

**Alliance Learning**

**Self-Assessment Report**

**January 2017**

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| **Table of Contents** |

|  |  |
| --- | --- |
| **Description** | **Page Number** |
| Summary of Grades | 3 |
| Organisational Overview | 4 |
| Effectiveness of Leadership and Management | 8 |
| Quality of Teaching, Learning and Assessment | 12 |
| Personal Development, Behaviour and Welfare | 17 |
| Outcomes for Learners | 22 |
| Apprenticeship Departmental Overviews | 28 |
| Traineeships | 31 |

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| **Summary of Grades** |

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| Overall Effectiveness | Grade:2 |
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| Effectiveness of Leadership and Management | Grade:2 |
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| Quality of Teaching, Learning and Assessment | Grade:2 |
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| Personal Development, Behaviour and Welfare | Grade:2 |
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| Outcomes for Learners | Grade:2 |
|  | |
| Business Administration and Law | Grade:2 |
| Engineering | Grade:2 |
| Childcare | Grade:2 |
| Health and Social Care | Grade:3 |
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| Subcontractors |  |
| Nowskills | Grade:2 |
| Dentrain Professionals Ltd | Grade:2 |
|  |  |
| Apprenticeships | Grade:2 |
| Traineeships | Grade:2 |

**Self-Assessment Report - Organisational Overview**

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| **Name of Organisation:**  **Alliance Learning** | **Report Date:**  **October 2016** |
| **Introduction To The Organisation** | |
| Alliance Learning is a private company limited by guarantee and a registered charity. It was formed in April 2001 from the merger of Bolton Training Group and CLEEA Training. Prior to this, the company has traded as Bolton Training Group. The Company is celebrating 50 years of training in 2016. Alliance Learning has an engineering multi-disciplinary training centre, incorporating the head office in Horwich.  Alliance Learning holds a contract with the Skills Funding Agency for Apprenticeships and Non-Apprenticeship provision. Programmes delivered include Intermediate and Advanced Apprenticeships in Business Administration, Customer Service, Childcare and Health and Social Care and Engineering. Alliance Learning also offer Higher Apprenticeships in Engineering and Business and Professional Administration.  Alliance Learning sub-contracts to local colleges for a small number of learners to complete BTEC qualifications as part of their framework in Engineering and has sub-contracting partnerships with Dentrain Professionals Ltd to deliver Dental Nursing Apprenticeships, Transport Training Academy to deliver qualifications in Driving Goods Vehicles and Nowskills to deliver IT Apprenticeships.  **Socio Economic Information**  The Bolton Borough comprises of approximately 276,800 people, taken from the Census 2011. Eleven per cent come from ethnic minority groups. This is a 6% increase from the census of 2001, which was just below the Greater Manchester and England/Wales increase of 8%, with 50.7% of the population being female.  Unemployment for the Bolton Borough is 4.9%, of which 68.9 % are males and 31.1% are females. National unemployment rate curently stands at 8.4%.  The number of young people achieving five or more GCSEs at grades A\* to C, including mathematics and English, was 59.6% in 2011 compared to the national average of 58.9%. The proportion of people with a National Vocational Qualification at level 3 or above is 46.4%, which is below the national rate. | |

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| **Organisational Structure** |
| Alliance Learning is led by 9 voluntary Board Members, each of whom own or play a lead role in companies in the sectors within which we deliver in the North West region. The day to day responsibility of the company is that of the Chief Executive Officer (CEO). The Curriculum Manager and Engineering Manager lead the Work Based Learning Division. There is also a Projects, Contracts and Quality Manager, who is responsible for the SFA funding and quality improvement for the organisation. All these roles are managed under the direction of the Operations Executive. A Commercial Manager leads a team for non-funded training and there is also a Marketing Manager who are managed under the direction of the CEO. |
| **The Self-Assessment Process** |
| This report has been completed in conjunction with stakeholders, employers, learners and staff. The information and judgements were gathered from meetings with all delivery staff; questionnaires and observations of teaching, learning and assessment. This was then collated and produced by the Operations Management team. |
| **Numbers of Learners Currently On Programme (December 16)** |
| |  |  |  | | --- | --- | --- | | **Subject Sector** | **Programme** | **Number** | | Business Administration/Customer Service/Business Management | Intermediate Apprenticeships  Advanced Apprenticeships  Higher Apprenticeships | 88  24  12 | | Childcare | Intermediate Apprenticeships  Advanced Apprenticeships | 34  32 | | Engineering | Intermediate Apprenticeships  Advanced Apprenticeships  Higher Apprenticeships | 36  172  6 | | Health and Social Care | Intermediate Apprenticeships  Advanced Apprenticeships | 53  31 | | Traineeships | Number of learners | 3 | | Dental Nursing (Sub-contracted) | Advanced Apprenticeship | 46 | | IT Apprenticeships (Subcontracted) | Intermediate Appreticeship  Advanced Apprenticeship | 1  15 | | Driving Goods Vehicles (Subcontracted) (New Delivery) | Intermediate Apprenticeships | 13 | |

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| This self assessment report reflects the following company strategies:   * Business Plan * Teaching, Learning and Assessment Strategy * Maths, English and ICT Strategy * IAG Strategy   Please follow the link below to our previous Inspection Report (July 2013):  <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/50387>  **Ofsted recommendations for improvement and distance travelled (December 2016):**   * Accurately identify, through quality assurance procedures, the best practice across the provision so that all learners benefit from high quality aspirational teaching, coaching and learning. Ensure that all staff know and understand the characteristics of innovative, outstanding teaching and are confident in the use of feedback to learners to confirm that learning has taken place.   **Distance travelled:**   * Dedicated Teaching and Learning Co-ordinator employed to improve standards. * Re-aligned OTLA team to ensure robust judgements were made. * Quality of teaching, learning and assessment now focuses on work scrutiny of learners and their progress over time. * Effective PeerReview with other GTAs including joint observations and sharing of best practice. * Participating in Ofsted’s Through the Lens project with Rochdale Training. * Regular and meaningful staff CPD to aspire to Grade 1 to improve feedback to learners. * Improvement of outstanding grades from 11% in 2013 to 28% in 2016. * Good Practice is moderated and shared with all delivery staff on a monthly basis. * Further improve the development of English skills by closer monitoring of learners’ attention to spelling, grammar and punctuation in all areas of the provision.   **Distance travelled:**   * Mandatory CPD for all staff to complete Level 2 Functional Skills. * Feedback to all learners now includes effective reference on how to improve their English skills. * Sector-specific glossaries for all learners for commonly mis-spelt words. * Maintain and improve success rates further and particularly in the small number of areas currently underperforming. Accelerate improvement by focussing on improving the completion of learners’ frameworks within their planned timescale.   **Distance travelled:**   * Timely Success Rates for the Organisation in 2015/2016 improved. * Senior Staff appointed to focus on timely improvements which have been effective in Business and Engineering * Senior staff appointed to drive success in underperforming areas. * Continuation of strong and effective performance management. * Review and consolidate all aspects of the quality improvement process to enable rapid and effective identification of issues and trends in performance and subsequent monitoring of actions.   **Distance travelled:**   * Weekly operations huddles for Operations Management Team to identify any emerging issues. * Introduction of new management structure, including the introduction of Senior LDOs to support senior managers in all occupational areas. * Learner Concern register implemented and reviewed monthly. * Individual QIP’s for all occuaptional areas. * Re-alignment of the approach to OTLA * More sharply align the leadership and strategic direction of the organisation with the impact of teaching and learning by ensuring that operational practices are supported and challenged through close scrutiny and monitoring by the trustees.   **Distance travelled:**   * New Chair who has Head Teacher experience in Education and new Vice Chair who has extensive experience in Higher Education * Monthly Board Meetings with specific report on Quality and Teaching, learning and assessment. * Strategic Business Plan developed to review and challenge continuous improvement to the curriculum * Operational Plans have been developed by senior managers covering all business areas to augment the Business Plan objectives. Updates are reported back to Board of trustees on a quarterly basis by each manager. |

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| **Effectiveness of Leadership and Management** |
| ***Demonstrate an ambitious vision, have high expectationsfor what all learners can achieve and ensure high standards of provision and care for learners.***  Leaders, managers and members of the Board have a clear focus on learners and apprentices and their intended outcomes. Leaders and managers are involved in all aspects of strategic planning for the organisation, where challenging key performance indicators are set. This has ensured that achievement rates have remained consistent and well above national averages and timely achievement improved in 2015/2016. To further enhance the organisation’s expectations and vision, more regular Board Meetings have recently been established with experienced members of the Board to challenge leaders and managers on the standard of provision and care for learners, as well as being responsive to local economic needs to improve progression opportunities. From this, 6 new curriculum areas were introduced in 2015/2016 including: GCSE English and maths, Higher Apprenticeship in Business and Professional Administration, Intermediate Apprenticeship in Team Leading, Advanced Apprenticeship in Management, Intermediate Apprenticeship in Supporting Teaching and Learning in Schools, Advanced Apprenticeship in Specialist Support for Teaching and Learning in Schools. Strong links have been made with Bolton University and delivery of Foundation Degrees in Early Years commenced in September 2016 to further enhance our high expectations and progression opportunities for learners. |
| ***Improve staff practice, teaching, learning and assessment through rigorous performance management and appropriate professional development.***  Strong and effective performance management ensures the majority of learners achieve. Delivery staff meet either monthly or bi-monthly with their manager to monitor and review the progress of their learners. Effective actions are agreed if learners fall behind and any under-performance of staff is promptly actioned through supportive improvement/development plans. Dips in performance in Health and Childcare have been addressed through performance management and a new, experienced Senior member of staff has been recruited to improve timely achievement. There is good development of delivery staff to improve, following lesson observations, work scrutiny and the IQA process. Meaningful CPD is facilitated for all staff through identified themes and individual needs. This is reflected within the good improvements to teaching and learning session grades in which none required improvement. The OTLA team now has a clear focus on the learners’ journey over time. Thorough work scrutiny is undertaken as part of OTLA to measure the quality of the learners’ journey from the start of their programme. |
| ***Evaluate the quality of the provision and outcomes through robust self assessment, taking account of users’ views, and use the findings to develop capacity for sustainable improvement.***  Managers evaluate the provision effectively in the Self Assessment Report and use accurate data and performance measures. A collaborative approach is used well to gain feedback from staff, learners and employers. Sector Self Assessment Groups establish strengths and areas for improvement from staff which inform the Quality Improvement Plan. These plans are monitored regularly to ensure improvements with tight deadlines for each area of the curriculum. Alliance Learning also takes into account feedback gained from external sources and was recognised for listening to the views of employees very well through the accrediation of Investors in People IIP Gold Status in May 2016.  Learner Forums have recently been introduced to further enhance the quality of provision for learners who attend the centre, although it is too early to judge the impact of these groups. |
| ***Provide learning programmes or curriculum that have a suitable breadth, depth and relevance so that they can meet any relevant statutory requirements, as well as the needs and interests of learners and employers, nationally and in the local community.***  All learning programmes meet relevant statutory requirements and where appropriate, learners are encouraged to develop their maths, English, ICT and work skills beyond the requirements of their programme. Some learners complete units at a higher level or additional units outside of their framework in Business and Engineering, to enable stretch and challenge. This develops their skills relevant to the workplace and meet their future career aspirations. Leaders and managers are proactive in attendance and participation of local and national groups in order to strategically identify delivery of programmes that meet local and national economic needs. These inform the company Business and Operational plans. Attendance with local groups includes; Group Training Association England (GTAE), AELP, Greater Manchester Learning Provider Network (GMPLN). This can be evidenced through the delivery of 6 new curriculum areas and the introduction of the Traineeship delivery. Alliance Learning has also been involved in the writing and approval of Trailblazer Standards for Customer Service Practitioner, Automotive Mechatronics and Machining L3 and is currently in the process of collaboratively writing the Fitting & Assembly and Single Skill Maintenance (electrical & mechanical) standards with Employers through GTA England and Pearson. |
| ***Successfully plan and manage learning programmes, the curriculum and careers advice so that all learners get a good start and are well prepared for the next stage in their education, training or employment.***  Most curriculum areas are planned and managed well with experienced and dedicated staff. Following the high amount of leavers in Health and Childcare in 2015/2016 and the impact on subsequent achievement rates, the organisation has been re-structured to address managers workloads. This has included the appointment of dedicated senior members of staff to target learners’ falling behind their expected end date. In order to increase learner retention and achievement rates, dedicated Employer Engagement Officers now sit under their curriculum areas and liaise with the staff for the recruitment of learners. The Employer Engagement team completed Level 3 Advice and Guidance, to further enhance the offer of robust IAG. The introduction of the Learning Launchpad (an additional learning aim for all apprentices) supplements the initial IAG given to learners at the start of the programme. This ascertains full commitment and understanding of Alliance Learning’s high expectations of learners,their starting starting points and career aspirations.  Accreditation of the Matrix Standard in May 2015 (continuous improvement check May 2016 validated) identified that learners are well prepared for the next stage in their education. “*At the heart of the Alliance offer is the highly effective information, advice and guidance provided to learners, prospective learners and their employers, which has supported the impressive achievement of targets and KPIs and enhanced the personal skills development of learners*.” |
| ***Actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of learners.***  Promotion of Equality, Diversity and Inclusion is good. Satff have received training on Equality, Diversity, Inclusion and Prevent to allow them confidence in relating to a variety of differing groups. Delivery staff conduct robust progress reviews and discuss relevant and meaningful topics to extend the learners’ knowledge and understanding. Evaluation of teaching, learning and assessment confirm good promotion of equality, diversity and inclusion. Safeguarding/Prevent topics and the recent introduction of an additional learning aim on the eportfolio system, Learning Launchpad, endorses Alliance Learning’s policies to tackle bullying and discrimination. Learner announcements on eportfolio also highlight Prevent, British Values and protected characteristics. Learners from ethnic backgrounds achieve well, although there are very low numbers. Alliance Learning engaged with 154 local schools and other referral partnerships in 2015/2016, attending over 70 careers events in an effort to increase engagement for ethnic backgrounds to reflect local demographics. Overall achievement for 16-23 years age ranges is broadly comparable, however, 25+ learners timely achievement requires improvement. This has been addressed through extension of programme dates in Health to allow for family life. Males and females generally achieve at the same level across all sectors. |
| ***Actively promote British values.***  British Values are effectively promoted both in the workplace and classroom. Changes to the review process now incorporate several relevant topics locally and nationally to enhance learners’ understanding of all British Values. A monthly newsletter is distributed to staff from The local Prevent Co-ordinator to further enhance ‘Hot Topics’ which are discussed effectively with learners. OTLA and work scrutiny are now starting to show British Values being incorporated, naturally into learnng sessions and in some feedback to learners. Visual promotion of British Values throughout the learning environment further highlights expectations of staff and learners in all aspects of life. Further enhancement of British Values is still required to show the impact of the learners’ understanding. Employers’ have all received information on their responsibilities in reference to British Values and The Prevent Duty, however, further understanding of their roles and responsibilities, requires further development. |
| ***Make sure that safeguarding arrangements to protect young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.***  The arrangements for safeguarding are effective. Monitoring of health and safety in apprentices’ and learners’ workplaces is good. All learners have individual risk assessments conducted to identify prohibitive activities and any potential safeguarding concerns. All Board members have undertaken an update on Prevent. There are 2 designated Board members responsible for Safeguarding who have received updated Safeguarding and Prevent Duty training to allow them to challenge the Executive Safeguarding Officers and designated Safeguarding Officers at quarterly meetings. Monthly Board reports provide a good overview of trends in cases to the board of trustees along with an update to the company Prevent Risk Assessment. The Executive and Designated Safeguarding Officers meet on a monthly basis to review all potential and full cases of safeguarding issues, ensuring that policies and procedures remain robust and that the welfare of learners remains paramount. All delivery staff, designated Safeguarding Officers (including Board members) and sub-contractors are well trained in Safeguarding and the Prevent duty. This has included updates from The North West Counter Terrorism Unit on extremist groups and local activity. Delivery staff have meaningful conversations with learners about extremism, radicalisation and British Values, via relevant topics and information received from the Local Prevent Co-ordinator. A Prevent duty risk assessment has been developed with associated action plans and this is in its first year of implementation. Policies and procedures are effective in safeguarding learners.  A useful evaluation of the impact of safguarding training has also been conducted with staff and this informs future training plans. There has been an increase in the number of referrals to the Safeguarding team, which demonstrates the impact of training from staff, which has given them confidence to identify and address learner issues. |
| **Quality of teaching, learning and assessment** |
| **2015-2016 Data**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Observation of Learning Records** | | | | | | | **Route** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Total** | | Engineering | **6** | **15** |  |  | **21** | | Health/Early Years | **2** | **2** |  |  | **4** | | Administration | **0** | **3** |  |  | **3** | | Functional Skills | **1** | **2** |  |  | **3** | | IAG |  | **1** |  |  | **1** | | **Total** | **9** | **23** | **0** | **0** | **32** | | **Percentage 2015 - 2016** | **28** | **72** | **0** | **0** | **100** | | **Percentage 2014 - 2015** | **53** | **38** | **3** | **0** | **100** | | **Percentage 2013 - 2014** | **32** | **68** |  |  | **100** | | **Percentage 2012 - 2013** | **11** | **67** | **18** | **4** | **100** |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Work Scrutiny** | | | | | | | | **N/G: No evidence available for scrutiny** | | | | | | | | **Route** |  | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Total** | | Engineering |  | **2** | **9** | **7** |  | **21** | | Health/Early Years |  |  | **1** | **3** |  | **4** | | Administration |  | **1** | **2** |  |  | **3** | | Functional Skills |  | **1** | **2** |  |  | **3** | | IAG |  |  |  |  |  | **1** | | **Total** |  | **4** | **14** | **10** |  | **32** | | **Percentage 2015 - 2016** |  | **13** | **44** | **30** |  | **100** |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Route** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Total** | | Engineering | **2** | **9** | **7** |  | **21** | | Health/Early Years |  | **1** | **3** |  | **4** | | Administration | **1** | **2** |  |  | **3** | | Functional Skills | **1** | **2** |  |  | **3** | | IAG |  |  |  |  | **1** | | **Total** | **4** | **14** | **10** |  | **32** | | **Percentage 2015 - 2016** | **13** | **44** | **30** |  | **100** |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Subcontractors** | | | | | | | | **Provider** |  | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Total** | | Dentrain |  |  | **1** |  |  | **1** | | NowSkills |  |  | **1** |  |  | **1** | | Wigan and Leigh College |  | **1** | **3** |  |  | **4** | | Bolton College |  |  | **1** |  |  | **1** | | **Total** |  | **1** | **6** |  |  | **7** | | **Percentage 2015 - 2016** |  | **14** | **86** |  |  | **100** |   Teaching, Learning and Assessment is very good. There has been a strong improvement of good grades over the last 3 years. Staff received relevant, consistent and meaningful CPD to augment delivery. In 2015/2016, Alliance Learning increased its high expectations of learning sessions The introduction of the new common inspection framework resulted in a reduction in the amounts of outstanding observations from 2014/2015, although all observations were graded good or oustanding. The OTLA team was re-aligned in 2015/2016 and rigorous paired observations worked particularly well to solidify judgements and give meaningful, relevant feedback to staff. Work Scrutiny was introduced to look at the learner journey in its entirity and to examine feedback to and from learners. Joint moderation of this following observation of learning, identified that this requires development. CPD for staff has been planned to improve this along with a more rigorous approach to work scrutiny for 2016/2017. The consistency and regularity of highly effective assessment practices is confirmed by all Awarding Organisations, across all department to reflect good and oustanding grades. |

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| Quality of Teaching, Learning and Assessment Continued… |
| **T*eachers, practitioners and other staff have consistently high expectations of what each learner can achieve including the most able and the most disadvantaged.***  Learners are set high expectations during their apprenitceship. Good reviews, learnig sessions and thorough OneFile eportfolio assessment plans, successfully promote this. Learners benefit from SMART targets and regular and flexible contact from their individual LDO (Learning and Development Officer) to ensure they achieve well. All learners receive an individualised learning plan which identifies specific needs, allowing for flexible timescales so that, regardless of any barriers, they become successful and achieve. However, ICT resources for disadvantaged learners requires additional investment, along with staff development to support learners with specific needs. Good Practice is regularly collated, moderated and shared with delivery staff on a monthly basis to further improve learners’ experiences. |
| ***Teachers, practitioners and other staff have a secure understanding of the age group that they are working with and have relevant subject knowledge that is detailed and communicated to learners.***  Alliance Learning staff are highly experienced in working with a variety of age ranges. Investment in new technologies, and the use of ILT within all learning sessions, successfully engages learners, with 90.5% of learners confirming this. Staff are adaptable within the workplace, utilising technology and paper-based resources to meet a variety of learning styles and ages. Learners feel that their lessons are well-taught, with 78% confirming this. A 100% of observations of learning were graded good or better for 2015/2016 to further augment the above.Health LDO’s are flexible in supporting 25+ learners around work (shifts) and family commitments. Length of stay has been extended for this age range and all Advanced Apprentices are now interviewed by a sector specialist prior to enrolment to improve retention and timely achievement. |
| ***Assessment information is gathered from looking at what learners already know, understand and can do, and is informed by their parents/previous providers as appropriate.***  All Learners complete a rigorous Initial Assessment to ascertain Maths, English and ICT starting points. This has been extended to include Speaking and Listening, Writing and enhanced Mathematics diagnostics. This ensures learners are stretched and challenged at the right levels, regardless of the programme requirements. Learners have started to self-assess their Maths, English and ICT skills which effectively facilitates good learner engagement from the start. Staff gather a suitable range of assessment information on learners’ prior attainment and work experience to ensure they are entered onto an appropriate training programme, building on their existing knowledge and skills. Regualr open evenings are provided to facilitate parental involvement in learners’ starting points and career opportunities. |
| ***Assessment information is used to plan appropriate teaching and learning strategies, including to identify learners who are falling behind in their learning, or who need additional support, enabling learners to make good progress and achieve well.***  Initial assessment of learners is good. All learners complete initial assessment in maths, English and ICT regardless of their framework requirements. Beneficial learning styles questionnaires, also from this assessment, are gleaned to plan appropriate learning sessions that meet individual needs.  Good use of OneFile reporting allows for early identification of learners who may be making slow progress. These reports are utilised very well in the majority of occupational areas. They provide the scaffolding for which detailed one to ones are completed to target learners falling behind in their learning, using a variety of differing assessment methodologies. Further engagement from Health learners is necessary to reflect accurate progress on the OneFile system.  Dedicated Functional Skills tutors provide well planned and resourced individual and group sessions tailored to their specified needs, although timely completion of functional skills requires improvement to increase the number of learners not achieving on time in Health. Increases to standard length of stay and entry requirements have been implemented to help address this area. |
| ***Learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this.***  Learners benefit from regular and meaningful feedback from staff . Over the last 12 months, feedback has improved significantly. Learners are informed what they have achieved, where they need to be and how to get there. Most recently, staff make beneficial reference to learners’ softer skills in relation to Personal, Learning and Thinking Skills as well as positive reference to Functional maths, English and ICT. However, feedback to parents, carers and employers requires improvement. Further utilisation of the eportfolio system to engage better with parents, carers and employers is currently being promoted. |
| ***Engagement with parents, carers and employers helps Alliance Learning to understand how learners are doing in relation to the standards expected and what they need to do to improve.***  In most areas, employer engagement is good, although employer engagement in Health requires further improvement, to provide a clear focus on the learners falling behind in their learnng. All employers receive regular updates on learner progress through reviews which covers all aspects of the learner’s framework and progress made since the last review. Engagement with parents and carers is improving. Alliance Learning acknowledges this and Parents/Carer evenings now take place. Where parents cannot attend, updated progress reports are sent out every 6 months to keep them fully informed. |
| ***Equality of opportunity and recognition of diversity are promoted through teaching and learning.***  Learner differentiation is promoted particularly well through all teaching, learning and assessment activities. This has been reflected in the number of outstanding and good grades achieved throughout the 2015/16 contract year. All sessions contain differentiated activities which meet individual learning styles well. There are particularly strong instances of linking cultural examples within occupational sectors within Engineering. Observations of teaching and learning capture naturally occurring promotion of British Values and learners are starting to see the link to these as part of their apprenticeship and every day life. |
| **Personal Development, Behaviour and Welfare** |
| ***Pride in achievement and commitment to learning is supported by a positive culture across the whole provider.***  Promotion of pride in achievement is good. Alliance Learning celebrates learners’ achievements through its Annual Awards Evening, nominations for national awards, inspirational case studies, social media and through motivational and encouraging feedback during the programme. The eportfolio system allows 24 hours per day access, which has enabled some learners to accelerate their apprenticeship programme and complete early. Staff promote Alliance Learning’s Mission Statement, “Success Through Learning” particularly well. This is evidenced in the achievement rates for 2015-2016 and evidenced within the eportfolio. |
| ***Self-confidence, self-awareness and understanding of how to be a successful learner.***  Learners and apprentices are highly motivated, behave well and show respect for each other and staff. Through observations of teaching, learning and assessment, evidence is seen of improvement in confidence levels and their self-esteem. Learners have a clear understanding of where they are in their learning and how to succeed through motivational feedback and learning sessions. Changes to the review process make reference to learners’ softer skills and engage learners confidence in self assessing themselves. Delivery staff set high expectations of learners for on and off the job training and employers are now engaged in these softer skills as part of the review process. Thorough safeguarding training of staff has allowed them to engage more effectively with learners. This has resulted in an increase in potential safeguarding concern referrals as learners confidently discuss their feelings. |
| ***Choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance.***  Results from Learner Satisfaction Surveys (May 2016) show that learners receive a good experience from Alliance Learning.  (Please see Learner Satisfaction data on the following sheet)  **Learner Satisfaction Survey Results – May 2016**  Overall, information, advice and guidance is good for the organisation and this was acknowledged through the re-accreditation of the Matrix Standard in May 2015 (continuous improvement check May 2016 validated), “Information, advice and guidance (IAG) are integral to all programmes; prospective learners receive full explanations of the provision available and its linkage to the current job role or future progression options, along with eligibility criteria if appropriate.”  Every apprentice benefits from meaningful start, mid and end IAG and this is now continuous as part of the review process. Managers and staff provide effective support, help and advice to learners which they value. Information has been produced for learners so they are aware of progression opportunities from the start of their learning.  Foundation Degrees in Early Years have been introduced from Sept 2016 to allow learners to move on to the next stage of their education following achievement of their Advanced Apprenticeship.  Improvements have been made in gathering destination data, although this still requires further development. From the information gathered from learners in 2015/2016, 74% are still in sustained employment (see Destination Data table).   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **RESULTS SUMMARY - Destination Data 2015-2016\*** |  | |  | | |  |  | |  | | | Total number of Learners. | | | **330** | | | Total number Employed | | | **74%** | | | Total number Unemployed | | | **16%** | | | Unknown | | | **9.99%** | | | Total number in Further Education only | | | **0.01%** | | | Total number in Further Education and Employed | | | **6%** | | | Total number still Employed with Company who provided Apprenticeship | | | **50%** | | |  | | |  | | |  | | |  | | | Total number of **Childcare** | | | **33** | | | Total number of **Business** | | | **82** | | | Total number of **Health & Social Care** | | | **37** | | | Total number of **Engineering** | | | **110** | | | Total number of **Dental Nursing** | | | **28** | | | Total number of **Other** (i.e. Functional Skills, Traineeships, Warehousing, NVQ only) | | | **40** | |   \*This data is based on learners contacted 6 months after completion. (December 2016) |
| ***Where relevant, employability skills so that learners are well prepared for the next stage of their education, employment, self-employment or training.***  The good review process captures learners’ personal development, behaviour and employability skills through a meaningful RAG rating system that is triangulated with the learner, employer and LDO. Learners are motivated and engaged by this process, which allows them to see where they need to develop in terms of their next stages in education and employment and acknowledges their achievements. Some learners in Engineering undertake additional units to enhance their employability skills which allows them to progress within their employment. Some learners have also completed higher level functional skills beyond the requirements of their programme to further enhance their employability skills or to the next stage of their education. |
| ***Prompt and regular attendance.***  Attendance at Engineering training sessions is very good with averages for all days over 90%. The majority of lessons start on time and learners demonstrate a good understanding of what is expected from them. The introduction of Student Support in the Training Centre has increased employer engagement to improve attendance. Analysis of trends in attendance demonstrate a positive improvement.(See table Below) Learners show a commitment to their employment in the majority of occupational areas, although within Health & Social Care, there are still issues in learners cancelling appointments and high sickness records.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2015/16 | **Monday Average Attendance** | **Tuesday Average Attendance** | **Wednesday Average Attendance** | **Thursday Average Attendance** | **Block Release Average Attendance** | | **August** | **89%** | 92% | 92% | 90% |  | | **September** | 90% | 90% | 92% | **83%** | 99% | | **October** | 96% | 98% | 95% | 100% | 95% | | **November** | 96% | 92% | **84%** | 98% | 94% | | **December** | 94% | **86%** | **89%** | 91% | 91% | | **January** | **88%** | 98% | 92% | 93% | 91% | | **February** | 96% | 95% | 92% | 98% | 95% | | **March** | 95% | 94% | 92% | 98% | 90% | | **April** | **87%** | **89%** | **88%** | 94% | **77%** | | **May** | 95% | 93% | **87%** | 94% | 90% | | **June** | **82%** | **84%** | **85%** | 89% |  | | **July** | **88%** | **81%** | **88%** | **82%** |  | | **Total** | **91%** | **91%** | **90%** | **93%** | **91%** | |
| ***Following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour and how they relate to others.***  The introduction of the Learning Launchpad (an additional learning aim for all apprentices) allows apprentices to demonstrate knowledge and understanding of their expected behaviours, both in the workplace and at Alliance Learning. Regular conversations with learners regarding personal and pastoral issues are discussed well. Learners have access to their LDO through mobile contact and are all well aware of the Safeguarding Officers’ roles and responsibilities. All staff have received updated Safeguarding training in order to support their learners more effectively and confidently. There has been an increase in Safeguarding/ Welfare referrals which demonstrates a raised awareness of learners’ acknowledging and dealing with their feelings. A good learner disciplinary policy has also been introduced to target any unwanted behavours, which actively engages both the learner and employer to improve standards in behaviour. |
| ***Understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media.***  Apprentices demonstrate good health and safety practices, both in the workplace and Alliance Learning. Delivery staff reinforce the importance of complying at all times with safe working practices. Learners have a sound understanding of how to keep themselves safe and benefit from good support from their employer, LDO and the designated Safeguarding Officers. Improvements have been made to learners’ understanding of the threat of cyber bullying, internet safety, extremism and radicalisation through enhanced topics in the review process, hot topics from the local prevent co-ordinator, Learning Launchpad and information displayed within the centre and the onefile e-portfolio system. The smoothwall (IT) system has also been implemented to block access to unsuitable websites to further protect learners. |
| ***Knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating.***  Learners benefit from a useful induction booklet which gives relevant information on healthy eating, finances, referral agencies for drug and alcohol problems, local fitness opportunities. Information on healthy eating is effectively displayed and encouraged in the Learner areas, although this requires further development for learners who do not attend centre. Learners have benefited from guest speakers at Drug and Alcohol awareness sessions (BIDAS) and the local fire service ‘Safe drive stay alive’ to improve their knowledge and understanding of a safe and healthy lifestyle. Supportive relationships with the learners’ delivery staff is particularly good and learners state that they feel supported and like the fact they can access this support easily through the various media available to them. |
| ***Personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.***  British Values are promoted well to all apprentices. Learners show tolerance and respect for one another and this is apparent within observations of teaching, learning and assessment. The recent introduction of learner forums supports the promotion of democracy. Hot topics are encouraged in relation to local and national media from the local prevent co-ordinator, along with general topics around British Values at regular, meaningful reviews. This is also supported in the highly effective reference to Personal, Learning and Thinking Skills within the comprehensve feedback learners receive. Recognition of learners’ contribution to the wider society and community requires further development and evidence and this has now been introduced to the Alliance Learning annual awards evening. |
| **Outcomes for learners** |
| ***Learners progress from their different starting points and achieve or exceed standards expected for their age.***  ***2015/16 Final data***    Overall success rates are good. Success rates for all apprentices on the majority of programmes are well above the national averages and have been for the last 3 years.  Timely Success rates have increased on the previous year. This is due to good performance in Business Administration/Customer Service/Management, Engineering and subcontracted provision. Early leavers, maths functional skills and a lack of employer engagement have contributed to inconsistent achievement rates in Health. Please see below.    Overall Success rates for the Engineering Manufacturing and Business Administration/Customer Service/Business Management departments remain well above national averages, with the majority of learners completing their programmes.  Please see below for individual departmental breakdowns.  **Health and Social Care**  Whilst above the national average, timely achievement is 5% lower than the previous year due to learners leaving the programme or exceeding their expected end date as they struggled to pass their functional skills maths exams.  The 24+ age range have affected both overall and timely achievement. Standard length of stay has been increased to assist the 24+ age range who need to cover childcare and regularly re-schedule appointments.  Advanced Apprentice early leavers also impacted on the overall/timely achievement. Analysis identified that these learners did not complete their Level 2 with Alliance Learning. All Advanced Apprentices must now go through additional screening with the experienced Health team prior to enrolment.    **Medicine and Dentistry (Delivered by Dentrain Professional Ltd)**  Overall Achievement rates remain good at 80% although they are 10% behind last year. Timely achievement is very good at 78.57%  The reduction was due to 6 learners who left the programme without achieving for a variety of reasons and analysis has identified that there are no trends to address for these early leavers.  **Childcare**  Overall and Timely Achievement rates declined on the previous year. This is attributed to the poor performance of one member of staff who was performance managed and has now left the organisation. She has been replaced by an experienced Senior assessor along with an additional childcare assessor, to address the improvements - data in 2016-2017 demonstrates a positive impact.  24+ age range impacted early leavers in 2015-2016 and make up 50% of the 12 early leavers for the year. Improvements to IAG have seen a reduction in leavers for this age range and currently in 2016-2017, all learners aged 24+ are making good progress. Timely achievement for Intermediate Apprentices (IA) is low because of non-completion of Functional Skills on time. We have now changed entry requirements for this programme and recruited an ICT specialist.  **Engineering**  Late achievers from a previous contract year were taken off as leavers in 2015-2016 which impacted and shows a low achievement rate.  **Manufacturing Technologies**  Manufacturing was 20% above the national average and overall achievement remained good. Although there was a 5% decrease, this was due to late achievers from a previous contract year who were taken off as leavers in 2015-2016.  There was a 12% increase in timely achievement. Engineering capacity planning issues were identified as the root cause of low timely achievement in 2014/2015 and a new Engineering Manager was appointed, together with the appropriate infrastructure to quickly implement control measures and this resulted in a significant rise in timely achievement.  **ICT Practitioners (Delivered by Nowskills)**  Overall and Timely Achievement Rates are very good and well above national averages.  One early leaver has impacted on the success rates not being 100%, which could not be prevented.  **Warehousing and Distribution**  This cohort had low numbers. Overall and timely achievement were impacted due to 3 people leaving the sector and their subsequent apprenticeship programme. Alliance Learning no longer offers this apprenticeship programme.  **Business Administration/Customer Service/ Business Management**  Overall and Timely achievement remained very good for Business Administration. Timely achievement increased by 9%, resulting in the department being 24% above the national average. An effective Senior member of staff is in place to support the management of this department, which has seen a steady trend in the increase in achievement rates. Effective use of the OneFile e-portfolio system also further enhances the timely achievement of this department.  Business Management is outstanding at 100% overall and timely achievement (4 learners in total).  **Programme Type**    There was a drop in overall and timely success rates for Advanced Apprentices. This is attributed to the early leavers and late achievers mentioned above in Health and Childcare.  There was a positive increase in Intermediate Apprenticeships for both overall and timely success across the majority of departments.  Higher Apprenticeship overall and timely success rates require improvement. These were attributed to a large employer working on MOD initiatives who redeployed staff which impacted on their apprenticeship progress. Alliance Learning continued to work with this organisation to ensure all these learners achieve regardless of expected end dates. A dedicated contact now co-ordinates the training to ensure success rates improve.    16-24 year olds remained broadly comparable with the previous year and well above national averages. Adult learners age 25 and over performed less well and this is evidenced in the reduction of timely achievement in the Health Department. Standard length of stay has been increased and additional screening with the experienced Health team prior to enrolment has been implemented to improve this.      Male and female overall achievement rates remained broadly comparable to previous years. Male learners achieve slightly better overall, although females perform less well in a timely manner. This is due to the amount of leavers in Health. There are no significant variatons in performance across all other routes. |

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| **Departmental Overviews** |
| **APPRENTICESHIPS are Good.**  **Engineering**  Alliance Learning has 214 apprentices in this area. Overall and timely achievement rates for this area are good. Insufficient capacity planning in the training centre resulted in a significant reduction in timely success for 2014/2015 for Intermediate Apprenticeships. Alliance Learning took steps to address this and a new experienced manager and structure is in place and this is evidenced through the improved timely success rates for 15/16. Higher Apprenticeship success rates require improvement. This is attributed to a large employer working on a priority MOD project which significantly hindered their progress although valuable work experience was gained during that project. Teaching, Learning and Assessment is very good with elements of outstanding features identified. Personal development, behaviour and welfare is good with learners making good progress from their starting points, developing confidence and self-esteem. Attendance is very good for off the job training.  Strengths   * Very good overall and timely success rates. * Very good Teaching, Learning and Assessment. * Very good attendance for off the job training. * Very good learner progress reviews. * Employer engagement is very good.   Areas for Improvement   * Written feedback to learners requires further development. * Learners’ expectations of behaviours at work to reduce early leavers. * Recruitment of females onto engineering programmes. * Parental engagement for 16-18 year olds.   **Childcare**  Alliance Learning has 66 apprentices in this area. Overall and timely achievement rates require improvement. A Senior member of staff was appointed to address this area and drive the quality of the department. Following this appointment, Teaching, Learning and Assessment continues to be consistently very good. Outstanding feedback has been identified along with very good practice highlighted from Standards Verifier visits. Very good learner progress reviews and 360 degree feedback show good employer engagement. To date, 16-17 in-year analysis indicates a significant improvement in this department.  Strengths   * Very good Teaching, Learning and Assessment. * Feedback to learners is outstanding. * Very good learner progress reviews. * Very good practice highlighted from Standards Verifier visits. * Employer engagement is good.   Areas for Improvement   * Overall and Timely achievement * Continued improvement to 24+ Achievement * Progression onto higher level qualifications * Parental engagement for 16-18 year olds   **Health & Social Care**  Alliance Learning has 84 apprentices in this area. Overall and timely achievement in 2015/2016 required improvement. However 2016/2017 in-year data shows very good support for the learner to stay on programme until they ultimately achieve with high overall success rates. Employer engagement is improving and strategies are in place with managers liaising with companies to improve rota planning for appointments. The appointment of an experienced Senior is helping to improve this area through a learner/employer concern register. Teaching, Learning and Assessment is good with assessors making good use of IPad technology during coaching sessions. Personal development, behaviour and welfare is adequate with the majority of learners achieving their qualification. Feedback to learners is good following assessment and through very good learner progress reviews.  Strengths   * Good support to ensure learners achieve. * Effective Senior driving improvements. * Very good learner progress reviews. * Good Teaching, Learning and Assessment. * Feedback to the learners is good.   Area for Improvement   * Employer engagement requires improvement. * Overall and Timely success rates * Reduction in learners leaving the programme * Promotion of in-work attendance and improvement to 24+ Achievement * Parental engagement for 16-18 year olds   **Business Administration**  Alliance Learning has 124 apprentices in this area. Overall and Timely achievement remained very good for Business Administration. Timely achievement increased by 9%, resulting in the department being 24% above the national average. An experienced Senior member of staff is firmly embedded into this department and the impact is demonstrated in the continued rise performance.  Teaching, Learning and Assessment is good with elements of outstanding features identified in observations. Feedback is motivational with clear advice on how to improve, although learner responses required more reflection. Recent SV reports in 2016-2017 state feedback is outstanding in this area, with 3 areas of good practice identified. Personal development, behaviour and welfare is good, with learners making clear progress from their starting points, developing confidence and self-esteem. This is reflected in the consistently very good achievement rates.  Strengths   * Very good overall and timely achievement rates. * Feedback to learners is outstanding. * Very good Teaching, Learning and Assessment. * Very good learner progress reviews. * Very good use of ILT throughout the programme. * Good employer engagement.   Areas for Improvement   * Continue to increase progression onto higher level qualifications. * Employer engagement to increase day release numbers. * Reflective feedback from learners. * Parental engagement for 16-18 year olds   **Dental Nursing (Dentrain)**  Alliance Learning sub-contracts 46 apprentices in this area. Overall and timely achievement rates for this area remain very good and are broadly comparable with the previous year. Teaching, Learning and Assessment is good with elements of outstanding features identified in observations, alongside positive EV Reports. Feedback from learner questionnaires is positive and learners like that they can access their assessor any time during the day. Personal development, behaviour and welfare is satisfactory with learners making good progress from their starting points, developing confidence and self-esteem, although further enhancement of British Values requires improvement.  Strengths   * Very good overall and timely achievement rates. * Good teaching, learning and assessment * Good learner feedback * Good IAG   Areas for Improvement   * Enhanced promotion of PDBW * Implementation of British Values to Learners * Employer engagement in relation to British Values   **IT Apprenticeships (Nowskills)**  Alliance Learning sub-contracts 16 apprentices in this area. Both Overall and timely achievement rates are very good. Teaching, Learning and Assessment is good with SV reports confirming good standards of assessment practice.  Strengths   * Very good overall and timely achievement rates. * Good teaching, learning and assessment * Good management of learners on programme.   Areas for Improvement   * Implementation of British Values to Learners * Progression onto higher level qualifications * More robust learner progress reviews  |  | | --- | | **Traineeships** |     Traineeships outcomes require continued improvement. Alliance Learning had 20 learners on Traineeship programmes between 1st August 2015 and 31st July 2016. Overall achievement rates for this area improved against the 2014/15 figures, increasing from 52.94% to 62.96%. Timely achievement increased from 44.12% to 62.96%. Outcome for learners was good with 68% of Traineeships progress onto positive outcomes in Apprenticeships, Employment or Further Education. However, there is low number of Traineeships who progress onto Apprenticeships with Alliance Learning or gain employment with the employer who hosted their work placement (28%) and improvements need to be made in sourcing work placements with opportunity for progression into sustained employment/apprenticeships at the conclusion of the Traineeship programme. Alliance Learning recruited and employed a full time Traineeship Development Officer. This role was created to enhance the learner journey and success of the programme. A focus was placed on targeting vacancies for Traineeships in the first instance, which allows learners to apply for a vacancy with a view to moving onto Apprenticeships. More needs to be done to improve outcomes for Traineeships, therefore, we have changed our delivery model to be more flexible and span a shorter timeframe, which will increase participation and more closely mirror the expectations of learners and referral sources. Observation of Teaching, Learning and Assessment is good and the use of the OneFile e-portfolio to support the learners has been successfully established. Personal development, behaviour and welfare is beneficial in ensuring learners make good progress from their starting points, developing confidence and essential employability skills. Traineeship learners are challenged well to think about and discuss issues relating to Equality, Diversity and Inclusion/British Values, Safeguarding and Health and Safety which helps to prepare them for Apprenticeships and working life. English and Maths are well-supported with strong differentiation and individual support provided to all learners. Traineeships in the Fabrication and Welding route have been provided with meaningful workshop experience at Alliance Learning’s training centre and this supports their learning and progression into industry.  Strengths   * Improving overall and timely achievement rates * Good development of employability skills. * English and Maths well-supported * Meaningful workshop experience in Fabrication and Welding route   Areas for Improvement   * Employer Engagement to source sustained work opportunity/Apprenticeship for each learner * Enrichment/development activities occupationally specific to other routes * Improvements to overall and timely achievement rates |