

# APPRENTICESHIP PROCEDURE

# Apprenticeship Procedure

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CMT		
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Employees		
Employers/Stakeholders		

**Any Associated Documentation, for Reference:**

**ELT SIGN-OFF:** Marie Haworth, Vice Principal Quality,  
Teaching, Learning & Learner Support



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## OVERVIEW

Preston College has a rich history, firmly grounded in the community, with foundations in providing technical education and skills for all. In a rapidly changing global economy, where having the most appropriate skills is a requirement for success, we continue this tradition as we focus on ensuring learners acquire the skills required for both the present and the future.

Preston College has a strong mission and vision, and is clear in its strategic positioning both within the education and training sector and geographically, in its accountability to its City and region.

The College mission is; **Making our learners the most employable, now and in the future.**

## OVERALL COLLEGE STRATEGIC OBJECTIVES AND PRIORITIES 2020/21

### Strategic Objectives

- To evaluate and build on the transformational technical and cultural advancements made as an organisation during the pandemic, continuing to develop and benefit from digital delivery and support, and ensure wider flexibilities for a responsive workforce.
- To provide a high quality technical and vocational curriculum, aligned to industry, business and community needs, providing the required skills and underpinning knowledge.
- To support workforce reskilling required as a consequence of Brexit and Covid, recognising that business needs for many employers will change and with it, career aspirations.
- To ensure that high quality, innovative blended teaching, learning and assessment are at the core of our activities, continuing to work with employers in ensuring high levels of achievement and outcomes for learners, with increased flexibility in delivery and attendance.
- To recognise and value our diverse range of learners, and provide aspirational pathways to destinations, whether that be an apprenticeship, higher education, further study or employment.
- To create a flexible, responsive business model which drives quality and income, is agile in its delivery and maintains an appropriate cost base to generate levels of surplus to reinvest in the College.

- To create a culture in which all staff deliver outstanding performance within a safe and stable environment
- To act as a catalyst for change in our engagement with Preston, Central Lancashire and Northwest community, working with partners to provide a more coherent and integrated offer, driving recovery through reskilling.

**We will do this in a way consistent with our values.**

## VALUES AND BEHAVIOURS

1. Committed to learning
2. Respect and consideration
3. Customer focused
4. Integrity and honesty
5. Make it enjoyable

In working to deliver to our key strategic objectives, we have very much aligned our curriculum offer to regional and local economic needs. Significant work has been carried out to align the College curriculum to regional skills demand and key LEP priorities. Over recent years, extensive sector body and employer engagement has supported significant improvements in terms of curriculum design, content, delivery and assessment; and this enables the College to maximise opportunities for learners, supporting and often facilitating progression into employment in line with our mission. The Preston, South Ribble & Chorley City Deal, Growth Deal and the emerging ambitious local development plans for the respective Local Authorities, provide a plethora of opportunity in which the College is intrinsically linked, and our positive collaboration with Local Authorities and micro, SME and large organisations undoubtedly creates benefit to the local economy with employment opportunities deriving directly from our education offer.

Building on our rich history, the role we can provide in supporting the recovery of our community and businesses is critical. We can be a catalyst for change in leading the way, yet remaining accessible, something that has gained more prominence in the debate on digital accessibility and potential social divide. The ability to deliver at distance provides a much greater reach and an opportunity to strengthen our areas of technical specialisms to a wider audience. Partnership working and engagement with local and national stakeholders will

become a necessity, rather than a nice to have. Learners' expectations will have changed, dependent on their experiences through this period, and their involvement and engagement with the College going forward will be different, and our agility and flexibility will be critical in ensuring we meet their expectations into the future.

## WHAT WE DO

**Our learners** - The College recognises and understands its key learner groups and ensures that our strategic approaches to growth and development of our Further and Higher Education provision are cognisant of this.

**These key learner groups are:**

- Technical and professional study programmes for 16-19 learners; from Entry to Level 4 studies - full and part-time
- Apprentices from level 2 to Higher Apprenticeship programmes
- 14-16 school partnership vocational training programmes
- Mature learners who have returned to study and undertaken an Access to HE (or equivalent) qualification
- Adults in employment who wish to up skill and gain professionally recognised qualifications
- Learning for personal development through our community learning provision
- Workforce development and pre-employment programmes for employers and in partnership with the Department for Work and Pensions (DWP)
- Partnership and collaborations including Prince's Trust and Preston North End
- Higher Education

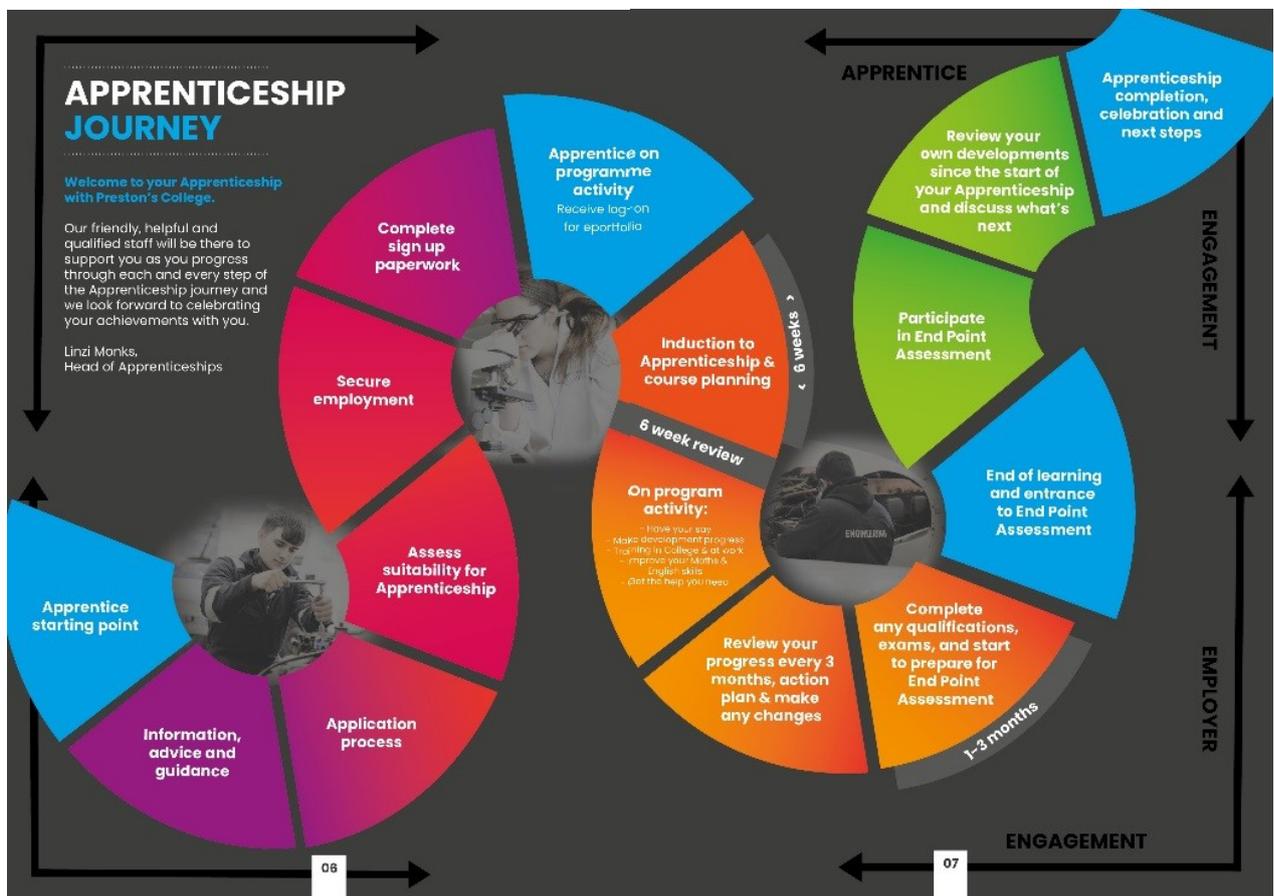
**Apprenticeship provision** is integral to the college curriculum offer, and the college works with an extensive range of employers in supporting their business development and training needs.

Many of our employer partners support curriculum design, delivery and assessment, and often benefit from employing directly from the supply chain of learners who undertake a college-based technical programme.

This procedure outlines the provision that we offer to our employer partners and apprentice learners in providing a positive and effective provision. The college is wholly committed to the effective delivery of CEIAG and initial assessment, as well as the provision of a full and engaging learning experience throughout the apprentice journey.

## The Apprenticeship Journey

The diagram below summarises the steps that an apprentice takes with Preston College, from initial application through to successful achievement and progression.



## ON-BOARDING – Apprentice Starting Point

### Information Advice and Guidance

Specific advice nights are held throughout the year and are planned in advance in the college calendar for 16-18 and Adult. Apprenticeship advice and guidance will be available at all of these events with ample opportunity for prospective and/or current applicants to speak to curriculum staff as well as Employer Engagement and Apprenticeship Specialists.

School events are held in conjunction with the schools team to provide advice and guidance in relation to apprenticeships, to particular year groups through various modes of delivery throughout the school calendar year.

National Apprenticeship week is participated in annually and provides various means of promoting apprenticeships and giving advice and guidance, from a college perspective and through collaboration with employer partners.

The College’s website and social media channels offer information on apprenticeships and can be accessed all year round.

Employer Engagement and Apprenticeship Specialists are available to provide information, advice and guidance 9-5 Mon to Fridays.

### Application Process

Application forms need submitting on-line, one application per applicant, if an applicant has seen a vacancy on our website or they have an employer already this can be recorded within the application. On receipt of the application a digital acknowledgment will be sent, advising the applicant to complete a CV by either using our CV Builder tool on the website or uploading a CV they already have. When new vacancies are received by the college, these will be pushed out to applicants in the relevant subject area so they can confirm their interest.

<b>School Leaver</b>	<b>Non- School Leaver</b>
The Schools Admissions Team will receive all applications and process, inviting applicants into interview evenings where they will be interviewed by a curriculum specialist and referred for further CIAG if required.	The Apprenticeship Admissions Officer will receive all applications and follow up by communicating with applicants to ensure all copies or required evidence of prior attainment is collected before application is processed. If the application does not meet the necessary requirements the application will be referred to either the School or Adult team. This application is then forwarded to the relevant Employer Engagement and Apprenticeship Specialist.
	The Apprenticeship Admissions Officer will assess through their knowledge if they feel an applicant may require further CIAG. The Apprenticeship Admissions Officer will look to give the required CIAG in the first instance and refer to the Employer Engagement and Apprenticeship Specialist if required.

### Assess Suitability for Apprenticeship

Applicants will flow through the Initial assessment and interview stage following the guidelines set out below. School leavers will be able to progress through the stages on predicted grades,

although offers will only be conditional until actual grades are received. School Leaver interviews will be done at set times of the year whereas non-school leaver interviews can be conducted by the Employer Engagement and Apprenticeship Specialist throughout the year. Progression learners who need to continue with their Maths and English will need to be agreed with the FS team.

Initial Assessment		L2 Standard	L3 Standard
	SL	0 – refer to schools team	0-2 Ref to schools team if no L2 provision
		1 when full engagement with specialist	3 – when full engagement with specialist
		2-.3 Completed in first class	N/A
		4+ as part of PLA	4+ as part of PLA
	Non SL	0 – refer to schools or adult team	0-2 Ref to schools or adult team if no L2 provision
		1 – following application (admissions officer)	3 – following application (admissions officer)
		2-.3 Completed in first class	N/A
		4+ as part of PLA	4+ as part of PLA
	Progression learners	If not achieved L2 FS – FS team must assess and sign off on suitability for progression	
Interview	SL	Curriculum	
	Non SL	Specialists	Main stream provision
		Specialist collaboration with curriculum	Issues/concern
		Curriculum	Specific provision identified by HOS

Learners who require SEND support will be assessed prior to enrolment by a specialist member of the team so adjustments can be made as necessary to ensure support is effective once apprenticeship commences.

All learners whether declared support needs or not will be supported once on their apprenticeship by their Work Based Tutor, Employer Engagement and Apprenticeship Specialist and in some cases a Learning and Support Coach if the need arises.

### Secure Employment

An Employer Engagement and Apprenticeship Specialist will work with applicants and employers offering a recruitment service to find employment, however applicants are also encouraged to seek own employment.

The employer and apprentice must complete a Prior Learning Analysis with the Employer Engagement and Apprenticeship Specialist to support the starting point of the apprentice and determine the cost of the apprenticeship and length of stay.

For further information around pricing structures please refer to the Fees and Charges Policy 2021

All contracts and agreements must be drawn up with details of apprenticeship, DAS registration, start and end dates, costs, EPA registration, mandatory documents, Prior Learning Analysis and 20% off the job learning and signed prior to the apprenticeship commencement date.

### Complete Sign up to Apprenticeship

The Employer Engagement and Apprenticeship Specialist will ensure a contract, commitment statement, H&S form and PLA has been signed using Doc-U-Sign. They will also ensure that the employer is set up on the DAS, raised a cohort for any apprentices they are wanting to start and if applicable have passed permissions to us as a college so we can manage the account for them. These details will all be sent to the Apprenticeship Administration team who will check the compliance and enrol the apprentice. The apprentice will be enrolled onto all components of their apprenticeship and they will receive an Apprentice Pack with useful information for them to commence and excel on their chosen apprenticeship.

## ON-PROGRAMME – Apprentice Activity

### 6 week Induction

It is extremely important to monitor the learner and employer in the first 6 weeks of their apprenticeship to help facilitate any concerns or issues that may arise and be there to offer support as required. The time invested at this early stage of the apprenticeship will aid in the development of positive relationships and ensure the apprenticeship is a worthwhile, enjoyable and effective process for all involved. An induction plan with checklist to support Work Based Tutors and Employer Engagement and Apprenticeship Specialists is to be used to evidence this activity

## Review

For Apprenticeship Standards apprentices as a minimum need to participate in a Milestone Review with a college representative and their employer every 3 months from their first date of structured learning until they reach gateway, more frequent reviews can be scheduled if needed by the apprentice and employer. These reviews will allow the opportunity to discuss the apprentice's progress towards their gateway in regards to time and ability, inclusive of any Maths and English they may need to do and any specific support they are receiving, it may be that an apprentice may need additional time and/or support on a specific KSB that needs to be actioned with the employer. The employer will be able to discuss their performance in the workplace and any links between the workplace and college can be planned in to address any development needs of the apprentice, these reviews will also cover any safeguarding or wellbeing discussions that need to take place and progression opportunities for the apprentice. All apprentices have a requirement to record and evidence a minimum of 20% off the job learning, college registers will demonstrate how much of this 20% will be captured through class delivery, so apprentices and employers are aware of the amount of 20% that will need to be demonstrated from the workplace and progress towards this will be discussed. Maths and English or Induction can't count towards the 20%. Off the job is recorded from the first date of structured learning until the gateway date.

There are other aspects of the journey that may need to be reviewed whilst an apprentice is on programme. If an apprentice is placed on a **Break in Learning** the Apprenticeship Administrative team need to be notified with an intended return date, through an ERF form. The Work Based Tutor and Employer Engagement and Apprenticeship Specialist need to keep in contact with the apprentice and employer as appropriate and review the intended return to work date, informing the Apprenticeship Administration Team of any changes and the actual return once this has occurred.

If an apprentice **Change's their Employer**, the Employer Engagement and Apprenticeship Specialist will liaise with the Apprenticeship Administration Team and ensure all new paperwork and compliance is completed for the new employer with specific costs and apprenticeship duration.

Health and Safety issues may be seen in the workplace that a WBT feels should be investigated further. The WBT needs to raise the concern with their CL and the Engagement Manager who should organise a meeting with the WBT to discuss (it may be necessary to include the college H&S Manager at this time) and agree any actions necessary with the employer and apprentice.

An apprentice at any stage of their programme can as requested by a Work Based Tutor or their Functional Skills Tutor to explore the possibility of **Exemption from Maths and/or English to Entry3**, this would need to be discussed with the SEND team who would perform the necessary checks and paperwork and then liaise with the Apprenticeship Administration Team to register this request.

**Apprenticeship Voice Sessions** will be conducted by Employer Engagement and Apprenticeship Specialists. Within the 6 week induction period, an induction survey will be conducted with

the apprentice, there will then be apprenticeship voice sessions at 3 times during the year with all apprentices having the chance to participate at one of these sessions. At the gateway or 3 month prior to the apprentice end date a progression review will be conducted with the apprentice by the Employer Engagement and Apprenticeship Specialist.

For further information, please refer to the Apprenticeship Voice Strategy

**Employer Voice Sessions** will be conducted by the Employer Engagement Team. There will be 3 opportunities during the year to gather formal employer voice through face to face interviews and college surveys.

For further information, please refer to the Apprenticeship Employer Voice Strategy.

Apprentices and employers are also welcome to pay compliments or raise concerns informally throughout the year or formally if necessary through the Preston's College Complaints and Compliments procedure.

### Complete any qualifications/exams and start to prepare for End Point Assessment

At this stage the apprentice will be preparing for End Point Assessment through revision and mock assessments and attending any mandatory qualification last examinations needed to progress through the gateway. A gateway review will be performed with the Work Based Tutor, Apprentice and their Employer to ensure all are in agreement that all elements have been covered and the apprentice is ready for End Point Assessment, this is confirmed by a gateway form that is used as evidence for End Point Assessment.

If the gateway is being accessed earlier than planned then an Apprenticeship Early Completion Form must be submitted to the Apprenticeship Administration team to confirm the quality of delivery and that all the course has been covered and the reasons for completing earlier than planned. **NB:** this cannot be before 12 months and a week.

## End of Learning, Entrance to End Point Assessment

### Participation in End Point Assessment Assessments

This process is bespoke to the apprenticeship standard and the End Point Assessment Organisation being used. The apprentice must be booked onto their End Point Assessment, the Apprentice will receive communication with dates, times and location of where and when their End Point Assessment will take place. The apprentice will attend their End Point Assessment and then the Apprentice and the College will receive notification of the outcome.

Any re-sits will be negotiated with the employer and apprentice and the apprentice will receive additional tuition prior to this re-assessment.

## Review and Reflect on Apprenticeship

It is important to gather the thoughts of both employers and apprentices, the progression review will capture valuable feedback that will support any improvements needed going forward and also allow celebration of achievements and valued practices.

The onward journey of apprentices will be tracked where possible to evidence any promotions, further study, added responsibilities and/or pay rises as a result of completing their apprenticeship. This information will be collated on the college's destination system.

