

# APPRENTICESHIP PROCEDURE

# Apprenticeship Procedure

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



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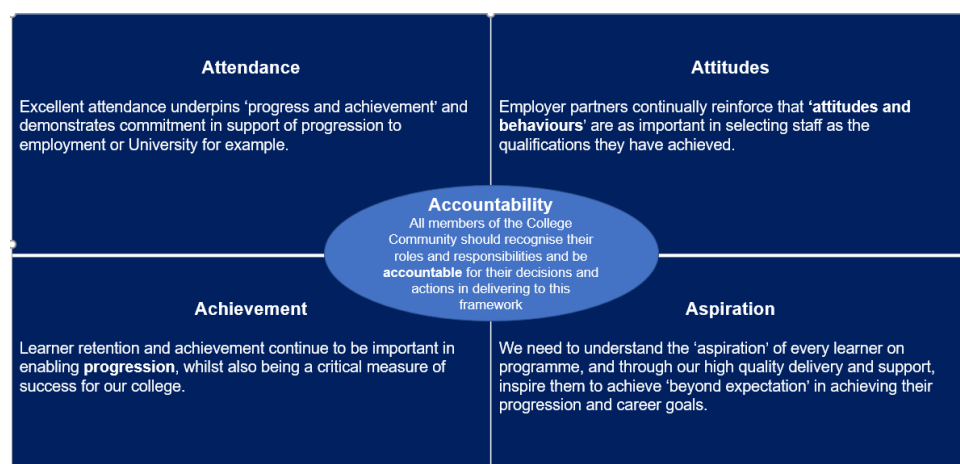
## OVERVIEW

1. 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.
2. 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.
3. The College Vision is: To transform lives through education
4. The College mission is: To inspire, educate and support our diverse community to reach its potential

## VALUES

- Welcoming and inclusive
  - *We believe in making sure that all learners, staff and visitors to the College feel welcomed and valued at all times*
- Supportive and compassionate
  - *We believe in the importance of being reassuring, encouraging and caring towards our College community*
- Aspirational for our learners, ourselves and each other
  - *We believe in being ambitious in the way we work and promoting this with our learners*
- Act with integrity and transparency
  - *We believe in acting honestly at all times, and having open and transparent communications*
- Be accountable
  - *We believe in the importance of taking ownership of our actions, and expect others to act similarly*

## The Ambition Framework – The 5 A's of Preston College



### College overarching objectives:

- Deliver high quality teaching, learning and support to promote high levels of attendance, achievement and positive outcomes for learners
  - Provide a high quality technical and vocational curriculum, aligned to regional and local business and community needs
  - Value our diverse college community, and provide aspirational progression pathways for all learners and staff
  - Improve financial surplus and cash generation to provide future investment capacity
  - Fully embed a culture in which all staff deliver outstanding performance that contributes effectively to the learner experience
  - Nurture effective partnerships that benefit learners, staff, the City of Preston and the wider region.
5. In working to deliver to our key strategic drivers, 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.
6. 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

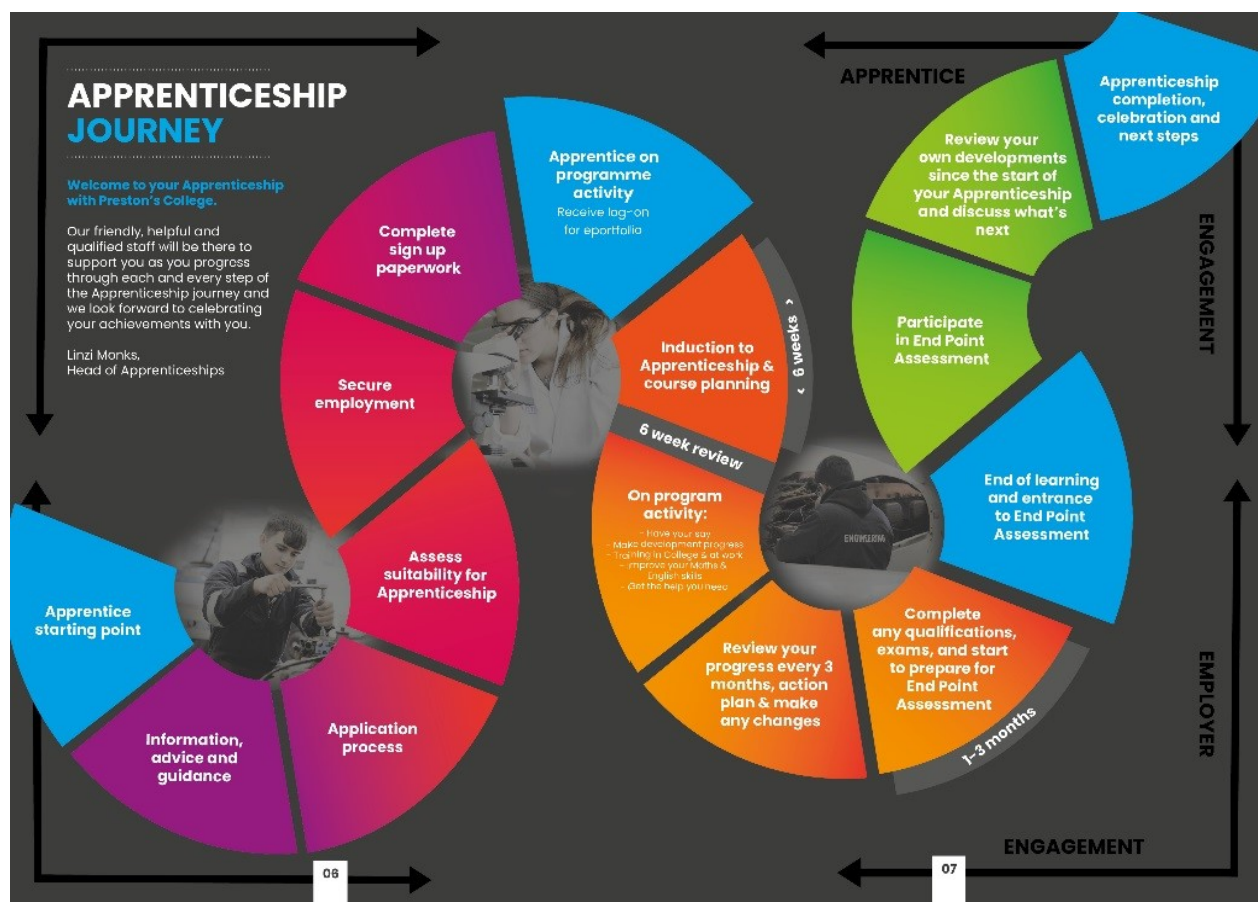
ability to deliver at distance provides a much greater reach and an opportunity to strengthen our areas of technical specialisms to a wider audience. Partnership working and engagement with local and national stakeholders will become a necessity, rather than a nice to have. Learners' expectations will 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

7. **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.
8. **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
9. **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.
10. 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.
11. 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 the college calendar for 16-18 and Adult. Apprenticeship advice and guidance will be available at all these events with ample opportunity for prospective and/or current applicants to speak to curriculum staff as well as Business Development Leader. Annually we hold a meet the employer event where prospective apprentices can talk to employers in a variety of sectors and may be offered interviews on the night.
- 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.

14. 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.
15. The College's website and social media channels offer information on apprenticeships and can be accessed all year round.
16. Business Development Leader are available to provide information, advice and guidance 9-5 Mon to Fridays.

### Application Process

17. An application form needs submitting on the Preston College website, there will be one application per applicant. If an applicant has seen a vacancy on our website, they will be able to express an interest for that vacancy within their application. If they already have an employer that will support them with an apprenticeship, this can be recorded within the application form. On receipt of the application those without an employer will receive a digital acknowledgment, advising the applicant of the next steps. This includes submitting an up-to-date CV, and evidence of relevant certificates to support with their application. Those with an employer will receive a digital acknowledgement asking them to upload relevant certificates, their employers will then be contacted for further discussion.
18. To complete a CV either use our CV Builder tool on the website or upload 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.

School Leaver	Non- School Leaver
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 College Admissions Officers will receive all applications and follow up by communicating with applicants to ensure all copies of required evidence of prior attainment is collected before application is processed. Once all evidence has been collected, the applicant will be required to complete an interview to ensure full CIAG is provided and the relevant pathway is established. If the applicant is not suitable for an apprenticeship at this time, they will be referred to the relevant area accordingly to look at the next steps. These areas include the School Team, Adult Recruitment Team and/or the Assessment stage.
	The College Admissions Officers will support applicants through the different stages of the process and offer further CIAG if required, whilst also liaising with the relevant team.



## Assess Suitability for Apprenticeship

19. Applicants will complete an initial interview, to assess the application pathway is the right one for them, offering relevant CIAG and discussing the next steps. Direct applicants with an employer will complete an interview with the relevant Business Development Leader to check suitability for their sign up. If they require an initial assessment for functional skills, they will be informed of this during the interview and will receive the relevant information to complete this stage. School Leaver interviews will be completed at set times of the year either in college, or within their high school. All 16–18-year-olds will have an option to either attend the planned interview evenings, or be contacted over the phone on an appointment basis. Whereas the 19+ applicants without an employer, will be conducted throughout the year within the working week by the Employer Engagement and Adult Recruitment Teams based on evidence of Maths and English attainment. Initial assessment guidelines are 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. Progression learners who need to continue with their Maths and English will need to be agreed with the FS team.

Interview	School Leaver	Schools Team Curriculum Engagement Specialists	Main stream provision
	Direct with an Employer	Engagement Specialists	Main stream provision
		Collaboration with Curriculum and SEND Team	Specific provision area, or issues/concerns, including SEND needs
	Non School Leavers	Engagement Specialists Adult Recruitment Team	Main stream provision depending on prior attainment
		Collaboration with Curriculum and SEND Team	Specific provision area, or issues/concerns, including SEND needs
Initial Assessment		<b>L2 Standard</b>	<b>L3 Standard</b>
	School Leaver	0 – Refer to the Schools Team	0 - 2 – Refer to the Schools Team
		1 – When in full engagement with Engagement Specialist & Schools Team	3 – When in full engagement with Engagement Specialist & Schools Team
		2+ - As part of their PLA	4+ - As part of their PLA
	Non School Leaver	0 – Complete Assessment and refer to the Adult Team on unsuccessful assessment	0 - 2 – Complete Assessment and refer to the Adult Team on unsuccessful assessment
		1 – Complete Assessment and refer accordingly based on assessment results to Engagement Specialist or Adult Team	3 – Complete Assessment and refer accordingly based on assessment results to Engagement Specialist or Adult Team
		2+ - No Assessment required. This would be completed as part of their PLA	4+ - No Assessment required. This would be completed as part of their PLA
	Direct with an employer	0 – Complete Assessment and refer to Engagement Specialist based on assessment results	0 - 2 – Complete Assessment and refer to Engagement Specialist based on assessment results
		1 – Complete Assessment and refer to Engagement Specialist based on assessment results	3 – Complete Assessment and refer to Engagement Specialist based on assessment results
		2+ - No Assessment required. This would be completed as part of their PLA	4+ - No Assessment required. This would be completed as part of their PLA

20. Functional Skills Delivery will be as follows:

- Apprentices enrolled to a Level 3 standard that have not achieved their L2 in any/either FS and have met the initial assessment requirement will attend class for a 18-week block with an exam at the end.
- Apprentices enrolled to a level 2 standard that have achieved their L1 requirement for either/both FS will be self-assessed in PLA and will attend a 6-week block for upskill to L2 with an exam at the end.
- Apprentices enrolled to a level 2 standard that have not achieved their L1 in any/either FS and have met the initial assessment requirement will attend class for a 18-week block with an exam at the end. If this is achieved with 3 or months left on the standard, they will attend the 6 weeks upskill.
- Any apprentices who fail their exam at the end of their 18-week block will then receive 1:1 support in the workplace (claimed as support) by the FS WBT to prepare for re-sit.
- Any apprentices who fail their exam at the end of their 6-week block will be offered further support towards a resit if they wish.
- Initial Assessment will recognise any Apprentices who would benefit from 1:1 in their workplace alongside their class. During classes anyone who is recognised as struggling will also receive 1:1s in the workplace to support the class delivery (all sessions to be claimed as support).
- Curriculum Leader for App Functional Skills will let Apprenticeship Administration Team Leader and the Employer Engagement Manager know of any intake points that become full so future starts can be placed in later intake groups (there will be the odd one that gets a date in a full group but this can be revised in paperwork as V2)

21. 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.

22. Apprentices who have an EHCP plan will be supported accordingly and once they have secured employment a meeting will take place with their employer to ensure they are aware of the support needed in the workplace. They will then receive regular reviews to ensure support in place is allowing the progression necessary for them to achieve their apprenticeship.

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

## **RPL/APL**

24. This guidance provides additional information to support initial assessment of prior learning in accordance with the apprenticeship funding rules. An Prior Learning Analysis (PLA) must be conducted before the start of an apprenticeship, there will be an assessment of the potential apprentices prior learning and experience to establish a 'starting point'. The assessment must

compare the potential apprentices existing Knowledge, skills and behaviours with those required in the standard. It must include the following:

- Self Assessment against Maths & English (if required)
- Diagnostic results for Functional Skills (if applicable)
- Professional Discussion against Knowledge, Skills, Behaviours

25. Apprenticeships can begin from a variety of entry points that will have prior/learning and/or experience that need considering, including:

- T Levels
- Traineeships
- Skills Bootcamps
- Further Education or A Levels
- Higher Technical Qualifications and Level 3 Technical Qualifications
- Work Experience, which could be the same job role

### **APL Defined**

26. Accreditation of Prior Learning (APL) is the direct achievement of a full or part qualification where certification has been achieved. Through the APL process, evidence of an apprentice's previous achievement is mapped against the requirements for the apprenticeship standard.

### **RPL Defined**

27. Recognition of Prior Learning (RPL) is an assessment process which makes use of evidence of a learner's **previous non - certificated learning**. Through the RPL process, evidence of a candidate's previous learning is assessed against the apprenticeship standard.

### **Assessment of APL/RPL Evidence**

28. Evidence obtained through the APL process must be assessed, through a rigorous quality process to ensure the previously awarded qualification maps directly into the relevant Knowledge, Skills and Behaviours (KSBs) in the apprenticeship standard. If it does then the proportion of this prior achievement will be directly deducted from the duration and cost of the apprenticeship standard. If this causes the apprenticeship standard duration to fall below 12month and a week then this apprenticeship will be no longer eligible for funding.

29. The RPL process does not mean that any required qualification summative assessments can be avoided e.g., mandatory exams, practical/theory tests or assignments. This is because the prescribed summative assessment is the process through which evidence (produced via any prior assessment method or through the RPL process) is evaluated. RPL allows an individual to avoid unnecessary learning, meaning that they can present for summative

assessment without repeating learning in areas where they will be able to show that they can meet the learning outcome(s). A professional discussion will take place with the apprentice and employer to determine the extent of any RPL and this will be recorded and signed by all parties on the Prior Learning Agreement (PLA). The proportion of RPL must be deducted from the duration and cost of the apprenticeship standard. If this causes the apprenticeship standard duration to fall below 12 months and a week then this apprenticeship will be no longer eligible for funding.

### Secure Employment

30. 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.
31. The employer and apprentice must complete a Prior Learning Analysis with the Business Development Leader to support the starting point of the apprentice and determine the cost of the apprenticeship and length of stay.
32. For further information around pricing structures please refer to the Fees and Charges Policy 2021.
33. 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 off the job learning @ 6 hours per week from first day of structured learning to gateway and signed prior to the apprenticeship commencement date.

### Complete Sign up to Apprenticeship

34. The Business Development Leader will ensure a Training Agreement, Training Plan and Prior Learning Analysis (PLA), H&S form has been signed using DocU-Sign. The PLA will determine the amount of prior learning an apprentice may have and allow adjustments to be made to the cost and duration of the apprenticeship. 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.

### ON-PROGRAMME – Apprentice Activity

#### 6-week Induction

35. 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 is to be used to evidence this activity. As part of this induction Apprentices will

be given an Apprenticeship Diary and KSB Tracker for use throughout their apprenticeship. They will agree on an overall target grade, have their risk status set and receive their first developmental targets.

## Review

36. Apprentices as a minimum need to participate in a Milestone Reviews with a college representative and their employer 4 times every 12 month period, this is suggested to be every 8-12 weeks 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 6 hours per week off the job (OTJ) learning, college registers will demonstrate how much of this will be captured through class delivery, so apprentices and employers are aware of the amount of OTJ that will need to be demonstrated from the workplace and progress towards this will be discussed. Maths and English, Induction and any summative assessments can't count towards the OTJ. Off the job is recorded from the first date off structured learning until the gateway date. During the review the apprentice will have their overall target grade and risk status reviewed as well as progress towards developmental targets set and a review of distance travelled on their PLA.
37. Employers will receive a progress review twice a year that highlights key data around attendance and progress.. This information will be taken from existing systems and curriculum teams will be asked to add any comments that will be useful for the employer in regards to the apprentice's overall apprenticeship progress.
38. 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 Business Development Leader 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.
39. If an apprentice **Changes their Employer**, the Business Development Leader 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.

40. 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.
41. 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.
42. **Apprenticeship Voice Sessions** will be conducted by Employer Engagement Manager. 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 months prior to the apprentice end date a progression review will be conducted with the apprentice and employer by the Work Based Tutor.
43. For further information, please refer to the Apprenticeship Voice Strategy.
44. **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.
45. For further information, please refer to the Apprenticeship Employer Voice Strategy.
46. Apprentices and employers are also welcome to pay compliments or raise concerns informally throughout the year or formally if necessary through the Preston College Complaints and Compliments procedure.

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

47. 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 a WBT is ready to process an apprentice through gateway they must email the name to the apprenticeship administration team, who will perform all the mandatory compliance checks and confirm back with an email that either they have

changed the status to complete awaiting achievement or request any actions needed before this can happen.

48. 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.

### The Accountability Framework

49. The Accountability Framework is an all-year measure by the EFSA that needs to be monitored as it can affect funding and the ability to deliver. Dashboards are being created internally to mirror ESFA data parameters that will alert us to potential interventions. Data will be discussed at data check meetings and SPRs throughout the year. In the table below you will see the parameters that we will be measured against and below are the 3 intervention methods that the ESFA will use.

#### **Types of intervention:**

- Enhanced monitoring
- Conditions of funding/additional contractual obligations
- Termination

Quality Indicator	At Risk	Needs Improvement
<b>Ofsted Grade</b>	If inadequate for overall effectiveness (if no individual App grade)	
<b>Achievement Rates (21/22 data)</b>	All age less than 50%	All age equal to or greater than 50% and less than 60%
<b>Retention Rates (21/22 data)</b>	All age less than 52%	All age equal to or greater than 52% and less than 62%
<b>Withdrawals (total number)</b>	Greater than 35%	Less than or equal to 35% and greater than 15% or a number greater than 250
<b>Employer Feedback</b>		Average Feedback less than 2.5
<b>Apprentice Feedback</b>		
<b>OTJ (based on FRM37)</b>	20 or more records inaccurate or 1 or more with 0 planned or actual reported	15 or more records inaccurate for planned hours or 1 or more inaccurate for actual reported
<b>Learners Past Planned End date (total number)</b>	15% or more 365 days past planned end date	15% or more equal to or greater than 180 days and less than 365 past planned end date or where the number of apprentices is greater than 250
<b>Breaks in Learning (total number)</b>	15% or more 365 or more on identified break	15% or more equal to or greater than 180 days and less than 365 on identified break or where the number of apprentices is greater than 250
<b>EPAO Data (just 1 will turn you red or amber)</b>	None recorded within 3 months of planned end date	None recorded between 3 and 6 months of planned end date

## OFF BOARDING- Entrance to End Point Assessment

### Participation in End Point Assessment Assessments.

50. 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.
51. Any re-sits will be negotiated with the employer and apprentice and the apprentice will receive additional tuition prior to this re-assessment. See Process below.

### Review and Reflect and celebration.

52. 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 allow celebration of achievements and valued practices.
53. Apprentices will receive an Exit Interview to track their onward journey of and evidence any promotions, further study, added responsibilities and/or pay rises as a result of completing their apprenticeship. This will apply when apprentices are withdrawing to understand their reason for leaving early and what would have made them stay if anything. This information will be collated on the college's destination system, following college procedures.
54. Annually there will be an Apprenticeship Awards Ceremony, WBT and employers will be able to nominate their apprentices within a range of categories and apprentices and WBT will be able to nominate their employers. An independent panel of judges will select three winners who will be invited to the event.



## Apprenticeship EPA Re-sit Process

