

What makes for an outstanding apprenticeship programme?

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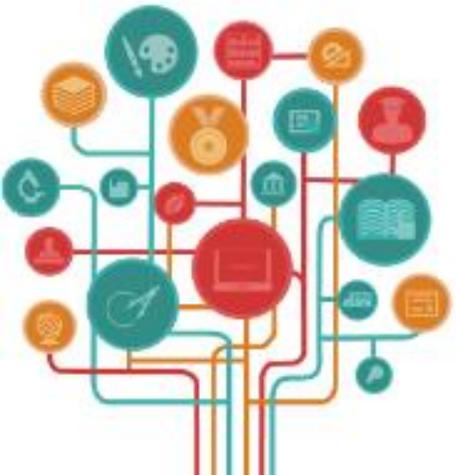


Inspection of apprenticeships

Inspectors will consider how well:

- apprenticeships are planned and managed and fully meet the principles and requirements of an apprenticeship
- the provider's staff engage with employers to plan the training, assessments, review points and milestones throughout, agree any additional qualifications to be included, if any, and monitor and support apprentices to progress quickly, gain new skills and achieve to their full potential
- trainers, assessors, coaches and mentors communicate up-to-date vocational and technical subject knowledge that reflects the expected industry practice and meets employers' needs and apprentices acquire that knowledge effectively
- apprentices develop the skills and behaviours, including English, mathematics and digital skills, that enable them to meet expectations, contribute to their workplace and fulfil their career aims
- apprentices complete their apprenticeship successfully, progress to their intended job role or other sustained employment, get promoted or, where appropriate, move to a higher level of apprenticeship or qualification
- apprentices contribute to their employer's business.

Inspectors will also consider whether or not arrangements for safeguarding learners are effective.



Where the focus is different

- From frameworks to standards
- End-point assessment arrangements, including the gateway process
- Grading of apprenticeships
- 20% off-the-job training
- Higher and degree apprenticeships
- Changing role of the workplace tutor
- Personal development, behaviour and welfare
- It is not just about Ofsted and inspection



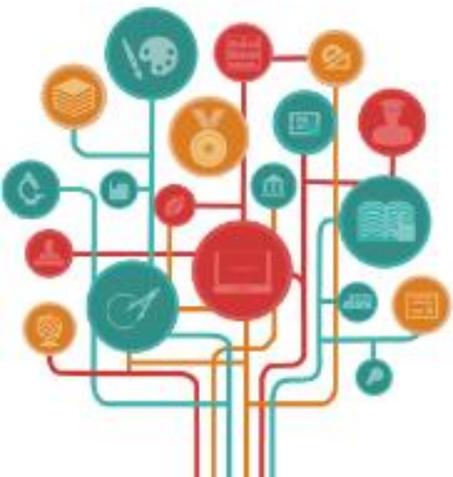
“Leaders pursue **excellence**. They improve provision and outcomes rapidly and reduce achievement gaps between groups of apprentices by monitoring the quality of training, learning and assessment.

Almost all apprentices complete their apprenticeship successfully and within planned timescales. They progress and develop relevant skills and behaviours to meet the required industry standards.”

“Leader, managers and staff at the provider ... were praised for their exceptionally high expectations of apprentices in terms of their education and the development of their excellent technical and tactical footballing skills”.

- How can you evidence that you have improved the quality of apprenticeships and reduced achievement gaps?
- What are your retention rates for different groups of learners?
- How effective is your monitoring of quality of training, learning and assessment?
- What proportion of your apprentices complete their programmes within planned timescales?
- How do you know that your provision meets industry standards?
- How relevant are the vocational qualifications and experience of your staff?

“Tutors and apprenticeship officers are well qualified and use their industrial experience very well to ensure industry standards are reflected in their interactions with apprentices”



“Leaders and managers collaborate **very effectively** with a wide range of partners to provide apprenticeship programmes that meet national, regional and local priorities **exceptionally well.**”

How can you evidence that you collaborate effectively with a wide range of partners?

How effective is your employer engagement strategy **in practice**?

How well does your provision meet national, regional and local priorities?

How can you evidence that you develop new provision in line with skills shortages?

“Employers value highly the support they receive from XXX staff to make the most of these apprenticeship opportunities which benefit their businesses significantly.”

“Staff work well with employers during the recruitment of apprentices and support employers to ensure apprentices make rapid progress towards their qualifications.”

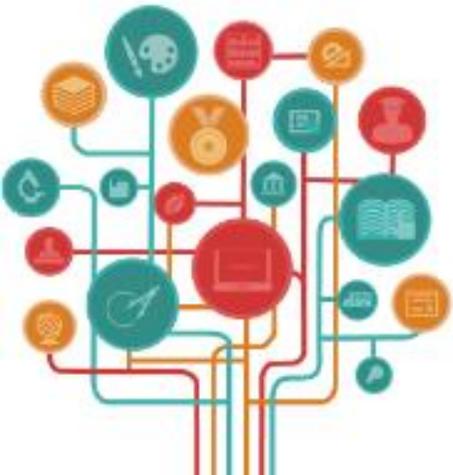


“Leaders plan, manage and evaluate apprenticeships so that apprentices undertake **highly individualised** and **challenging** learning that develops new knowledge and skills, builds on their prior attainment, meets all the requirements for apprenticeships and prepares them **very well** for future employment, including progression in their current job.”

- How extensive and consistent are your initial assessment processes?
- How can you evidence that your apprentices have shown substantial and sustained progress from their different starting points?
- How can you demonstrate that apprentices are set stretching targets for learning skills and behaviours?
- How do you close any gaps in progress for learners with similar start points?

“Most apprentices make excellent progress from their starting points [and] produce work to a very high standard,”

97% of apprentices on programmes get offered a full-time job with their employers and 80% of employers take a second apprentice within one year.

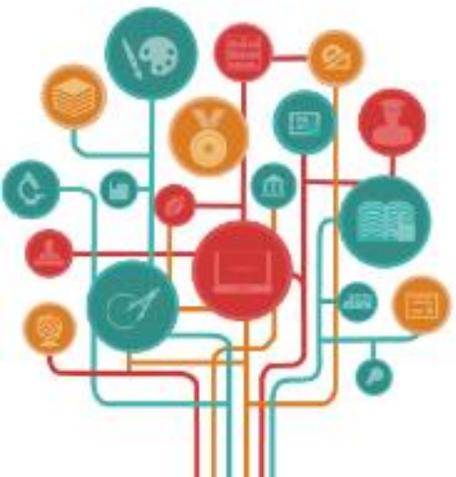


“Apprentices who have not already done so achieve qualifications in **English and/or mathematics** to at least the level required for their apprenticeship. A **considerable majority** of all apprentices make **substantial and sustained** progress in acquiring and developing these skills relevant to their vocational area. “

- What proportion of your apprentices achieve the level of English and/or maths required for their apprenticeship?
- How effective is the integration of English and maths into programmes?
- What strategies have you put in place to improve the quality of English and maths in apprenticeships? With what impact?
- How many of your apprentices study English and maths at a higher level than that required for their apprenticeship ?

“Almost all apprentices improve their mathematics skills to a good standard and have a good appreciation of the fundamental importance of these skills in their workplace.”

“Leaders have led on the development of a wide range of innovative resources in collaboration with employers to contextualise these subjects exceptionally well for apprentices.”



“**High quality** impartial careers guidance ensures that apprentices build on their prior attainment and develop clear, ambitious and realistic plans for their future.

Apprentices understand the options available and are informed about local and national skills needs”

- How can you evidence that apprentices have had access to impartial careers guidance?
- How do your apprentices rate your careers guidance?
- What proportion of your apprentices complete their programmes within planned timescales? How does this compare with the national average?
- What proportion of your apprentices progress from level 2 to level 3 apprenticeships?
- What proportion of your apprentices progress to higher study, to sustained employment and/or more responsible roles with their employer?

“Apprentices’ achievement of qualifications is outstanding; the additional qualifications many achieve help to prepare them well for promotion opportunities and their future careers.”

“Apprentices benefit from working for high-quality employers who help to advance their careers”



“Apprentices are confident and conduct themselves well. They are punctual. They have **excellent** personal, social and employability skills and undertake high quality training and assessment activities that enhance their chances of sustained employment in their relevant industry. Their attendance is **excellent.**”

- How can you demonstrate that apprentices have developed personal confidence and positive attitudes to themselves and others?
- What are attendance and retention rates on apprenticeships?
- What practical strategies have you employed to improve attendance and retention? With what impact?
- How can you evidence that apprentices’ personal, social and employability skills are developed?



“Apprentices become very highly skilled engineers, business support staff and supervisors; they develop their skills rapidly”

“Apprentices are **safe** and **feel safe**. They are thoughtful, caring and respectful members of their company. They take responsibility for keeping themselves safe and healthy and through their work contribute to wider society and life in Britain.”

- How can you evidence that your apprentices are and feel safe?
- What processes have you in place to assess how safe apprentices feel?
- What are the impacts of any interventions you have had to make? What have you learnt from these?
- How have you developed and promoted British values in apprenticeships? With what impacts?
- How have you involved employers and their customers/service users in evaluating impacts?

“Apprentices have a well-developed understanding of the possible threats posed by extremism and radicalisation.”

“Most of the apprenticeship officers are highly effective at supporting and guiding apprentices about how to stay safe in their work and everyday lives”



“On- and off-the-job training, including in English, mathematics, digital skills and behaviours, meet requirements and are particularly well planned in consultation with employers so that they are very well coordinated with apprentices’ development at work.

Training and assessment support and challenge apprentices to make sustained and substantial progress in all aspects of their apprenticeship and to develop excellent skills, knowledge and behaviours to high industry standards.

Training and support enable apprentices who fall behind to catch up swiftly and the most able to progress quickly to more complex and advanced tasks”.



How can you evidence that employers have been actively involved in planning on- and off-the-job training?

In what practical ways can you demonstrate that apprentices make the maximum progress from their start points, consistent with industry standards?

What practical systems do have in place to support apprentices who have fallen behind? How do you measure their effectiveness?

“Progress reviews provide constructive feedback on apprentices’ performance and evaluate the development of relevant transferable skills, such as communication and creative thinking skills.”

“The great majority of apprentices and groups of apprentices make at least the expected progress compared with their starting points. Gaps in the progress or retention of groups with similar starting points are closing.”

“The proportion of apprentices successfully completing their programme is high and many of them complete it within the planned timeframe. The majority of apprentices progress to higher-level apprenticeships, further training or study, or to sustained employment and/or to more responsible roles with their employer.”

“Outcomes for apprentices have improved considerably since the previous inspection and are now outstanding”.

- How do you measure the impacts of apprenticeships on the success of the employer’s business?
- How good are your progression rates to apprenticeships from other programmes, and to higher level apprenticeships?
- How many of your employers would recommend your training to other employers?

“93% employer approval rating and apprentice timely success rates more than 20% above the national average”



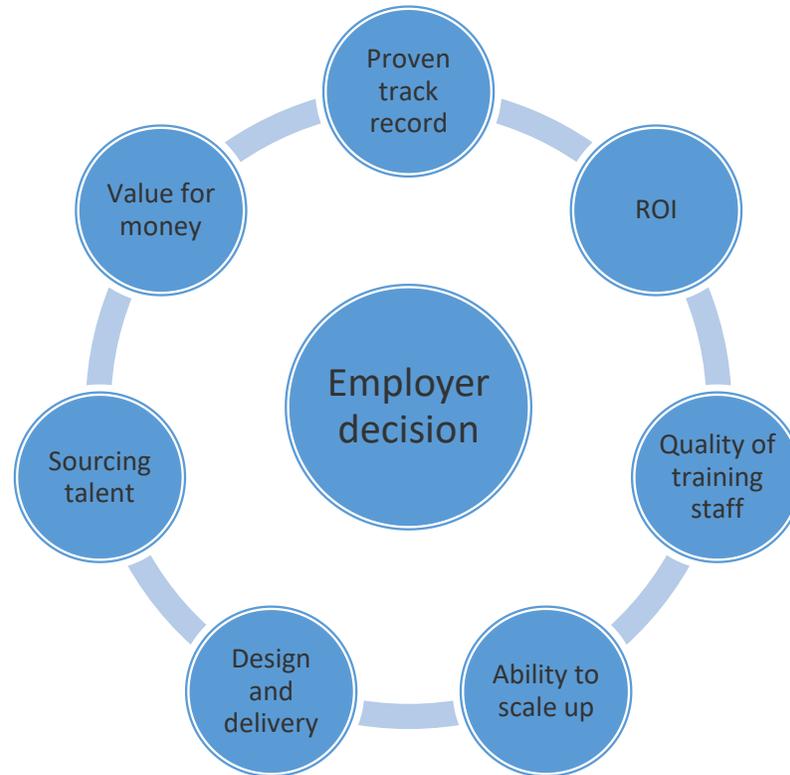
Key Messages



- The focus is more on practice, and less on policy and procedure
- More holistic approach, not separate silos
- Critically, it is the learner experience that counts most
- Standards and values must be applied and demonstrated **consistently**

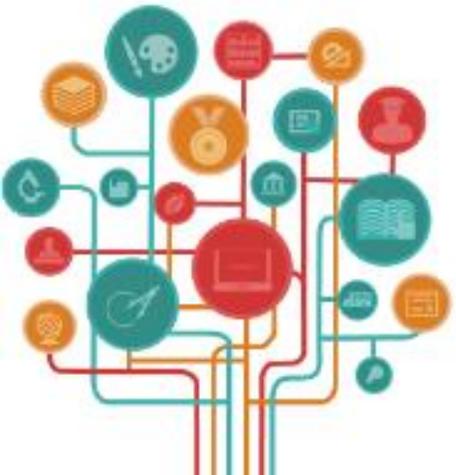


What are employers seeking from an outstanding provider?



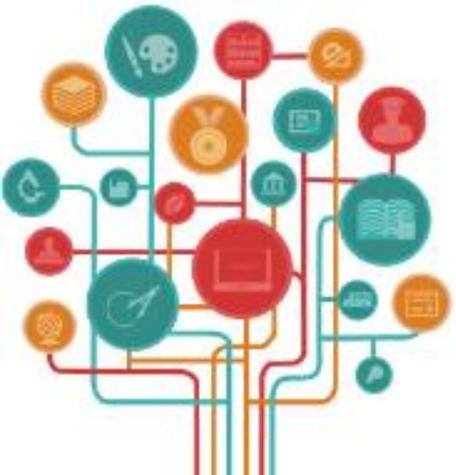
“XXX have a professional and can-do attitude which has helped us to create an apprenticeship programme that is consistent across our business – we couldn’t have done it without them”

“College staff listen carefully to employers and design apprenticeship programmes that meet their needs... as a result employers are able to highlight the benefits apprentices bring to their business.”



Benefits of apprenticeships in action 2

- Creates a great place to work
- Gives structure to your people development – clear pathways
- Builds on legacy and reputation
- Helps in managing change
- Facilitates change in culture
- Employer of choice to attract new talent
- Great return on investment – improves performance and productivity



Employer involvement is critical

Your personal
commitment

Find an
apprenticeship
service provider

Agree the
price

Agree the
best way to
deliver and
administer

Agree to on- and
off-the-job options
fit for purpose

Harness the
practical
application of
learning

Coach and
mentor the
apprentice
regularly

Actively and openly
support the
apprenticeship
investment to
assessment

Use specialists
to deliver gaps
in internal
capability

Cheer on
the progress
& celebrate
success



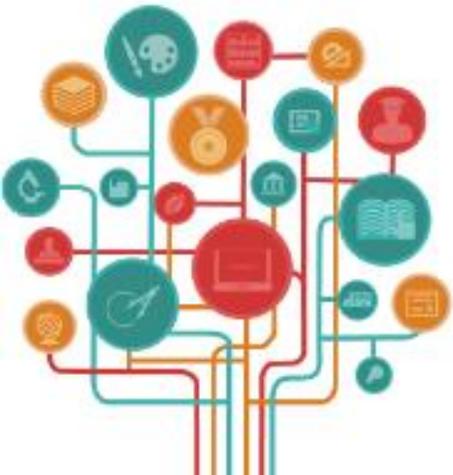
The new Education Inspection Framework (EIF) 2019

A move away from outcomes and a greater focus on curriculum, and a reduction in the number of types of provision.

What is Ofsted focusing on?

- Skills (cognitive **and** practical)
- Challenge
- Curricular goals
- Progress
- Long-term memory
- Assessment
- Schemas (complex knowledge webs, more holistic approach)

Judgement areas: our working hypothesis 



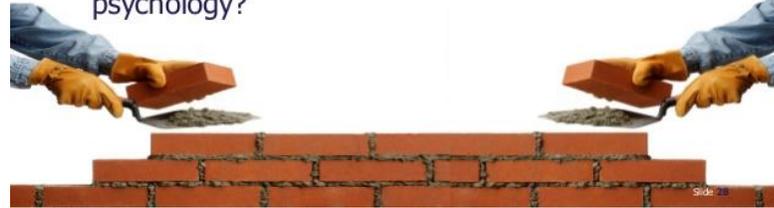
Powerful knowledge and skills:
 apprenticeship standard – personal trainer 



- **Knowledge** of: human movement, such as biomechanics; anatomy and physiology, such as the cardiorespiratory, musculoskeletal, nervous and endocrine systems.
- **Skills**: ability to apply appropriate techniques to facilitate clients' desired physiological goals.

What do we mean when we talk about progress? 

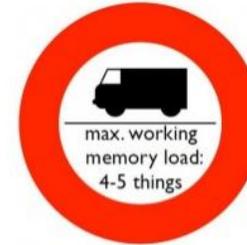
What does it mean to 'get better' at bricklaying, mathematics, customer service or psychology?



Why the checking of what has been learnt is important 



VS



Activities should not be pitched too low for learners' capability but conversely, should not overload learners' working memory.

Assessment can serve different purposes 

Assessment **of** learning



Assessment **for** learning

Assessment **as** learning





Knowledge does not sit as isolated 'information' in learners'/apprentices' minds.

Many thanks

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