

APPRENTICESHIP PROCEDURE

Apprenticeship Procedure

Policy Owner: ELT
Date Approved: 1 September 2026
Next Review: September 2027
Responsibility for Review: Head of Apprenticeships and Employer Engagement
Policy Review Frequency: Annual

Applicable to staff: Yes/~~No~~

Applicable to students: Yes/~~No~~

Publish on College website: Yes/~~No~~

Consultation:

Undertaken with:	Yes/No:	Date:
Committee/Board		
ELT	Yes	1 September 2026
CMT		
Unions		
Students		
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

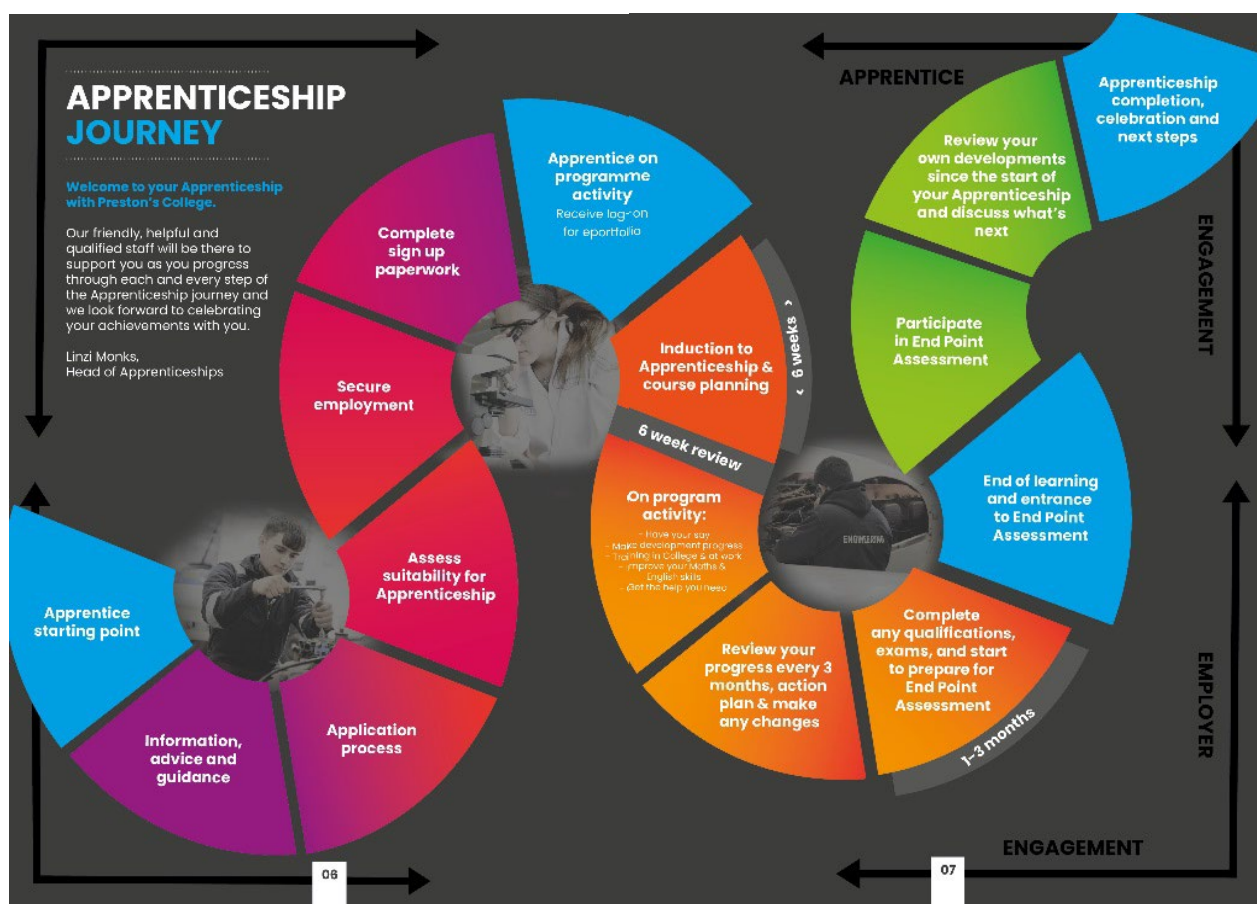
Apprenticeship provision is integral to the college curriculum offer, and the college works with an extensive range of employers in supporting their business development and training needs. Many of our employer partners support curriculum design, delivery and assessment, and often benefit from employing 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 DWP through curriculum and compliance audits, with the Apprenticeship Accountability Framework being the ongoing measure of quality (Appendix 1).

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

Careers Information Advice and Guidance

Specific career advice nights are held throughout the year and are planned in the college calendar for 16-18 and Adult. Apprenticeship career 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 Leads. 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 career 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 career 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 Leads are available to provide information and career advice and guidance 9am-5pm Mon to Fridays.



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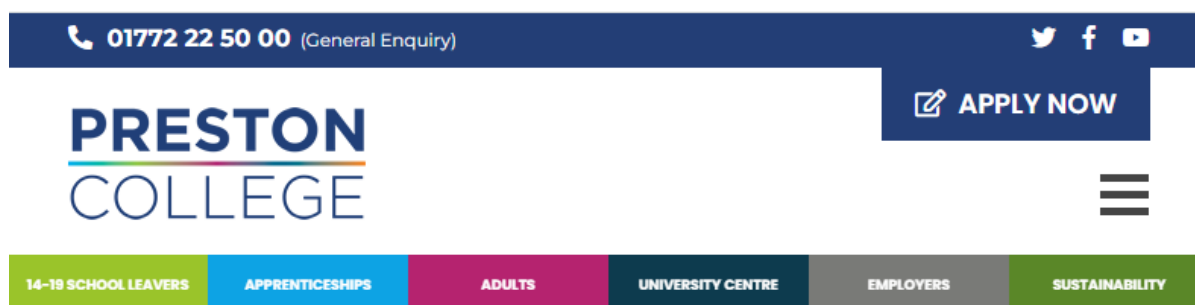
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Application Process

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 Lead 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 Lead.

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	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, they will be invited

Recruitment, Curriculum and Apprenticeship Teams will all be available on the night to support with the relevant interviews being completed, and provide appropriate detailed CIAG, including any relevant referrals as required, this CIAG can be done via a phone call if access to the college is an issue. 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 Lead, where they will be invited in for any assessments as required. 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 Lead 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 Lead to discuss the next steps.	in for an initial assessment, which they will be able to book online themselves at a suitable date/time for them. Initial assessments are completed within the college by the Functional Skills Team. Once the applicant has completed their assessment(s), a Business Development Lead will discuss their results and options moving forward, including any resits required or alternative provision. A 19+ applicant wanting to study Maths and/or English alongside their apprenticeship will be referred to the adult team to access the return to study programme timetable however funding will be sought through the apprenticeship if this is an employer request. If it is the apprentices preference funds can be drawn down through ASF. The applicant 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 Lead to ensure full CIAG is provided and an appropriate pathway is established, considering any suitable employer vacancies. 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. For applicants choosing an apprenticeship with a HE element, additional steps will be taken in line with OFS and information on this can be found in the HE admissions procedure on the Preston College website.
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Assess Suitability for Apprenticeship

All 16-18 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	16-18	L2 Standard	L3 Standard	L4 Above
		No grade – Refer to the Schools Team. Unless an employer is secured or an applicant is being considered for a vacancy.	No grade – Refer to the Schools Team	N/A
			Grade 1 or 2 – complete L2 assessment in college min 40% required and refer accordingly based on assessment results to BDL or Schools Team.	N/A

		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 .Class assessment at start of L2 class	
		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.	Needs L2 grade in Math & English as part of entry criteria. For HE see the HE admissions procedure on the Preston College website
		If choosing to study towards a qualification in Maths and/or English a referral will be made to the adult team for enrolment onto return to study.	If choosing to study towards a qualification in Maths and/or English a referral will be made to the adult team for enrolment onto return to study.	N/A
		If no evidence of Maths and/or English but standard requires a competence level of Maths and/or English an 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 an assessment will be completed to determine suitability for programme.	N/A

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.

Interview	School Leavers	Business Development Leads/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 Leads/Engagement Manager Referrals where required to: - Schools Team (age dependent) - Adult Recruitment Team (age dependent)	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 Leads/Engagement Manager Referrals where required to: - Schools Team (age dependent) - Adult Recruitment Team (age dependent)	Apprenticeship Main stream provision (age dependent) Adult course (age dependent)
		Collaboration with SEND/Safeguarding Team	Specific provision area, or issues/concerns, including SEND needs

Support

Apprentices 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 see (Appendix 8) for how SEND students are supported at Preston College.

For any apprentices who are identified as needing Exam Access Arrangements, details on how to do this can be found in the EAA policy on the website, where there is an Exams Access Form to complete.

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.

Any apprentices who have declared support following their interview will have a reasonable adjustment statement completed for their learning and one specifically for their workplace, these will be sent to the BDL who will store them in the training plan and discuss with the employer at sign up.

All apprentices whether declared support needs or not will be supported once on their apprenticeship by their Work Based Tutor, Business Development Lead and in some cases a Learning Support Coach and Support Coordinator for Apprentices if the need arises.

Assessment of APL/RPL Evidence

A Prior Learning Analysis (PLA) will be conducted before the start of an apprenticeship by a Business Development Lead, 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. This will determine any reduction needed in the duration or cost of the apprenticeship and agreed with the employer

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 8 months then this apprenticeship will no longer be 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 8 months then this apprenticeship will no longer be 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 Lead will ensure a Training Agreement, Training Plan, Apprenticeship Agreement, Prior Learning Analysis (PLA), H&S form, Career ready form (for 16-18 or 19-24 with an EHCP plan) and Safeguarding guidance 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 has given the, college permission to set up the DAS on their behalf, set up DD if required 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. Any non compliance by the employer or the apprentice at this stage could result in delays or termination of sign up.

ON-PROGRAMME – Apprentice Activity

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 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, and review workplace settings. They will agree on a predicted target grade, and participate in a review of the induction process and initial workplace environment and tasks. Apprentices will be issued with an

Apprentice Handbook that they will use throughout their apprenticeship and activities will be in the handbook or on CANVAS.

Roadmaps will be attached to each course on EBS, these can be copied and tweaked across bespoke groups but will be easily accessible for all staff.

Functional Skills requirements

- A 16-18 apprentice enrolling onto an apprenticeship standard that doesn't currently hold a Level 2 qualification in either Math and/or English must continue to study towards these either until they have achieved, or until their Apprenticeship is able to be achieved
- A 16-18 apprentice if having to continue study on both will do one first and then the other, if they fail the first one, the second will commence and they will study this alongside any further sessions for the first one.
- A 16-18 apprentice will attend class in a selected period on their timetable for 17 weeks of study towards the specific functional skill with their exam taking place in week 18.
- A 16-18 apprentice who fails after 18 weeks will then attend a revision session where they can focus specifically on any areas identified as a focus area.
- If a 16-18 apprentice needs to complete L1 functional skills first the same method will be applied and then once they have achieved L1, they will be enrolled to Level 2 if there is still a meaningful amount of time left on their apprenticeship
- Any 16-18 apprentice having to undertake functional skills is classed as disadvantaged and therefore will be monitored by a support co-ordinator who will help them to balance the needs of the apprenticeship.
- A 16-18 apprentice who has declared any support needs will be supported on a 1:1 basis regularly by a support tutor.

An apprentice at any stage of their programme can, as requested by a Work Based Tutor or their Functional Skills Tutor, explore the possibility of Exemption from Maths and/or English to Entry 3. 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.

A 19+ apprentice opting to do Math and/or English will attend the Return to Study programme 2 evenings a week.

Progress 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 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 on and off the job training can be discussed to address any development needs of the apprentice and any areas where the apprentice is now showing competence, these reviews will also cover any safeguarding or wellbeing discussions that need to take place, pastoral delivery and career and progression opportunities for the apprentice (See Appendix 7). During the review the apprentice will have their overall target grade and risk status reviewed (See Appendix 3)

These reviews will be fully visible to an employer via the college employer portal where the employer can look at any time to check on progress and attendance.

Progress reviews are expected to be tripartite with both the employer and apprentice together to stimulate rich discussion in line with funding rule requirements. These should be completed online in real time and signed by all parties wherever possible. On occasion there may be circumstances where the employer and apprentice need to be spoken to at separate times, this is acceptable as an exception not a rule.

Where WIFI is not available or mobile devices are not able to be used, a copy of the review can be downloaded and filled in on paper, this can then be uploaded to the electronic review following the visit.

If an apprentice is not making the right amount of progress and informal actions have already been taken, then an apprentice Intervention plan will be created formally and a meeting held with the apprentice and the employer with what is required and consequences to the apprenticeship if not met, this will need to be agreed with a CL prior to being communicated.

Support

If an apprentice had declared support prior to starting the apprenticeship or has an EHCP then a support co-ordinator will speak to the employer as part of the induction review to address any concerns or suggest any reasonable adjustments to support the apprentice and the employer in the workplace. Based on this conversation the support co-ordinator will triage and then make further plans on interactions and support needed throughout the apprenticeship. This will be reviewed through support meetings and adjusted accordingly.

If an apprentice does not declare support needs prior to starting the apprenticeship, there are ample opportunities built into induction and reviews for this to be declared. Work Based Tutors can also make a request for a support interview at any time if they feel there is evidence this is necessary and through regular monthly data checks, individuals who are falling behind or struggling with anything college or workplace related will be discussed and the support co-ordinator will follow up with an interview to see if there are any undisclosed issues impacting on the apprentice's performance.

Roadmaps

Roadmaps show the complete delivery structure and content for the apprenticeship delivery. Roadmaps account for roll/on/off provision and clear links to embedded Maths and English are referenced where appropriate. Roadmaps contain 30 minutes of pastoral delivery a month linked to 8 generic themes (Appendix 9), their remaining 2 delivery months can be individualised to pastoral delivery relevant to the industry/occupation. Delivery does not need to be in a certain order however topics such as safeguarding and wellbeing should be delivered where possible in line with the college themed week. This delivery needs to focus on the impact on the apprentice's life, workplace, industry and recalled at reviews for any further discussion.

Any apprentices who have 1:1 workplace delivery must still have this 30 mins a month of pastoral content factored in.

Any live/current topics that can't be planned for will be addressed within sessions when/if needed.

Roadmaps will include assessment and review schedules and then will be made bespoke to each apprentice through the employer on the job training section where activities can be planned in the workplace that will support building competence for the apprentice linked to learning.

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 LCF form and an email from the apprentice stating roughly when they intend to return. The Work Based Tutor and Business Development Lead 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 again through an LCF once this has occurred.

An apprentice returning from a BIL will be vulnerable and so a plan to support them back to their learning will be put in place with a support co-ordinator.

Change of Circumstance

If an apprentice changes their employer, the Business Development Lead 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. Any changes to an apprentice's workplace need to be communicated immediately by the WBT to the BDL as non-compliance may impact negatively on the apprentice's future apprenticeship.

If an apprentice changes 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 number of hours of off-the-job (OTJ) training as stated by Skills England 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 be 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 and evidence of learning through either registers or the OTJ tracker must be apparent in every month the apprentice is on programme, for further guidance see Appendix 4.

Apprenticeship Voice

CLs will gather data from apprenticeships by running focus groups in classes at 3 points during the year, these questions will be set to analyse the apprentices experience of TLA and the college environment and support us to make any changes necessary to improve the college experience for apprenticeships. The data collected will be fed into a central point for collation and then discussed with Directors of School and CLs to prepare the you said, we did, action any changes and this information will then be presented to board.

Alongside this, apprentices will have 3 further opportunities to provide the college with feedback on their apprenticeship experience.

1. Induction review – Microsoft form completed at either week 5 or 6 of apprenticeship focused on the onboarding and early workplace experiences. The CLs and Director of Apprenticeships will monitor this data and action any concerns as they arise. A summary of this experience will be added to the paper for governors.
2. Completion of the .gov survey – completed at review 2, this data forms the basis of the Accountability Framework score and is acted upon by the DFE. The Director of Apprenticeships will monitor data and take action where necessary. A summary will be provided for governors.
3. Progression Review – Microsoft form completed as part of the final review before gateway focused on overall experiences and next steps. The CLs and Director of Apprenticeships will monitor this data and action any concerns as they arise. A summary of this experience will be added to the paper for governors.

Employer Voice

The Employer Engagement Manager will collect feedback from employers across the year by using both informal and formal methods.

1. Formally - Completion of the .gov survey – completed at review 2, this data forms the basis of the Accountability Framework score and is acted upon by the DFE. The Employer Engagement Manager will monitor data and take action where necessary. A summary will be provided for governors.
2. Formally – through an induction review at week 5 or 6 of the apprenticeship
3. Formally – through a progression review on the apprentice's final review before gateway.
4. Informally – Employers will send emails to staff, make comments on phone conversations or within face to face meetings of things going well and incidences where improvement could be made, it essential to capture these moments of feedback.

Apprentices and employers are also welcome to pay compliments or raise concerns throughout the year through the Preston College Complaints and Compliments procedure complaints@preston.ac.uk

Gateway Preparation

Throughout their apprenticeship the apprentice will be preparing for Assessment through revision and mock assessments, monitored by the CL and attending any mandatory qualification last examinations needed to progress through the gateway. At review progress towards gateway will be reviewed to ensure early intervention is activated where needed to get an apprentice back on track. Data check meetings will determine if an apprentice is going to not be ready for gateway by their planned end date, if this occurs the Business Development Lead needs to get a new Apprenticeship Agreement signed by the employer to show they are aware that the planned end date will not be met and agree a new date they expect their apprentice to be ready for gateway by, a support intervention plan will be put in place to achieve this and support will be given by an Apprentice Support Co-ordinator. 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 planned. 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.

All OTJ hours as stated by Skills England have to be fulfilled before an apprentice can progress through gateway.

OFF BOARDING- Completion and next steps

End Point Assessment.

This process is bespoke to the apprenticeship standard and the Assessment Organisation being used as well as any agreed models introduced as part of the Assessment reform. 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 the certificate to the Employer registered on their End point assessment portal.

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 6). Where there are exceptional circumstances. These will be considered and advised by the Director 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 winners from each sector area we deliver 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.

DOS 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.

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.

Recording of destination data is crucial so we celebrate the % of our apprentices that either progress to further study or take progressive moves within their employment.

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 performance classifications that the DFE will use.

- At Risk
- Needs Improvement
- On Track

Quality Indicator	Threshold from February 26	Our 22/23 Data	Our 23/24 Data	Our 24/25 Data	Risk
Ofsted Inspection	At Risk – received ‘not met’ judgement for SG. Or received ‘Urgent Improvement’ judgement for any whole provider, level or provision type. Needs Improvement - received ‘Needs Attention’ judgement for any whole provider, level or provision type.	Good	Good	Good	On Track
Apprenticeship Achievement Rate	<50% - At Risk 50%-59% - Needs Improvement	58%	62%	70.5%	On Track
Apprenticeship Retention Rate	<52% - At Risk 52%-61% - Needs Improvement	60.2%	78%	74.6%	On Track
Employer Feedback	If average less than 2.5 in most recent academic year – Needs Improvement	3	3	4	On track
Apprentice Feedback	If average less than 2.5 in most recent academic year – Needs Improvement	2.5	3	3	On Track
Withdrawals	‘At Risk’ if equal to or more than 20% of total number of apprentices withdraw ‘Needs improvement’ if 15%-19% of total number of apprentices withdraw	11.9%	5.5%	10.07%	On Track
Apprentices PPED	‘At Risk’ if equal to or over 15% of apprentices who are continuing are PPED ‘Needs Improvement’ if between 10-14% of apprentices who are continuing are PPED	8.5% -	2.5% -	3.0%	On Track

This framework operates as a risk identification and engagement framework to inform discussion, oversight and decision making. If you are deemed to be at risk below are the intervention actions that may be taken:

- Produce an improvement plan with a realistic and appropriate timeframe
- Restrict ability to take on new starts
- Restrict sub-contracting agreements
- Withhold or suspend funding for a fixed or indefinite period
- Cap funding for delivery of new standards for a fixed or indefinite period
- Limit ability to grow until improvements seen
- Put in place additional contractual conditions as appropriate
- Terminate contract where necessary

2. Induction Checklist

Apprenticeship Induction Plan

Apprentice Name: _____ **Company Name:** _____

Induction Start Date: _____ **Manager Name:** _____

Induction Review Date: _____ **WBT Name:** _____

	Induction Module	Induction Content and Delivery	Checklist
Weeks 1-4	Introduction and Welcome	Preston College Welcome Presentation – College amenities and opportunities and expected standards and behaviours. (CANVAS) Apprenticeship Handbook - sector specific (CANVAS) Meet the team – sector specific (CANVAS) College App Video *2 -how to download & how to log in, access OTJ and TT (CANVAS) Ask Apprentice to set up and log in to college App to sign their Learning Agreement. Ask apprentice to log any OTJ from their start date on the apprenticeship. Discuss timetable with the apprentice and employer and ensure they can access this on the College App. Give apprentices on site a tour of the facilities and amenities and those who are predominantly off site show a campus map (in handbook) and explain the facilities they can access on site.	
	Course Overview	Discuss course contents, structure of delivery, expectations, and assessment requirements. Use Roadmap, KSB sheet and standard assessment plan. Ask employer to contribute workplace learning opportunities and write in Roadmap. Introduce Pastoral/Tutorial site and how it will be embedded in the apprenticeship. (CANVAS) Watch video on college library system – access & support (CANVAS) Download leaflet on support services available and how to access as well as meet the SEND team (CANVAS) Explain the use of the Health and Wellbeing room AH016 Discuss Math and English expectations (16-18 or Adult) Meet the Maths and English Team (CANVAS) Discuss goals for this apprenticeship, milestones and target grades - complete in your apprenticeship handbook Mental Toughness Assessment (Attitude/mindset/resilience)- explore your apprentice's mental toughness, support them to plot their own graph in their apprenticeship handbook.	
	Digital Skills	Work through the virtual digital induction guidance and instructional video and complete the Microsoft form self-assessment on digital skills. (CANVAS)	

Apprenticeship Induction Plan

Weeks 5-6	Employability Skills	Go through key employability skills and complete 'Me' in Apprenticeship handbook with the skills you have now – skills you develop can be added throughout your apprenticeship journey.	
	Workplace setting	Ensure understanding by apprentice and employer on their responsibilities in regards to safeguarding, discrimination, radicalisation and British values. And ensure employer has access to Safeguarding, Trauma and British Values information. (CANVAS) Ensure your apprentice is aware of how to raise a concern if they have any issues regarding H&S, Safeguarding and Prevent. Remind Apprentice and employer of the below video they can watch (CANVAS) http://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal#awareness-course Confirm employer premises induction took place: • Meet the team (key members, how their role will fit in) • Expectations (start times, lunch, dress, behaviours) • Clear outline of job role and objectives • An introduction to company policies and procedures and why they are important (H&S, Fire, Manual Handling, Operating equipment, First Aid, etc) Discuss wellbeing in the workplace and ensure employer and apprentice can access the wellbeing helpful guide. Explain the role of the Workplace Mentor, identify who they are, how they can help, when are they available. A workplace mentor may: • share their knowledge and experiences • provide advice, guidance and feedback • act as a sounding board for ideas and action plans • offer encouragement and support • celebrate the apprentice's success • identify development opportunities • build an apprentice's confidence, independence, and self-belief • set goals • support personal development and wellbeing	
	Close of Induction	Complete Induction Review using the Microsoft form (CANVAS) Sign off the induction checklist once all completed in the apprenticeship handbook. Please log onto your Apprenticeship Service account to turn on notifications about leaving feedback throughout your apprenticeship programme. You should have received an email invitation to join the My apprenticeship service, on here you will have to review and confirm your apprenticeship details are correct when starting your apprenticeship. You will receive a text and your employer will receive an email asking for your feedback on 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. You will receive these throughout your time on the apprenticeship, you don't need to do it more than once unless you wish to overwrite a previous submission.	

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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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 of	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)	

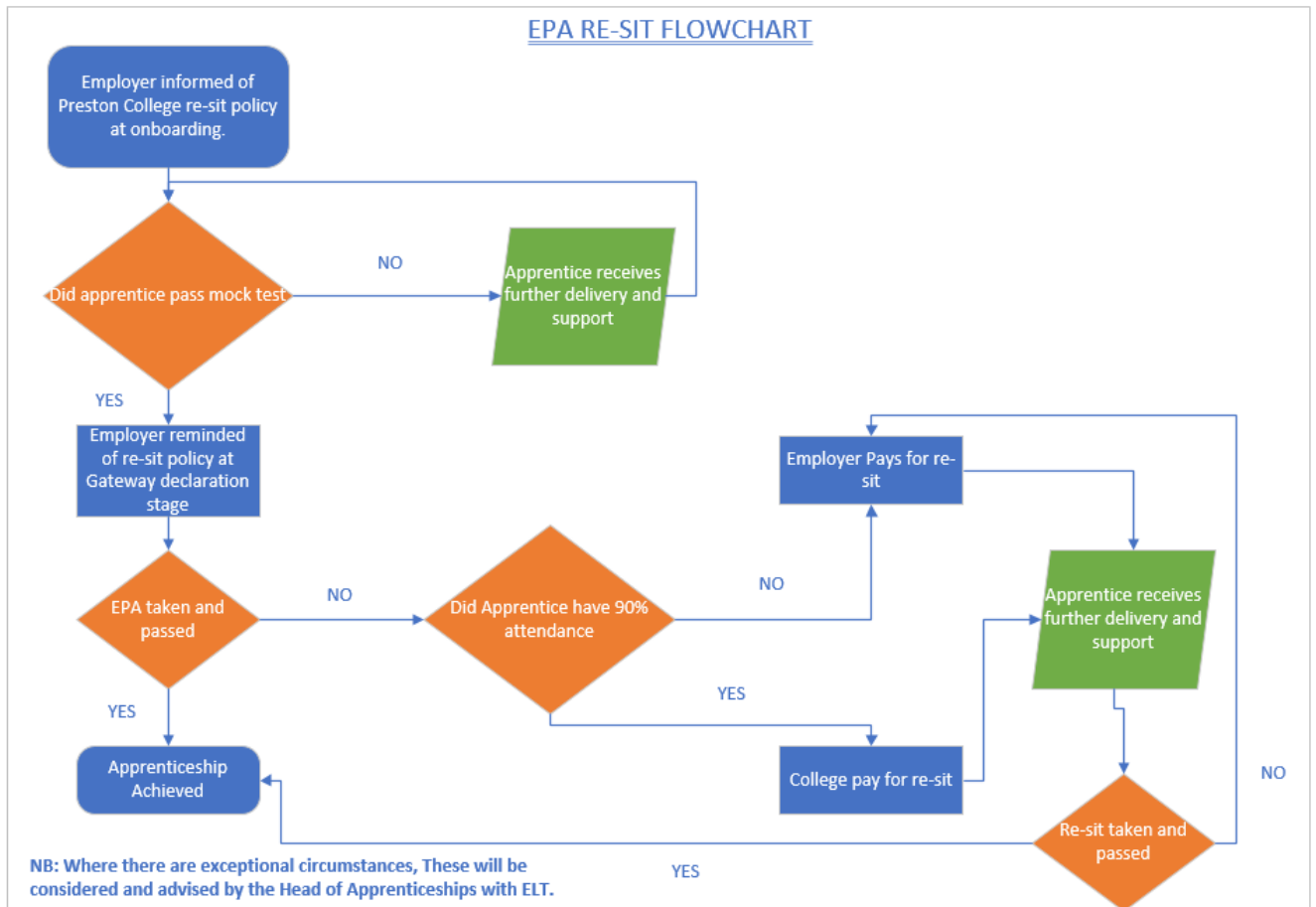
English and Maths Achievement (Identify relevant level and achievement)	Achieved (Yes/No)
Level 1 English	
Level 2 English attempted	
Level 2 English achieved	
Level 1 Maths	
Level 2 Maths attempted	
Level 2 Maths achieved	

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:

August 24

6. 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.

8. SEND Support



**SPECIFIC
EDUCATION
NEED OR
DISABILITY
SEND
SUPPORT**

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How are Students and apprentices with a Specific Education Need or Disability (SEND) supported at Preston College?

At Preston College, we are committed to ensuring all students and apprentices achieve success, regardless of any barriers they may face. Our personalised support for those with Special Educational Needs and Disabilities (SEND) ensures they can thrive in both the workplace and learning environment.

Identifying and Assessing Need

If a student or apprentice discloses a SEND need on application, at interview, or during their programme the Learning Support team will arrange a one-to-one **SEND Assessment Interview**. This conversation helps us to:

- Understand the student/ apprentice's strengths and areas of need
- Explore previous support they have received
- Agree tailored support strategies and reasonable adjustments
- Promote independence and support positive outcomes

Tailored Support for Success

The SEND interview will generate tutor adjustments and tutors will be informed of difficulties a student or apprentice may experience within the learning environment and will suggest some strategies they can use to remove the barriers to learning.

Tutor Adjustments

Tutors receive a summary of the apprentice's needs along with practical strategies to reduce barriers to learning and ensure inclusive classroom experiences.

Medical Alerts and Risk Assessments

Where appropriate, medical conditions are shared confidentially with staff, and individual risk assessments are conducted to ensure safety and wellbeing.

Exam Access Arrangements

At Preston College, we want to ensure all students and apprentices can perform at their best during assessments.

Exam Access Arrangements (EAA) are support measures that help level the playing field for learners with specific needs, such as a disability, learning difficulty, or medical condition. Following assessment by a qualified professional, students and apprentices may receive:

- Extra time
- A reader or reading technology
- A scribe
- Use of a word processor
- A smaller or separate room
- Use of assisted technology
- Modified exam papers (e.g. large or braille print)
- Access to a smaller or separate room

Applications for these arrangements are made to the awarding body, supported by evidence following a SEND Assessment Interview

In-Class and Individual Support

- **Learning Support Assistants (LSAs)** – Provide in-class support tailored to individual need.

- **Communication Support Workers (CSWs)** – Support for D/deaf learners using British Sign Language (BSL).
- **Learning Support Coaches (LSCs)** – Offer one-to-one coaching and mentoring outside the classroom, in college or in the workplace.

If you had access arrangements at school, you'll still need a new assessment at college to ensure your needs are reviewed in this setting.

Important: You can only receive access arrangements in exams if they reflect your normal way of working in class or at work. They are designed to remove barriers — not provide an unfair advantage — and must be used regularly in your learning to be granted.

?? – do we want this still on below? Maybe more of the team if so??

Meet the SEND Team



If you would like any further information or have any concern about your apprentice/s please contact **Kirsty Braithwaite** (Support Co-ordinator for Apprentices) on 01772 225915 m: 07795527454 or e: kbraithwaite@preston.ac.uk

9. Pastoral Delivery Plan

Minimum 30-minute section each month, in any order except were stipulated.

- ❖ Healthy relationships
- ❖ Radicalisation & extremist views
- ❖ Protected characteristics linked to EDIB
- ❖ Safeguarding – delivered in line with themed week in academic calendar
- ❖ Staying safe (inc. of online) and making informed choices
- ❖ Fundamental British Values
- ❖ Cultural diversity in modern Britain
- ❖ Mental health and wellbeing – delivered in line with themed week in academic calendar
- ❖ Employment based skills (over 2 sessions)
- ❖ 2 topics related to sector/industry