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Project Aims .....

Appropriate CPD for tutors and practitioners of apprentices, delivered by the partners and stakeholders within the community of practice.

Development of a GSD Padlet, which helps provide appropriate support and guidance on lessons, practice, successes which will continue to be updated monthly.

Development of a GSD champions network to support training organisations in their region to implement the approaches identified through the project and be a person of contact for anyone struggling to contextualise or implement.

GSD Charter for those involved in the project which will continue once the project concludes though the championsônetwork.

Positive Impact and Expected Outcomes

The project held 5 community of practices (CoP) workshops with over 120 attendees from a wide range of apprenticeship training organisations including colleges, ITPs, universities, and awarding organisations. The CoPôs have provided opportunities for providers to come together and share ideas, topics of discussions and collaborate on what they feel is needed to enhance and improve sustainable knowledge, skills, and behaviours across apprenticeship curriculum. The CoPôs have already identified some great approaches to promoting sustainability and embedding into pastoral and enrichment activities, as well as highlighting the three critical factors to successful rollout across all apprenticeships.

Critical success factors include:

Sector focus ï how to utilise industry approaches to teaching practices.
Strategic focus - Whole organisational approach and buy-in
Sustainable Development goals focus ï utilising UNESCO 17 SDGs to help contextualise.

Through the CoPs it has also enabled discussions and idea generation on practical projects and activities to complete with different apprentices and how they can be aligned to KSBs within the standards ï such as completing waste audits in Leadership and Management standards, or supply chain analysis in HR or accountancy standards, or reduce, reuse, recycle practices for hair and beauty standards. Through the CoPs the group have had the opportunity to understand how to map apprenticeship KSBs to the UNESCO 17 sustainable development goals, as well as understanding how to map to internal quality arrangements, SAR, QIP and improved quality of education. This is aiding the development of enhanced curriculum for apprentices, improved workplace alignment projects to meet off the job and on the job development and improved confidence from FE sector staff ï this is evident in the feedback received from the CoP delegates and the project champions in developing their resources.

The project has developed a provider health check that has been aligned to the UNESCO Education for Sustainable Development, acting as a self-assessment tool for organisations to review and actions to improve their sustainable practices. This health check focuses on 4 main success factors and ESD challenges including ï

Operational response
Teaching and Learning response

People
Partnerships

We have also designed a bespoke champions programme, endorsed by NCFE, which is being piloted by 8 of the northern champions (one from each region). The programme is titled ôChampioning Sustainability through Apprenticeshipsô It is a 6-week course with 2 workshops and a mini research

Recommendations for effective collaborative partnership working to address quality improvement in apprenticeship delivery.

We operated an open, collaborative culture across the community of practices and champions that encouraged discussion, debate and sharing of practice, this led to relationships and collaborations outside of the project commence and flourish. We set partner expectations from the outset and encouraged participation from a wide range of guests. We asked delegates for their areas of challenge or gap and identified guests or solutions to support.

The end of project showcase was a great opportunity to celebrate what providers and the project had achieved which the delegates and sector valued.

There have been common themes from the project to share and 3 core recommendations. The common themes for future activity to address include:

Reluctance to engage in green skills for non-traditional green sector providers.
Where development is taking place, this is more at a few operational and practitioner level staff and not being led by senior leadership.
Basic level knowledge of ôThe Whyôit is important is needed for practitioner level, with more strategic and policy

development of green content. Identify SDG alignment to support the development of teaching activities including vocational, peer learning, individual research opportunities and workplace literacy and numeracy development.

3. Green Matters on Agendaïs - commit to supporting a whole organisation approach to sustainable development. Include a green matters agenda item on all internal and apprenticeship progress review meetings. This will lead to improved knowledge and understanding by staff and learners leading to a culture that supports professional curiosity and enhancement.

Where can colleagues find more information?

The Charter, Padlet and all supporting information will be available on the northern skills network website, through the northern regional networks or directly with the project lead, details below:

Project Lead ï Alex Miles, alex.miles@wylp.org.uk

Northern Skills Network ï www.northernskillsnetwork.co.uk

Greater Manchester Learning Provider Network

Greater Merseyside Learning Providers Federation

North East Learning Providers

Yorkshire Learning Providers

Lancashire Work Based Learning Forum

Cheshire and Warrington Network

South Yorkshire Provider Network

Delivered by: