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Alliance learning   
self assessment report

2019-2020



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| **Summary of Grades** |

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| Quality of Education | Grade:2 |
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| Behaviour and Attitudes | Grade:2 |
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| Personal Development | Grade:2 |
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| Leadership and Management | Grade:2 |
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| Safeguarding | Effective |
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| Business Administration and Customer Service | Grade:2 |
| Business Management | Grade:2 |
| Engineering | Grade:2 |
| Childcare | Grade:3 |
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| **Provision Type:** |  |
| Apprenticeships | Grade:2 |

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| **Name of Organisation: Alliance Learning** | **Report Date: January 2020** |
| **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 54 years of training in 2020. Alliance Learning has an engineering multi-disciplinary training centre, incorporating the head office in Horwich.  Alliance Learning holds a contract with the Education & Skills Funding Agency for Apprenticeships provision. Programmes delivered include Intermediate, Advanced and Higher Apprenticeships in Business Administration and Management, Customer Service, Childcare, and Engineering. Alliance Learning also offer Higher Apprenticeships in Engineering and Business and Professional Administration and Business Management.  Alliance Learning sub-contracts to local colleges for a small number of learners to complete BTEC qualifications as part of their apprenticeship in Engineering. Alliance Learning had sub-contracting partnership with Dentrain Professionals Ltd to deliver Dental Nursing Apprenticeships, \*From January 2018, Alliance Learning no longer sub-contracted for any new starts. The last cohort of Dental Nurse Apprenticeships completed in January 2020 and all subcontracted apprenticeship delivery is complete.  **Socio Economic Information**  Bolton has a population of 285,400. 19.1% of the population consider themselves to be part of one of the non-white ethnic minorities with those from an Indian background constituting the largest minority group. Bolton includes some of the most affluent areas in the region and some of the poorest. Almost 43% of the borough’s population lives in neighbourhoods that are amongst the 25% most deprived in England and Wales  In Bolton, the percentage of people on main out of work benefits is 14.3% which is higher than the rate for the North West (13.2%) and significantly higher than the national rate of (11.0%).  Bolton has a less economically active working age population which is 3% less than the North West and almost 5% below the national figure. The main contributory factor to this appears to be the number of long term sick residents, which is 4.5% above North West and 7.4% above the national rate.  Compared with borough averages where the proportion of learners aged 16 achieving five or more 4-9 GCSE grades including English and maths is 58.5%. This expresses the scale of the challenge that Alliance Learning faces in developing these skills for those young people that have failed to achieve in secondary education particularly with the importance of English and Maths to employability.  Bolton has areas of high levels of deprivation and has a higher unemployment rate than both the North West and Great Britain as a whole. In 2018/19, 33% of our achievers were from these areas of high relative deprivation. Many of our learners face multiple barriers to their learning and Alliance Learning is successful in supporting them to achieve their learning aims.  In 2018/19 - 72% of students who have been involved in safeguarding cases, therefore facing some of the most complex and challenging barriers to learning, either achieved their qualification/s or remain on programme.  Alliance Learning recruited a slightly higher proportion of learners from minority ethnic backgrounds (11%) when compared to the previous year of 7.5% This still requires further enhancement to fall in line with Bolton as a whole (21%). | |
| **Organisational Structure** | |
| Alliance Learning is led by 6 voluntary Board Members, each of whom play a lead role in companies/organisations 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. The Apprenticeship and Quality Manager, is responsible for the ESFA funding, Apprenticeships and quality improvement for the organisation and assists the CEO to manage the Curriculum Manager and Engineering Manager in the Work Based Learning Division. All these roles are managed under the direction of the Chief Executive. A Commercial Manager leads a team for non-funded training and the Marketing and New Business Manager oversees recruitment and employer engagement for all programmes. These two roles are managed under the direction of the Business Executive. | |
| **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. | |
| **Distance Travelled Since Last Inspection** | |
| Short Inspection Letter (May 2017)  **Ofsted recommendations for improvement and distance travelled (May 2017):**  ***‘Managers implement effective actions to improve the quality of teaching, training, learning and assessment that apprentices on health and social care programmes receive, so that they make good progress and achieve.’***  **Distance travelled:**   * A strategic decision was made to no longer offer the Health and Social Care provision from January 2018 * Implementation of monthly performance board to challenge quality and progress of learners. * Learners removed from programme who were not engaged to allow focus on remaining learners. * This resulted in increased overall and timely achievement rates.   ***‘Staff evaluating the quality of teaching and learning focus on the impact of teaching and training practices on apprentices’ vocational skills development.’***  **Distance travelled:**   * Implementation of the new Quality of Education process and appointment of Quality of Education Leader to validate curriculum for quality assurance of all pedagogical approaches as well as intent, implementation and impact of all our programmes. * Introduction of Teaching Academy to upskill assessors to tutors as well as utilising this for existing qualified teachers to enhance their delivery. * Individual delivery staff interviews at the start of each funding year inform regular and meaningful staff CPD in relation to their vocational development. * Best Practice continues to be shared with all delivery staff on an ongoing basis, including the implementation of Growth Mindset to inform the way feedback is provided through “yet” and “not yet” to encourage effort, learning from mistakes and develop resilience.   ***‘All LDOs check thoroughly apprentices’ depth of understanding and knowledge and the quality of their written work to ensure that apprentices achieve their potential.’***  **Distance travelled:**   * New Quality of Education process includes a focus on deep dives of sector areas to ensure Apprentices are developing significant new knowledge, skills and behaviours and are making good progress. * Monthly curriculum performance meetings identify key themes from Quality of Education activity. * Improved use of ‘Journal Entries’ at the end of sessions on the e-portfolio, with reflective evaluation being implemented at the end of each session to highlight what is being learned and linking this to off the job training.   ***Managers develop effective arrangements to ensure that all apprentices receive their on- and off-the-job training entitlements.***  **Distance travelled:**   * An ‘off the job’ training plan, including commitment statement, is completed in collaboration with the learner and employer at the beginning of the apprenticeship programme to ensure that entitlement is planned to meet all areas of development. * Milestone trackers complement the commitment statement and set clear expectations for targets and training entitlements. * Monthly curriculum performance meetings for each subject area complement the above and identify issues with shortfalls against training entitlements and ensure action is taken. * Improved use of ‘Journal Entries’ at the end of sessions on the e-portfolio, with reflective evaluation being implemented at the end of each session to highlight what is being learned and linking this to off the job training. | |
| **Numbers of Learners Currently On Programme (January 2020)** | |
| |  |  |  | | --- | --- | --- | | **Subject Sector** | **Programme** | **Number** | | **Business Administration** | Business Administration Intermediate Apprenticeship (Framework) | 2 | | | Business Administration Advanced Apprenticeship (Standard) | 48 | | Certificate in Learning and Development Advanced Apprenticeship (Framework) | 3 | | Business Administration Higher Apprenticeship (Frameworks) | 5 | | **Business Management** | Business Management Advanced Apprenticeship (Framework) | 1 | | | Business Management Advanced Apprenticeship (Standard) | 22 | | | | Business Management Higher Apprenticeship (Standard) | 23 | | **Customer Service** | Customer Service Intermediate Apprenticeship (Framework) | 1 | | Customer Service Intermediate Apprenticeship (Standard) | 5 | | Customer Service Higher Apprenticeship (Framework) | 1 | | **Childcare** | Childcare Intermediate Apprenticeship (Framework) | 29 | | Childcare Advanced Apprenticeship (Framework) | 10 | | | | Childcare Advanced Apprenticeship (Standard) | 6 | | Specialist Support for Teaching and Learning Advanced Apprenticeship (Framework) | 2 | | **Engineering** | NVQ Diploma in Preforming Engineering Operations Intermediate Apprenticeship (Framework) | 19 | | | NVQ Diploma in Preforming Manufacturing Operations Intermediate Apprenticeship (Framework) | 12 | | | Extended Diploma in Fabrication & Welding Engineering Advanced Apprenticeship (Framework) | 19 | | | Extended Diploma in Electrical & Electronic Engineering Advanced Apprenticeship (Framework) | 31 | | | Extended Diploma in Engineering Maintenance Advanced Apprenticeship (Framework) | 42 | | | Extended Diploma in Engineering Technical Support Advanced Apprenticeship (Framework) |  | | 50 | | Extended Diploma in Installation & Commissioning Advanced Apprenticeship (Framework) | 1 | | | Extended Diploma in Mechanical Manufacturing Engineering Advanced Apprenticeship (Framework) | 27 | | | Extended Diploma in Engineering Manufacture Higher Apprenticeship (Framework) | 2 | | | Engineering Technician (Standard) | 28 | | | Metal Fabricator (Standard) | 16 | | Maintenance and operations Technician – MOET (Standard) | 15 | | |

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| **Quality of Education** |
| **Intent** |
| A well designed curriculum gives learners, including those with socio-economic or learning disadvantage, the knowledge and skills they need to succeed in learning, independent living, life and work and sets out what they will need to know and do by the end of their programmes, to achieve their technical and vocational ambitions.  Our curriculum is relevant and in line with local labour market intelligence in order to address socio-economic issues relevant to the geographical areas of delivery. To meet this need, a key priority for 2018/19, was the early transition from Apprenticeship Frameworks to Apprenticeship Standards in; Engineering Manufacture; Early Years; Business and Professional and Management. To further enhance our curriculum intent, validation panels were implemented in 2019 to ensure the above is continuously met via an annual cycle and this process continues to evolve over time.  All Curriculum areas are subject to a validation process, which involves the CEO, Apprenticeships and Quality Manager and Quality of Education Leader along with the Curriculum Leads. This allows us to ensure that there is robust and effective planning and sequencing of all curriculum areas. Milestone trackers clearly demonstrate how the curriculum is planned and sequenced with clear identification of mini-gateways for formative assessment and progress checks.  Subject Specialist Tutors complete the enrolment of all Apprentices to ensure a comprehensive Knowledge, Skills and Behaviours skills scan is completed to establish what learners already know and can do and informs the milestone trackers. This allows identification of any additional training required to support the needs of the learner and employer – for example non-qualification activity such as Safeguarding and Mental Health training for Level 5 Operations Manager apprentices to allow them to better support their own staff in work. These plans are fluid to ensure we are able to meet the changing needs and circumstances of Apprentices and employers. More recently the introduction of CognAssist provides more information about barriers to learning and individual needs a learner may have, and tutors are starting to adapt their approaches accordingly.  Curriculum is also planned to ensure that learners are supported for future progression opportunities by developing transferable skills; for example, our Early Years Level 3 apprentices are encouraged to use Harvard referencing within their work in order to prepare them for potential progression to Foundation Degree programmes.  More needs to be done to encourage learners with high needs and disabilities onto apprenticeships. Alliance Learning recognises this and has recently appointed their own apprentice as a Disability Confident Champion and Apprenticeship Ambassador to engage with employers and learners to increase participation. |
| **Implementation** Tutors are experts in their subjects. They hold appropriate teaching qualifications. Tutors use their industry knowledge effectively to promote learning. Tutors take part in regular staff development activities that improve their teaching practice. As part of our commitment to professional development of our staff, Alliance Learning has introduced a Level 5 Teaching Academy to further enhance and standardise its approach to Professional Standards expected for Teachers and Trainers and this will result in fully-qualified tutors.  Our Quality of Education Leader utilises information from validation panels, alongside the previous year’s CPD themes to meet with every tutor individually to inform an action plan which supports continuous development and identifies areas for deep dive activity for the coming year. In addition, together with Curriculum Leaders, the Quality of Education Leader undertakes regular Quality Assurance activity, including learning walks, deep dives and work scrutiny to ensure that teachers are demonstrating their expertise, and where any gaps are identified, swift action is taken to address these through CPD.  Sessions are well-planned, in line with the Milestone tracker to ensure that activities are sequenced logically. Particularly in the area of Skills development, repetition is utilised to ensure learners can commit key concepts to their long-term memory and apply them fluently in the workplace, for example marking-out of datum points and drilling in the Engineering Technician Standard. Sequencing of the curriculum includes mini-gateways to formatively assess a learner’s progress against expected Knowledge, Skills and Behaviours and ensure they are on track to achieve their defined end points. Subject Specialist Tutors ensure that skills developed in our training sessions are taken back to the workplace to be practised further, undertaking 12-weekly learner scorecards to measure progress in triangulation with the employer so there is a clear link between understanding and application of skills.  As part of our commitment to the Quality of Education, staff are receiving training on Growth Mindset to encourage learners to be resilient, apply effort and understand that learning and reflection on mistakes and misunderstandings is a key process of long-term understanding. From the staff who have received this training, staff are already starting to utilise key concepts of growth mindset with learners, for example feedback stating, “not yet” to apply this growth mindset focus. |
| **Impact** |
| Learners enjoy teaching and learning as evidenced through feedback of observation of teaching, learning and assessment. Learners benefit from high quality activities and teachers’ excellent subject and industry skills and experience, which deepen and consolidate learning and progress. Learning is frequently checked through questioning and discussion, and growth mindset is utilised to encourage effort and learning by mistakes. Assessment practice in the workplace is well planned. Tutors ask probing questions to determine apprentices’ wider understanding of topics and develop their analytical and problem-solving skills.  Learners are prepared for the next stage of education, employment or training. They gain qualifications and meet the standards to go on to destinations that meet their interests and aspirations and the goal of their course of study. Of the respondents to destination outcomes (achievers between August 2017 and July 2019), 78% are still at the company with which they completed their Apprenticeship. Of that number, 34% have been promoted and/or have increased responsibilities and salary. Of the 22% no longer with the same employer, all of these respondents are in new employment or higher education evidencing very good positive destination outcomes.  **2018/19 Overall Achievement Rates**    Overall achievement rates for Apprenticeship frameworks are good and have remained broadly comparable to the previous year. Achievement rates for all apprentices on the large majority of programmes are well above the national averages and have been for the last 3 years. 33% of all achievers were from disadvantaged backgrounds, evidencing good support for social and cultural capital enabling learners to achieve their goals.    Overall achievement rates for Engineering Manufacturing and Business Administration/Customer Service/Business Management and Health and Social Care increased on the previous year. Childcare apprenticeships have seen a decline due to learners who left the programme early. We identified a theme in Childcare with a rise in the number of learners facing challenges to remain on programme due to Mental Health issues. As a result, tutors have undertaken Mental Health, Wellbeing and Resilience training in order to better support learners. In addition, the curriculum manager in this area has undertaken Mental Health First Aid training.  Timely achievement rates for Apprenticeship frameworks have consistently risen over the past 3 years; rising from 71.75% in 2016/17 to 79.07% in 2018/19, demonstrating well-managed programmes of delivery. In 2018 a strategic decision was made to cease recruitment of Health and Social Care apprenticeships and all non-committed learners were taken off programme, which then allowed the remaining learners to achieve on time and increase by 32%.    There has been a positive increase in the overall achievement rates and timely achievement rates for Advanced Apprentices. This is attributed to improvements in Engineering, Business Management and Business Administration programmes.  Overall achievement rates for Intermediate Apprenticeships remained broadly comparable (collectively averaged on the above data) along with timely achievement.  Higher Apprenticeships overall have increased by 10% and timely achievement rates remained broadly comparable.    Overall and timely achievement increased for 16-18 year olds. Overall and Timely achievement reduced for 19+ learners. In 2018 a strategic decision was made to cease recruitment of Health and Social Care apprenticeships and all non-committed learners were taken off programme. This ultimately allowed the remaining learners to achieve on time and increase by 32%.    The number of female Apprentices on programmes has significantly fallen due to the removal of Health and Social Care provision and the National drop in Apprenticeship numbers. However, overall and timely success remains broadly comparable with the previous year. Males overall and timely success has risen in comparison to the previous year.  Learners are prepared for the next stage of education, employment or training. They gain qualifications and meet the standards to go on to destinations that meet their interests and aspirations and the goal of their course of study.  ***Apprenticeship Standards***  Alliance Learning currently delivers Apprenticeship Standards in Engineering Manufacture; Early Years; Business and Professional and Management. Retention rates for all programmes is very high. Early indications of the impact of very good Quality of Education can be evidenced in Customer Service and Business Administrator with 100% Distinction achievement rates. Business Management EPA evidences Merit and distinction achievement, which is preparing and allowing the learner to progress to their next stage of education, employment and training.  **Quality of Education Areas for Development/Improvement:**   * Further enhance the validation process for curriculum * Further enhance teaching, learning and assessment by ensuring teaching staff transitioning from assessors to tutors experience high quality industry and professional teaching practice. * Better recording of Off the Job training. * Development of VLE to enahnce the curriculum * Further enhance individual support for learning by ensuring all teachers and support staff are working effectively together for the benefit of learners. * Improve collection of learner destination data |

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| **Behaviours and Attitudes** |
| Tutors make good use of Maslow’s hierarchy of needs to create lessons and environments where the learners feel comfortable and safe to be able to engage and enjoy their learning. Learner charter’s rules of behaviour ensure classes run in a smooth and orderly manner and negative behaviour is challenged and documented in triangulated reviews with the learner and their employer. Continuous embedding of British Values educates learners and develops their understanding of the social impact of these areas. Staff are conscientious about learner needs and are trained to be able to spot changes in attitude and behaviour which may be a sign that a learner needs support and staff understand the processes to follow in such instances, for example to the Safeguarding team.  Attendance at training sessions at Alliance Learning remains very good with averages attendance at 90.85% for 2018/19.  The majority of lessons start on time and learners demonstrate a good understanding of what is expected from them. The ERP system in the Training Centre continues to provide reporting systems that are in place for employer engagement, Safeguarding and attendance tracking. Analysis of trends are built into the system and this demonstrate positive attendance. (See table below)   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Percentages** | | | | | | | |  | Present | Unauthorised | Authorised | Sick | Holiday | Company | Staff Training | | **YTD 18-19** | **90.85%** | **1.37%** | **1.06%** | **1.54%** | **2.76%** | **2.20%** | **0.13%** | | August | **85.01%** | **2.11%** | **0.94%** | **2.34%** | **6.79%** | **2.81%** | **0.00%** | | September | **93.66%** | **0.28%** | **0.83%** | **0.28%** | **0.83%** | **3.86%** | **0.28%** | | October | **93.07%** | **0.97%** | **1.41%** | **1.95%** | **1.84%** | **0.65%** | **0.11%** | | November | **92.03%** | **1.14%** | **0.76%** | **1.52%** | **1.65%** | **2.66%** | **0.13%** | | December | **92.96%** | **0.88%** | **0.29%** | **1.76%** | **1.47%** | **1.17%** | **0.88%** | | January | **92.75%** | **1.06%** | **1.06%** | **1.51%** | **1.81%** | **1.51%** | **0.15%** | | February | **91.67%** | **1.87%** | **2.00%** | **2.13%** | **3.53%** | **2.20%** | **0.27%** | | March | **92.82%** | **0.50%** | **0.33%** | **1.17%** | **2.67%** | **2.34%** | **0.17%** | | April | **88.41%** | **1.35%** | **1.89%** | **1.08%** | **2.43%** | **4.85%** | **0.00%** | | May | **90.23%** | **2.77%** | **1.14%** | **1.95%** | **2.44%** | **1.30%** | **0.00%** | | June | **89.74%** | **2.24%** | **1.49%** | **0.56%** | **2.24%** | **3.73%** | **0.00%** | | July | **85.62%** | **2.08%** | **0.96%** | **1.12%** | **7.35%** | **2.72%** | **0.16%** | |  |  |  |  |  |  |  |  | | Monday | **87.87%** | **1.87%** | **2.00%** | **2.13%** | **3.53%** | **2.20%** | **0.27%** | | Tuesday | **91.92%** | **1.57%** | **0.60%** | **0.84%** | **2.35%** | **2.47%** | **0.24%** | | Wednesday | **92.24%** | **1.18%** | **1.02%** | **1.44%** | **2.41%** | **1.66%** | **0.05%** | | Thursday | **90.17%** | **1.20%** | **0.93%** | **1.99%** | **2.59%** | **2.92%** | **0.00%** | | Friday | **94.19%** | **0.00%** | **0.00%** | **0.87%** | **4.07%** | **0.58%** | **0.00%** |   Punctuality of learners attending Alliance Learning requires improvement – particularly in Engineering. More robust tracking and data analysis has been put into place and measures have been taken to improve and monitor this as a key employability skill.  Learner behaviours, including motivation are continuously observed and assessed across our programmes. Growth Mindset thinking has been introduced, using feedback and lesson planning to establish effort and motivation to learn as a crucial part of the learning process. Learner behaviours are discussed at every review in triangulation with the employer to ensure all parties are committed to supporting the learner to develop positive attitudes and behaviours and identify key areas of strength and improvement.  **Areas for Development/Improvement:**   * Improvement in employability skills to reduce learners leaving programmes early. * Punctuality of learners in Engineering. |

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| **Personal Development** |
| British Values are promoted well to all apprentices. Learners show tolerance and respect for one another and this is apparent within Quality of Education activity, such as learning walks. Learner forums continue to support the promotion of democracy. Monthly newsletters from the Quality of Education Leader promote hot topics for discussion around topical and relevant news items and British Values and protected characteristics are covered at regular, meaningful reviews. Alliance Learning’s annual awards evening recognises the learners who have made a significant contribution to their local community.  Our Disability Employer status highlights our focus on Equality, Diversity and Inclusion. Our recent appointment of Equality, Diversity and Inclusion Champion evidences our commitment to providing a complete learning programme that is free from any form of discrimination, of which we have zero tolerance. Learners feel that our programmes, delivery and staff are inclusive, and they know who to talk to if they are worried about anything in relation to the Protected Characteristics.  Apprentices benefit from programmes that are well planned to support development of Knowledge, Skills and Behaviours, including confidence and resilience; for example, group and individual presentation skills embedded into activity planning to build a learner’s confidence. Growth mindset informs the way feedback is provided through “yet” and “not yet” to encourage effort, learning from mistakes and developing resilience. The recent introduction of CognAssist to support 8 domains of the brain supports learners to remove barriers to learning, which positively impacts mental health by reducing frustration and stress. As part of our commitment to supporting mental health for staff and learners; all safeguarding officers, leaders and managers are now qualified Mental Health First Aiders. Moreover, all tutors have received internal mental health training to provide a better understanding of how to support learners; help them to stay mentally healthy and how to quickly spot signs that a learner may need support and deal with it effectively.  Learners have benefited from guest speakers, such as Kooth – an online mental health support service - and the local fire service ‘Safe drive stay alive’ to improve their knowledge and understanding of a safe and healthy lifestyle. Our offer of free refurbished bicycles for new Apprentices through our partnership with Transport for Greater Manchester promotes exercise.  The importance of safe sex and healthy relationships, especially the use of safe use of social media and messaging services when in a relationship is part of monthly review topics.  Local initiatives such as “Working Wardrobe” provide disadvantaged candidates with suitable clothing for job interviews, as well as interview techniques.  During programme, learners are supported with ongoing Careers IAG through regular triangulated reviews with the learner and employer. A partnership with Bolton College and Bolton University expands our portfolio and offers most candidates a clear pathway of progression through to Degree Apprenticeships in line with their career choices and aspirations.  **Areas for Development/Improvement**   * Improvement to Information given on healthy relationships and sex education. * More needs to be done to engage with parents/guardians/carers of 16/17 year olds at the start of their programme to support career choices and on programme engagement. * Improve promotion of physical exercise and healthy eating |

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| **Governance** |
| The Board has a clear focus on learners and apprentices and their intended outcomes. The Chief Executive provides honest, detailed and accurate information to the Board on a monthly basis and a full Board meeting takes place bi-monthly, which includes a full and detailed Quality of Education report compiled by the Apprenticeships and Quality Manager. This information includes the results of teaching and learning evaluations and apprentices’ progress and achievements in each vocational area. This ensures that the board members are well informed about all aspects of the provision and therefore are able to understand and strengths and weaknesses. They use this information well to support and challenge senior managers to make further improvements and demonstrate continuous and sustainable enhancement of educational performance. TheChair of the Board, together with all members of the Board of Trustees is responsible for creating strong accountability for the Chief Executive and Business Executive and Senior Management Team and associated staff. Members of the Board challenge leaders and managers in being responsive to local economic needs to improve progression opportunities. In addition to bi-monthly Board meetings, annual strategic meetings are held between the Board, Executives and Senior Management to provide support and direction with regard to Alliance Learning’s aims and objectives.  The Board understand Alliance Learning’s statutory responsibilities and provide support and guidance to ensure it meets them. This includes Safeguarding and the Prevent Duty, where all members of the Board have undertaken training and there are 2 members of the Board who are Designated Safeguarding Board Members; attending Safeguarding meetings Bi-Annually to provide support and challenge to the Safeguarding team.  **Area for Development:**   * Continue to strengthen the board through expansion of expertise in new curriculum areas. |
| **Leadership and Management** |
| The Board, senior and curriculum management teams have a clear and ambitious vision for providing high-quality, inclusive education and training for apprenticeships. Alliance Learning Mission Statement, Vision and company values underpin the curriculum and expected performance of staff and learners. This has resulted in improved achievement rates and staff having the confidence to take risks in lessons to provide more dynamic and innovative learning experiences. This is evidenced through the new Quality of Education cycle and the introduction Alliance Learning Teaching Academy to help assessors’ transition to tutors. This effectively supports new and existing teachers’ vocational and teaching subject expertise and knowledge over time, to fulfil their CPD requirements highlighted through appraisals, OTLA and learner and employer voice. This ensures Tutors continue to deliver high-quality education and training.  The Board, Executives and Senior Managers ensure a robust CPD cycle for tutors through its Professional Development Policy (PDP) and Quality of Education process. Strong commitment to professional development of our staff can be evidenced through the ongoing cycles of Quality of Education, underpinned by robust performance management i.e.; observations of teaching, learning and assessment, work scrutiny, deep dives, one to ones, annual appraisals and learner and employer voice. Evidence of this commitment to staff CPD can be demonstrated through our commitment to following the Professional Standards expected for Teachers and Trainers, complemented by our Teaching Academy as well as the excellent initial EPA results of 100% distinctions in Business and Customer Service.  The senior team ensures that managers and curriculum staff are held accountable for the quality of provision as well as close monitoring of caseloads, data management, learner journey and the quality of education. This can be evidenced via monthly curriculum performance meetings with all delivery staff, curriculum manager and senior managers. These include a focus on tutor caseloads to ensure they are monitored and managed effectively. Revisions have been made to the progress review cycle, extending the minimum time in which these must take place (from 8-10 weeks to 12 weeks) to allow more time for evaluating progress over time through meaningful triangulated reviews, including the learner scorecard, between tutor, learner and employer.  Learner and employer engagement is good and they have started to benefit further from an improved induction process which utilises the expertise of the Subject Specialist Tutor to plan the curriculum based on previous knowledge, skills and behaviours of the learners and the employer individual requirements. Further work is needed to engage parents to support education and training learners receive at starting points and throughout the programme.  **Areas for Development/Improvement**   * Strengthen the ambition for learners that are difficult to engage. * Further work is needed to engage parents to support education and training learners receive at starting points and throughout the programme. |
| **Safeguarding (inclusive of Leadership and Management)** |
| Incidents of bullying or prejudiced and discriminatory behaviour are rare and are tackled immediately in line with our Safeguarding policies and procedures and learner disciplinary guidelines. Learners are generally well-behaved towards one another and do not put other learners at risk of harm. British Values are promoted well in order to develop and sustain a culture of tolerance and respect. Apprentices benefit from good discussions about treating individuals fairly and respecting differences, such as differences in beliefs and gender. Managers have ensured that all delivery staff are confident about promoting values such as democracy, the rule of law and individual liberty. As a result, delivery staff promote British Values confidently and effectively by making them relevant to apprentices’ experiences, for example by discussing current affairs and ‘Hot Topics’.  Promotion of Equality, Diversity and Inclusion is good. Staff receive annual training on Equality, Diversity, Inclusion and Safeguarding/Prevent to allow them confidence in relating to a variety of differing groups. There is a strong focus on Mental Health and Wellbeing via staff training, which supports and removes barriers to learners achieving. Evaluation of teaching, learning and assessment confirm good promotion of equality, diversity and inclusion. Safeguarding/Prevent topics discussed during reviews tackle issues such as bullying, discrimination drugs, domestic violence, mental health and wellbeing. Monthly topics for debate are communicated with delivery staff to engage debate and encourage personal growth for learners.  Learners feel safe and are generally confident that we will address and support them with any concerns they may have about their own wellbeing or the wellbeing of others. Safeguarding is effective and robust arrangements are in place to support learners with safeguarding concerns, as well as to deal with allegations about staff members or other learners – which are rare. Staff are trained to hold discussions with learners in line with the Mental Health First Aid ALGEE plan. In addition, all Safeguarding staff, together with managers have undertaken fully accredited Mental Health First Aid training to equip themselves to deal with disclosures and any concerns that may be raised. The Smoothwall (IT) system continues to block access to unsuitable websites to further protect learners. Alerts are sent instantly to the Safeguarding team – including the Designated Safeguarding Leads - to highlight attempted access to websites of concern – such as extremism, weapons, drugs and bullying, and this is continuously monitored throughout the day with immediate investigation.  All safeguarding concerns are logged and monitored at the monthly meetings. The Board are provided with an anonymised monthly update of safeguarding themes and provide effective support and challenge. Good links have been established with the local Police Prevent Co-ordinator to identify risks in the area and all staff have undertaken ACT Awareness training by the Counter Terrorism Police; in addition, managers, supervisors and the Safeguarding team have undertaken ARGUS training with the Counter Terrorism Police in order to better equip ourselves to deal with an attack on our premises.  **Areas for Improvement:**   * Improved training for employers on Prevent. |

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| **Departmental Overviews** |
| **Engineering**  Alliance Learning has 262 apprentices in this area. Overall and timely achievement rates for this area are good. The quality of education and Teaching, Learning and Assessment is good; however, further development of inspirational tuition is needed to allow the department to continue to thrive. CPD within the department is effective, with increased numbers of staff completing pedagogical qualifications to improve delivery and quality assurance caseloads. Personal development, behaviour and welfare is good with learners making good progress from their starting points, developing confidence and self-esteem. Employability skills require improvement to reduce the number of learners leaving the programme early. The learners’ attendance rates are very good, however, punctuality and timekeeping require improvements to lessons starting on time. Delivery of the Apprenticeship Standards in Advanced Machining, Metal Fabricator, Mechatronics and MOET are in place, and learners are progressing well against the standards. There are no outcomes yet, the first cohort are due to go through gateway in December 2020.  **Strengths**  • Overall and timely achievement rates.  • Very good attendance for off the job training.  • Employer relationships.  • Good Teaching, Learning and Assessment.  **Areas for Improvement**  • Inspirational tuition and delivery.  • Recorded feedback to learners.  • Learners’ behaviours (employability) to reduce early leavers.  • Punctuality and timekeeping. |
| **Business Administration/Customer Service**  Alliance Learning has 65 apprentices in this area. Overall and Timely achievement remained very good for Business Administration. Overall and timely achievement increased by 13%, resulting in the department being 29% above the national average. The curriculum is well planned resulting in outstanding End Point Assessment grades. To date in 2019/2020, ten learners achieved end point assessment with distinction grades. Personal development, behaviour and welfare is good with learners making good progress from their starting points, developing confidence and self-esteem. Teaching, Learning and Assessment is good. Feedback is motivational with clear advice on how to improve, although learner responses required more reflection.  **Strengths**   * Very good overall and timely achievement rates. * Very good grades for apprenticeship standards * Good teaching, Learning and Assessment * Feedback to learners is good.   **Areas for Improvement**   * Increase progression onto higher level qualifications. * Improved reflective feedback from learners. * Strengthen the recording of off the job training.   **Business Management**  Alliance Learning has 46 apprentices in this area. There is one learner on an apprenticeship framework and 45 learners on apprenticeship standards. Overall achievement and timely rates were very good for business management in 2018/2019. Overall achievement rate increased by 9% and timely achievement rate increased by 13%. The curriculum is well-planned and sequenced, utilising comprehensive resources and qualifications at the employers’ request from CMI, preparing learners for associate status. There are strong employer relationships to co-design the curriculum and include enrichment opportunities such as mental health training. Learners achievement of End Point Assessment is good with two Merit achievement and one distinction.  **Strengths**   * Very good overall and timely achievement rates. * well-planned and sequenced curriculum. * Good Teaching, Learning and assessment. * Very good standard of feedback to learners. * Strong employer relationships   **Areas for Improvement**   * Better use of reflection through the OneFile journal. * Employer engagement at starting points. * Strengthen the recording of off the job training.   **Childcare**  Alliance Learning has 47 apprentices in this area. Overall and timely achievement rates required improvement. Swift action is required to reduce the number of early leavers to the programme. Management of learners on programme required improvement to identify At Risk learners more quickly. A rise in the number of learners facing challenges to remain on programme due to Mental Health issues was identified in 2018/19. As a result, tutors have undertaken Mental Health, Wellbeing and Resilience training in order to better support learners. In addition, the curriculum manager in this area has undertaken Mental Health First Aid training. Curriculum is sequenced well to ensure learners are developing fundamental knowledge and skills in the early stages of learning, for example, Child Development. Feedback to learners is good with 360-degree feedback from employers showing good commitment to developing learners’ knowledge, skills and behaviours.  **Strengths**   * 360 degree feedback to learners. * Employer Engagement is good. * Good Quality of Assessment.   **Areas for Improvement**   * Improvement of achievement and timely rates * Strengthen the recording of off the job training. * Progression onto higher level qualifications. * Parental Engagement for 16-18-year olds.   **Direct Learning Support (Supporting Teaching and Learning in Schools)**  Alliance Learning has 2 apprentices in this area. Overall and Timely rates have decreased by 20% due to very low numbers and early leavers. Teaching, learning and assessment including feedback is good. Changes to the procurement process for local councils have led to Alliance Learning taking the decision to ***no longer*** offer this apprenticeship for new starts from **September 2018**.  **Strengths**   * Good Teaching, Learning and Assessment. * Feedback to learners is good. * Good Employer engagement.   **Areas for Improvement**   * Improvement of overall achievement and timely rates.   **\*Health and Social Care**  Alliance Learning has 1 remaining learner on programme. In 2018/2019, the overall achievement rate increased by 8% and the timely achievement rate increased by 11%. Learners disengaged with the Apprenticeship were removed from the programme to allow a clear focus on the learners remaining to achieve.  ***\*A strategic decision was made from January 2018 to no longer offer the health and social care provision.***  **\*Dental Nursing (Dentrain)**  Alliance Learning sub-contracted this provision. As of January 2020, this subcontract has ended and Alliance Learning no longer subcontracts any provision. Overall and timely achievement rates dropped. This was due to 5 learners who left the programme early for a variety of personal reasons. Teaching, Learning and Assessment was good, alongside positive EV Reports. Feedback from learner questionnaires was positive with learners enjoying their learning experience.  ***\*A strategic decision was made from December 2017 to no longer subcontract any full provision.*** |