



Useful publications

Good practice in involving employers in work-related education and training, Ofsted, 2010;

www.ofsted.gov.uk/publications/090227

Twelve outstanding providers of work-based learning, Ofsted, 2010;

www.ofsted.gov.uk/publications/100112

Opening doors, Breaking down barriers, HM Government, April 2011;

<http://download.cabinetoffice.gov.uk/social-mobility/opening-doors-breaking-barriers.pdf>

Tackling the challenge of low numeracy skills in young people and adults

And A good Adult Numeracy Tutor, Ofsted 2011;

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Tackling-the-challenge-of-low-numeracy-skills-in-young-people-and-adults>

Useful ideas and suggestions shared by providers - Initial Assessment

- Prepare learners before the Initial Assessment process. For example, sending a letter outlining expectations, timings for the assessment session, what to bring etc.
- Give potential apprentices the opportunity to demonstrate their practical skills through dexterity tests as well as their academic skills (mix and match of practical and theory)
- Involve lots of staff in the Initial Assessment process e.g. tutor, assessor, manager etc. not just one person
- Initial Assessment is normally undertaken at the beginning of the programme, but it can be really useful to build assessments into the programme as part of reviews which will tell you if a learner's learning style has changed and also help to demonstrate impact of the changes that you have made as a result of the IA process
- It can be useful to carry out Initial Assessment with the learner's supervisor / manager as they might have a different perception of the learner's skills and abilities than the learner's own view of their ability, therefore enabling the provider to identify potential gaps and areas for development
- Ask staff involved in the apprenticeship programme to undertake the Initial Assessment tools themselves so that they know what it is like for learners to go through the same process
- Complete the competency scan / skill scan before the learner is signed up to programme. This can help to inform which level and framework will be most suitable
- Bring risk assessments into the Initial Assessment e.g. not putting other students / tutors at risk
- Employers could use the Initial Assessment tools as part of induction for all staff, not just apprentices so that it is not seen as something that only Apprentices undertake
- The Initial Assessment process could be given a professional name such as 'Initial Assessment Consultation'



Useful ideas and suggestions shared by providers - Support for learners

- For learners on predominantly work-based delivery models, providers could offer monthly workshops during or outside of office hours to support the learner to meet other apprentices, catch up with pieces of work, meet with their assessor etc.
- Providers could hold evening seminars for students that incorporate themes such as health and wellbeing by inviting an expert to give advice about sexual health, finance, drugs and alcohol etc.
- The review process can be a good way to support learners to approach sensitive or confidential concerns or worries with their assessor as well as developing their knowledge and understanding of safeguarding and equality and diversity by using well structured questions (see WHC question bank)
- Increasingly providers are including safeguarding, health and safety and equality and diversity as part of the review process, but providers need to ensure that they record if any action or support is required, what is put in place and how the impact of this support is measured. This will probably not be recorded on the ILP but more likely be held confidentially and securely with the provider
- A provider uses a paid service called Life Works through an organisation called Ceridian to provide learners with face to face, telephone and on-line support. Ceridian provide a variety of services contact 07717 697852 or www.ceridian.co.uk
- One provider found that Ofsted were particularly interested in support for LDD learners, this was triggered because the provider hadn't been drawing down their full ALS allocation

Useful ideas and suggestions shared by providers - Employer Engagement/Involvement

- Give employers access to an area of the Virtual Learning Environment (VLE)
- Make employers feel special, invite them personally to any forums or events that you are holding
- Capture the employers that feel strongly about contributing, both those that are enthusiastic and positive as well as those that may be angry or want to complain
- Celebrating success is an important part of involving employers and learners and can be great PR
- Use full time students to replace apprenticeship learners in the workplace when they are on day release so that the employer is not inconvenienced by their apprentice not being in work
- Offer employers incentives such as free A1 training, health & safety training, first aid qualifications etc.
- Consider support for mentors / supervisors, you could invite them to workshops or lunches to develop their skills in supporting apprentices in the workplace
- Consider how you could support the employer by advertising their products or services to other students and employers that you work with
- Give the employer a certificate or plaque to display in reception recognising their contribution as an employer of apprentices
- Amend the ILP to include 'recommended' and 'actual' on and off the job guided learning hours



Secrets to achieving outstanding in inspection

- Success rates are not the only factor that will get you a grade 1, all of the systems and processes also need to support the learner
- About 6 months before you are expecting an inspection, create a detailed checklist that covers every aspect of the organisation. Once inspection is announced, then work from 3 weeks to 2 weeks to 1 week, monitoring that all tasks have been completed
- The most important aspect of the inspection is the learner. Processes should only be used if the learner is aware of them and is making use of them
- Ensure that managers and senior leaders know the learners, both the troublesome ones and the fantastic ones so that they can talk about them with inspectors
- You can't just talk a good talk to inspectors anymore, you need evidence of what you have been doing and the impact this has had. For example if you carry out employer surveys, you need to evidence that you have analysed the results, you need evidence of what you have changed/implemented and evidence of the impact that the changes have had
- Never challenge the data that inspectors have as being incorrect...you may like to provide them with 'updated' data though
- In addition to learner surveys, obtaining informal feedback from learners is vital. One approach might be to split your learners into sectors, then ensure that you phone 10 learners per week to seek their feedback and collate their answers. Never call learners on their mobile as they may not have enough credit to call you back. Always phone them on their work landline or at home in the evening
- www.surveymonkey.com is an effective and free service that providers can use to survey employers and learners. It also enables you to analyse the results
- Managers can hold 1:1 sessions with tutors and assessors to discuss issues with learners. The problem, the intervention/support and the result of the support can then be recorded confidentially
- Ensure that the employer inputs into the review process, even if they are happy and everything is going well – get them to write it
- Prepare the evidence file of all of the great things that you have achieved well in advance and keep it up to date throughout the year, then you can leave it in the room for inspectors to look through
- One provider has their own in-house inspection team who have been put in place to continuously support and develop staff. Internal inspections only last 1 day (with ½ a day's notice)
- Manage the content of the lessons that inspectors observe. Ensure that tutors have something exciting and interactive planned if their lesson is selected
- Strength in the relationship between the learner, assessor and employer is critical. If you invest in this then when it comes to inspection the effectiveness of the relationship will be obvious
- Recruit staff from industry and turn them into Training Consultants, they have industry knowledge and expertise that the employer will recognise and value
- Encourage staff to work towards achieving literacy, numeracy and ICT in functional skills to level 3
- Identify/recruite specialist staff in literacy and numeracy to support other staff in the organisation to develop their skills

Inspiring Innovation in the East of England



The secrets to achieving outstanding in inspection – Apprenticeships

East of England, Monday 4th July 2011



Secrets to achieving outstanding in inspection continued...

- Self-assessment should be a whole organisation activity. One approach might be to set aside 2 days to bring staff together to work on the Self Assessment Report (SAR) and Quality Improvement Plan (QIP) which helps staff to take ownership of the areas for development and associated targets and timescales
- Outstanding doesn't mean perfect
- Don't wait for inspectors to ask for evidence – if you have got something good to show them, thrust it under their nose
- Ask the Lead inspector, 'What else do you need to see to strengthen your decision / get us to a grade 1' then involve the whole team (sometimes overnight) to come up with the evidence and ideas of what to show the inspection team

Steps to becoming E-Safe

- Seek advice and support from your local JISC RSC www.jisc.ac.uk/rsc
- Make e-safety the responsibility of a number of people – this helps in developing awareness and buy-in
- Engage your learners in producing the e-safety materials

Questions for Ofsted

Initial Assessment

There are so many tools and techniques that can be used as part of Initial Assessment that providers can test almost everything about the learner, from literacy and numeracy through to confidence, skills and psychometric testing.

- Q1. How much assessment would be considered good/outstanding practice?
Q2. What would Ofsted look for in the application / adaptation of programmes to suit the outcomes of the assessments?
Q3. Would it be better to test less but use more?

IAG / Supporting learners

Some providers, especially smaller providers, may not have access to fully qualified specialist staff for particular areas of learner support.

- Q1. Would Ofsted expect everyone delivering IAG to hold or be working towards an IAG qualification?
Q2. If so, would they expect a particular level of qualification?

SASE Implications

- Q1. How will Ofsted expect providers to capture on/off the job guided learning hours (glh)?

Resources from the event

To download copies of the presentation slides, handouts and other resources used during this event please visit

<http://www.keits.co.uk/page5330/suggestions-box.aspx>