

Inspecting apprenticeships

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Developing the curriculum

- Ambitious, challenging and well-considered.
- Meets the needs of employers very closely.
- Equips apprentices with high-quality knowledge, skills and behaviours.
- Coherence that links theory to the workplace.
- Involvement of employers is integral.
- Linked to career goals.
- Unrelenting focus on substantial new knowledge, skills and behaviours.
- Those responsible for governance support and challenge leaders and managers to improve.

Curriculum implementation

- Teaching so that apprentices **remember and can use** what they have learned over time and in different situations.
- Often, the repeated application of knowledge as skills facilitates **committing knowledge to memory**.
- Assessment needs to be **valid and useful**.
- Resources should support **progress**.
- Activities should **shed light on the curriculum**, rather than obscure it.

Impact

- Apprentices should develop substantial new **knowledge, skills and behaviour** over time.
- This may lead to **increased responsibility and promotion** at work.
- It is likely to be reflected in **high timely achievement** rates.

Leaders and managers

- Leaders and managers **identify weaknesses** very quickly and improve them promptly.
- Maintaining **assessors vocational/subject knowledge** and skills.
- Improving **assessors' training and assessment** skills.
- Relentless focus on **quality and improvement**.
- High quality **resources** that reflect industry.
- Supporting apprentices who do not make **at least expected** progress.

Apprenticeship inspection findings



Off-the-job training

- Inspectors are **not** auditors.
- Inspection focuses on the **quality** of apprentices' off-the-job training, not the number of hours or when they happen.
- Make sure you have a **rationale** for why you are doing what you are doing and how you are doing it.
- Make sure off-the-job training **links** to on-the- job training.
- Does the **employer** know what the apprentice is learning?
- Does the **trainer** know what the apprentice is doing at work?

Remote education

- A solution for many **during** the pandemic.
- Used **prior** to the pandemic to support face-to-face teaching.
- **Any** use of remote/ on-line learning will require careful thought
- **Curriculum** sequencing/ planning is essential
- Have a **clear rationale** – should be beneficial for learners
- Should **not** be solely done to save money or time.
- Be sure to evaluate - how do you know it is **effective** and a suitable replacement for face-to-face training?
- Consider any **hybrid** model carefully.

Apprentices' starting points

- Every apprentice starts with a **different** starting point.
- How do you **measure or evaluate** these?
- What do you do with this information?
- How do you **vary** the curriculum to make sure it is ambitious for each apprentice and meets the needs of their employer?
- What **training** does the apprentice need that is not covered by the standard?
- Apprenticeships are **not** a 'one size fits all' qualification.

The role of the employer

- The apprentice is **employed and paid** by their employer.
- The employer is directly or indirectly **paying** for their apprentice's training.
- How are you as the training provider **meeting the needs** of the employer, and how do you know this?
- How do you keep the employer **informed** about their apprentice's progress?
- How does the employer let the trainer know about **concerns or gaps** in their apprentice's learning?

Why do apprentices leave their training?

- Pay and conditions.
- Lack of time for training.
- Poor quality training.
- Achieved mandatory qualifications.
- Functional skills qualifications.
- Lack of support from employers.
- Lack of challenge – little or no new knowledge, skills or behaviours.



Questions

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