

# APPRENTICESHIP PROCEDURE

# Apprenticeship Procedure

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Employees		
Employers/Stakeholders		

**Any Associated Documentation, for Reference:**

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**ELT SIGN-OFF:** Marie Haworth, Vice Principal Quality, Teaching, Learning & Student 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 students 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 Vision is: To transform lives through education

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 students, 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 students, ourselves and each other
  - *We believe in being ambitious in the way we work and promoting this with our students*
- 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 As of Preston College



### **Attitude**

Positive behaviour and a strong work ethic are the foundations of a successful future.



### **Attendance**

Excellent attendance is vital to your progress and demonstrates your commitment.



### **Accountability**

Take responsibility for the way your decisions and actions impact yourself and others.



### **Aspiration**

Aim high! We'll support your progression and career goals, so you can reach your full potential.



### **Achievement**

Be proud of your progress and celebrate your achievements and qualifications.

**PRESTON**  
COLLEGE

**Five As of  
Ambition**

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 students, 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 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. Students' expectations have changed, 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 students** - The College recognises and understands its key student groups and ensures that our strategic approaches to growth and development of our Further and Higher Education provision are cognisant of this.

### **These key student groups are:**

- Technical and professional study programmes for 16-19 students; 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 students 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

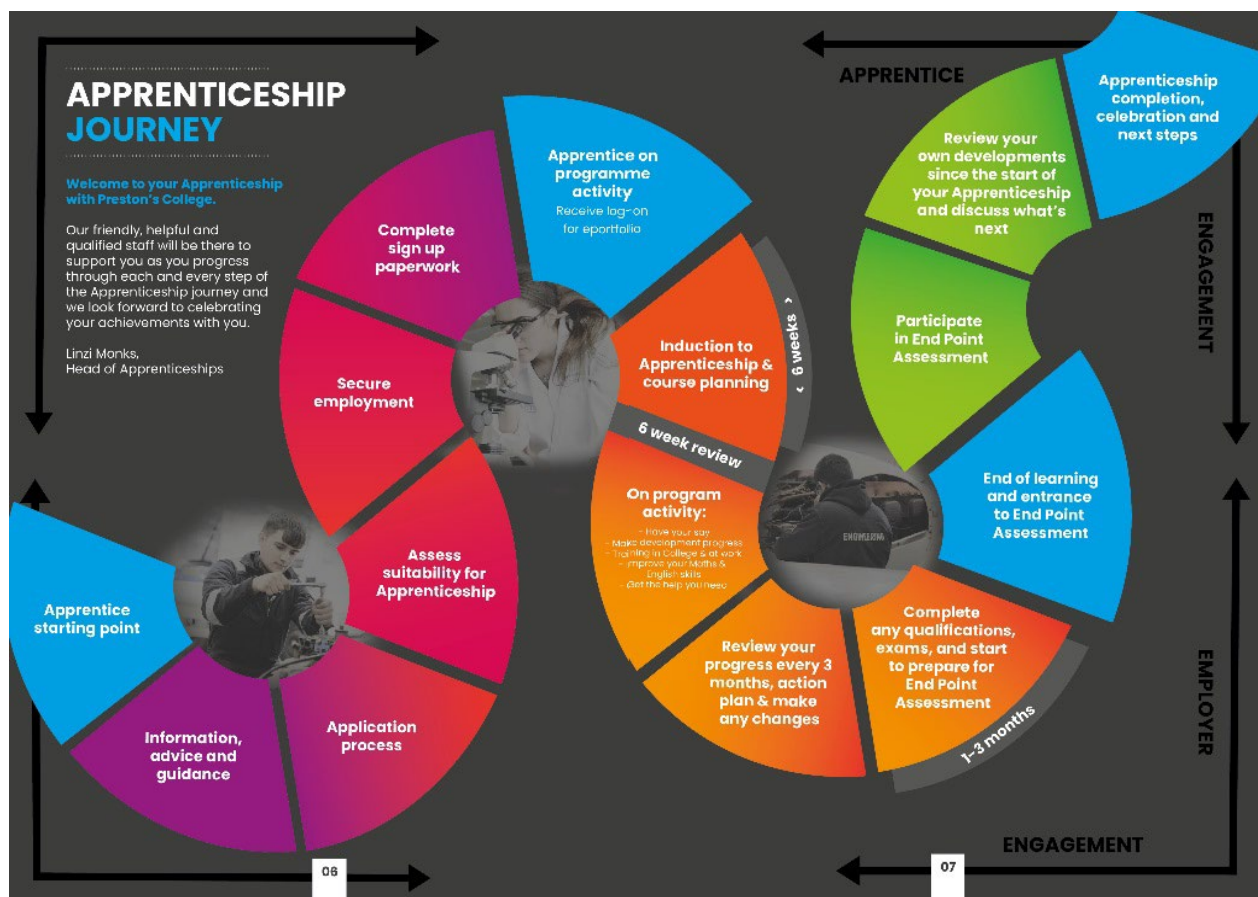
**Apprenticeship provision** is integral to the college curriculum offer, and the college works with an extensive range of employers in supporting their business development and training needs. Many of our employer partners support curriculum design, delivery and assessment, and often benefit from employing directly from the supply chain of students who undertake a college-based technical programme.

This procedure outlines the provision that we offer to our employer partners and apprentice students 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 college is regulated for quality through Ofsted and the DFE through curriculum and compliance audits, with the Apprenticeship Accountability Framework being the ongoing measure of quality (Appendix 1 – expected to be updated December 2025).

## 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 Leaders. 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 school's 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.

Business Development Leaders are available to provide information, advice and guidance 9am-5pm Mon to Fridays.



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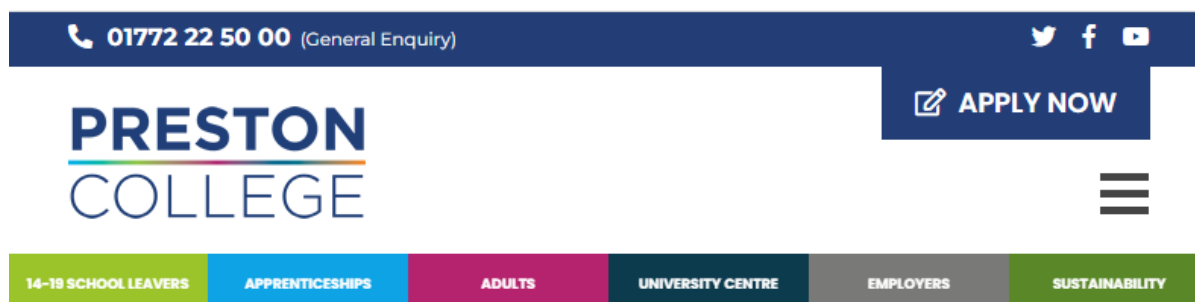
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## Application Process

An apprenticeship application form needs to be submitted on the Preston College website <https://www.preston.ac.uk/apprenticeships/> by anyone seeking to do an apprenticeship. This can be completed through the “apply now” tab on the home screen of the college website.



The applicant will be required to state their age and also notify us if they have an employer in a position to support them through an apprenticeship. If they do not have an employer, the applicant can express their interest in one or more vacancies that are being advertised on our website by selecting the relevant areas where applicable.

On receipt of the application, they will receive a digital acknowledgement advising them of the next steps required to progress their application. This includes submitting evidence of the relevant certificates and residency eligibility in order to support their application. Those applicants with an employer, will also be informed that the relevant Business Development Leader will be in contact with them and their employer (if this has not already taken place) to discuss the next steps. Applicants who need an employer will be able to upload their own CV. The engagement team will be able to review this and support with passing this on to employers for potential apprenticeship vacancy opportunities. If they do not have an up-to-date CV and require support, they can visit our website for further guidance and support, or alternatively, contact our Career Guidance Team <https://www.preston.ac.uk/support/careers-support-guidance/> and book an appointment in order to get this completed.

When new employer apprenticeship vacancies are received and uploaded to the website, all relevant applicants in their subject areas will be notified so they can confirm their interest with the relevant Business Development Leader.

School Leaver	Non- School Leaver
The College Admissions Team will receive all applications and process them accordingly. The Schools Recruitment Team will arrange Interview days out at each high school in order for their students to be interviewed, either by the Schools Recruitment or Apprenticeship Teams. If a student is unable to attend an interview within their school, or the school is unable to accommodate an interview session at their school, the students/applicants will be invited into an interview evening at the college. The Schools Recruitment, Curriculum and Apprenticeship Teams will all be available on the night to support with the relevant interviews being completed, and provide appropriate detailed	The College Admissions Team will receive all applications and follow up by communicating with the applicants directly to ensure that all copies of required evidence of prior attainment and residency eligibility is collected in order to assist with processing their application. Once all evidence has been collected, the applicant will be placed into the relevant stage of the process as required. If the applicant does not hold the relevant grades in Maths and/or English (16-18 only) for their chosen apprenticeship, or they are 19+ and have chosen to study Maths and/or English, they will be invited in for an initial assessment, which they will be able to book online themselves at a suitable date/time for

<p>CIAG, including any relevant referrals as required.</p> <p>Initial assessments for Maths and/or English may need to be completed at a later date. This will be based on their predicted grades, and if they have an employer or could be considered for an apprenticeship vacancy. This will be followed up accordingly by the relevant Business Development Leader, where they will be invited in for any assessments as required.</p> <p>Those applicants with the appropriate predicted grades and are seeking an employer to support them through an apprenticeship will be contacted directly by the relevant Business Development Leader in relation to any vacancies they may be suitable for. Furthermore, any applicants with an employer supporting them through an apprenticeship will also be contacted directly, along with their employer, by the relevant Business Development Leader to discuss the next steps.</p>	<p>them. Initial assessments are completed within the college by the Functional Skills Team. Once the applicant has completed their assessment(s), a Business Development Leader will discuss their results and options moving forward, including any resits required or alternative provision.</p> <p>If the applicant meets the criteria based on assessment results, prior attainment and eligibility they will be placed into the Interview queue, which will be completed by the relevant Business Development Leader to ensure full CIAG is provided and an appropriate pathway is established, considering any suitable employer vacancies.</p> <p>Following the interview, if the applicant is unsuccessful and is not suitable for an apprenticeship at that time, they will be referred to the relevant areas accordingly, such as the Schools Recruitment, Adult Recruitment, and/or SEND Teams, in order to discuss and consider the next steps.</p>
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## Assess Suitability for Apprenticeship

All apprenticeship applicants will be required to complete an initial assessment for functional skills in Maths and/or English. The type of initial assessment will vary based on an applicant's starting point for the apprenticeship. Please refer to the table for the specific parameters that determine the initial assessment required for each level.

Initial Assessment		L2 Standard	L3 Standard
	16-18	No grade – Refer to the Schools Team	No grade – Refer to the Schools Team
			Grade 1 or 2 – complete L2 assessment in college min 40% required and refer accordingly based on assessment results to BDL or Schools Team.
		Grade 1 or above – self assessment on PLA. If grade 1-3 will start L2 FS class and complete class assessment for starting point.	Grade 3 – Automatic acceptance unless standard has minimum entry requirements - self assessment as part of PLA.
		4+ - self assessment as part of their PLA	4+ - self assessment as part of their PLA
	19+	No requirement to study a qualification for Maths and/ or English however a self-assessment as part of PLA will be completed.	No requirement to study a qualification for Maths and/ or English however a self-assessment as part of PLA will be completed.
		If choosing to study towards a qualification in Maths and/or English a diagnostic will be completed at the relevant level of study to indicate starting point.	If choosing to study towards a qualification in Maths and/or English a diagnostic will be completed at the relevant level of study to indicate starting point.
		If no evidence of Maths and/or English but standard requires a competence level of Maths and/or English a assessment will be completed to determine suitability for programme.	If no evidence of Maths and/or English but standard requires a competence level of Maths and/or English a assessment will be completed to determine suitability for programme.

All applicants will complete an interview, to assess the application pathway is the right one for them, offering clear CIAG and discussing the relevant next steps. Those applicants with an employer will have their employer contacted to confirm the details of the apprenticeship and ensure they are in a position to support an apprentice in the workplace.

<b>Interview</b>	School Leavers	Business Development Leaders/Engagement Manager Schools Team Curriculum Team	Main stream provision Apprenticeship
		Collaboration with SEND/Safeguarding Team	Specific provision area, or issues/concerns, including SEND needs
	Direct with an Employer	Business Development Leaders/Engagement Manager  Referrals where required to: <ul style="list-style-type: none"> <li>Schools Team (age dependent)</li> <li>Adult Recruitment Team (age dependent)</li> </ul>	Main stream provision Apprenticeship Adult course
		Collaboration with SEND/Safeguarding Team	Specific provision area, or issues/concerns, including SEND needs
	Non School Leavers	Business Development Leaders/Engagement Manager  Referrals where required to: <ul style="list-style-type: none"> <li>Schools Team (age dependent)</li> <li>Adult Recruitment Team (age dependent)</li> </ul>	Apprenticeship Main stream provision (age dependent) Adult course (age dependent)
		Collaboration with SEND/Safeguarding Team	Specific provision area, or issues/concerns, including SEND needs

### Functional Skills requirements

- If a 16-18 apprentice is enrolling onto a L2 Standard and they do not have a level 1 FS equivalent they will attend the 18-week course in either Maths or English. If they need to do both, they will attend 1 first, take the exam and then start the other.
- If the 16-18 apprentice fails their L1 after attending the course, 1:1 tutorials will be arranged in the workplace to support them towards their re-sit.
- If the 16-18 apprentice after achieving the Level 1 FS has meaningful time left on programme they will start to study towards L2 FS, take the test if they feel ready however, there is not a requirement to take the test.
- If a 16-18 apprentice is enrolling onto a L2 Standard and they already have a level 1 FS equivalent, they will be asked with their employer of their intention to progress to a L3 standard.
- If the intention is to progress to a L3 standard the 16-18 apprentice will attend the 18-week course in either Maths or English. If they need to do both, they will attend 1 first, take the exam and then start the other.
- If the 16-18 apprentice fails their L2 after attending the course, 1:1 tutorials will be arranged in the workplace to support them towards their re-sit.
- If the intention is not to progress the 16-18 apprentice will be asked to attend a 6-week course in either Maths or English, if they fail, further maths and English development will be included alongside their vocational study.
- If a 16-18 apprentice is enrolling onto a L3 Standard and they do not have a level 2 FS equivalent they will attend the 18-week course in either Maths or English. If they need to do both, they will attend 1 first, take the exam and then start the other.

- If the 16-18 apprentice fails their L2 after attending the course, 1:1 tutorials will be arranged in the workplace to support them towards their re-sit.
- 19+ apprentices will only do Maths and English as a qualification if requested by their employer and they will study the level they need for their standard.

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.

## Support requirements

Students 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.

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.

All students 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 Support Coach and Support Coordinator for Apprentices if the need arises.

## Assessment of APL/RPL Evidence

This guidance provides additional information to support initial assessment of prior learning in accordance with the apprenticeship funding rules. A 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.

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.

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

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.

The RPL process does not mean that any required qualification summative assessments can be avoided eg, 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

A Business Development Lead will work with applicants and employers offering a recruitment service to find employment; however, applicants are also encouraged to seek their own employment where possible. Business Development Leads (BDL) encourage employers to fill out a vacancy card that can provide the team with all of the relevant information about their vacancy for us to share on our website and also with prospective applicants. BDL's will contact suitable applicants about potential vacancies to gauge their interest in being put forward for any available vacancies/opportunities. Applicants may be required to complete an interview and/or a short work trial with an employer prior to being considered for the role. Following this, if they are successful, the relevant BDL will follow up to complete the sign-up process. If unsuccessful, the BDL will gain feedback from the employer to establish any reasons behind their decision and offer support to the applicant in order to assist them with any other future opportunities.

## Complete Sign up to Apprenticeship

All contracts and agreements must be drawn up with the relevant details of the chosen apprenticeship, DAS registration, start and end dates, costs, AO registration, mandatory documents, Prior Learning Analysis and off the job learning recorded every month from first day of structured learning to gateway and signed prior to the apprenticeship commencement date.

The Business Development Leader will ensure a Training Agreement, Training Plan, Apprenticeship Agreement, Prior Learning Analysis (PLA), H&S form has been signed by all relevant parties using DocuSign. 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 correctly set up on the DAS, has 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 support with the management of their account. These details will all be sent to the Apprenticeship Administration team who will check the compliance, enrol the apprentice, ensure a Learning Agreement is signed and upload all sign up and mandatory documents to the apprentice and employer record.

## ON-PROGRAMME – Apprentice Activity

### 6-week Induction

It is extremely important to monitor the student 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 (see Appendix 2) to support Work Based Tutors is to be used to evidence this activity. As part of this induction Apprentices and their employers will receive introductions from key members of staff, be introduced to relevant processes and systems, discuss their timetable, KSB tracker and roadmap, participate in assessments, earn badges and review workplace settings. They will agree on an overall target grade, have their risk status set and receive their first developmental targets as part of their first review.



## Review

Apprentices as a minimum need to participate Milestone Reviews with a college representative and their employer every 3 months 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 using the PLA and KSB Tracker. The review will be 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 (See Appendix 8). During the review the apprentice will have their overall target grade and risk status reviewed (See Appendix 3) as well as progress towards developmental targets and Assessment.

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.

## Break in Learning

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.

## Change of Circumstance

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.

If an apprentice change any of their personal details, then WBT will need to inform apprenticeship administration so records can be updated.

## Health and Safety

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 Health and Safety Manager at this time) and agree any actions necessary with the employer and apprentice.

## Off The Job

All apprentices have a requirement to record and evidence a minimum of 6 hours per week off the job (OTJ) learning using the colleges OTJ tracker, college registers will demonstrate how much of this will be captured through class delivery, so class sessions do not need to be recorded. Apprentices and employers will clearly be able to see the amount of OTJ that will need to

demonstrated from the workplace, Maths, English, Induction and any summative assessments can't count towards the OTJ, progress towards this will be discussed at review. Off the job is recorded from the first date off structured learning until the gateway date, for further guidance see Appendix 4.

## Apprenticeship Evaluation

### Apprenticeship Voice

Feedback will be collected, analysed and reported on by the Employer Engagement Manager. A survey will be released each term for apprentices via email and text message, 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. The apprentice will be asked to create their DFE account as part of their induction, after 3 months on programme they will receive emails from the DFE asking them to complete a survey on the experience at Preston College, WBT need to encourage this to be completed on reviews. For further information, please refer to the Apprenticeship Voice Strategy.

### Employer Voice

Sessions will be conducted by the Employer Engagement Team. There will be opportunities during the year to gather formal and informal 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 College Complaints and Compliments procedure [complaints@preston.ac.uk](mailto:complaints@preston.ac.uk)

## Gateway Preparation

Throughout their apprenticeship the apprentice will be preparing for Assessment through revision and mock assessments and attending any mandatory qualification last examinations needed to progress through the gateway. A gateway review (final 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 Assessment. This is confirmed by all parties signing off the relevant KSB sheet and completing a gateway form supplied by the AO with the exception of AAT & VTCT, for these standards the Preston College Gateway forms needs to be completed (See Appendix 5). If a WBT is ready to process an apprentice through gateway they will need to complete an apprenticeship LCF confirming relevant evidence has been uploaded to Docs and Comms and that Actual OTJ hours meet or exceed actual. This form will be directed to the relevant CL who will sign off to approve or reject with a reason, if the latter occurs the WBT will get notified that this has not gone through and why. If accepted it will come through the Apprenticeship Administration team who will then do the relevant closedown on EBS and liaise with curriculum and the AO to secure dates for Assessment to take place.

If the gateway is being accessed earlier than planned but still fulfilling the minimum requirement of 12months and 1week an early completion form (Appendix 6) will need to be completed if the planned OTJ hours are not met. This will need to be sent to the Apprenticeship Administration team to store on Docs and Comms as it confirms that the apprentice and employer have received quality delivery, are ready for assessment and do not feel disadvantaged by completing in less hours than planned.



## OFF BOARDING- Completion and next steps

### End Point Assessment Assessments.

This process is bespoke to the apprenticeship standard and the Assessment Organisation being used. The apprentice must be booked onto their Assessment, the Apprentice will receive communication with dates, times and location of where and when their Assessment will take place. The apprentice will attend their Assessment and then the Apprentice and the College will receive notification of the outcome. NB: Skills England will send certificate to the Employer registered on their DAS account.

The cost of one resit per Assessment component will be paid by the college where there is evidence the apprentice has a minimum of 90% attendance for their standard and received a minimum of a pass grade in the mock testing process.

Further re-sits or re-sits that sit outside of the above parameters will be the responsibility of the employer. This information will be included and agreed in the onboarding process. See Appendix 7. Where there are exceptional circumstances. These will be considered and advised by the Head of Apprenticeships with ELT.

### Review and Reflect and celebration.

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.

Through 3 course reviews each academic year CLs will be asked to reflect on their current provision in terms of numbers and achievement, it will be a time they can discuss concerns and celebrate successes and action any changes they can see moving forward.

HOS will lead discussions around LMI and skill needs for the area aligned with Lancashire priorities this may mean the introduction of new provision or a switch of provision.

Annually there will be an Apprenticeship Awards Ceremony. Apprentices and employers will be nominated and an independent panel of judges will select a shortlist and winners that will be invited to the event.

During the year encouragement will be given to nominate apprentices and employers for a number of awards and accolades that celebrates the great work they are doing.

## Appendices

### 1.The Accountability Framework

The Accountability Framework is an all-year measure by the DFE that needs to be monitored as it can affect funding and the ability to deliver. Dashboards have been created internally to mirror DFE 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 DFE will use.

#### Types of intervention:

- Enhanced monitoring
  - Improvement plans with targets
- Conditions of funding/additional contractual obligations
  - No recruitment for 1 or more standards
  - Withhold, suspend or cap funding
- Termination
  - Terminate contract

Quality Indicator	Threshold from June 24	Our 22/23 Data	Our 23/24 Data	Risk
Ofsted Inspection	Inadequate grade for apprenticeships or inadequate for overall effectiveness if no apprenticeship grade	Good	Good	None
Apprenticeship Achievement Rate	<50% - At Risk 50%-60% - Needs Improvement	58%	61%-76.3%	None
Apprenticeship Retention Rate	<52% - At Risk 52%-62% - Needs Improvement	60.2%	78%	None
Employer Feedback	If average less than 2.5 in most recent academic year – Needs Improvement	3	3	Low
Apprentice Feedback	If average less than 2.5 in most recent academic year – Needs Improvement	2.5	3	Medium
Off The Job Training	'At Risk' if providers report: <ul style="list-style-type: none"><li>• More than 20 records with errors</li><li>• One or more apprentices with 0 planned hours</li><li>• One or more apprentices with 0 actual hours on completion</li></ul> 'Needs improvement' if: <ul style="list-style-type: none"><li>• More than 15 records with errors on planned hours</li><li>• One or more records with errors on actual hours</li></ul>	0	0	Low
Withdrawals	'At Risk' if more than 20% of total number of apprentices withdraw 'Needs improvement' if 15%-20% of total number of apprentices withdraw	11.9%	5.5%	None

Apprentices PPED	'At Risk' if over 15% of apprentices are 180 days or more PPED 'Needs Improvement' if over 15% of apprentices are 90-180 days PPED	8.5% -	2.5% -	None Medium
BIL	'At Risk' if more than 10% of apprentices are on a BIL of 365 days or more 'Needs Improvement' if more than 10% of apprentices are on a BIL of between 180-365 days	0.2% 0.6%	0% 0.4%	None None
Assessment data	'At Risk' if no AO recorded within 3 months of planned end date 'Needs Improvement' if no AO recorded within 3-6 months of planned end date	0 0	0 0	Low Low

## 2. Induction Checklist

Apprentice Name:		Employer:		
Induction Start Date:		Manager Name:		
Induction Due Date:		WBT Name:		
Week No:	Induction Outline (linked to Canvas Modules)	Induction Content	Delivery	Resource/Mode
Weeks 1-6	Introduction and Welcome	College Standards and Behaviour	Virtual Video from HOS can be delivered in group class sessions or accessed remotely.  Samantha McKenna – Business, Management, Digital & Health  Fiona Birtchet-Sharpe – Service Industries  Mark Taylor – ISTEM  Mark Taylor - Construction  Expectations whilst at PC - Presentation	Canvas: Introduction and Welcome  <a href="https://youtu.be/CRycFb4MxlQ">https://youtu.be/CRycFb4MxlQ</a>  <a href="https://youtu.be/OyKVn94jtUI">https://youtu.be/OyKVn94jtUI</a>  <a href="https://youtu.be/lq-zKhlgVaA">https://youtu.be/lq-zKhlgVaA</a>  <a href="https://youtu.be/p99NT_ikE84">https://youtu.be/p99NT_ikE84</a>  College Induction PP
		Life at Preston College	Can be delivered in group session or accessed individually.  College App Video *2 (How to download & How to log in)  Ask Apprentice to set up and log in to college App to sign their Learning Agreement.	Canvas: Introduction and Welcome  Video of how to access and log on College App
		Campus Tour	Give apprentices on site a tour of the facilities and amenities and those who are predominantly off site give a campus Map and explain the facilities they can access on site	Canvas: Introduction and Welcome  Map
		Timetable requirements	Discussed with apprentice and shown how to access on College App	College App
		Structure of delivery	Discussion with WBT as a group or individually on course contents, expectations, and appeals procedures.  Introduce Pastoral/Tutorial site on Canvas and how it will be embedded in the apprenticeship.	SOL Roadmap KSB Sheets PLA results App Diary  Canvas – Adult and Apprentice Tutorials
		Library and Study Skills Services	Virtual Video can be delivered in group class sessions or accessed remotely  Welcome to the college learning zones  Text Book 'The Apprentices Guide to EPA' now available in the college library.	Canvas: Course Overview  <a href="https://youtu.be/RPSZHHXjtsE">https://youtu.be/RPSZHHXjtsE</a>
	Course Overview and Individual Delivery Planning			

IDEA & Digital Skills	Learner Support Video	<p>Virtual Video can be delivered in group class sessions or accessed remotely</p> <p>Kirsty Braithwaite – Academic Support</p> <p>Christine Ainsworth – Pastoral Support</p>	<p><b>Canvas:</b> Course Overview</p> <p><a href="https://youtu.be/EyQL-OFD2Xc">https://youtu.be/EyQL-OFD2Xc</a></p> <p><a href="https://youtu.be/N-DGREGbPgC">https://youtu.be/N-DGREGbPgC</a></p>
	Initial Assessments	<p>Cognitive Assessment (How do we learn) – work with your apprentices to ensure they understand Multiple Intelligences before they complete their self-assessment and re-upload to Canvas. Use results of self-assessment on their group profile to support their learning.</p> <p>Mental Toughness Assessment (Attitude/mindset/resilience)- Work with your apprentice to explore their mental toughness and plot their own graph and upload results. Use the results of this to help you support them through their apprenticeship.</p>	<p><b>Canvas:</b> Course Overview</p> <p>Multiple Intelligences Information sheet and self-assessment</p> <p>PP</p>
	Remote Learning Tools and Skills	<p>Virtual Digital induction guidance and instructional video to access remotely or in group session</p>	<p><b>Canvas:</b> IDEA &amp; Digital Skills Digital</p> <p>Induction</p>
	Initial Assessment	<p>Complete Digital Self-assessment form paper-based or on-line. Re upload to canvas.</p>	<p><b>Canvas:</b> IDEA &amp; Digital Skills</p> <p>Self-Assessment Form</p>

Functional Skills (if required, if not just add N/A in columns)	Inspiring Digital Enterprise Award (IDEA) CODE: <b>PCAPPS &amp; PCESAFE</b> The above codes must be entered into the profile section of your home page. (you will be informed separately if you need to add further codes)	<p>PowerPoint presentation or video with clear information on this opportunity and how it can add value to the apprenticeship to be given as a group or individually.</p>	<p><b>Canvas:</b> IDEA and Digital Skills</p> <p>About IDEA</p> <p><a href="https://idea.org.uk/CitizenBadges">https://idea.org.uk/CitizenBadges</a></p>
	Structure of delivery	<p>Instructions for sign up to IDEA gone through and how to earn a badge. Participation in earning 2 further badges:</p> <ul style="list-style-type: none"> <li>What is the cloud</li> <li>E-safety</li> </ul> <p>(This section is not mandatory for Higher Apprenticeships or adults in existing employment, this is down to individual choice, if not completing, just enter N/A in columns.)</p>	<p><b>Canvas:</b> Functional Skills</p> <p><a href="https://youtu.be/le1Gp46shnY">https://youtu.be/le1Gp46shnY</a></p>
	Surviving in the workplace	<p>Virtual video from Head of Apprenticeships that can be delivered in a group session or accessed individually.</p> <p>Virtual learning using IDEA to earn badges:</p> <ul style="list-style-type: none"> <li>Collaboration</li> <li>Growth Mindset</li> </ul> <p>The IDEA section is not mandatory for Higher Apprenticeships or adults in existing employment, this is down to individual choice, if not completing, just enter N/A in columns.)</p>	<p><b>Canvas:</b> Employability Skills</p> <p><a href="https://youtu.be/8-kmPLkH8s">https://youtu.be/8-kmPLkH8s</a></p> <p><a href="https://idea.org.uk/WorkerBadge">https://idea.org.uk/WorkerBadge</a></p> <p>Entrepreneur Badge</p>

	Evidence collation guidance and training	What systems will be used with the apprenticeship to track and monitor attendance, behaviour and progress.	<p>Video on how to log OTJ using College App</p> <p>Introduce Promonitor, <u>Markbook</u> and any other platforms to your apprentice that will monitor and track their progress through the apprenticeship</p>	<p><b>Canvas:</b> Evidence collation guidance and training.</p> <p><a href="#">ePortfolio Guidance and Training: Apprentice Induction 2022/ 2023 (instructure.com)</a></p>
	Workplace Setting	First review with line manager (Right Start Review in Apprenticeship Diary), look at workplace targets, opportunities, and set deadlines for milestones on journey.	<p>Tri-party meeting at employer premises or virtually.</p> <p>Set apprentice target grade on Promonitor, initial Developmental Targets and Intended Destination</p>	<p>App Diary</p> <p>Promonitor EBS</p>
		Discuss SOW and employer contributions to learning.	Highlight OTJ training the employer can contribute too and discuss and specialist or key areas for the apprentice in their employer. Update Roadmap	Roadmap
		Discuss Safeguarding, discrimination and radicalisation and explain how will be embedded in the apprenticeship.	<p>Ensure understanding by apprentice and employer on their responsibilities in regards to this. And ensure employer has accessed the support materials</p> <p>Remind Apprentice and employer of video they can watch.</p>	<p><b>Canvas:</b> Workplace Setting</p> <p>Safeguarding PP</p> <p>Trauma Training Leaflet</p> <p>British Values Poster</p> <p><a href="http://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal#awareness-course">http://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal#awareness-course</a></p>
		<p>Employer Premises Induction to include:</p> <ul style="list-style-type: none"> <li>Meet the team (key members, how their role will fit in)</li> <li>Expectations (start times, lunch, dress, behaviours)</li> <li>Clear outline of job role and objectives</li> <li>An introduction to company policies and procedures and why they are important (H&amp;S, Fire, Manual Handling, Operating equipment, First Aid, etc)</li> </ul>	To be completed in the workplace for all new employees (if an existing employee – Please still sign and enter the date this took place for you)	Workplace
		The role of the Mentor (may or may not be Line Manager)	<p>Who are they, how can they help, when are they available? A workplace mentor may:</p> <ul style="list-style-type: none"> <li>share their knowledge and experiences</li> <li>provide advice, guidance and feedback</li> <li>act as a sounding board for ideas and action plans</li> <li>offer encouragement and support</li> <li>celebrate the apprentice's success</li> <li>identify development opportunities</li> <li>build an apprentice's confidence, independence, and self-belief</li> <li>set goals</li> <li>support personal development and wellbeing</li> </ul>	
		Raising a Concern	Ensure your apprentice is aware of how to raise a concern if they have any issues regarding H&S, Safeguarding and Prevent.	
	Additional Sector Information	<i>Curriculum areas can if applicable add anything in here that has</i>	Videos from Course Leads	<b>Canvas:</b> Additional Sector Information

	n (not mandatory)	<i>relevance at induction stage for their industry.</i>	Virtual learning using IDEA to earn badges: <ul style="list-style-type: none"> <li>Working from home</li> </ul> <p>The IDEA section is not mandatory for Higher Apprenticeships or adults in existing employment, this is down to individual choice, if not completing, just enter N/A in columns.)</p>	<a href="https://idea.org.uk/">https://idea.org.uk/</a> Worker Badge
	Close of Induction	Induction Checklist (Paper-based or digital form)	Download from Canvas, complete, sign and upload to canvas to close induction period.	<b>Canvas:</b> Close of Induction
		Induction Survey	<p>Please log onto your AS account to receive notifications about leaving feedback throughout your apprenticeship programme.</p> <p>Within the 6-week period or just after you will receive a text and your employer will receive an email asking for your feedback on the onboarding of your apprenticeship. We really value your thoughts as it helps us to judge if we are providing the right support or if we could be doing anything better.</p>	<p>When starting your apprenticeship, your employer and training provider will give us your apprenticeship details. You will then receive an email invitation to join the My apprenticeship service.</p> <p>On the My apprenticeship service, you will have to review and confirm your apprenticeship details are correct when starting your apprenticeship.</p>

Learner Signature

Date


Employer Signature

Date

College Signature

Date

### 3. Risk Rate my apprentice



# HOW TO RISK RATE MY APPRENTICE

#### Choose the correct level of risk

**LOW** There are currently no issues with the apprentice

**MEDIUM** There are one or more issues/niggles with this apprentice but nothing where retention or achievement is a high concern

**HIGH** You are concerned that the apprentice will withdraw from their apprenticeship or the apprentice will not reach gateway timely or will fail the EPA

#### Write your risk comment (if MEDIUM or HIGH)

When writing your risk comment, choose one of the following four titles that best represents the risk:

- Attendance
- Progress/ability
- Behaviour/attitude
- Health/personal

Then construct your comment using the following format:

Risk Category

Date

Detail of Risk

For example:  
 Progress/ability - 29 January 2024  
 Apprentice fell behind on deadlines for beauty qualification as was focusing on passing Maths FS. An action plan has been put in place and extra visits to work scheduled to support apprentice to get progress back on track for Gateway date.

#### Ensure the course risk mirrors the overall halo risk

COURSE	COURSE AT RISK	COMPLETION STATUS	START DATE	PLANNED END DATE	ACTUAL END DATE
Caseload		Continuing	14 Feb 2022	14 Feb 2024	
PC30496 (Principles and Practice for Pharmacy Technicians (Technical Certificate))	LOW RISK	Continuing	14 Feb 2022	14 Feb 2024	
PC30669 (Pharmacy Technician (Integrated) L3 (Apprenticeship Standard))	LOW RISK	Continuing	14 Feb 2022	14 Feb 2024	

#### Create a development target on Promonitor that supports the reduction of the risk for the apprentice.

Category Key:

ENGLISH

MATHS

ACADEMIC ACHIEVEMENTS

ATTITUDES & SOCIAL BEHAVIOURS

CAREERS & ASPIRATIONS

ATTENDANCE & PUNCTUALITY

EMPLOYMENT & EMPLOYABILITY

#### Remember to monitor your developmental target, update the status and adjust the level of risk as required.

Status Key:

TO BE REVIEWED

REVIEWED

NOT ACHIEVED

ACHIEVED

UNACHIEVABLE

TARGET WITHDRAWN



# What is **OFF-THE-JOB**?

It is new learning which is received by the apprentice during the apprentice's normal contracted working hours, until they reach their gateway and get booked in for EPA. This new learning must be linked to the knowledge, skills and behaviours (KSBs) of the approved apprenticeship that the apprentice is studying. By normal working hours we mean the hours for which the apprentice would normally be paid, including overtime if you are either paid or receive time in lieu.

### Examples of **OFF-THE-JOB**

This must be done within the working hours

- Classes/online sessions and the content of learning within those college classes/sessions - logged by college
- Research
- Role-play
- Simulation
- Online learning - podcasts, webinars
- Manufacturer training/in-house CPD events
- Practical training
- Shadowing
- Mentoring
- Industry visits
- Participations in competitions
- Learning support
- Time spent writing assignment or completing work towards KSBs
- Reflections.

### Recording **OFF-THE-JOB**

- It must be recorded on the OTJ Tracker - accessed by the college app or on the college internal Promonitor system
- It must be clear in the new knowledge, skills and behaviours that you now know/or have developed on that occasion, you must describe the task and note the KSBs that new learning links too
- It must never be uploaded in bulk entries
- It must be entered using the date it occurred not the date you are recording it
- It must be realistic in time spent
- It should show progress and development over time
- Something needs recording at a minimum of every week you are not in a class/session, except for when you are on annual leave.

## Examples of effectively recorded **OFF-THE-JOB**

I observed my colleague performing the following task(s) - Preparing blood samples for the laboratory, I observed the correct techniques and systems so that the samples were logged according to the national police computer data base. (3 hours) KSBs K1, K3, S1, S2, B3

From the class session on how to manage conflict in the workplace, I have spent time reviewing the content from the session, completing further reading on conflict management from the theorist C. Wright Mills, from the theorist I have been able to identify how social structures can be created through conflict between people, from this I am going to look at my skills with planning for team leading through a project in preparation for my assessment.

I shadowed my manager/colleagues performing the following task(s) to understand them in more detail - Preparing blood samples; using PPE, adding clear labelling, checking names matched samples, updating the database, communicating with stakeholders and recording correct timestamped data. (5 hours) KSBs K1, K3, K12, K15 S1, S9, S10 S2, B3, B5

Today I researched different marketing techniques through looking at online articles and reading some chapters from a book by Seth Godin titled 'The Purple Cow'. (2 hours) KSBs K6, K7, K9, K12

With guidance from my manager/colleagues, I completed the following task(s) with some support - Preparing blood samples; using PPE, adding clear labelling, checking names matched samples, updating the database, communicating with stakeholders and recording correct timestamped data (2 hours) KSBs K1, K3, K12, K15 S1, S9, S10 S2, B3, B5

I used my notes from class to support me in writing up a job that I had done at work where I had been able to practise skills previously learnt to change a tyre. My notes supported me to link together the skill and the knowledge along with behaviours and approaches. I could reflect on what had gone well, what I still needed to develop further on in order to get me to meet industry standards. (90mins) KSBs K6, K7, K9, K12

Today with a couple of my colleagues I practised my technique for greeting visitors at the front desk, they simulated different situations I may have to deal with, I followed the procedure I had previously learnt and realised that all situations are different and I would need to be able to work within the procedure rather than follow it. I received great feedback from my colleagues on making better eye contact, not promising what I can't deliver and where to find some specific types of information more easily. (1 hours) KSBs K4, K7, K11, K12, S2, S8, B1, B2

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COLLEGE

## 5. Gateway Form

### End-Point assessment gateway declaration form

Please complete this form to confirm that all parties are satisfied that the apprentice has met the gateway requirements and can be put forward for end-point assessment (EPA)

Apprentice Name	
Apprenticeship Standard	
Provider Organisation	
Employer Name	
End Point Assessment Organisation	

Duration Eligibility	How long in learning?
Has the learner completed the required off the job hours <a href="#">of</a>	Start date:
	Current Date:
	Duration:

Mandated Gateway and On-Programme requirements (list gateway and on programme requirements for the standard)	Achieved (Yes/No/NA)
1. Knowledge, Skills and Behaviours	
2. Mandatory qualification (if required)	
3. Functional Skills (if required)	

English and Maths Achievement (Identify relevant level and achievement)	Achieved (Yes/No)
Level 1 English	
Level 2 English attempted	
Level 2 English achieved	
Level 1 Maths	
Level 2 Maths attempted	
Level 2 Maths achieved	

August 24

Gateway process details	
Date of Gateway Interview:	Present: (Name/Job Title)
Panel agreement on learner readiness for EPA Include any key notes (particularly if the panel determine the learner is not ready for EPA that includes any additional learning or other requirement that must be completed before attempting gateway again)	Agreed/ Disagreed (Delete as appropriate, if disagreed please leave comments)
Gateway decision verification To be signed by the employer, provider and learner	Employer representative:  Date:  Provider representative:  Date:  Apprentice:  Date:

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## 6. Early completion form

### Early Declaration Summary Statement

At the end of apprentice's programme, if the volume of off-the-job training hours delivered is less than the original volume of planned hours, the ESFA formally require that a statement to summarise the activity which has been undertaken is produced:

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**COLLEGE**

+/-	
Apprentice Name	
Employer Name	
Training Provider	
Contracted Working Hours	
Apprenticeship	
Apprenticeship Start Date	
Planned Apprenticeship End Date	
Actual Apprenticeship End Date	
How many months has the apprentice been on programme	
Has the apprentice been on programme longer than the 12 month minimum duration?	
Original volume of planned off-the-job hours planned at the start	
Volume of actual off-the-job hours delivered *	
Variance in Planned vs Actual off-the-job hours	
Has the apprentice undertaken a minimum of 20% OTJ over the actual time on programme.	
The reason(s) for early completion:	

\*The actual hours delivered, supported by proof of delivery retained by the training provider in the evidence pack and correlates with the number of hours recorded in the actual hours' field of the Individual Learner Record (ILR).

In signing this statement you agree the information recorded above is correct and you are satisfied with the quality of off-the-job training received and can confirm that the amount of hours delivered by the training provider was substantially enough to meet your needs, even though this is different to the original volume agreed at the beginning of the apprenticeship.

Employer (Print Name, Job Title):

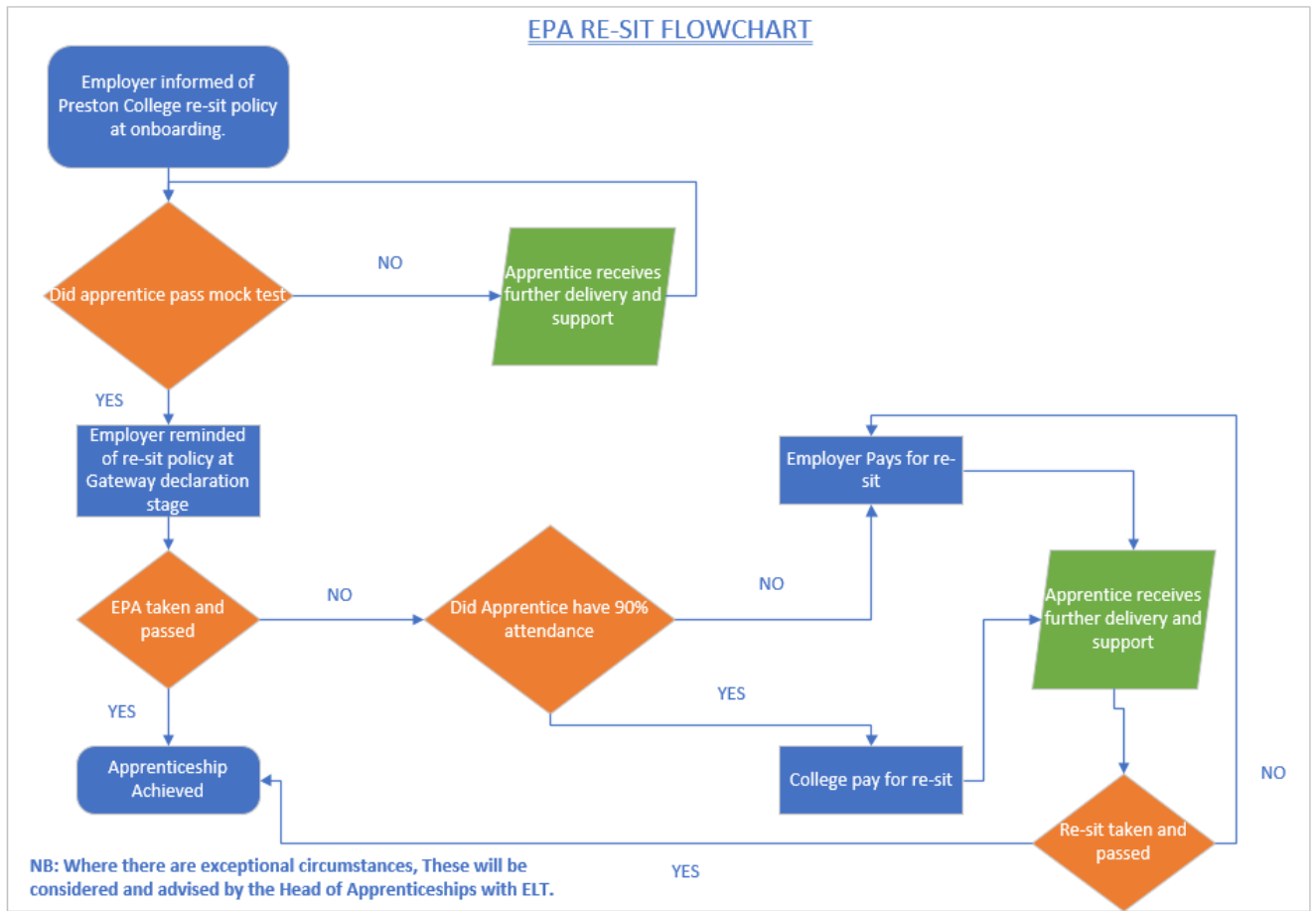
Date:

Signature:

Apprentice (Print Name):

Date:

## 7. Resit flowchart



# What should an APPRENTICE REVIEW look like?

### NON-NEGOTIABLES

- Reviews must be completed every 12 weeks as a minimum, to meet ESFA Apprenticeship Funding Guidance. If a review is delayed beyond this, please put a comment on ProMonitor explaining the reason and steps you have taken.
- Reviews must not be started more than 24 hours prior to review or the information contained may be out of date.
- Employer must be present at review. If in the case of exceptional circumstances, employer comments can be collected at a different time by phone or email.
- Reviews should be face to face in person where possible with online being an option at times when necessary.
- ALL reviews have to be signed by a manager/employer, for remote reviews, we will need email confirmation that the information recorded is correct and they are happy with the review to be completed and signed on their behalf, please upload this to Docs and Forms.
- Reviews must be completed within 48 hrs of the review taking place.

### REVIEW PLANNING

- **PLA** Ask the apprentice and their employer to review the PLA document done at the onboarding stage and be ready to discuss what new learning they have received at college or in the workplace that had developed them from their starting point.
- **Tutorial** Please look at the Canvas page and at every review look at what will not be covered by the tutor on the Roadmap and discuss/deliver or send links for them to be looking at **Adult & Apprenticeship Tutorials (instructure.com)** where appropriate. Alternatively, there may be a local incident or issue currently that could be discussed with them.
- **Attendance** If attendance is below 95% ensure they have a developmental target setting to improve attendance.
- **Risk Rating** Please make sure halo and risk is updated prior to creating a review so the newest information will pull through.
- **Maths and English** Please make sure to contact FS team for updates of the apprentice's progress and exam dates. If Maths and English is embedded ensure from PLA you know what the apprentice needed to develop and prepare to be able discuss opportunities they may have had to do this.

### AT THE REVIEW

- **Attendance** Discuss attendance and praise if above 95% and action with employer and apprentice if not. Discuss reasons for any absences and strategies to improve if required.
- **PLA** Ask the apprentice and their employer to discuss progress made on any of the KSBs note this on review form and if they feel they are now competent at a KSB move the tick, put a date next to tick and then re-upload PLA to Docs and Comms re-name PLA1, PLA2 etc to show progress.
- **KSB Tracker** alongside discussions on KSBs if mock tests have been completed, discuss with apprentice and employer results from these and mark of on tracker if ready for EPA against any KSBs.
- **OTJ** Check content of what has been recorded and review any shortfall in hours that needs addressing, use developmental targets for apprentice and/or employer to action this.
- **Tutorial** Complete any discussions/delivery as planned if appropriate.
- **Developmental Targets** New targets need setting at every review based on discussions taking place – please remember to review and close down, when possible, targets met.
- **Communication, Numeracy & Digital Skills** Discuss any progress being made and anything the employer can do to support.
- **Employer Comments** These must be the opinion of the employer in regards to how their apprentice is performing on the apprenticeship within the workplace and linked to KSBs discussed using PLA and tracker, any concerns or praise they would like to give in regards to their expectations and suggestions for next steps.
- **Apprentice Comments** How are they finding their apprenticeship what is going well for them, progress they are making towards KSBs using PLA and tracker and any concerns they may have, what are they going to work on before next review.
- **Tutor Comments** What has the apprentice's overall performance been like in relation to the ambition framework (Attendance, Attitude, Accountability, Aspiration, Achievement).
- **Book next review** before you leave the employer/workplace. Input onto College Calendar displaying name of apprentice and employer, reason for visit.

### REVIEW FOLLOW UPS

- Monitor and work with the apprentice on any developmental targets they may have to ensure progress made by next review.
- Remind the apprentice within every meeting and communication to record their OTJ.
- Follow up on any actions with the employer to support relationships, remind/encourage employers to complete feedback on the apprenticeship service to help our ESFA provider rating.