Ofsted Latest Trends

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Agenda

Summary Inspections

- Monitoring Visits
- Main Inspections

Wider Themes

Core Curriculum Themes

General Advice : Current and Future Focus

Further Resources

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TRENDS 2021/2022

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MONITORING VISITS

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Monitoring Visits – positive indicators

Successful Provision

- Leaders in the university work closely with their sector and employers
- Programmes meet a defined need in the local, regional or sectoral workforce
- Teaching staff are well qualified and experienced in their field up to date with latest knowledge and maintain this Help apprentice apply learning in the workplace
- Examples of how development of apprenticeship resulted from local / need – WHY the provision is important apprenticeships and social inclusion recruitment link clear
- QA process monitor good practice and support consistency
- Governors role in challenge and support improvements is clear and this takes place
- High need learners are supported - plans are in place
- There is effective reporting to governance, and as a result governance offers effective oversight of progress
- Managers meet to assess progress and have a good understanding of what help is needed – enables leaders and governors to help support /challenge managers

High Quality Training

- The programme is suitable for work requirements and can be delivered with work commitments
- Apprentice understand what is taught and what needs to be embedded at work and how the two link
- They talk confidently about how their skills in workplace are improving
- Assessments are used to plan learning and set a clear baseline

  Support needs are accurately assessed and learning delivered uses this starting point
- QA process result in apprentice progress tracking….. which is shared with employers
- Precise written feedback on how to improve work improves understanding
- English and Maths skills are moved forward quickly
- Work relevance is clear, demonstrated by promotions, awards
- Apprentices understand their learning plan and schedule including EPA
- Starting points and learning plans responds to their experience
- Journals and activities with coaches and tutors specifically reinforce learning progress

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Action Checklist

Examples and Evidence of 'need'

- Ensure programmes can demonstrate employer engagement -build the story and the 'local need'
- Check all apprentices who declared a need have a learning support and it is effective – ask at the Tri-partite review
- Check we know where every apprentice is on the RAG rating – manage and monitor your atypical apprentices- tackle the late, overstayers and BILs, RAG – share the ratings

Leadership

- Ensure governance members/ governors have a list of challenge questions to and ask at meetings
- Ensure reporting provides the detail to ask about
- Ensure tutors are contexting learning in taught sessions
- QA tutor feedback - remind tutors about expectations for marking and feedback quality

Next Tripartite review

- Ensure employers attend
- Ensure employer/ apprentice are clear on KSBs achieved, next steps
- Request review of OTJL - Ensure apprentice is logging OTJL, and progress on KSBS at work and in learning
- Check English and maths apprentice are on plan to complete
- Collect, confirm evidence of work impact /relevance with apprentice and employer

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MAIN INSPECTIONS

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Main Inspections – positive indicators

Quality of Education

- Apprentice state their pride in their work contribution and positive attitudes are common
- ’ apprentices recognise the discipline required to balance challenge of studies with a demanding job’- they are well prepared
- Integration with skills priorities now and future- there is a plan to achieve this
- Employer boards of ‘relevant employers working with curriculum team to plan and review apprenticeships’
- Frequent and helpful feedback on written work and communication
- Apprentice see the benefit at work - on and off the job learning and they and their employers are engaged in discussing this
- Enrichment, additional training is offered and well integrated and embedded into the programme
- Learning is planned and apprentices can explain what their schedule of learning AND EPA is
- Examples were readily available for how Additional Learning Support apprentices were helped to reach high outcomes
- Monitoring progress through resources and attendance resulted in speedy follow up - not least proactively by apprentices
- Close monitoring of teaching sessions ensure teachers reflect on their practice and improve
- Apprentice make the progress they should ‘ make the progress for which they are capable – due to the close focus on starting point
- Teachers use questioning imaginatively pausing to posing apprentice questions to others linking theory toeach apprentice’s own workplaces

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Main Inspections – positive indicators

Leadership & Management

- Have made the switch to apprenticeship delivery and led this change in their delivery teams
- Take action to ensure non traditional applicants successfully apply [deliver their intent]
- Provide line managers/ mentors with information to involve them fully – linking off and on the job learning
- Action in response to changes identified by apprentices is quick and decisive e.g. to improve online learning sessions
- Tutors/ coaches know what apprentice are doing at work – via Tri-partite review etc
- Keep employer informed about progress and what to do to improve
- Local risks are clearly articulated in safeguarding
- Governance provides challenge
- 'Tri-partite reviews are used 'to provide a valuable link between the academic elements and the workplace skills development'
- 'academic officers have detailed discussions with apprentices and employers regarding progress and set clear targets to support completion as a result apprentice achieve their potential and more'
- 'Close monitoring of teaching sessions ensure teachers reflect on their practice so apprentices make the progress they should ' / make the progress for which they are capable'

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APPRENTICESHIP 'CORE CURRICULUM' THEMES

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English & Maths – Themes

- Develop skills beyond the requirements of their work - i.e. relevant to their own development needs
- Progress the learning quickly – this is managed process
- Reviewed and progress checked with plans / next steps at every Tri-partite review and outside
- Line manager involved in journey aware of progress via Tri-partite review and commenting on the application of skills at work
- Coaches enable learning to be embedded and support learning to be consolidated at work
- Tutors support apprentice to continue to improve their English and maths beyond L2 to match work needs
- Examples of how English and maths learning have benefitted the apprentice e.g. to undertake work without supervision are readily available

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Safeguarding & Prevent Themes

Good Practice

- Consistent culture established
- Leaders have strong links with local safeguarding and Prevent agencies
- Recording and tracking is systematic and tracks through to resolution
- Recognising the need for increased focus on wellbeing policies for apprentices
- Apprentices appreciate the support and pastoral care
- Easy well embedded access to help and a range of support resources on wellbeing issues that reflect apprenticeship challenges
- Tutors and coaches actively encourage use support services, groups and support networks

Development

- Apprentices not aware of local PREVENT priorities
- Issues not tracked / use of services not tracked so leaders unclear on the effectiveness of support
- Training not mandatory and not monitored or tracked

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Action Checklist

Leadership

- Ensure governance in school and university know risk register contents and awareness of issues and that safeguarding risk register items are moving
- Ensure QIP reflects actions required and is actioned promptly
- Instigate 'effectiveness' / use review of services and referrals- are apprentices using the support ?

Training

- Ensure all staff have completed their training
- and can explain the support and services for apprentices and can decide best fit
- Ensure the monitoring and recording of training is effective and records are routinely up to date
- Check that governance is monitoring training compliance
- Revisit apprentice induction - be clear on their challenges and the matched support services

Next Tri-partite review

- Check how apprentice are coping with the demands of their programme and role- refer if needed and track these
- Explain the available support options
- Ask what support is needed for this apprentice and in general
- Explain / discuss local PREVENT risks, signs, confirm concerns reporting process

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CURRENT FOCUS ‘FLAVOUR OF THE MONTH’

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Careers Information

‘So that apprentices understand / are aware of the career options open to them outside their current employer’

- Raised in significant proportion of monitoring and main Inspections as a gap
- ‘Apprentices do not have sufficient understanding of opportunities outside their immediate employment of job role’
- Leaders do not know which [services] apprentices use and how this impacts their future choices
- Coaches, tutors other staff must have ‘ongoing discussions with apprentices about ‘next steps’’
- Careers advice helps apprentice decide whether to progress to a higher role after their programme e.g. Nursing Associate to Nurse,
- Coaches support apprentices to understand their choices

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Careers Information – a structure…

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Checklist

Opportunities for people to learn about develop and progress

- Plan careers information advice and guidance as part of the curriculum
- Produce occupation specific advice
- Explain opportunities in their occupational context and how the apprenticeship helps them in their career
- Check that apprentice are aware of the opportunities outside their employer
- Revisit careers as a planned session over the life of the apprenticeship
- Access to the Careers team is helpful but staff must know how this is used and whether it is effective

Methods for including this in learning

- Coaches, mentors discuss opportunities for further progression and learning particularly towards the end of their apprenticeship
- A schedule of speakers from industry
- Careers week – plan a calendar of activities across all apprenticeships – offers a very visible slot every year
- Speakers in different sectors e.g. public, private & third sector; or those who qualify but don't practice and are in alternative sectors or roles using these skills
- Invite your apprentices to talk about the role they are fulfilling in their organisations - Case studies e.g. promotions, prizes
- Alumni speakers about the transition from learning to practice and the career paths they followed

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WIDER THEMES

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Significant Progress/Outstanding Themes

Leaders & Managers, Governors

- Well informed on programme and the improvements needed
- There are examples of the impact the apprenticeship is having already

Apprentices

- Learning is contexed in their real life role

  Talk confidently about and positively about the benefits of the programme

- Feel cared for and supported

Quality Assurance / Plans

- Processes are in place and making a difference

People

- Are trained and aware of the changed roles and responsibilities in an apprenticeship

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Apprenticeships are KSBs

Visible	Embedded	Explained	Confirmed
• In employer and apprentice literature • In the published course programme • In the skills scan • In the Commitment Statement • It must be the common language for the apprenticeship	• At the start of modules • In the start of each section in handbooks • In the EPA preparation • In all design and approval models and procedures • Ensure assignments are mapped to and cover all KSB	• At progress reviews - what has been achieved and whatt is coming • In preparation sessions and in induction • In capturing employer feedback about work progress and achievements	• Through the learning journals or logs that apprentice keep for their off the job • Feedback, written and verbal following assignments, in lectures • Lesson observation feedback to tutors & reviewers

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Start at the End

Apprentices must be able to talk confidently at any point of their apprenticeship about the EPA content, the schedule for their own EPA and their progress towards it

VISIBLE & VALUED

EPA elements set out clearly n
Not just induction/ final year - prep scheduled through out the apprenticeship

CLEAR TARGET

Set indicative EPA months / dates at the start of the programme
Monitor timely EPA / EPA on plan – core KPIs

SET MILESTONES

Map every assignment to EPA mode / KSB
Cover all KSBs
From the EPAO- get test papers, questions etc

CONFIRM PROGRESS

Ensure Tri-partite review confirms KSBs achieved and confirm how this contributes to the EPA

Practice EPA elements so the apprentice is confident

Intervene if the apprentice is drifting off plan

EPA is the PRIZE

Do not focus on the degree award – this is not the prize, nor is it the end of the journey

Ensure you book the EPA months ahead

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Validate what makes a difference

Success = Operational Readiness

Capacity

- Delivery - Skills coach/reviewer ratios not just tutor ratios
- Programme administration, EPAO, Central Apprenticeship Team, onboarding teams
- Business development to prepare employers
- You know who is delivering on your apprenticeship programme
- The onboarding timeline allows for robust INA and briefings
- Resource for monitoring KPIs, absence, and RAG rating risk

Capability

- Mandatory Staff Training
- No-one designs develops or delivers without understanding apprenticeships and what high quality looks like
- Observation for tutors and Tri-partite reviewers
- Feedback from surveys, from the suite of KPIs
- Role Spec – KSBs for tutor/ reviewers
- Valuing those that do use their CPD

Governance over Growth

- Volumes are commissioned to a plan
- Over demand is a risk, not [necessarily] a cause for celebration
- Recruitment caps and deadlines are valued for their risk management
- Scale up resource happens ahead of demand
- Schools understand who is accountable - KPIs and risk are embedded in school committee remits

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GENERAL ADVICE & FUTURE ‘FLAVOURS’

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Recovery from Issues – Themes

- Taking swift action
  - Strengthening accountability and oversight
  - Confirming accountability in schools and key individuals e.g. Course Directors
  - Leaders and Managers know their provision - 'well considered and precise plans to continue to improve'
- Safeguarding
  - Closer work with external partners to quantity local risks
- Governance
  - More data, evidence and a clear role for all who attend
  - Demonstrating challenge and understanding
  - Demonstrating that they 'hold leaders to account on different aspects of quality'

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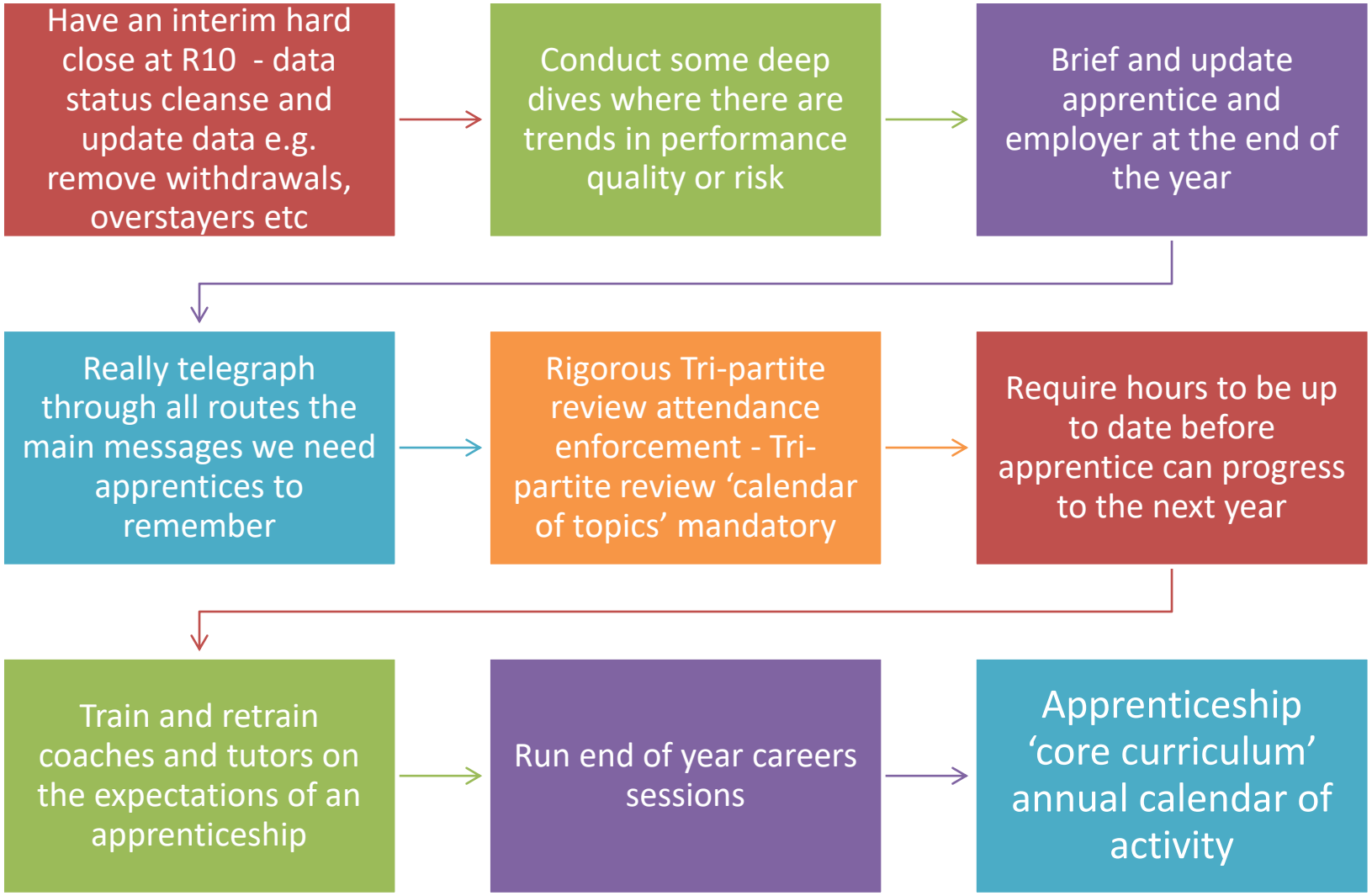
Immediate Steps



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Know your strengths & weaknesses

Surveys & Tri-partite review

- Return rates are the most important thing- a core KPI
- Must run apprentice and employer surveys
- Look for the issues and investigate causes
- Do your own Deep Dives
- Set KPIs that also supports view on satisfaction on e.g. engagement, absence –
- and follow up- always close the circle

Talk to Apprentices & Employers

- Make this easy through module reviews, discussions at Tri-partite reviews
- Have a representative apprentice group to get underneath the stats
- Use Tri-partite reviews to feedback on changes made
- Have an employer group that discusses curriculum and delivery not just regional strategy
- Talk to staff about their views on improvements – they talk to apprentices

Make sure your SAR is a mirror

- Make the SAR realistic and evidence based
- Do not accept rhetoric or sanitised views not reflecting the evidence
- Run a real risk register – include everything that might be affecting high quality and compliance
- Encourage people to look for issues and take action to prevent these - value this behaviour

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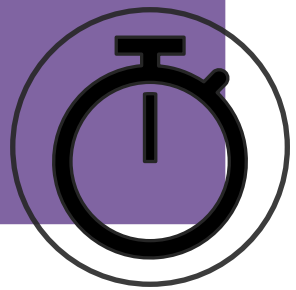
Action Ahead of Future Hot Topics

- ‘In the xx apprenticeship course leaders do not suitably link models and theory to apprentice job roles and apprentice do not understand the relevance to their workplace’ – marketing
- Leaders do not link theory to specific workplaces or allow time or take steps to clarify and consolidate learning for each apprentice

Linking off and on the job learning

- ‘Teachers and coaches do not always use information about apprentice starting points to ensure they can achieve their potential’
- ‘… or use this information to plan the curriculum and how they can make this interactive and relevant for each apprentice
- Learning is not relevant or is repeated and apprentice do not make the progress they should

INA and starting points



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QUESTIONS

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Stay online for the survey

RESOURCES

Queries: r.rhodes@uvac.ac.uk

Listen again webcast link: HERE

Slide Pack: www.uvac.ac.uk

UVAC WEBINAR PROGRAMME

Webcast Listen & Watch	Recording Timestamp
Monitoring Visit Themes	0:00:00
Main Inspection Themes	0:23:33
Core Curriculum Themes: • English & Maths • Safeguarding & Prevent	0:39:44
Current 'Flavour of the Month': Careers Advice	0:56:28
Wider Themes	1:06:00
Action Plan & 'Future Flavours'	1:17:03

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