

SAR 2015/16	
Area - Apprenticeships	Grade
<p>Scope</p> <p>In October 2015 the organisation underwent a restructure and the Business Administration apprenticeship programme merged with Middlesbrough Community learning and is no longer a sub-contractor.</p> <p>The following apprenticeships are currently being delivered within the service Business and Administration, Customer Service, Team Leading, Management, Supporting Teaching and Learning in Schools and Local Environment Services. The service has recently gained approval to deliver Level 2 Environmental Conservation and will be recruiting apprentices December 2016.</p> <p>There were 82 apprenticeship starts in 2015/16 compared to 93 in 2014/15. This was mainly due to reducing the number of sub-contractors worked with. Of the 82 starts 3 were from an ethnic background equalling 2%. This is below Middlesbrough's estimated BME population of 11.18%. There were 18 males to 64 females (22%) compared to 11 males and 82 females (11.83%) in 2014/15. We have doubled the number of male starters due to delivering apprenticeships within local environmental services which attracted a high percentage of male candidates. Also males have been attracted to Business Administration by the nature of the work that some Council service areas carry out.</p> <p>No learners who started in 2015/16 self-declared a learning difficulty or disability, however additional support has been identified for some apprentices and additional visits have been arranged, one to one support has been given during both on and off the job.</p> <p>The main geographical area of delivery is Middlesbrough with apprentices and employers also engaged from surrounding areas including Stockton, Redcar and Guisborough.</p> <p>The introduction of the Government Apprenticeship Levy comes into effect from April 2017. We are currently preparing for this by assessing how our current apprenticeship and training arrangements meet the requirements. This will include the implementation of the new apprenticeship standards and a quality apprenticeship programme that meets our workforce skills and development requirements. Discussions are ongoing with Middlesbrough Council to this effect.</p> <p>Highly skilled and occupationally competent tutors and assessors enable apprentices to develop high level skills and knowledge, valued by employers, in their chosen subject enhancing their opportunities to progress into higher education, further training and/or employment. We encourage apprentices to complete maths and English at a level higher than required by their framework.</p> <p>Leadership and Management</p> <p>An Apprenticeship and Work Skills Co-ordinator supports staff and sub-contractors in the delivery of the programmes to ensure high quality training and assessment is delivered.</p>	

The relationship with employers is excellent as the results from our 2015/16 employer satisfaction survey shows that 95% of our employers are satisfied with our service and the support they receive from us.

Successful and productive partnerships continue to exist within Middlesbrough Council and external agencies encouraging employers to employ apprentices and to offer employment at the end of their programmes – see outcomes.

There is a robust system of observing teaching and learning by the OTLA team with rigorous moderation of observations. Identified actions/good practice are taken forward by the Co-ordinator to improve and maintain high standards.

Quality of Teaching Learning and Assessment

Timely and effective IAG and support are given throughout the learner's journey ensuring they are aware of their responsibilities and commitment and those of their employer and training provider. There is a robust recruitment and initial assessment process which fully involves employers by supporting them with job descriptions, advertising vacancies, short-listing and interviews.

Excellent support is given to apprentices through teaching, learning and assessment. In January 2016 MCL went through a full Ofsted Inspection two tutors were observed by Inspectors and very favourable feedback was given. This has also been backed up by excellent EQA reports with no actions from 3 awarding bodies.

Learners' needs are thoroughly assessed at the start of their learning programme through initial assessment, informal interview and discussion – results are used effectively to plan learning to meet individual needs. Where applicable learners are given additional support by their tutor and assessor to help them achieve. Marked work may identify grammatical or spelling errors which are discussed with the apprentice and where necessary the apprentice is given additional support or signposted to our Skills for Life team.

There is a robust induction programme in some areas catering for group and one to one inductions to prepare learners for their programme of learning and workplace. In some areas inductions are less effective.

On completion of Level 1 functional skills apprentices are encouraged to achieve the next level even if not required by the framework. Where apprentices need additional support to achieve the required level of functional skills, they are supported to achieve a lower level first to encourage and motivate them.

Tracking of learner progress is rigorous as confirmed by regular progress reviews, regular IQA feedback throughout the learner's journey and by excellent awarding body EQA reports. Regular meetings are held to discuss learner progress and achievement and the quality of the programme. An e-portfolio is used by assessors to assess evidence and the majority of apprentices upload their evidence regularly, this enables apprentices to complete assignments remotely as well as allowing assessors to report on the progress learners are making electronically. Employers are given a login and are encouraged to take active participation in their apprentice's learning and progress.

Well planned progress reviews are carried out, involving the employer and effectively identify progress to date, provide feedback to apprentice and employer and set SMART targets for work to be achieved. Assessment and progress feedback to learners is constructive and helps them improve the quality of their work.

The apprenticeship team are committed to the effectiveness of the programme and their apprentices – standardisation, assessor and progress meetings are held to ensure quality and consistency of delivery across qualifications and early identification of issues.

Health and Safety, E and D and safeguarding are promoted well through induction, training, resources, on site visits and progress reviews, improving learners' understanding and ability to apply the principles in their workplace. Health and safety, E and D and safeguarding also form part of training sessions and on line tests - apprentices are questioned to ensure understanding during on site visits and progress reviews. British Values and Safeguarding are holistically embedded throughout the learner journey ensuring learners can confidently identify and report, if necessary, any issues of concern. Observation of key processes including assessments and progress reviews are carried out and confirm assessors are working at a high level. Effective feedback is given to assessors and areas where improvements can be made are identified and support given.

Personal development, Behaviour and Welfare

Effective advice and guidance is given to all people expressing an interest/enquiring about apprenticeships and they are invited to attend fortnightly recruitment sessions, attended by both the coordinator and assistant co ordinator. This supports learners in choosing the right programme for their level and career aspirations and are prepared for the next stage of their career on completion of their programme.

Well planned training and induction sessions include a code of practice the learners have to follow, health and safety, E & D and safeguarding and prevent to ensure apprentices have awareness and can make informed decisions about their personal development, behaviour and welfare.

Throughout the apprenticeship the learner is given support by their assessor for not only completing their apprenticeship but also support for personal and health issues. (for example an apprentice was referred to MIND and was accompanied by their assessor at the apprentice's request).

Individual apprentices receive high quality exit advice (workbook available) if they have not been successful in securing employment by the end of their apprenticeship.

Outcomes for Learners

Success rates on the apprenticeship programme are good and remain above the national average on all programmes. The overall framework achievement rate for the apprenticeship programme was 83.7% in 2015/16 showing a gradual increase from 2014/15 (80%) and 2013/14 (78%) - this is above the national average for 2015/16 which was 68.6%.

The achievement rates for the following programmes were: Business and Administration achieved a success rate of 89%, Supporting Teaching and Learning in Schools 73%, Customer Service 71% (a slight decrease of 2% from 2014/15) and Local Environmental Services 100%. Overall retention for 2015/16 was 92.3%.

Destinations were very good – Positive destinations were: 81% into employment, 5% onto Higher Education, 2% Apprenticeship progression. 9% personal extenuating circumstances and 2% unemployed.

The success rate of females was 86% compared to 71% males. 100% of non-white learners achieved a full apprenticeship. No apprentices have declared a learning difficulty and/or disability.

Results from our 2015/16 learner satisfaction survey showed us that 97% of our learners were satisfied with their training and the support they receive from us.

Ref	Strengths	Sources of Evidence	Location
L&M	Excellent supportive relationship with employers	Recruitment process Progress Reviews FFE survey results	Inspection File
T&L	Robust recruitment and initial assessment process	Learner File NAVS folder on W drive	Inspection File Learner File
L&M	Robust and rigorous system of OTLA including key processes	OTLA reports Summary of results Key process obs forms	Inspection File
QTLA	Excellent support given to apprentices throughout programme both pastoral and educational.	Learning Assistant/learner file Progress Reviews	Inspection File LA
QTLA	Robust induction programme in some areas	Lesson plan Progress Reviews	Inspection File
QTLA	Rigorous tracking of learner progress	Progress Reviews Learning Assistant Sampling Plans	LA reports Inspection File
QTLA	Well planned and executed progress reviews carried out	Progress Reviews	Learner File Inspection file
Outcomes	Good success, achievement and destination rates	KPIs MIS reports	Inspection File
Ref	Areas for Improvement	Sources of Evidence	Location
L&M	Low number of apprentices from BME population	Statistical data from MIS	MIS
L&M	Insufficient number of external employers on programme	Statistical data from MIS KPIs	MIS
OTLA	Ineffective induction process in some areas	Lesson Plan Progress Reviews	Learner File

L&M	Improve Achievement of Customer Service Level 2	MIS Data Reports	MIS
L& M	Improve success rates for male Apprentices	MIS Data reports	MIS