

SDN SEASON OPENER

Apprenticeship Summit 2022

9am start

Sponsored by:



#SDNSeasonOpener

Tim Chewter

Director of Business
Development, *SDN*

Summit Chair



PollEverywhere

Interacting with you

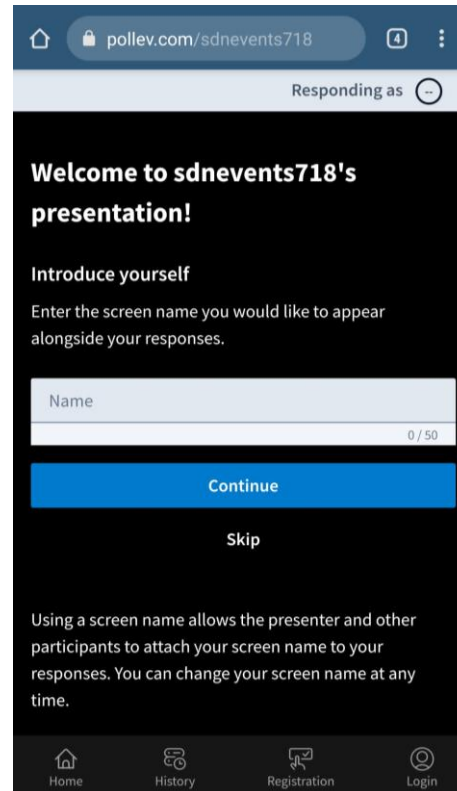
We will be using PollEverywhere throughout today's event. Please log in via browser or smartphone or scan the QR code. Select or type your answers when prompted.

How to join

Web



- 1 Go to PollEv.com
- 2 Enter **SDNEVENTS718**



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How many apprentices does your organisation currently train?

Under 100
101 - 500
501 - 1000
1001+

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When was your last inspection?

No Ofsted inspection

Early Monitoring Visit

Last inspected under the EIF

Last inspected under the CIF

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Today's Agenda

Welcome	Tim Chewter	9.00 am
The challenge and opportunity	Arit Eminue	9.10 am
Hearing from you (interactive)	Erica Farmer	9.25 am
Employers as the champion or thief of quality	Louise Doyle	9.35 am
Employers as co-designers of the curriculum	Chris Cherry	9.55 am
Breakout 1 - Choice between AM topics	Louise and Chris	10.15 am
Break	All	10.45 am
NCFE (SEND)	Suzanne Slater	11.05 am
CPD programme – for your staff	SDN	11.15 am
Employers as coaches and mentors	Simon Shaw	11.25 am
Training apprentices for the future world of work	Erica Farmer	11.45 am
Breakout 2 - Choice between PM topics	Simon and Erica	12.05 pm
Q&A Panel	All	12.35 pm
Closing statements	SDN	12.55 pm
Summit close		1:00pm



Arit Eminue
SDN Senior Associate
**The challenge and
opportunity**

**BEGIN
WITH THE
END
IN MIND**



How we work

What we learn

How we learn



The future of work is now

Where we were

- Working 9-5
- Work from an office
- Focus on presenteeism
- Climbing the corporate ladder
- Leave your problems at home
- Performative diversity, equity and inclusion
- Off the job training courses
- Top down leadership
- Corporate silence

Where we are

- Flexible hours
- Work anywhere there is WIFI
- Focus on outputs
- Experiment in a jungle gym
- Mental health & well being matters
- Allyship at work
- Learning culture
- Transformative leadership
- Employee activism

76% of job seekers research an employers' position on Diversity, Equity and Inclusion before accepting a job offer.

Transformational leadership



Accountability

Inclusive

Collaborative

Communication

Motivate

Trust

Inspire

Coach

Authentic

Empathetic

Team player

Vulnerability

Integrity

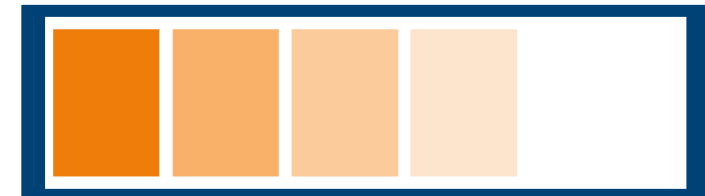
Visionary



What we learn: **Future skills**

- 85 million jobs may be displaced
- 97 million jobs may emerge
- 50% of all employees will need upskilling by 2025

FUTURE LOADING



How we learn

- 70% use web searches to learn what we need for our jobs
- 91% use their phones for ideas while completing a task
- 70% of people watch videos for no longer than 4 minutes

LEARNING
NEVER
ENDS

Creating a culture of life-long learning



LED FROM THE TOP

EMPLOYEE OWNERSHIP

LEARNING EXPERIENCES

EVERYTHING IS
SUBJECT TO
CHANGE

What does this mean for us?



- Co-create with employers
- Embed diversity, equity & inclusion
- Support apprentices to succeed
- Begin with the end in mind

**APPRENTICESHIP
PROVIDER**

OR

**TALENT DEVELOPMENT
PARTNER**

Given what Arit has just spoken about, how are you set up to manage these changes?

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How do you feel about the changes?

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Louise Doyle

SDN Strategic Associate

**Employers as the
champion or thief of
quality**

mesma 

The mesma logo graphic consists of three vertical bars of increasing height, colored grey, yellow, and green from left to right.

What does Ofsted say?



“...a highly effective and ambitious curriculum being taught. What made it so effective...employers were involved at the planning stage and right the way through the training. Because the training staff worked so closely with employers, these employers knew very specifically what their apprentices were learning off-the-job.

This meant they could line up opportunities for apprentices to practise their new skills, and so became skilled very rapidly....”

Amanda Spielman, Ofsted Chief Inspector 2022

What does Ofsted say?



For some providers...

- Weak employer involvement in design
- Employer lacks understanding of commitment required
- Employer lacks engagement in the process of learning
- Poor coordination of on/ off the job learning
- Lack of ambition for apprentices

Ambition beyond the EIF



What would you experience if you were working with the world's best employer of apprentices?

What would your experience be if you were working with the world's best employer of apprentices?

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Led by ambition



What would be the one change you could make or influence with employers to take you a step towards achieving your own ambitions?

What would be the one change you could make or influence with employers to take you a step towards achieving your own ambitions?

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Chris Cherry

SDN Strategic Associate

**Employers as co-
designers of the
curriculum**

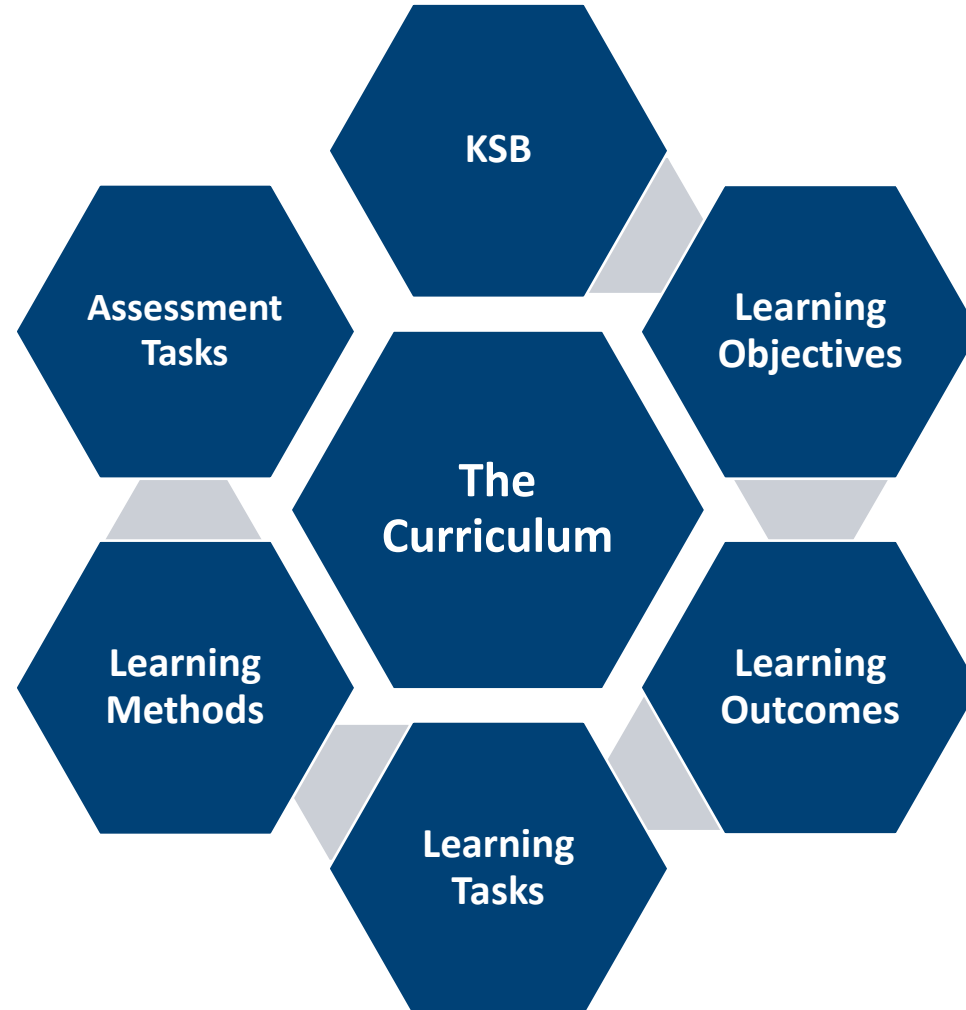
The principles of curriculum design

Why do we need a curriculum?

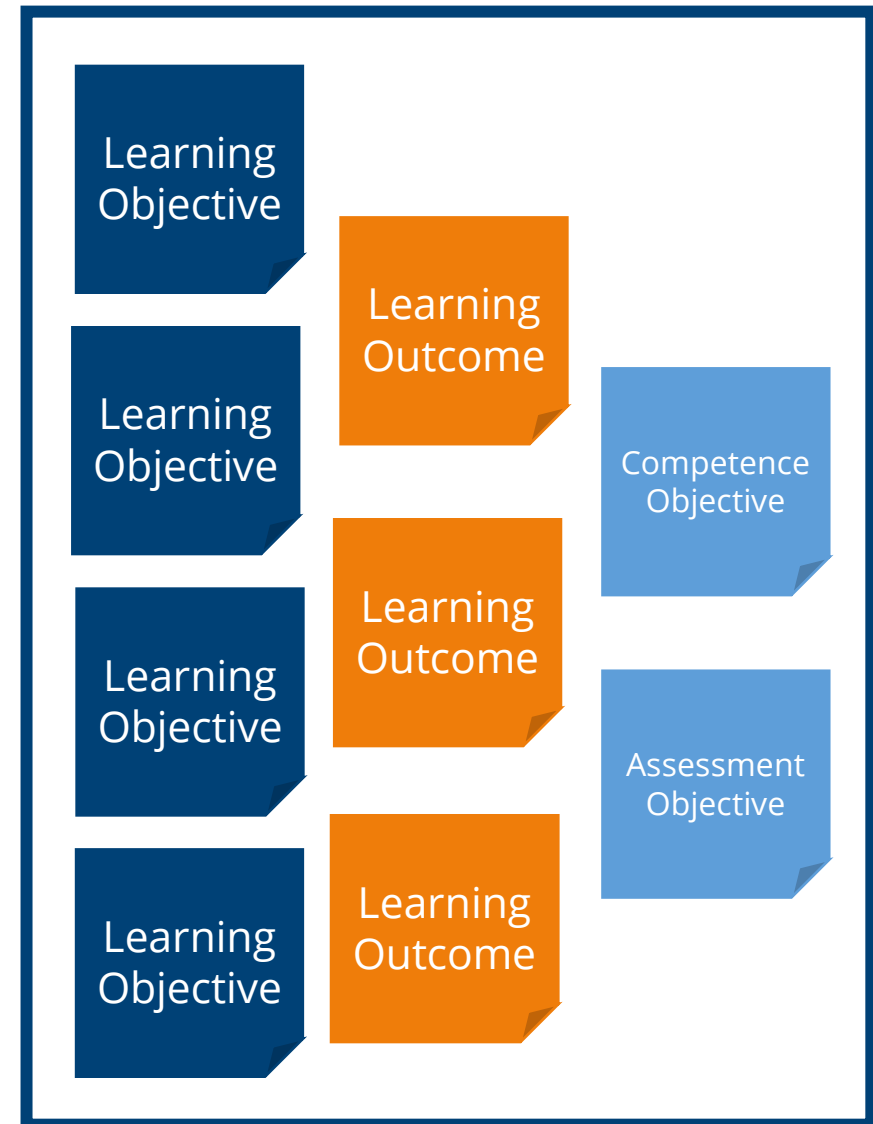
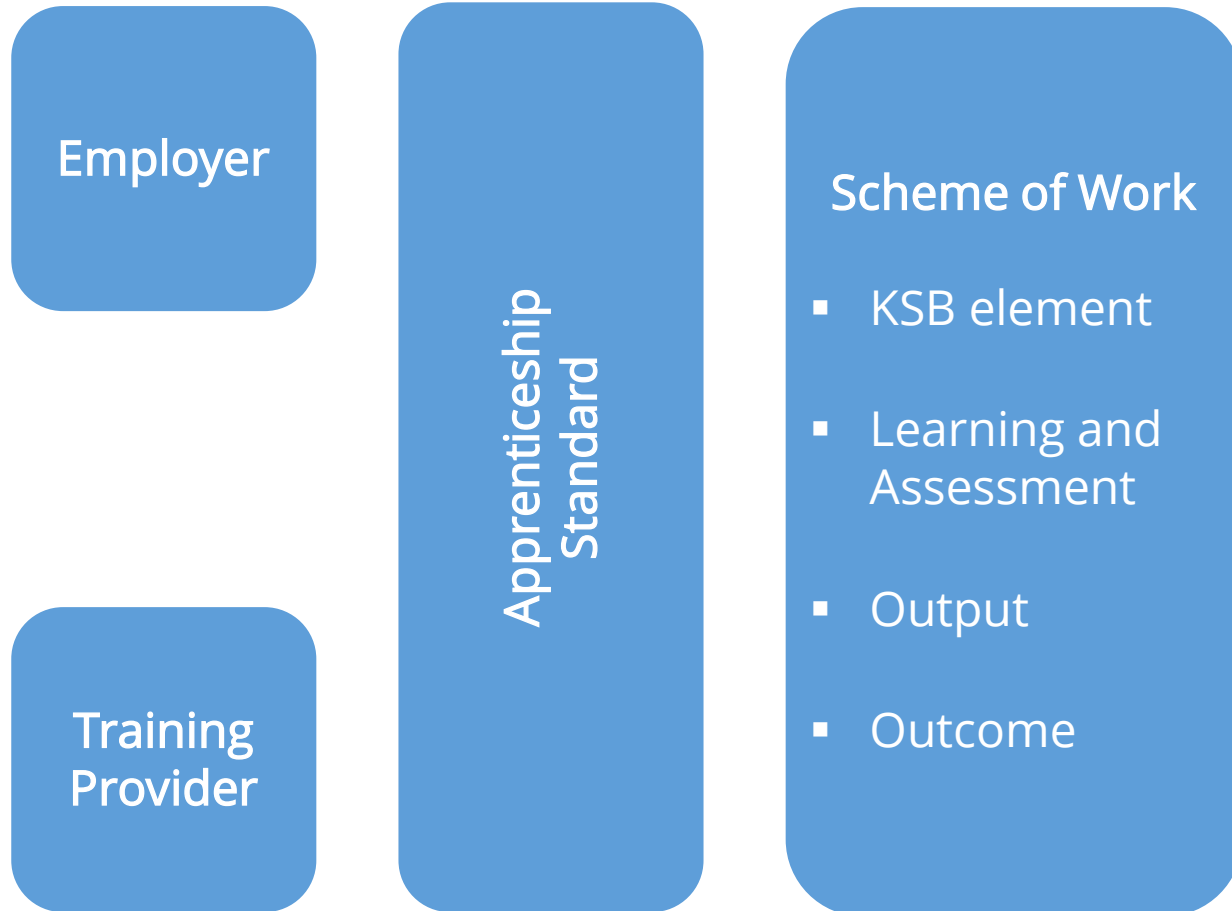


The principles of curriculum design

Process flowchart



Developing Objectives



In one word, how would you best summarise your work with employers in relation to this type of curriculum design?

Curriculum Plan to a SoW

- List of KSB or curriculum modules
- Map these to Learning Objectives
- Create Learning Tasks
- Create Session Objectives
- Lesson plans contain progress targets or milestones
- Learning tasks map exactly to the ILP/ITP

Scheme of Work

- KSB
- Objectives
- Learning and Assessment outcome

Learning Objective

Learning Outcome



Competence Objective

Assessment Objective

Breakout rooms

30 minutes

Louise Doyle:

Getting the best from employers

OR

Chris Cherry:

Employers as co-designers of the curriculum

Break

10:45am – 11:05am

How would you describe young people's expectations of both apprenticeships and the workplace?

Top

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Apprenticeships are key to supporting learners with autism and SEND

Suzanne Slater – Director of Apprenticeships

Employment statistics

ONLY 52%

of disabled people aged 16-64 years in the UK are employed.



People with autism are among those disabled people with the **lowest** employment rate. Just **22%** of autistic individuals are employed.



The autism spectrum **is not linear** and autistic people can have varying support needs.

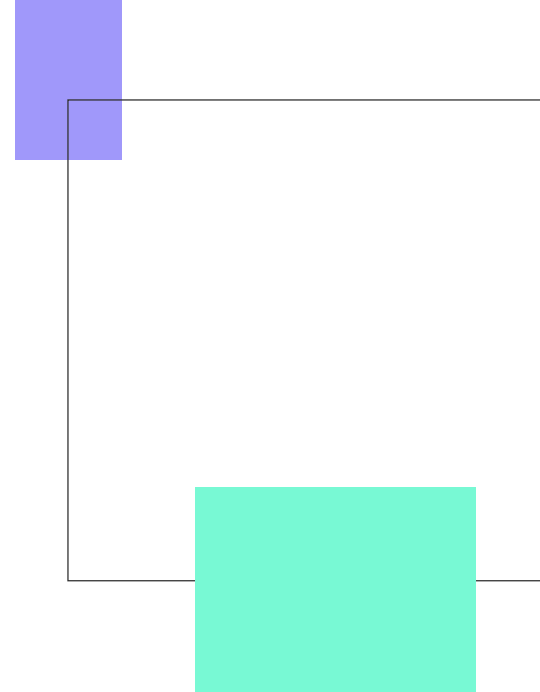


of employers are worried about how they can support and autistic employee and don't know where to go for support and advice.

**Apprenticeships can
make a difference**

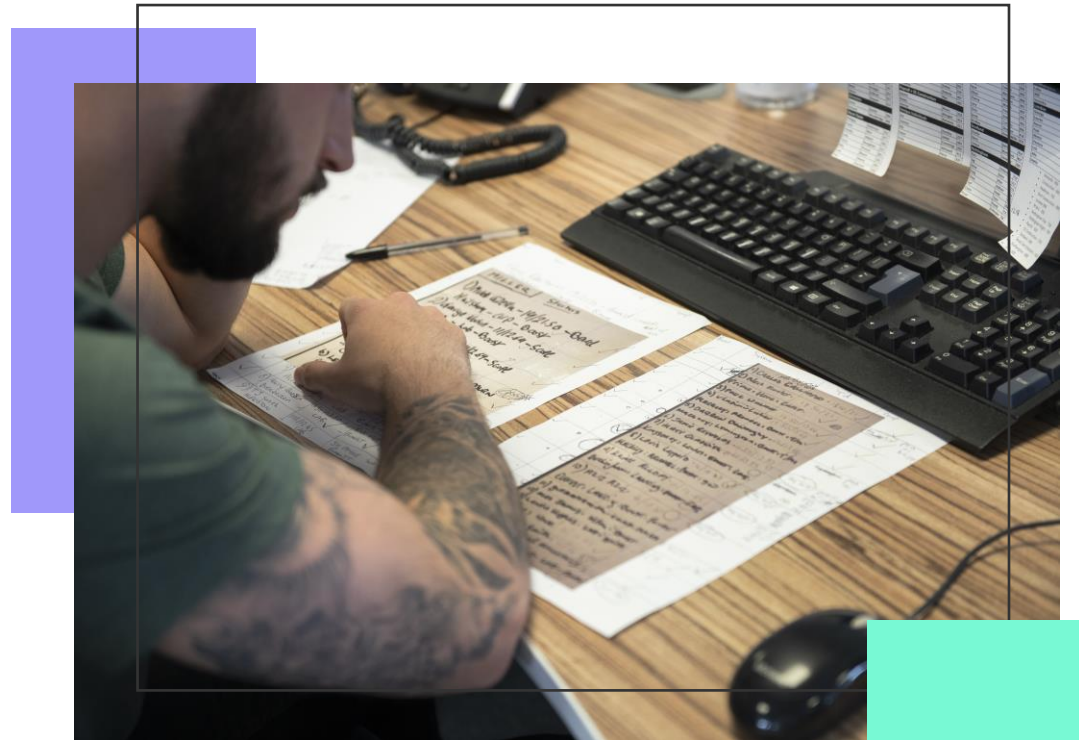
Advice and support for employers

- The National Autistic Society (NAS) is providing support to employers and individuals with their Autism at Work programme and Autism Accreditation programme.
- Ambitious about Autism and NAS offer a wealth of resources, toolkits for employers, consultancy services and training courses.
- CACHE Alumni, powered by NCFE, has a dedicated community which contains articles, videos and e-learning content to increase understanding of autism and apprentices



Support for learners

- National Autistic Society (NAS)
- The Autism Apprentice CIC – they have experience with attention deficit (hyperactivity) disorder (ADD/HD), hypermobility, dyslexia, sensory processing difficulties and more (SPD)
- Careers advice and guidance to be improved.



NCFE and GMLPN partnership

- Greater Manchester Learning Provider Network (GMLPN) is a network of over 100 training providers, FE colleges, universities and voluntary providers
- We partnered with GMLPN in 2021 and launched a project to support autistic individuals into apprenticeships.

The project aims are:

- Work with providers to deliver a training and mentoring programme, which will embed technical and employability skills to support autistic individuals to progress on to an apprenticeship
- Inform providers, employers and referral agencies on how best to support autistic individuals through the development of toolkits and capacity-building activities.
- Prove an effective model demonstrating the impact on learners and employers.

NCFE & GMLPN partnership – 12 months on

- 24 individuals have been referred to the training and mentoring programme
- 7 individuals progressed onto apprenticeships
- Toolkits developed to support Training Providers, Employers and referral agencies
- Autism and Apprenticeships Online Community launched on CACHE Alumni
- Information and findings shared with ESFA, JCP, IfATE, AOC and ETF
- Identified specific challenges with EPA & feedback paper disseminated
- Supported JCP job coaches – attending their Disability Employment Advisor Network meetings.

Case study: Sam

- Referred by a careers adviser at sixth form college to a training provider
- Attended 6 support sessions to prepare them for their apprenticeship
- Successful in securing a Level 3 Business Administration Apprenticeship.

What more can we do as a sector to support individuals with autism and other special educational needs & disabilities into apprenticeships?

**Shaping
smarter learning**

**Movements
need collaborators**

**Powering
a more intelligent
education eco-system**

**Access to
world class learning
is for all**

**Learning that
equips for life**



For information on our apprenticeship offer:

<https://www.ncfe.org.uk/apprenticeships/>

Email: apprenticeships@ncfe.org.uk

Tel: 0191 239 8000

CPD programme for your staff

2022-23

CPD programme

Funding and compliance

Event	Type	Date
The fundamentals of Apprenticeship Compliance and what this means for your role	3-part webinar series (4 hrs)	28 September – 5 October
How to practically implement the new 2022-23 Apprenticeship Funding Rules	Masterclass (3½ hrs)	27 September
Apprenticeship Compliance for Leaders	3 -part webinar series (4½ hrs)	20-28 October
Meeting the compliance challenges of apprenticeships initial assessment in 2022/23	Webinar (2 hrs)	31 October
Apprenticeship Costings 2022/23	3-part webinar series (3 hrs)	27 October – 3 November
Subcontracting Compliance	Webinar (2 hrs)	7 November

CPD programme

Curriculum design and delivery

Event	Type	Date
Apprenticeship curriculum design	Masterclass (3½ hrs)	17 November
Developing your coaching and mentoring skills to improve apprentice success	Webinar series	24 November – 16 February
Conducting progress reviews and target setting	Masterclass (3½ hrs)	8 December
How to design and deliver a great online session	In House Course	Bespoke

Governance

Event	Type	Date
Developing effective governance as an ITP	4 -part workshop series	19 October & 30 November

CPD programme

Quality and inspection

Event	Type	Date
Using the Ofsted EIF to support effective SAR and QIP development for apprenticeship providers	Webinar (1½ hrs)	29 September
Preparing for your Early Monitoring Visit as an HEI	Masterclass (3½ hrs)	17 October
Using Deep Dives in Quality Assurance	Webinar (1½ hrs)	5 December
Developing your quality cycle for apprenticeships	Webinar (1 hr)	14 November
Preparing for OFSTED Inspections	Masterclass (3½ hrs)	16 January 2023
Self-assessing brilliantly	Webinar (1 hr)	23 January 2023
Quality Assurance and the role of the IQA in apprenticeship standards	Webinar (2½ hrs)	9 February 2023
Undertaking Joint Scrutiny as an IQA	Masterclass (2½ hrs)	9 March 2023
Preparing for Ofsted inspections as an HEI	Masterclass (3½ hrs)	April 2023 TBC
IQA skills development series	2-part webinar series (5 hrs)	17-24 April 2023

CPD programme

Business Development / employer engagement

Event	Type	Date
Rethinking your business development strategy for apprenticeships	Workshop (½-day)	13 December
Growing apprenticeship starts and your work with employers – approaches, tools and techniques	2-part webinar series (3 hrs)	17-19 January 2023

Assessment

Event	Type	Date
Level 3 Award in Undertaking End-Point Assessment	Online Course	Starting 4 November
Level 3 Award in Undertaking End-Point Assessment (In-house)	In House Course	Bespoke

Safeguarding, Prevent and British Values

Event	Type	Date
Digital Safeguarding	Workshop (½-day)	18 October
Prevent and embedding British Values	2-part webinar series (2½ hrs)	TBC



Simon Shaw

SDN Senior Associate

**Employers as coaches
and mentors**

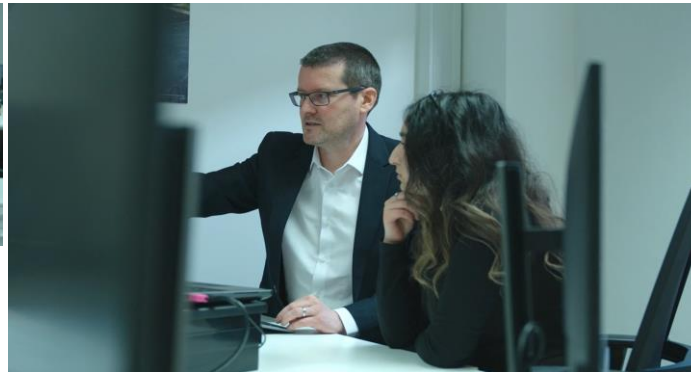
Key questions

- What can employers do to maximise learning in the 80% of time apprentices are working productively?
- How can providers help employers to do these things?

Key ideas

- Learning is a by-product of work
- Organising work in certain ways makes a difference to learning







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What proportion of your apprentices already receive good coaching and mentoring from employers?

All, or nearly all

75%

50%

25%

None, or almost none

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Erica Farmer

SDN Senior Associate

**Training apprentices
for the future world
of work**

QUANTUMRISE
Talent Group

In this session...

- Explore what work and careers is likely to look like for workforce of the future
- Understand the future skills requirements which organisations will be looking for
- Co-create a skills plan to prepare your apprentices for your future world of work strategy

The future of work and careers

- VUCA
- Fast Change
- Organisations looking for their competitive edge
- Fight for the best candidates
- Nimble with processes
- Squiggly careers

Skills Planning

Perishable skills: the leaves

Short shelf life

Specific technologies, tools and specialised processes
Could also be organisational specific policies

Semi-Durable skills: the branches

Medium Shelf life.

Frameworks with base sets of knowledge from which
specific technologies, processes and tools arise

Professional skills, will need updating

Durable Skills: the roots

Long shelf life – lifetime foundations

A base layer of mindsets, dispositions.

Design thinking, effective communication, foundational
leadership

Transferable into many roles and sectors



WORLD
ECONOMIC
FORUM



According to The World Economic Forum...

what is the number 1 skill employers will be looking for the future?

Learning Agility



Source:

<https://www.weforum.org/agenda/2019/09/3-vital-skills-for-the-age-of-disruption/>

What do we mean by 'Learning Agility'?

Being a 'super learner'



Being a nimble thinker



Apply new skills immediately



**Bring everything
together autonomously**



Your future of skills strategy



How do you feel about it?

Use your Zoom annotation tool



Future of skills plan

- Employer needs
- Insight and research
- Cross-sector requirements
- Future skills
- Future work patterns and requirements
- Squiggly careers
- Digital and tech

Breakout rooms

30 minutes

Erica Farmer:

Training apprentices for the future world of work

OR

Simon Shaw :

Employers as coaches and mentors

Breakout session:

Employers as coaches and mentors

- Simon Shaw

What proportion of your apprentices already receive good coaching and mentoring from employers?

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Choose the topic from this list which you most want to discuss:

Differences between line managing, coaching, and mentoring

Practical steps to organise apprentices' work to maximise learning

How coaches take apprentices through the learning cycle

Coaching skills

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Differences between line managing and mentoring

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Which of these would tend to be carried out with apprentices by line managers, and which by mentors?

- Set work tasks
- Be a sounding board
- Conduct appraisals
- Communicate within the team
- Network across the organisation
- Work towards career goals
- Ensure safe and healthy working practices
- Give a different angle on things
- Review the standard of work
- Impart useful experience

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Topic 1

Differences between line managing and mentoring

Line manager	Mentor
Set work tasks	Be a sounding board
Conduct appraisals	Network across the organisation
Communicate within the team	Work towards career goals
Ensure safe and healthy working practices	Give a different angle on things
Review the standard of work	Impart useful experience

Topic 2

Practical steps to organise apprentices' work to maximise learning

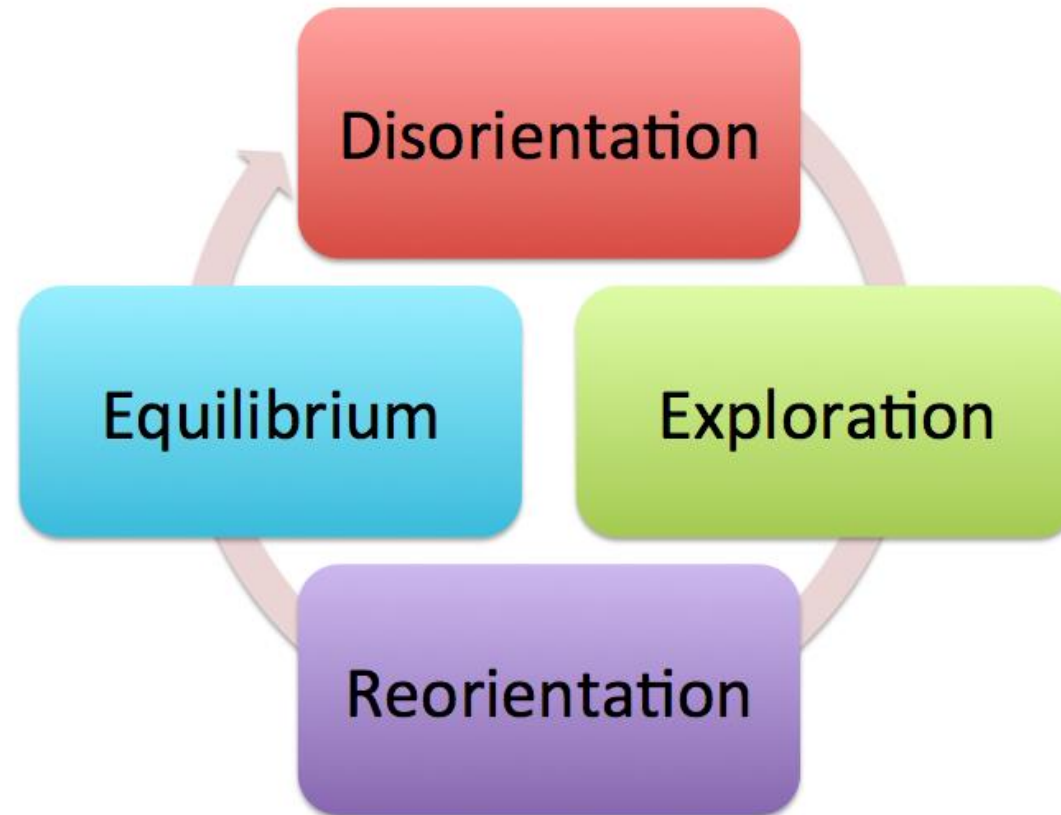
Apprentices in an NHS Trust spend the first year of the apprenticeship on rotation in a range of clinical and non-clinical settings, which are carefully selected to match the apprenticeship. They support patients at different stages of the patient journey and are gradually given greater independence in, and responsibility for, their work.

An employer provides stretch and challenge to apprentices by getting them to work on different projects, giving them problems to solve, asking them to communicate with different teams, and inviting them to participate in activities across the whole organisation.

“The projects have been invaluable. We have improved efficiency by implementing sets of recommendations. Another benefit has been the increased awareness of the value of apprentices to the organisation. New departments are now seeking to recruit through the apprenticeship model.”

Topic 3

How coaches take apprentices through the learning cycle



Topic 4

Coaching skills

The Top 10 Effective Coaching Skills				
1.  Listening	2.  Questioning	3.  Building Rapport	4.  Empathising	5.  Summarising & Reflecting
6.  Unlocking Limiting Beliefs	7.  Staying Focused	8.  Being Non-Judgemental and Open-Minded	9.  Giving Constructive Feedback	10.  Resisting Temptation to Tell

Questions & Answers

Type your questions into the webinar panel

Thank you for joining us

After this session

You will receive:

- Access to Summit recording
- Slide deck
- Evaluation survey

Upcoming events

Don't forget to check your Workbook for the programme of CPD, or click the link below.

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