




THE
BEDFORD
COLLEGE
GROUP

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E & D Policy Disclaimer	<p>This strategy has been reviewed in line with the Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability. We will continue to monitor this policy and to ensure that it has equal access and does not discriminate against anyone, especially any person/s listed under any protected characteristic.</p>

Apprenticeship Teaching, Learning and Assessment Policy

Introduction

This document sets out in summary form, the Teaching, Learning and Assessment for Apprenticeships policy.

The policy is intended to achieve the college's strategic aims and objectives by promoting consistently high standards of teaching, learning and assessment across all of its provision.

Teachers must be guided by the apprentices changing needs - for innovative learning, workplace skills, personal development and capacity to learn.

Scope

This document covers all staff responsible for the delivery and assessment of apprenticeships whether teaching full time, part time, in the college or workplace.

The Policy

The Bedford College Group will provide a safe and stimulating learning environment with high quality teaching through which to foster:

- effective learning
- aspirational achievements
- pride in achievement and a desire to succeed
- a culture of success
- independent people who are confident, flexible and cooperative
- assessment opportunities to allow potential to be achieved
- citizens of a multi-cultural society who are tolerant and respect the values of others
- effective links between the college, home and the employer that promote high aspirations and expectations
- equality of opportunity for all
- high levels of literacy and numeracy

- a passion for learning, living and working.

Definition of an apprenticeship

An apprenticeship is a job with training to recognised industry standards – specifically it will follow the apprenticeship specification in either a framework or standard format.

It should be concerned with entry to a recognised occupation, and involve a substantial programme of on and off-the-job training. In the case of a standard, the apprentice's occupational competence should be tested by an independent, end point assessment. Recent apprenticeships are entirely employer-led – this refers to both design and procurement.

Employers now set the standards, create the demand for apprentices to meet their skills needs, part fund the apprenticeship (directly or indirectly through the Levy) and are responsible for employing and training the apprentice.

The needs of the apprentice are equally important: to achieve competence in a skilled occupation, which is transferable and secures long term earnings potential, greater employment security and the capability to progress in the workplace.

Apprenticeships

The Bedford College Group Apprenticeships will be built upon an agreed partnership, formalised within an Apprenticeship Agreement and Commitment Statement including:

- An employer with the intention and capability of employing the apprentice to completion of their training and end-point assessment and securing their longer-term future.
- An apprentice who is motivated to learn and work diligently to complete their apprenticeship.
- Training and support delivered by the Group's Training Co-Ordinator's, tutors, lecturers who are all aligned to the principles of this framework.

Enrolment

The bespoke nature of apprenticeship recruitment will ensure that enrolment is ongoing throughout the academic year. It is the responsibility of the employer-facing teams that information collated is accurate and timely and complies with general data protection regulations (GDPR).

Apprenticeship Induction

Apprentices require a specific induction due to the additional complexities associated with employment legislation, health and safety in the workplace and the specific policies that relate to apprenticeship training.

This will include as a minimum:

- Health, safety, insurance and welfare compliance assurance
- Assessment of competency
- Overview of Apprenticeship rights and responsibilities
- A check and record of GCSE results / prior attainment
- Appeals Procedure
- Overview of the relevant programme
- Introduction to training and teaching staff
- Introduction to the provider, including a tour/familiarisation of training facilities
- A timetable or course plan
- Arranges for regular progress review of skills and knowledge
- Access to personal services, including IAG, progress
- Safeguarding and Prevent training with explicit contextual examples
- Regulations relating to health, safety and equalities
- Accident reporting
- Reinforce any employer expectations / procedures

Delivery Teams will ensure that apprentices receive a formal induction in the workplace in addition to the College induction. This will be noted on the Learning and Development Plan. The content of the induction will vary depending on the nature of employment and organisation, (please refer to your departmental lead for the correct induction for your sector) but as a minimum must contain:

- Specific health and safety arrangements, including prohibitions if applicable

- Company specific policies and procedures
- The job role and expectations
- Process of the Apprenticeship standard and expectations for how to work towards achievement
- Details of supervision and key personnel
- Arrangements progress review, including format and timescales
- Clear instruction with regard to safeguarding and Prevent.

Learning Reviews

Apprentices must be reviewed by a training coordinator every 10 weeks – the review is to document all learning which has taken place since the start of the programme or since the previous review took place.

Reviews must be completed electronically using the OneFile portfolio system and documented following the correct format. All sections of the review must be fully completed with no exceptions. Reviews must be planned when the learner is set up onto the OneFile system to ensure all reviews are completed timely.

The Requirement for off-the-Job training

At least 20% of the off the job training will take place within contracted hours (less annual leave). Off-the-job training is a statutory requirement for an English apprenticeship. It is training which is received by the apprentice, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship referenced in the apprenticeship agreement. By normal working hours we mean paid hours excluding overtime.

“It is not on-the-job training which is training received by the apprentice for the sole purpose of enabling the apprentice to perform the work for which they have been employed. By this we mean training that does not specifically link to the knowledge, skills and behaviours set out in the apprenticeship

The Bedford College Group apprenticeships will follow either a defined and approved framework or standard as approved by the Institute for Apprenticeships. The specification will define the occupation in terms of the responsibilities and tasks involved and the skills, knowledge and behaviours required to achieve competence.

Delivering Effective Learning and Teaching

Training Coordinators/Tutors will provide training which:

- is planned to ensure individual apprentices needs are met and they are sufficiently stretched and challenged
- start and finish on time (and expect apprentices to do the same)
- link with the previous visit or topic and assignments/assessments
- are effectively planned where aims and objectives are made explicit to the apprentices
- require the apprentices to apply and develop the learning described in the objectives
- are well-paced and offer varied, active, interesting and challenging tasks
- engage and sustain the interests of all apprentices
- use a variety of diverse evidence and assessments methods to engage learning
- check and correct learning and work produced by apprentices including for English and mathematics
- praise and reward apprentices for progress, effort and the completion of tasks
- summarise, clarify and put learning in context
- are conducted in a safe environment with reference to appropriate risk assessments
- set clear and stretching targets to enable apprentices to achieve their potential
- give apprentices the opportunity to take responsibility for their own learning
- gives the opportunity to enhance learning through links with employers
- explore British Values and equality, diversity and inclusion when naturally occurring
- give apprentices the opportunity to exercise their own initiative and make individual responses
- give apprentices the opportunity to demonstrate regularly that learning has taken place
- training co-ordinators and tutors will focus on motivating students and building on their skills, knowledge, behaviour and understanding.
- schemes of work which show clear and effective planning must be completed before apprentices begin the course and must be held centrally in department.

- Any individual needs and requirements of the apprentice must be clearly documented on the Individual Learning Plan, assessments and teaching must be adapted to meet any individual needs.

Development of English & mathematics

The Bedford College Group has the following expectations for the development of maths and English:

- Tutors have an expectation of all students to improve and develop their English & mathematics skills
- Initial assessment is used to inform planning and delivery of English & mathematics
- Tutors will plan to build on students current knowledge and skills of English & mathematics in classes
- Learners are expected to have high attendance and be punctual to all sessions
- Learner progress in English & mathematics will be recorded
- Naturally occurring opportunities to develop English & mathematics will be taken in all sessions to contextualise knowledge and skills to their specialist subject.

Developing and embedding English:

- Technical terms will be spelt correctly by staff and apprentices
- Apprentices will develop their general vocabulary
- Apprentices will develop relevant specialist vocabulary
- Tutors and Training co coordinators will check spelling of vocabulary and correct as appropriate
- Apprentices work will be marked for content and grammar, spelling and punctuation using SPAG model
- Tutors and Training coordinators plan for English to be included in sessions that is functional, that apprentices can relate to in their day to day life
- Tutors will plan to deliver English in context and relate it to the industry in which the students want to progress.

Developing and embedding mathematics:

- Tutors and training coordinators will plan for mathematics to be included in sessions that is functional, that students can

relate to in their day to day life

- Tutors will plan to deliver mathematics in context and relate it to the industry in which the students want to progress
- Apprentices will use calculators correctly
- Apprentices will use mental arithmetic confidently and accurately
- Apprentices will use a variety of formulae and calculations appropriately
- Apprentices will check calculations by hand before being checked on a calculator.

Assessment

All assessments must be carried out on OneFile and uploaded to OneFile to demonstrate progress of learning. Assessments must be clearly planned and have specific information for learners to understand what they are expected to achieve for their next session. SMART targets must be set for learners for all work that is required to be completed.

Assessments can be but are not limited to the following:

- Observations
- Professional Discussions
- Questions and Answer sessions
- Written Questions
- Reflective account
- Witness statements

Assessments must be completed and uploaded to OneFile on the day they are completed and must be referenced against criteria within 5 working days. These must be clearly referenced against criteria to show progress towards learning. Evidence of learning must be captured every 4 weeks inline with ESFA funding rules.

Assessments can be completed, uploaded and referenced to criteria using the OneFile offline App to support those who work in areas where access to the internet is challenging.

OneFile

All apprentices will be set up onto the electronic Eportfolio system, OneFile. This is where all evidence generated for the demonstration of competence will be collected. All apprentices will use this system to communicate with their training coordinator and vice versa.

OneFile must be used to ensure that apprentices are following the requirements of the standards in preparation for their end point assessment. All information about the apprentice's programme must be completed correctly this includes but is not exclusive of the following:

- Start and end dates
- Correct standard selected
- Functional skills
- Off the job contracted hours and 20% calculation
- Training coordinator selected
- IQA selected
- EQA selected

OneFile must be used to track all activity with the apprentices, including emails, messages, cancelled visits, texts sent, support provided that does not generate evidence. There must be a clear audit trail of what you are doing with your apprentices and this must be documented clearly. All planning must be completed via the OneFile planning tab, all reviews must be completed electronically using the review tab and all off the job training must be tracked through the journal. The timesheet tab must be used to track all activity with your apprentice as listed above.

Evidence must be uploaded and assessed in a timely manner, apprentices should be provided with feedback on all their work submitted and this must be completed within 10 days of the apprentice submitting their work.

End Point Assessment

End-point assessment (EPA) is a holistic and independent assessment of the knowledge, skills and behaviours, which have been learnt throughout an apprenticeship standard.

The Bedford College Group is committed to using one Awarding Organisation for each programme that the college offers across its entire

provision. Employers will however be given freedom of choice to select the desired End-Point Assessment Organisation (EPAO) that they wish to work with.

The requirements for apprenticeships 'standards' EPA must be set out by delivery teams in the assessment plan for each specific standard prior to teaching commencing. (Please note that frameworks have different assessment arrangements and do not require EPA.)

Apprentices will not be able to achieve an apprenticeship standard without satisfying all the requirements of the assessment plan, including the EPA.

An apprentice can only take the EPA once they have:

- met the minimum duration of their apprenticeship;
- satisfied the gateway requirements set out in its assessment plan; and
- their employer (in consultation with the main provider) is content they have attained sufficient knowledge, skills and behaviours to successfully complete the apprenticeship.

In the case of an apprentice made redundant within 6 months of the final day of the practical period specified in the apprenticeship agreement, The College may act as a proxy employer for the purposes of providing any required employer competency statement. This does not mean that the college has to record itself as the employer in the ILR.

The college will check that the apprentice is employed until the end-point assessment (where applicable) is completed. The only exception is where the apprentice has been made redundant and the ESFA are funding the apprenticeship to completion.

Before the apprentice reaches the gateway before moving onto EPA, the employer must:

- select an organisation from the Register of End-Point Assessment Organisations (RoEPAO) to deliver the end-point assessment; and
- negotiate a price with this organisation for the end-point assessment. Only those organisations listed on the

RoEPAO will be eligible to be funded.

Although The Bedford College Group will be involved in arrangements for EPA, the assessment itself must be independent. However, an exception to this rule will be where the EPA organisation for an integrated degree standard may also be the training provider, although the assessment must be conducted by someone who has not been involved in the delivery of the apprenticeship.

The EPA can only be taken after the minimum duration has been completed. You must ensure that the entire duration of the apprenticeship standard for both training and end-point assessment is recorded on the ILR as a minimum of 372 days to be eligible for funding.

Administration

Training coordinators are required to carry out a range of administrative tasks that relate to tracking apprentice progress, achievement, attendance and punctuality. This will enable them to provide regular attendance and performance reports to line management, students, guardians, parents, carers and employers.

Training coordinators must ensure that students are registered to all qualifications prior to any form of assessment taking place. There must be an internal quality assurer attached to every apprentice portfolio

IQA

The lead internal quality assurer is responsible for;

- arranging and coordinating all internal quality assurance activities for the course/apprentices they are listed against
- Planning the sample in advance on Onefile
- Ensuring timely sampling takes place throughout the apprentice journey, ideally 6 months into the programme and prior to gateway as a minimum

Quality are to be informed instantly by the Head of Department of any changes to the quality assurer.

Quality may undertake work scrutiny on any of the points within this policy throughout the academic year without notice.

Appeals Process

If a student disagrees with an assessment decision, they should initially discuss with the training coordinator. If this does not resolve the query they should follow the College's Academic Appeals Policy (in some cases this may lead to the corresponding awarding organisation /university policy being followed).

Where the awarding /EPAO body allows, if a learner is unable to resolve an appeal with the centre then they have a right to escalate the appeal to the associated awarding or EPAO body. Any appeal must be submitted within 20 days of the associated assessment.

Celebrating Success

Training coordinators must contribute to promotional activities highlighting apprentice achievements. They must ensure that case studies are collected from apprentices to celebrate achievement and where possible arrange for presentations of certificates to be arranged with employers to take advantage of promoting the apprentice success and achievement.

3I Review/Deep Dive

Quality will carry out deep dive activity on all departments at any time that is deemed necessary. Any observations completed as part of a Quality deep dive activity will be as an additional and not instead of any learning walks to be completed as per the LTA Observation Policy. The deep dive will see members of Quality provide a critical friend approach to departments over a half day period to support the continual development of standards. Any development will be supported through a quality intervention action plan that will be shared following the deep dive activity.