



**EDUCATION & TRAINING
FOUNDATION**

Personal Development



Going Beyond The Expected

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Exeter College

Personal Development

Workshop: For Providers, Curriculum managers, Programme Leaders, College Leadership Teams and TLD staff

Overview: This is a workshop to support providers to develop a personal development curriculum for Apprentices from scratch, or to develop and update, their current delivery strategy and provision.

Resources Required: Group Activity, discussions, note taking, Flash Cards, Ofsted EIF Personal Development Mapping Tool.

Today - Going Beyond The Expected

Personal Development

01 Why wouldn't you?

02 Intent

03 Implementation

04 Impact & Sustainability

Aims of the session

01. To demonstrate the value of a Personal Development programme

02. To explore a process for creating a Personal Development programme

03. To explore effective ways of implementing a Personal Development programme

04. To explore ways of measuring the impact of a Personal Development programme

01

Why Wouldn't You?

Going Beyond The Expected - Why wouldn't you?

Welcome

"Imagine a world where every apprentice is empowered to unlock their full potential..."

Going Beyond The Expected - Why wouldn't you?

Rachael's story



My Apprenticeship Journey - Reflection

2 things made a difference

1. Devon Air Ambulance & the NHS

I am making a great recovery. However, my mental health has suffered and finding help isn't as straightforward as you would think.

2. WRAAP - Exeter Colleges Personal Development programme enabled me to find the support I needed.

- Know the importance of mindfulness and the activities I was able to take to calm my mind.
- Have an insight into Talkworks and the importance of talking therapies.
- Access links to a range of websites that offer mental health support.



EPA February 24 “Distinction”
'Inspiring Apprentice of the Year'
Exeter College

02

Intent

Going Beyond The Expected - How & what?

Ofsted expects excellence.

- Excellence means "beyond the expected", and personal development is the key to achieving it.
- What is Personal Development?

Flash Cards Activity

If you had the opportunity to develop a new programme today, where would you start?

- What would your priorities be?
- How would you shape your curriculum?
- What would you include?

Use the [Flash Cards](#) and paper, add any missing topics to the blank cards.... Shape your curriculum - Share your thoughts

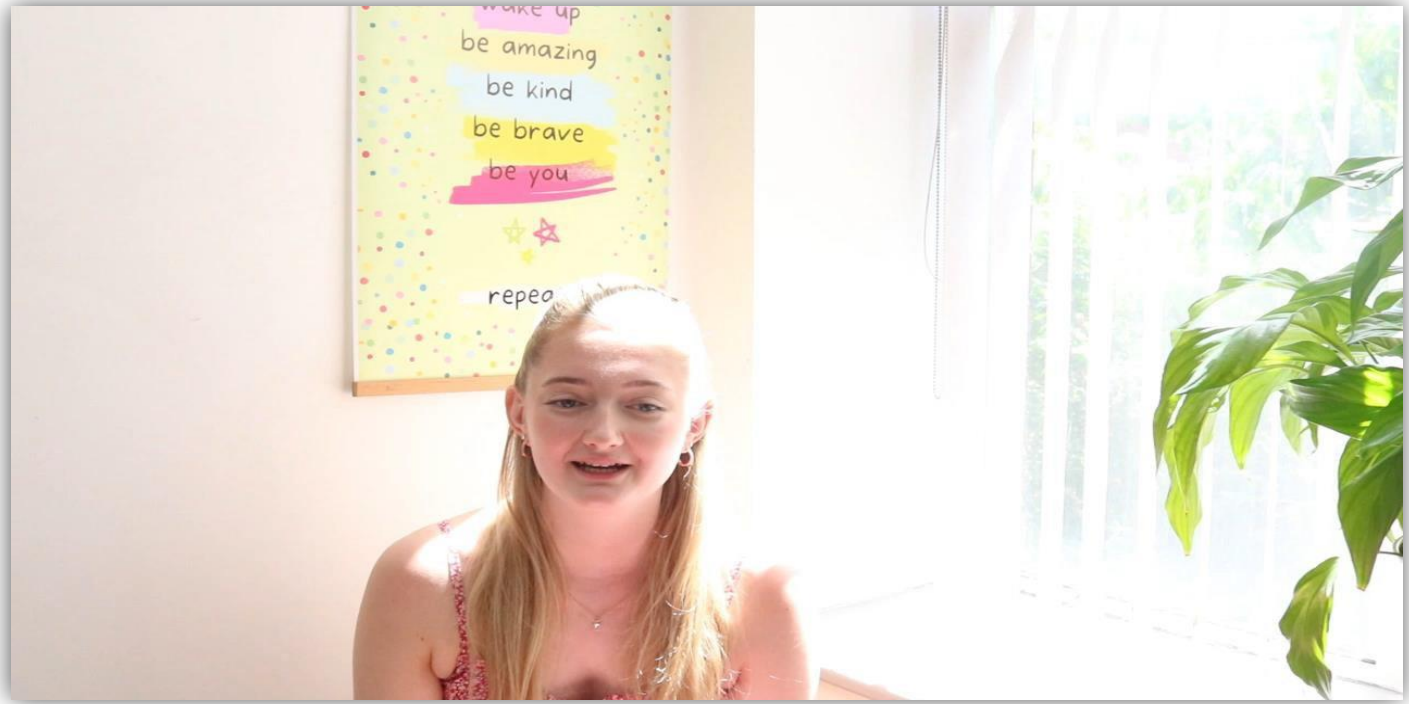
Going Beyond The Expected - Intent

Impact

Lucy

L3 Business Administrator

– **Soft Skills**



03

Implementation

Going Beyond The Expected - Implementation

“ASK” Not just about induction...

“Holistic Learning” & “Contextualisation” are key

- Learning Aim
- Tutorials
- Online courses
- Newsletter
- Reviews



Going Beyond The Expected - Implementation

Charlie

Ops Manager L5

- Sexual Harassment



04

Impact

Going Beyond The Expected - Monitoring

ASK

Personal Development Activity

- Learner Voice
- Curriculum feedback

Once established add flex

Lessons learned

“Less is more...”

 exeter college PERSONAL DEVELOPMENT MAPPING & MONITORING TOOL (EIF 2024) EDUCATION & TRAINING FOUNDATION				
EIF	Evaluation	Grade Descriptors	Key questions to ask yourself	What evidence can you use
Quality of education	How does the provider's curriculum, which underpins the discipline the provider has made about the knowledge, skills and behaviours its learners need to acquire to fulfil their aspirations for learning, employment and independence?	The curriculum extends beyond the academic/technical/vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents.	How does your curriculum planning extend beyond the mandatory requirements of the Apprenticeship standard? How do you meet the needs of all apprentices (level, stage and sector)?	
Behaviour & Attitudes	The setting of clear expectations for behaviour across all aspects of provider life, including at work.	The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and, where relevant, help them learn how to keep physically and mentally healthy.	How does your training environment support the ethos of Continuous Personal Development? How does your curriculum planning and resourcing contribute to learners' spiritual, moral and cultural development? How are you promoting physical and mental well-being which enables individuals to thrive?	
Quality of education	How leaders ensure that the curriculum supports learners' progression and provides knowledge and/or skills for the future (including non-qualification activity, where relevant)	The provider prepares learners for future success in education, employment and training by providing relevant 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.	How are you using the GATSBY (Benchmarks) to meet the standard's purpose? 1. A stable career programme 2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experience of workplace 7. Encounters with further and higher education 8. Personal guidance	
Behaviour & Attitudes	This judgement considers how leaders and staff create a safe, disciplined and positive environment within the provider and the impact this has on the behaviour and attitudes of learners. A positive and respectful provider culture is which staff know and care about learners.	The provider prepares learners for life in modern Britain by teaching them how to protect themselves from radicalisation and extremist views; helping equip them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common; and promoting respect for the different protected characteristics as defined in law.	How does your curriculum planning and resourcing contribute to learners' social, racial and cultural development?	
Leadership & Management	Leaders' high expectations of all learners and the extent to which these are embedded in day-to-day interactions with and support for learners	The provider consistently and continually promotes the personal development of learners. The provider goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach them why it is important to contribute actively to society. Opportunities for learners to develop their talents and interests are exceptional quality.	What do you do that is unique, different, innovative, exceptional? How do you make sure that your personal development curriculum is taught consistently across all programmes	
Leadership & Management	The extent to which leaders focus their attention on the education and training they provide, leading to further education for learners and continued and established improvement	The provider ensures that participation in these activities is very high, particularly among those from disadvantaged backgrounds, and all benefit from these opportunities and experiences.	How do you monitor participation? How are you making sure that resources and information is accessible throughout the apprenticeship journey and beyond?	
What inspectors look for in this area Personal Development				
The curriculum should support learners to develop their knowledge and skills beyond the purely academic, technical or vocational. This judgement considers the provider's intent to provide for the personal development of learners, and the quality of the way in which it does this. As the provider is working with learners, those learners are also being influenced by other factors in which learners exist. Providers can teach and train learners how to build their confidence and resilience, for example, but they cannot determine how well young people and adult learners do this. Similarly, providers cannot make their learners active, engaged citizens, but they can help them understand how to engage with society and provide them with practical opportunities to do so. Providers can take effective steps to prepare learners for many aspects of life, but the impact of this work may not be seen until many years later. In this judgement, therefore, inspectors will seek to evaluate the quality and extent of what a provider offers and will seek to see what learners know but will not attempt to measure the impact of the provider's work on the lives of individual learners. When the world opportunities have been disrupted by the pandemic, the provider has found alternative approaches to providing a rich range of personal development opportunities. When forming judgements about personal development, inspectors will seek to understand what took place before the pandemic, what the provider has in place currently and what for future plans are. Inspectors recognise that many elements of personal development that were in place before the pandemic may have been disrupted. Therefore, they will focus on understanding the steps that leaders have taken to offer or to return a wide range of personal development opportunities. The judgement focuses on the most significant dimensions of the personal development of learners that our education system has signed, either by consensus or statute, are the most significant: - developing responsible, respectful and active citizens who are able to play their part and have how to become involved in public life - developing and displaying learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance - promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique - promoting an inclusive curriculum that meets the needs of all learners, irrespective of age, disability, gender recognition, race, religion or belief, sex or sexual orientation, relationship status or pregnancy - developing learners' character, which we define as the set of positive personal traits, dispositions and virtues that influence their motivation and guide their conduct so that they reflect widely, learn – eagerly, behave with integrity and cooperate constructively with others. This gives learners the qualities they need to flourish in our society - developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy - developing learners' understanding of how to keep physically healthy and maintain an active lifestyle - supporting an age-appropriate understanding of healthy relationships through appropriate relationship and sex education (notably RSE) - providing an effective career programme that offers advice, experiences and contact with employers to encourage learners to explore, make good choices and understand what they need to do in order to reach and succeed in their chosen career - supporting readiness for the next phases of education, training or employment so that learners can make the transition to the next steps successfully These aspects of personal development will be considered in an age-appropriate way within the context of the provider and its learners.				

Going Beyond The Expected - Sustainability

What footprint have you left....



JESS MOIR PARTNERSHIP MANAGER GWR

Please provide feedback

Scan Here



APPRENTICESHIP
WORKFORCE
DEVELOPMENT



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Thank You

Any Questions