competitions – Skills Olympics
- Additional relevant training courses and qualifications
- Apprentice forum or representative groups
- Alumni
- Age appropriate understanding of healthy relationships
- Careers information advice and guidance (CIAG)

Careers information advice and guidance (1)

- What do we look for?

'The provider prepares learners for future success in education, employment or training by providing: **unbiased information to all** about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and **opportunities for encounters with the world of work.**'

Careers information advice and guidance (2)

- What does outstanding look like?

‘Apprentices consider their next steps and career options through a mentoring system. Mentors provide expert support and guidance to apprentices that helps apprentices decide their next steps and how to pursue their career. Leaders arrange for high-profile guest speaker events, industry panels and apprenticeship forums to help apprentices with exploring careers. As a result, apprentices have high aspirations for their own careers.’

Careers Information, Advice and Guidance (3)

- Apprentices should know how their current programme will enable them to achieve their career goals.
- It is not about encouraging them to work for a different employer.
- Importance of labour market information.
- Apprentices should be able to make informed choices.
- What can/does your curriculum lead to for your apprentices?
How do you know?
- What else do your apprentices need to know?
- Make sure you know your apprentices and your sectors.

Behaviour and attitudes

'Apprentices thrive in the calm and respectful environment arising from the high expectations that their trainers have of them, both inside and outside training sessions. Apprentices listen carefully, contribute well and diligently respect the views of others in training sessions.'

- Some apprentices will already have the right behaviours and attitudes because they are employed and sustaining employment requires some of these skills.
- Providers should be able to demonstrate what they do to develop the behaviour and attitudes of their apprentices.

Safeguarding (1)

'Leaders and managers create company policies and risk assessments to protect apprentices when working in the community or the energy sector. This includes a critical incident management plan in case of a terrorist-related attack.'

'Leaders and managers keep themselves well informed about local threats from extremist groups. They use this information well to assess the risks for apprentices when working in the field. Leaders ensure that most apprentices know how to respond if they experience a terrorist incident.'

Safeguarding (2)

'Apprentices know how to stay safe online, such as remaining anonymous on social media. Leaders and managers identified how apprentices became more vulnerable during the pandemic. They acted swiftly to increase the availability and accessibility of staff to apprentices.'

'Apprentices understand the dangers of radicalisation and can link this to their work. Apprentices on business administration programmes understand how to identify unusual activity on a client's account and how this could potentially link to money laundering.'

Sexual Abuse Review June 2021



Sexual abuse review (1)

- Ofsted was asked by the government to carry out a rapid review of sexual abuse in schools and colleges.
- The review, published in June 2021, found that sexual harassment, including online sexual abuse, has become 'normalised' for children and young people although staff are not always aware.
- The review recommended that school and college leaders act on the assumption that sexual harassment is affecting their learners, and take a whole-provider approach to addressing these issues, creating a culture where sexual harassment is not tolerated.

Sexual abuse review (2)

Recommendations for leaders include:

- routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse
- a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated
- support for designated safeguarding leads (DSL).

Sexual abuse review (3)

Recommendations continued:

Training to ensure that all staff (and governors, where relevant) are able to:

- better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
- identify early signs of peer-on-peer sexual abuse
- consistently uphold standards in their responses to sexual harassment and online sexual abuse.

Sexual abuse review (4)

Ofsted Actions:

- September 2021, Ofsted's inspection handbook for further education and skills updated to include the same references to peer-on-peer sexual abuse as the school inspection handbook
- in line with practice for schools, Ofsted will request college leaders (and from 1 November 2021 for independent learning providers, independent specialist colleges and 16 to 19 academies) supply records and analysis of sexual harassment and sexual violence, including online, to inspectors.

Sexual abuse review (5)

Ofsted actions continued:

- additional training for inspectors
- inspectors will hold discussions with single-sex groups of pupils where this helps to understand better a provider's approach to tackling sexual harassment and sexual violence, including online.



Sexual abuse review (6)

- When necessary, the DSL and deputy work effectively with external agencies, such as local authorities and charities, to help apprentices who have safeguarding concerns. For example, the DSL works closely with the Terence Higgins Trust to teach apprentices about sexual health and consent.
- Managers' questioning of apprentices, related to safeguarding, is too general. Leaders and managers do not ask apprentices specific questions about colleagues' behaviours in the workplace. They do not encourage apprentices to discuss low-level concerns that arise. Leaders rely too much on service-wide surveys to gain relevant information. As a result, managers have an overly optimistic view of the problems that still exist in the service

Sexual abuse review (7)

- Students told inspectors that a few staff make inappropriate comments to them in class in front of their peers. This leads to those students having negative images of themselves and developing behaviours that are harmful to their health and well-being.
- Managers have worked with staff to strengthen the tutorial programme. However, they have only recently dedicated time to exploring subjects relevant to the specific challenges faced by male students in the performance industry. For example, male students understand sexual predation related to their female peers but have not yet had the opportunity to explore how sexual predation potentially relates to them.

Economic Recovery Research 2022

- FES research on challenges COVID-19 and the continuing impact.
- Evidence from all inspection activity, pilots and other research events including skills bootcamps and T-levels.
- Publish September 2022

- We will look at the impact and recovery on:
 - Development practical skills and learners/apprentices progress
 - Progression opportunities
 - Different learner and apprenticeship cohorts
 - Variety of programmes and sector skills areas
 - Different levels of study
 - Range of provision Types
 - Personal development

Economic Recovery Research 2022

- What are the key features of effective education recovery strategy
 - What are the internal & external factors that support or hinder recovery?
 - Why are some providers struggling more than others?
 - How is the recovery impacting on different cohorts of learners/apprentices?
 - How are providers planning and adapting their curriculum for new learners/apprentices?
 - Have there been any significant changes to how providers identify gaps in learning and make changes to the sequencing of the curriculum as a result?
 - What changes are needed for development practical skills, especially in competency based programmes?
 - What are the impact of staffing issues on recovery plans?
 - Any examples of good practice or changes that have not worked?

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

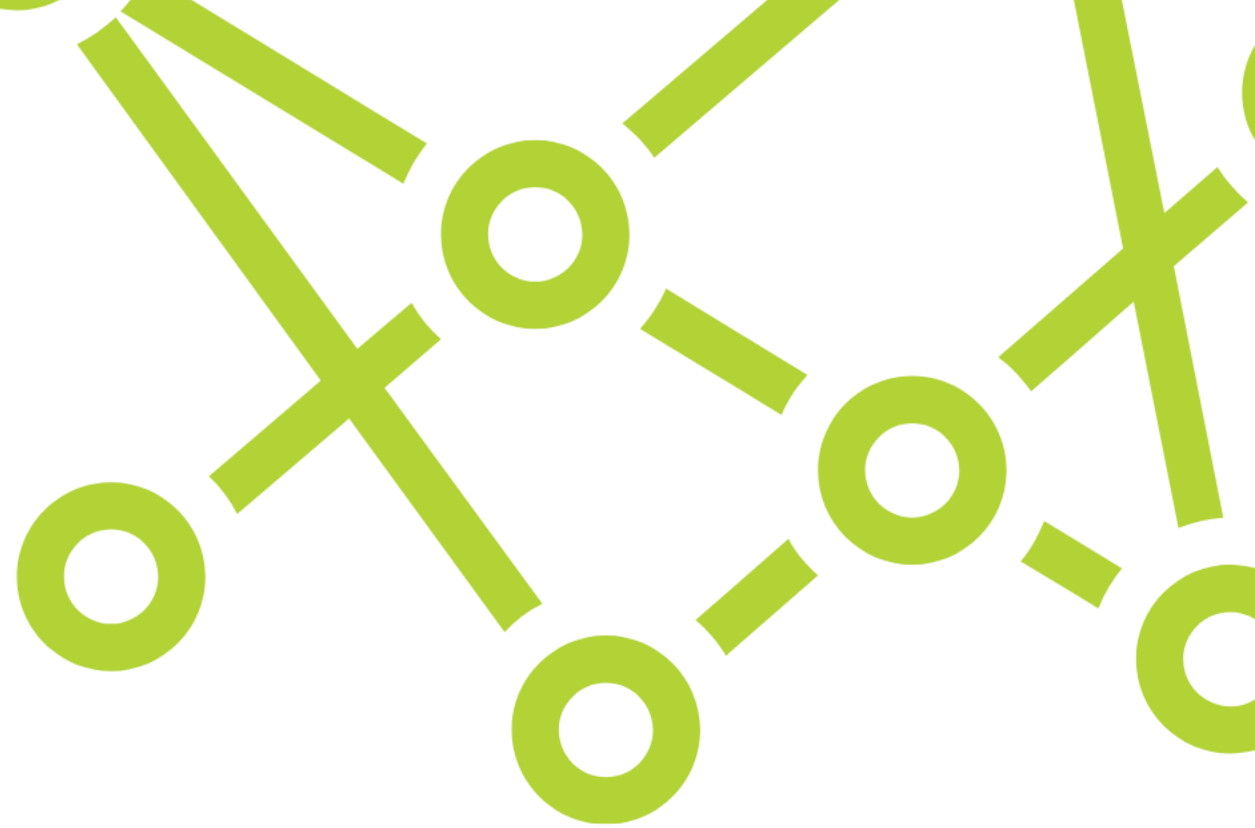


Happy Retirement



Jill Nagy

Chief Executive | Rochdale Training





GMLPN Benchmarking Exercise



"OUTSTANDING
Teaching, Training
& Learning."

End point assessments

- The training providers overall EPA pass rate percentage, including number of learner passes out of the cohort.
- Broken down into pass/merit/distinction.
- Sector Subject Area tier 1 pass rate percentages, including number of learner passes out of the cohort.
- Broken down into pass/merit/distinction.

All data to be anonymised i.e. training provider 1, 2, 3 etc.

Progression data for apprenticeships

- The training providers overall progression rates, including number of learner progressions in the cohort.
- Then broken down into Sector Subject Area tier 1 progression routes.
- Again all data would be anonymised.

Progression data for apprenticeships

Suggested progression criteria:

- 1 - Progressed to next level apprenticeship
 - 2 - Qualified and remains in job
 - 3 - Gained promotion/payrise
 - 4 - Gained job with new employer
 - 5 - Gained job in different sector
 - 6 - Entered FE/HE
 - 7 - Qualified and gained a permanent position
 - 8 - Qualified and given extra responsibility
- (Most important is progression to next level apprenticeship)



Thank you for listening.

Any Questions?



Rochdale Training Ltd, Fishwick Street, Rochdale OL16 5NA
T: 01706 631417 F: 01706 656340 E: info@rochdaletraining.co.uk
www.rochdaletraining.co.uk



Rochdale Diversity Awards



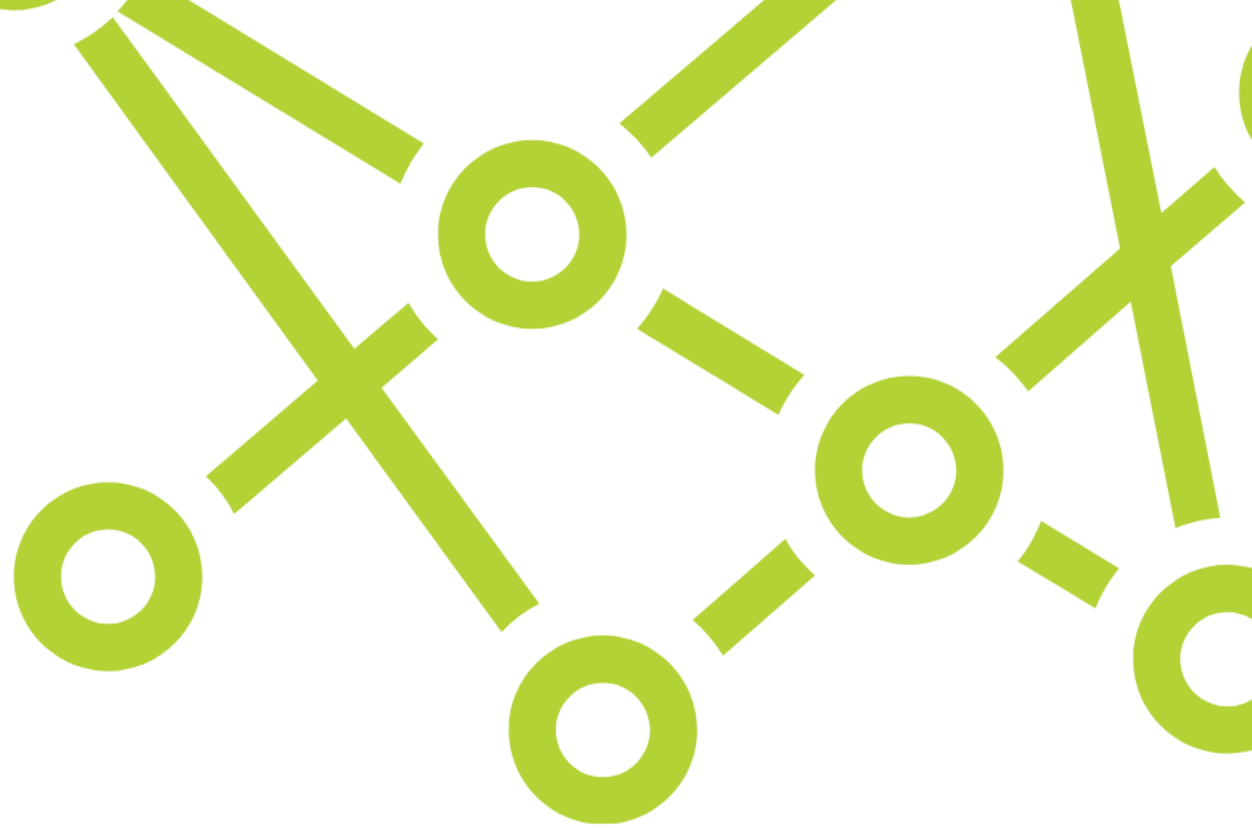
INVESTORS IN PEOPLE | Gold



Allan Milne

Director of Business Development and
Apprenticeships

SCC
GROUP





APPRENTICESHIPS

AT SALFORD CITY COLLEGE

Apprenticeship Accountability Framework



/SCCapprenticeships



@SCCapprenticeships



@SCC_apprentices



apprenticeships@salfordcc.ac.uk



0161 631 5555

Apprenticeship Accountability Dashboard

- What is it?
- When will it come into play?
- Things we need to think about in advance

What is it?

Apprenticeship Accountability Framework

“As indicated in Jan 21 Skills for Jobs white paper, we are introducing a new, more timely approach to accountability for apprenticeship training providers, based on a wider range of quality indicators”

“The policy will support those willing and able to improve, as well as allowing timely intervention where necessary to protect the interests of apprentices”

“It is for all apprenticeship provision at all ages and applicable for all providers from the academic year 2021-22”.

Education & Skills
Funding Agency

Apprenticeship Accountability Framework Technical Specification 2021 to 2022

For all age apprenticeships

Version 1.0 (Clarification Version): January 2022

This document sets out the detailed approach on applying the apprenticeship accountability framework, as first published in August 2021. It outlines the initial thresholds for 2021 to 2022 academic year for various quality indicators that form part of the apprenticeship accountability framework and how we will apply them for this first year.

We are issuing this Technical Specification as a clarification version to give you the opportunity to provide feedback on how we can make them clearer or better understood.

Please email any feedback to provider.strategy@education.gov.uk by 1 March 2022. Following a review of any feedback, we will update the specification to reflect any clarifications by the end of April 2022.

What is it?

Apprenticeship Accountability Framework

Success rates / Minimum Levels of Performance

- “After the horse has bolted”

“We expect providers to properly and accurately maintain ILR data and other learner documents and evidence, as required by contract and funding rules”.

“Changes to the ILR, including learning withdrawals and breaks in learning must be recorded promptly and accurately, so that provider ILR data accurately reflects the provider's learning population at any time”.

Education & Skills
Funding Agency

Apprenticeship Accountability Framework Technical Specification 2021 to 2022

For all age apprenticeships

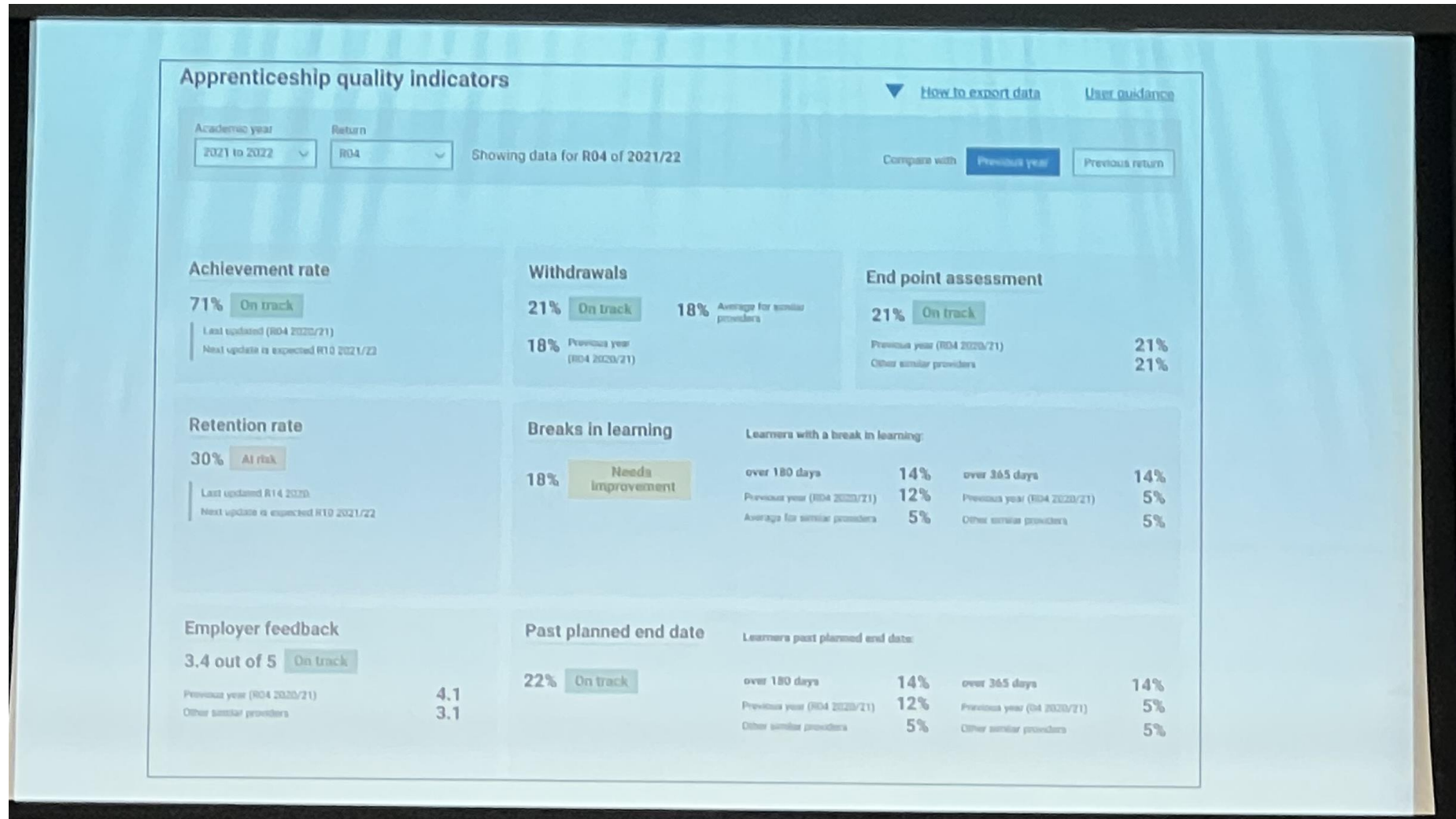
Version 1.0 (Clarification Version): January 2022

This document sets out the detailed approach on applying the apprenticeship accountability framework, as first published in August 2021. It outlines the initial thresholds for 2021 to 2022 academic year for various quality indicators that form part of the apprenticeship accountability framework and how we will apply them for this first year.

We are issuing this Technical Specification as a clarification version to give you the opportunity to provide feedback on how we can make them clearer or better understood.

Please email any feedback to provider.strategy@education.gov.uk by 1 March 2022. Following a review of any feedback, we will update the specification to reflect any clarifications by the end of April 2022.

What is it?



What is it?

Indicators and interventions

Quality indicators

- Outcomes from Ofsted reports
- Achievement rates
- Retention / withdrawals
- Employer ratings of providers on AS
- Apprentice ratings of providers on AS (from Mar 2022)

Supplementary indicators

- OTJT data (planned and actual hours)
- Learners past planned end date / Length of apprenticeship vs average length
- Breaks in learning
- End Point Assessment Organisation (EPAO) data
- Unusual delivery patterns
- Data compliance

Contextual information

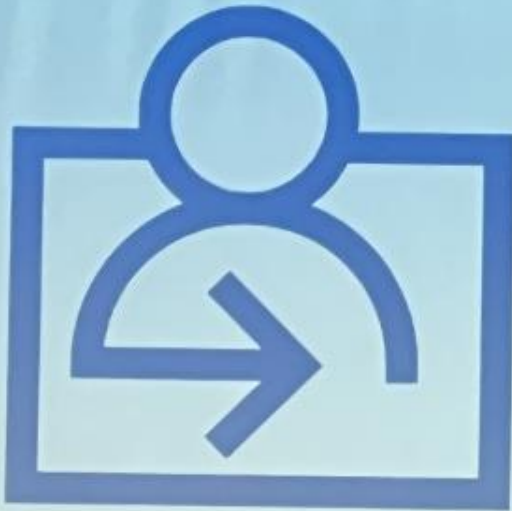
- Learner characteristic
- Size and maturity of the provision
- Covid-19 impacts on delivery

Range of interventions:

- Management conversation
- Improvement plan
- Flagging concerns about providers to Ofsted
- Require a providers to stop using a particular subcontractor
- Suspension of starts for individual standards or all apprenticeships
- Termination of contracts and removal from RPLP

What can we do?

Key Take Aways



- Looking across the apprenticeship journey – start, to end point assessment, off the job
- Early action
- Data quality and timeliness
- Self-management
- Holistic and risk-based approach
- Future
- Review thresholds with a view to changing them annually
- Additional new indicators to be added e.g. data quality measures, data timeliness

When?

“From April 2022, we will use the indicators and thresholds set out at table 1 as the starting point for informing where there maybe areas for concern”

Table 1: Quality and supplementary indicators and thresholds

Table 1:

Indicator	At risk	Needs improvement
Quality indicators		
Outcomes from Ofsted reports	Organisations graded as inadequate by Ofsted for “apprenticeships” (or inadequate for “overall effectiveness” under its FE and skills remit where there is no separate apprenticeship grade) or an ‘Insufficient progress’ outcome at an apprenticeship new provider monitoring visit	
Achievement rates		
Retention rates		
Withdrawals	Of total cohort of apprentices, percentage of withdrawals is greater than 35%	Of total cohort of apprentices, percentage of withdrawals is less than or equal to 35% and greater than 15% OR where the number of apprentices identified as withdrawn is greater than 100
Employer feedback		Average feedback less than 2.5
Apprentice feedback		

When?

“From April 2022, we will use the indicators and thresholds set out at table 1 as the starting point for informing where there maybe areas for concern”

Table 1:

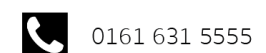
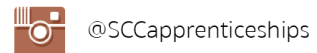
Indicator	At risk	Needs improvement
Supplementary indicators		
Off The Job Training (OTJT)		
Learners Past Planned End Date	Of total cohort of apprentices, the percentage of apprentices passed planned end date by 365 days or more is greater than 15%	Of total cohort of apprentices, the percentage of apprentices passed planned end date by =>180 days and <365 days is greater than 15% OR where the number of apprentices identified is greater than 100
Breaks in learning	Of total cohort of apprentices, the percentage of apprentices identified on a break in learning by 365 days or more is greater than 15%	Of total cohort of apprentices, the percentage of apprentices identified on a break in learning by =>180 days and <365 days is greater than 15% OR where the number of apprentices identified is greater than 100
End Point Assessment Organisation Data	Apprentices where there is no End Point Assessment Organisation identified within 3 months of planned end date	Apprentices where there is no End Point Assessment Organisation identified within 3 to 6 months of planned end date



APPRENTICESHIPS

AT SALFORD CITY COLLEGE

THANK YOU



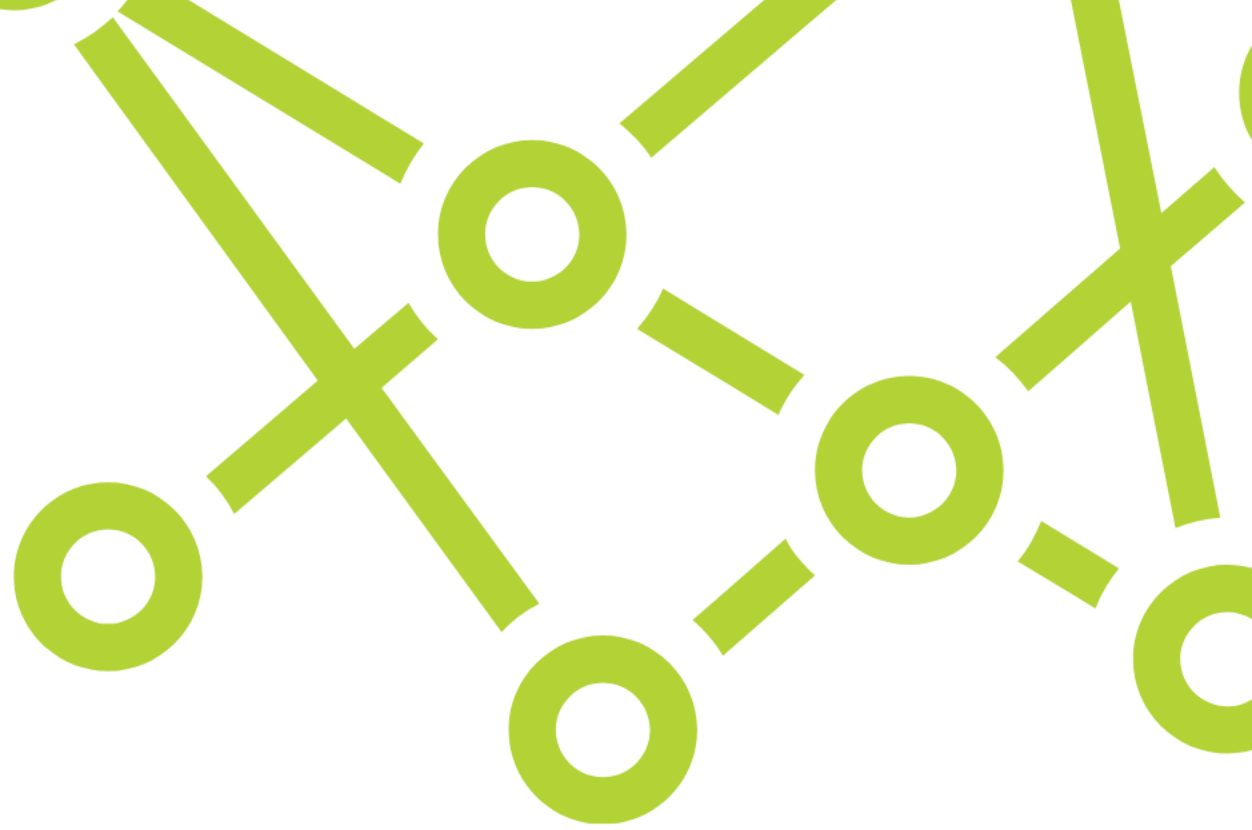
Sponsored by:



CENTURY

Mark Currie | Close

GMLPN





Sponsored by:



CENTURY

GMLPN Network Meeting

Thank you!

