



A City & Guilds Group Collaboration

Championing Neurodiversity, Wellbeing & Inclusion understand the link with Retention and Success Rates

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Welcome and introduction

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City & Guilds



Overview

- 1. What is neurodiversity?**
- 2. How are Neurodiversity and wellbeing linked to retention and success?**
- 3. How can learner's barriers be reduced and ability be optimised on programme resulting in success?**

Around
51.7 %
apprentices
withdrew from their training

<https://feweek.co.uk/esfa-must-act-after-more-than-half-of-all-apprentices-on-standards-withdraw/>

Who drops out?

You may not be able
to
tell



They may not know
to self disclose



New skills



Study skills



Juggling

Don't know



**Don't know
support is
available**

Shame

Embarrassed

1 in 4 learners
maybe
neurodivergent

1 in 4 apprentices
may need
support for
wellbeing at
sometime during
their life.

Around
25-30% of
apprentices
are **neurodivergent people**
but only
10% of apprentices
self- disclose...

So, what is neurodiversity?



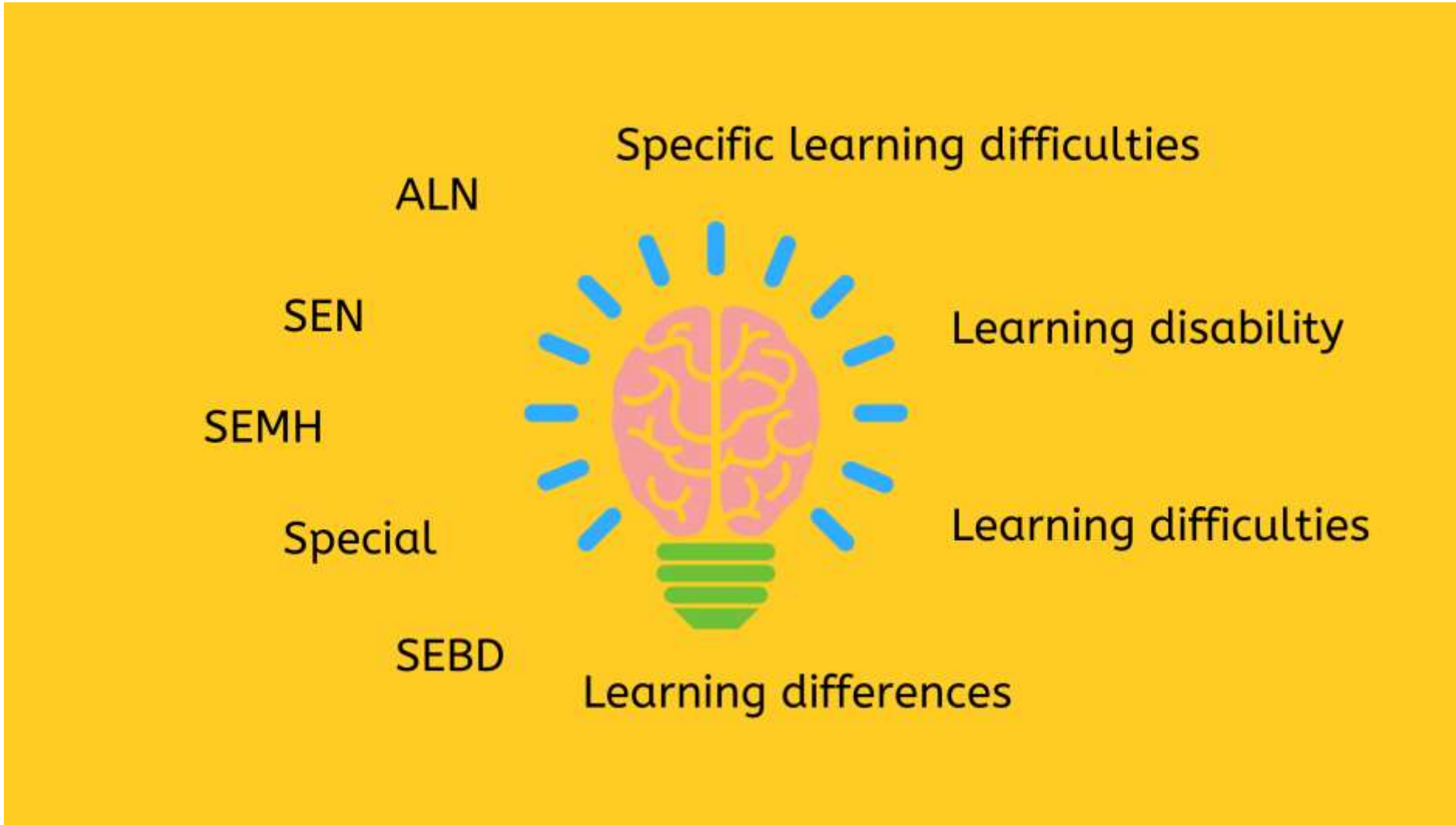
Neurodiversity

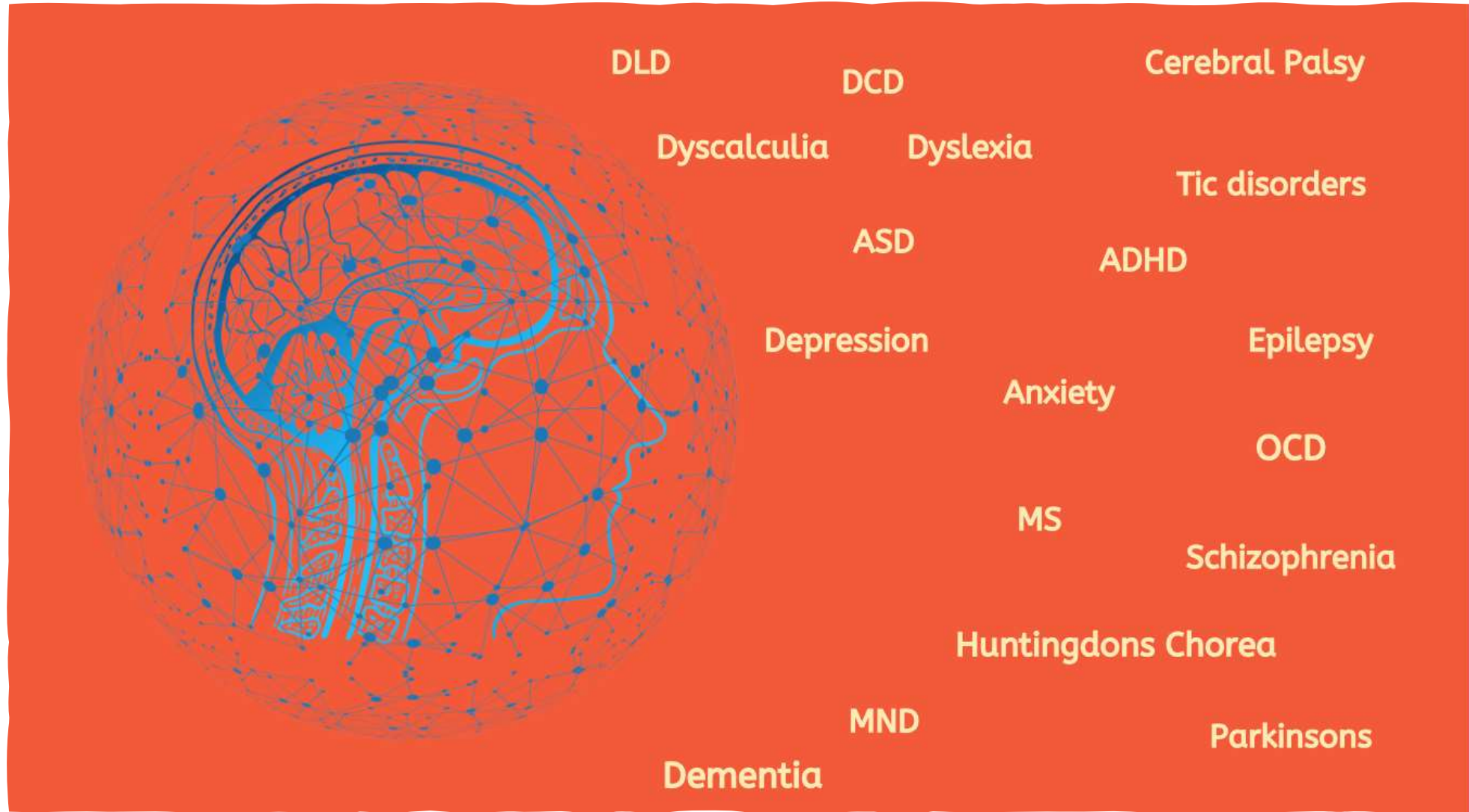
Our brains (**neuro-**) naturally vary from person to person (are **diverse**) and are a part of human variation.

We all think, move, act, process information and communicate differently.



Different terms used





Which is the second most 'common'?

ASD

Dyscalculia

Tourette's syndrome

ADHD

Dyslexia

DCD/Dyspraxia

Developmental Language Disorder



Dyslexia- 10 %

Developmental Language Disorder- 7-10%

Dyscalculia- 5-10%

DCD/Dyspraxia- 3-5%

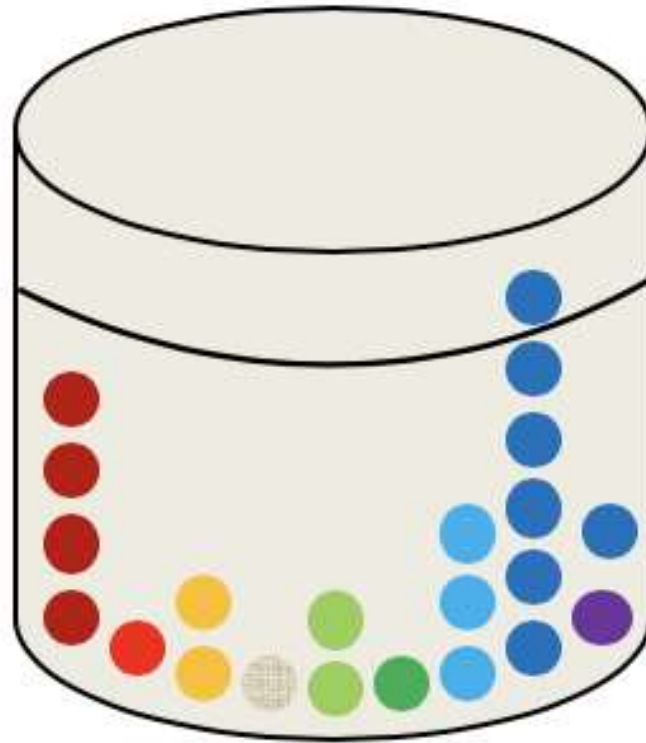
ADHD- 4-5 %

Autism Spectrum Disorder- 1-2%

Tourette's syndrome- 1-2%

Diabetes-6%

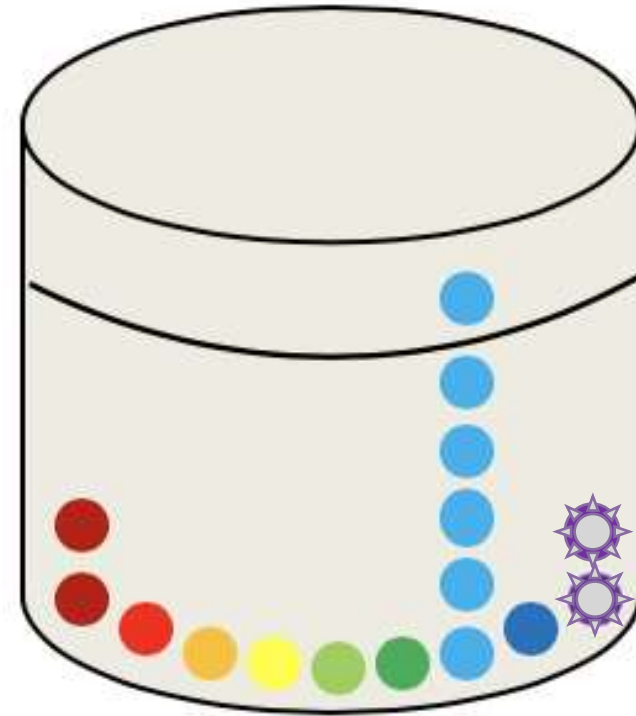
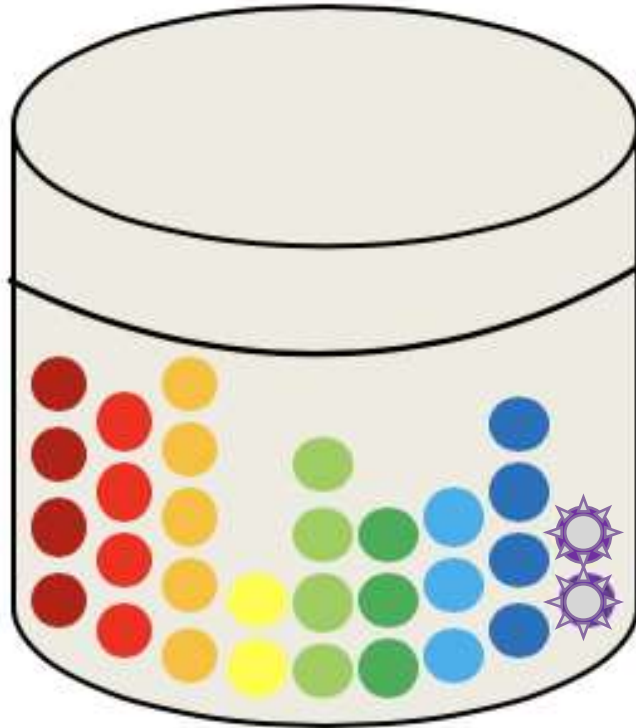
Number of balls indicates the severity of the challenge in that area. Some are easier to see!

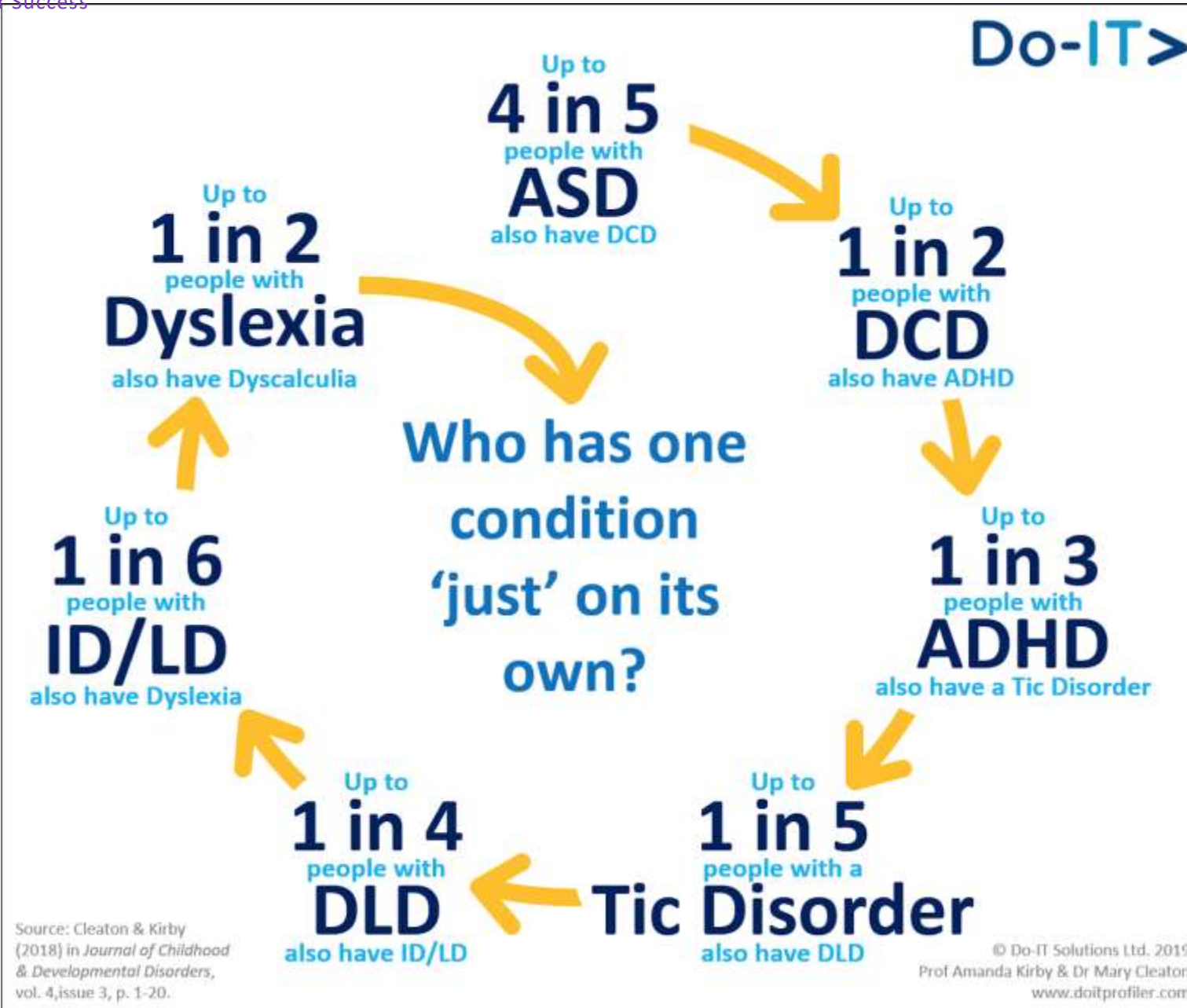


Have to meet a certain level to 'count' and get a diagnosis for challenges or meet the criteria for services

Different colours indicate different types of challenge, e.g. reading, attention, social, motor, home life, behaviours

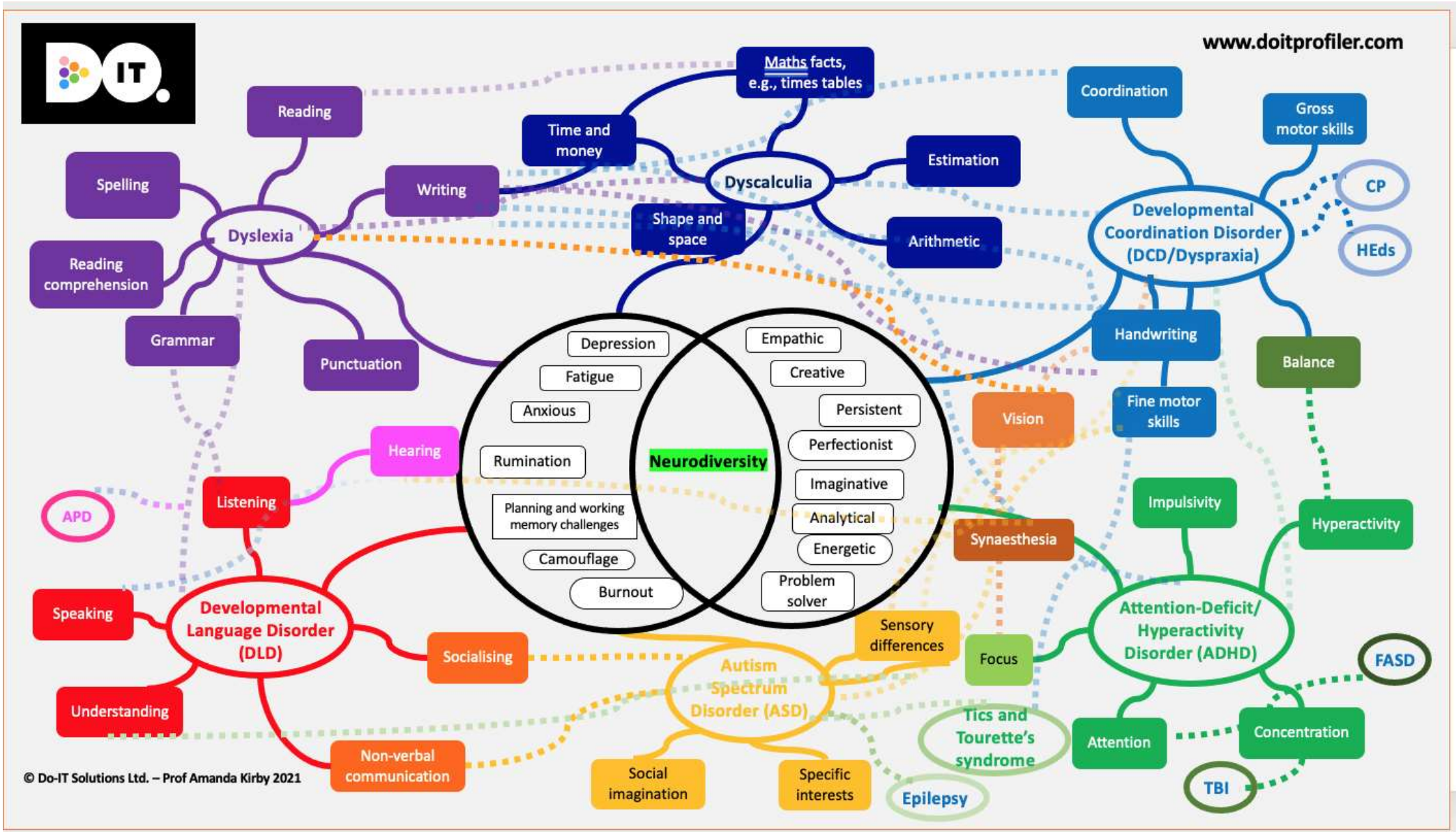
Research shows high levels of co-occurrence or 'overlap' between conditions





Source: Cleaton & Kirby (2018) in *Journal of Childhood & Developmental Disorders*, vol. 4, issue 3, p. 1-20.

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Prof Amanda Kirby & Dr Mary Cleaton
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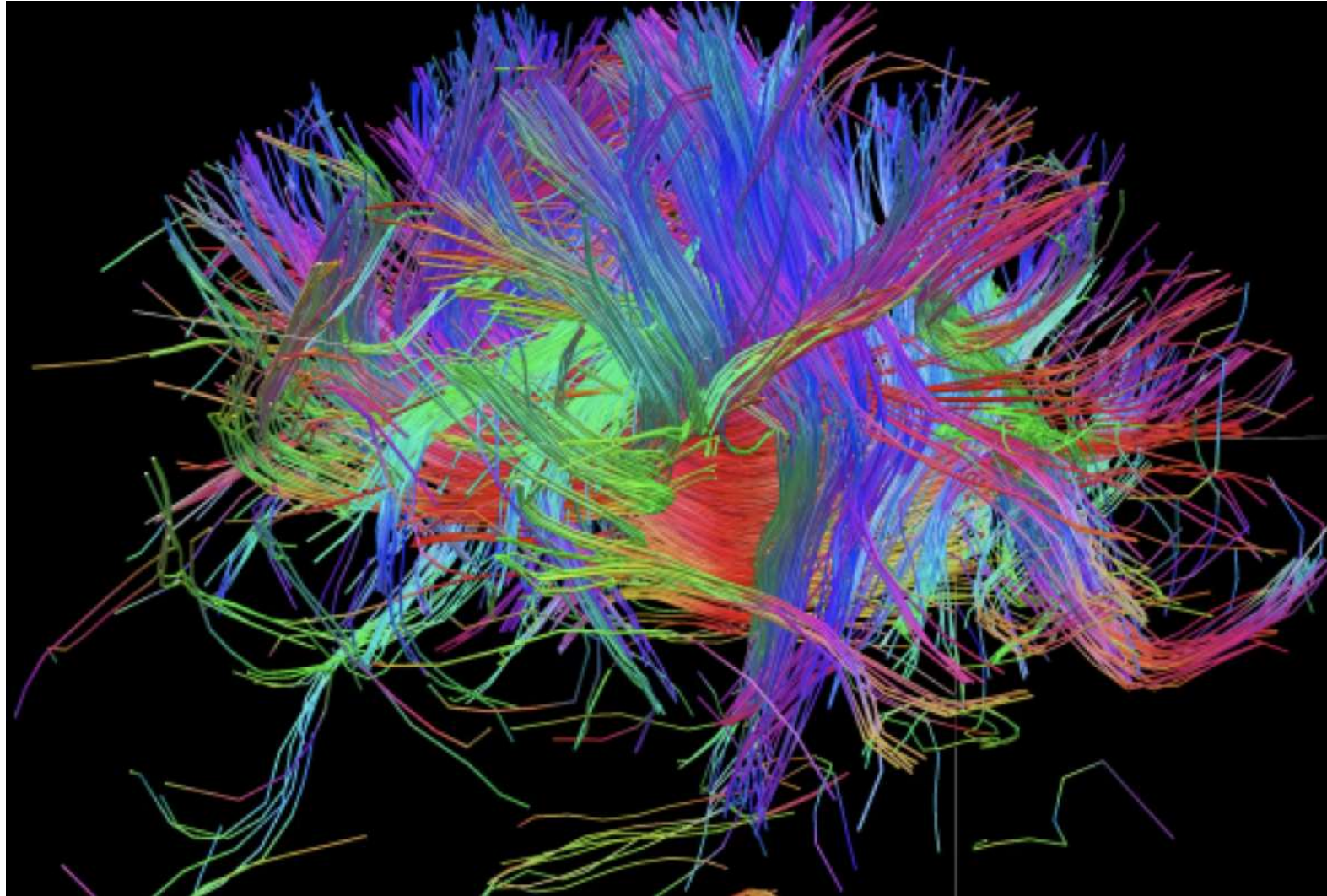
Seeing *strengths* in neurodiversity

Every person has their own unique profile.

It is not

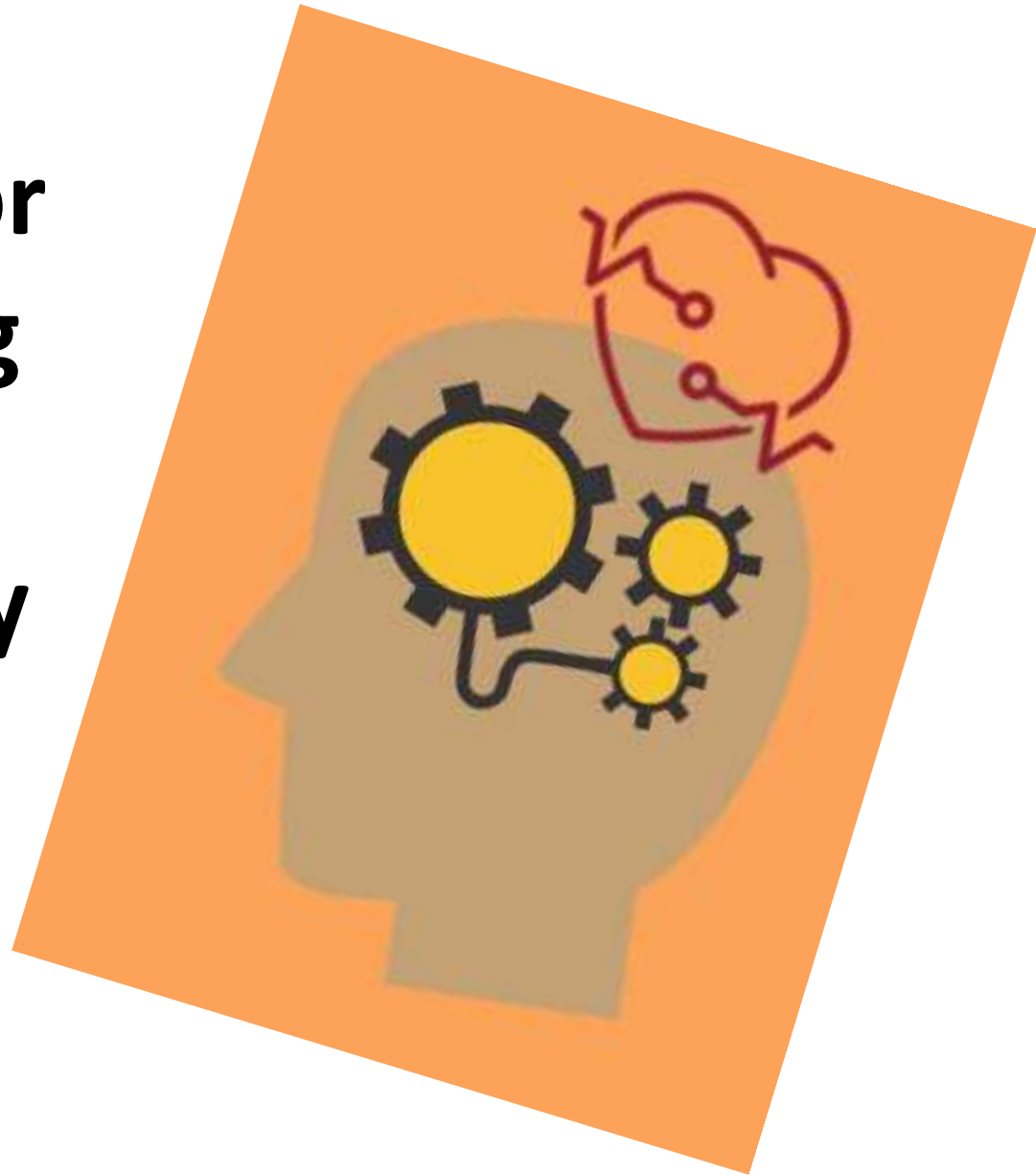


It is..



Ref: <https://newatlas.com/connectome-wiring-diagram-human-brain/39659/>

**Lack of support for
ND and wellbeing
=
Increased anxiety
and
reduced
productivity**





Embracing Neurodiversity

Gains and Losses



Gains



Ideas

Recruit more



Aid communication



Diverse thinkers



Peer support



Wellbeing



Progress talent

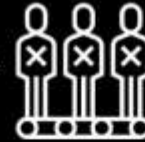


Losses



Lost productivity

Staff shortages



Communication clashes



Retention loss

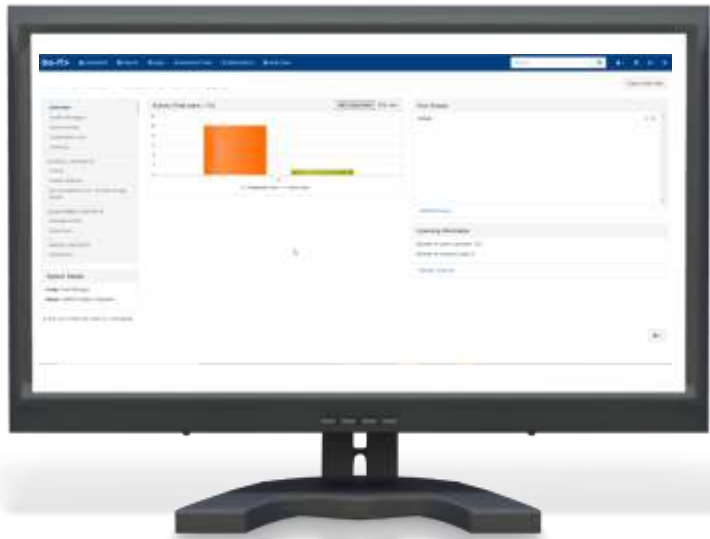
Sickness rates



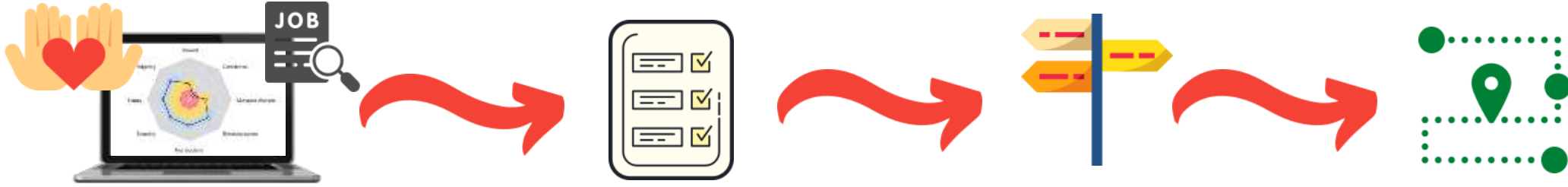
Legally



Do-IT have
helped many apprenticeship
providers to **reduce barriers** and
optimise success



Do-IT Apprentice Profiler



Screening apprentices
for neurodivergent traits
and wellbeing.

Instant personalised
report
and relevant resources for
each person
Quick overview for the
trainer with strategies

Target specific
actions

Measure
outcomes
Data available at all levels
Organisation, by area, by
coaches, by individual

Pathway for support

How has the **Apprentice Profiler** helped?

- Understand the apprentice taking a **whole person** approach
- Better and quicker engagement
- Targeted support
- Putting adjustments in place in a timely manner
- Improved outcomes
- Lower drop out
- Data can aid future planning/universal design



- Strategies and guidance at your fingertips to help trainers/employer
- Personalised, self-managed resources and guidance instantly available for the apprentice.



There is support available...
Employers, training providers and
end-point-assessors are missing out
on the extra ESFA Learning Support
Funding (England) that is available for
apprentices who require more
support.



**NEURODIVERSITY
IS ALL ABOUT
PEOPLE ..
NOT LABELS**

Taking a whole person, inclusive approach

What's the person **learning preferences?**

What new **tasks** do they need to learn?

What's the **environment** they are working in?








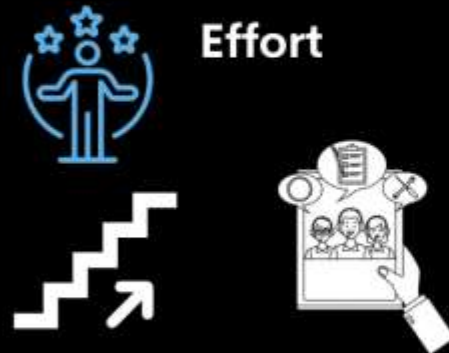

What are the **skills** gaps?

What **else** may have changed?





Universal Design for Learning principles

Why of learning (Engage)	Visualisation 	Communication 	Understanding 
What of learning (Represent)	Interest 	Symbolisation 	Executive functioning 
How of learning (Act and Express)	Action 	Effort 	Feelings 



- Assess the person and job
- Aptitude- work with strengths
- Adapt (task or environment)
- Avoid specific tasks/situations
- Amend processes
- Attitude - check yours
- Audit- what's working
- Access to Work and accessibility

Check for understanding

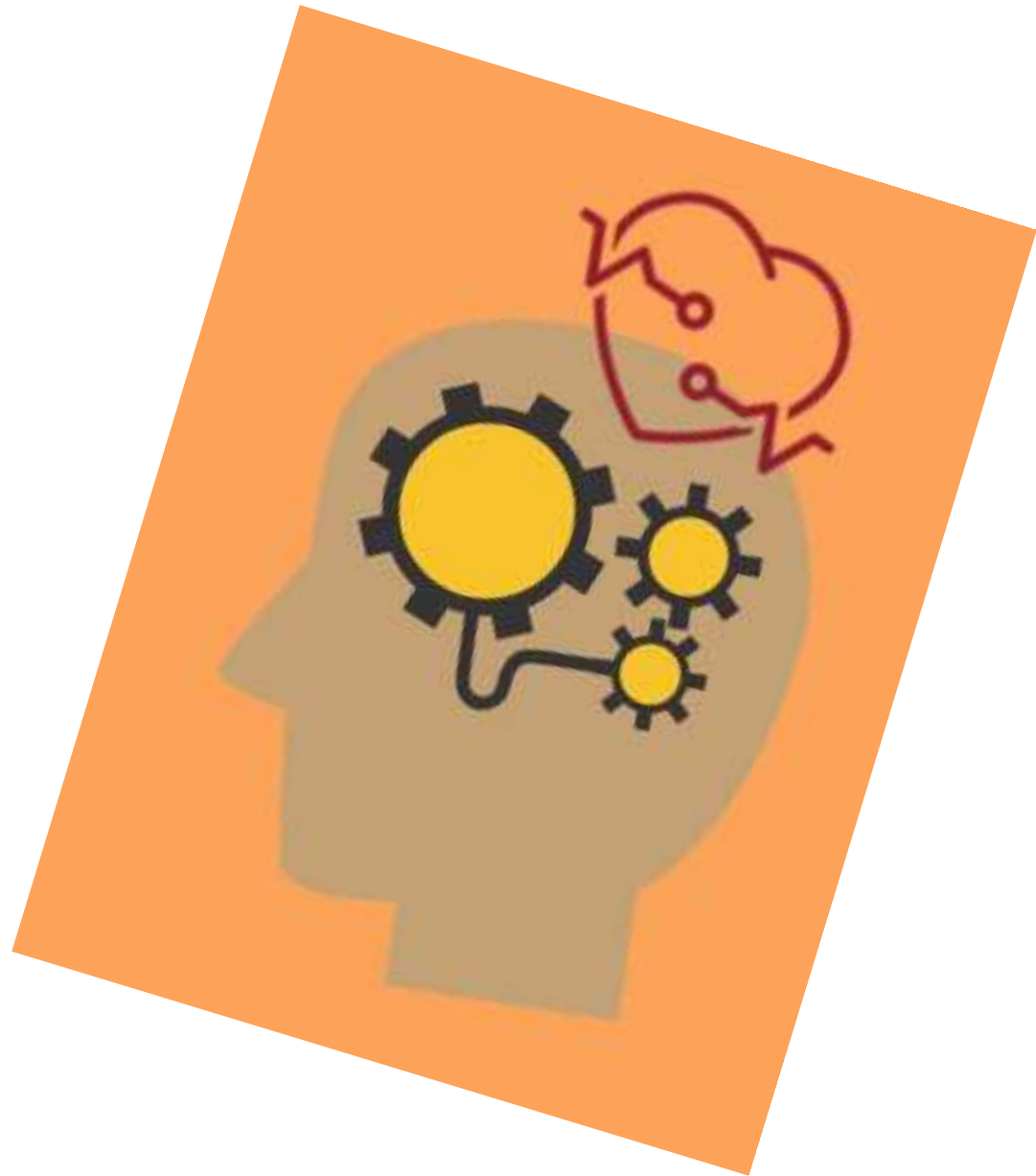


Check for understanding



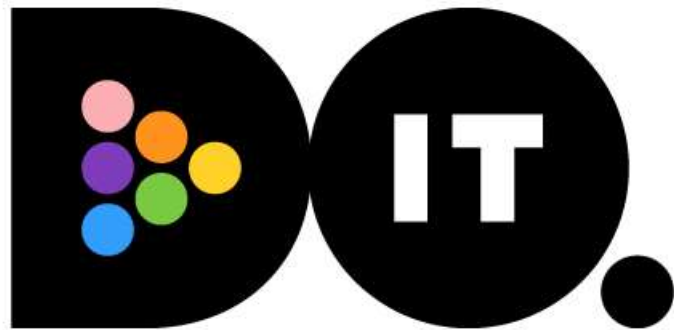
Final thought...

**Reducing barriers
and optimising
ability =
Timely outcomes
and success!**





Thank you for listening and participating.



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www.doitprofiler.com

or to speak to one of our team contact us at info@doitprofiler.com

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