

6 Drivers to Outstanding Apprenticeships

Collaboration Project Summary

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This project was conducted in several phases:

6 Drivers to Success

What makes an Outstanding Apprenticeship programme and offer?

We asked 6 Ofsted Outstanding and Good providers “What initiatives have been introduced to ensure an outstanding experience for the Apprentice, Employer, and provider which have impacted on, and increased, retention, achievement, success rates and outcomes”.

Each provider developed resources to share in the form of a workshop style that you can access and use (see summary of outputs and resources in section 2)

All resources are intended for Providers or Provider Networks.

1. Project Activities:

This project was conducted in several phases

Phase 1: Data Collection and Analysis: Public performance data for providers was gathered and analysed to identify differences in approaches based on performance, location, and demographics.

Phase 2: Identification of Exceptional Approaches: The analysis identified performance outliers and linked them to unique practices, developing hypotheses on what made these approaches exceptional.

Phase 3: 1:1 Interviews: In-depth discussions tested these hypotheses, with outcomes agreed on the areas contributing to their top-performing strategies.

Phase 4: Dissemination and Knowledge Transfer: Findings were shared through events in July 2024, with digital workshops developed for in initial regional audience.

Phase 5: Impact and Collaboration: Feedback was captured at each event to further analyse the data and impact of the activity. This also allowed providers to adapt their resources in preparation for sharing nationally and for the biggest impact and value.

2. Project Outputs and Resources:

1. Programme & Technological Development (Embracing emerging technology). Developed by Educationwise Academy

RESOURCES:

- Programme & Technical Development Training Video
- Slide deck from the training video
- Activities Guide Handout
- Technology Toolkit Handout.

PURPOSE: groups and individuals can watch the video and use the activities guide to shape how they carry these out. The toolkit is a list of resources to access and support providers with more information about availability.

2. Data Management (Progress Tracking). Developed by Blackpool & Fylde College

RESOURCES:

- Data Management (Progress Tracking) Training Video with embedded activities.
- Slide deck from the training video

PURPOSE: groups and individuals can watch the video and use the instructions in it to participate in the activities. Instructions are included alongside valuable information and visual examples embedded in the video.

3. Personal Development. Developed by Exeter College

RESOURCES:

- Personal Development Training Video – with embedded activities.
- Slide deck from the training video
- OFSTED Education Inspection Framework (EIF) Personal Development Mapping Document.
- Personal Development activity cards.

PURPOSE The training video can be played and paused at each activity for providers to evaluate their own provision. By mapping against the Ofsted criteria for Personal Development and reviewing how an Outstanding provider approached this area of provision it provides a space for you to review options and topics to enhance your own provision.

The cards contain 74 subjects to consider and 8 blank cards to add additional subjects. The activity is explained in the video.

4. Strategic Intent (Defining your purpose). Developed by Access Training

RESOURCES:

- Strategic Intent Training Video.

- Slide deck from the training video
- Supporting activities directed from the video.
- Strategic Intent: Justification worksheet
- Strategic intent: Your Offer worksheet
- Strategic intent: Stakeholders worksheet.

PURPOSE: Groups and individuals can watch the video and use the worksheets to participate in the activities.

5. The Building Blocks of Success (Success and retention). Developed by Weymouth College

RESOURCES:

- Building Blocks to Success Information & Training Video with embedded activity.
- Slide deck from the training video

PURPOSE: Groups and individuals can watch the video and follow the guidance given.

6. Destination EPA (Start with the end in mind) Developed by Qualitrain

RESOURCES:

- Destination EPA Training Video.
- Slide deck from the training video
- Destination EPA Training Resources to accompany the training video.
- Destination EPA Training Resource to accompany the training video. - Bionic Reading

PURPOSE: groups and individuals can watch the video and use the training resources alongside. There is a Bionic reading version for speed reading.

3. Project Recommendations

Recommendations for providers to consider in order to replicate the projects successful outcomes:

1. Educationwise: Technological Innovation in Apprenticeship Delivery (AI/VR/LMS)

Recommendation: Providers should consider piloting or fully integrating emerging technologies like AI, VR, and LMS systems into their apprenticeship programs.

- **Actionable Steps:**
 - Start by conducting a needs analysis to determine which areas of your apprenticeship. delivery could benefit from technological integration (e.g., remote learning, personalised assessments).
 - Provide training sessions for staff to upskill them on the use of these tools, ensuring smooth integration into the learning environment.
 - Explore funding options or partnerships with tech companies that specialize in educational tools to reduce implementation costs.

2. Blackpool & Fylde College: Data Management (Progress Tracking)

Recommendation: Implement a sophisticated, real-time data management system to track apprentice progress, enabling early interventions and improved learner outcomes.

- **Actionable Steps:**

- Choose or develop a progress tracking platform that is transparent and accessible to all stakeholders, including staff, apprentices, and employers.
- Train staff in data interpretation to ensure they can use real-time insights to offer timely interventions.
- Regularly audit the data to ensure accuracy and assess trends that may require changes in program delivery.
- Encourage cross-departmental collaboration by sharing data across various teams involved in apprenticeship support, ensuring everyone has access to vital performance indicators.

3. Exeter College: Personal Development

Recommendation: Embed personal development and social value into your apprenticeship programs to ensure apprentices are prepared for future workforce demands.

- **Actionable Steps:**

- Introduce structured personal development plans that focus on soft skills like communication, adaptability, and leadership.
- Incorporate social value components, such as community involvement projects or corporate social responsibility (CSR) initiatives, into the apprenticeship curriculum to enhance the real-world relevance of the programs.
- Encourage apprentices to take part in extra-curricular activities that build skills beyond technical knowledge, preparing them for long-term career success.

4. Access Training: Aligning Programs with Strategic Intent

Recommendation: Align apprenticeship offerings with clear strategic goals that meet industry and learner needs, ensuring long-term program relevance.

- **Actionable Steps:**

- Conduct strategic planning sessions that involve key stakeholders, including employers, to ensure programs are meeting real-world demands.
- Revisit program objectives annually to align them with evolving market needs, ensuring your apprentices are equipped with skills that are in demand.
- Focus on SEND (Special Educational Needs and Disabilities) learners by ensuring their unique needs are integrated into the strategic planning, with clear goals aimed at achievement.

5. Weymouth College: Building Blocks to Success (Retention & Achievement)

Recommendation: Focus on factors that drive retention and achievement, sharing best practices on how to keep learners engaged and ensure they complete their programs.

- **Actionable Steps:**

- Create systems to regularly check in on apprentices' progress through mentorship or coaching programs to keep them motivated and on track.
- Share retention strategies across departments, ensuring everyone understands the role they play in helping apprentices succeed.
- Regularly review feedback from apprentices and employers, using it to continuously refine your programs to better meet learner needs.
- Develop early intervention strategies for at-risk apprentices, ensuring support mechanisms are in place to help them overcome challenges.

6. Qualitrain: End Point Assessment (Start with the End in Mind)

Recommendation: Providers should incorporate the "start with the end in mind" approach, aligning the apprenticeship journey with the demands of the End Point Assessment (EPA).

- **Actionable Steps:**

- Design your apprenticeship curriculum by first mapping it backwards from the EPA requirements, ensuring learners are consistently building the skills they will need to pass the final assessment.
- Offer mock EPAs and training workshops to better prepare apprentices for the real exam.
- Work closely with employers to align workplace experiences with the key competencies needed for the EPA, ensuring that apprentices receive relevant, practical training.
- Establish clear communication channels between training providers and EPA organisations to ensure that expectations and standards are well understood by all parties involved.

General Recommendations for Providers:

- **Establish Networks for Peer Support:** Encourage apprenticeship providers to collaborate through networks, sharing best practices and resources regularly. This will ensure continuous improvement and help resolve common challenges.
- **Cross-Sector Engagement:** Work with industry partners to align apprenticeships with current and future workforce needs, ensuring your programs remain relevant and impactful.
- **Invest in Staff Development:** Continuous professional development for staff is crucial. Providers should invest in training that equips staff with the latest skills in technology, pedagogy, and data management, helping them adapt to the evolving needs of apprentices.
- **Monitor and Report on Impact:** Providers should adopt a system for tracking and reporting the long-term impact of the apprenticeship programs, including retention, success rates, and post-apprenticeship outcomes. This will help to quantify the effectiveness of interventions and allow for evidence-based improvements.

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