**Model for Delivery:**

We offer a roll on/roll off programme. We work with employers on demand therefore apprentices can start at any point in the year.

As standard, an apprentice must be training for a minimum of 12 months before they can enter gateway to complete EPA

We require specific eligibility proof for all apprentices in line with requirements with regards to funding. These fall in line with the ESFA Funding Rules and is part of our initial assessment process.

We will require confirmation of date of birth to ensure that an apprentice is aged over 15 and confirmation that the apprentice has legally left school.

Confirmation that we have seen the learner’s identity documents or immigration permission to verify their residency eligibility in line with the ESFA funding rules and where required Settlement Status proof.

Confirmation that you we satisfied the learner is eligible for funding and (where necessary) where a learner’s permission to stay has expired you must hold evidence that an application to remain has been made.

Evidence the apprenticeship leads to substantive new skills and that the learning is materially different where the apprenticeship is at the same level as, or lower level than, prior qualifications.

Evidence of prior attainment for English and Maths and any RPL

Evidence that the apprentice will spend at least 50% of their working hours in England over the duration of the apprenticeship including time spent on off-the-job training.

Confirmation that the apprentice is not enrolled on another apprenticeship or any other form of funded training.

From a Training Provider perspective, we would require the following to cover programme eligibility:

Carry out an Initial Assessment ensuring that the apprenticeship and level is the most appropriate for the apprentice and their existing abilities.

Hold a copy of the Apprenticeship Agreement.

Confirmation from the employer that the apprentice is receiving a wage in line with the national minimum wage requirements.

Written confirmation from the employer that the apprentice will be allowed to complete the apprenticeship within their working hours, including any English and Maths required.

A copy of the current Training Plan and Initial Assessment signed and dated by the apprentice, employer, and main provider. This must include details of how the planned number of off-the-job training hours, excluding English and Maths, has been quantified and how it will be delivered

Confirmation that we have recognised prior learning, and that where it affects the learning or the funding of any of the apprenticeship that we have adjusted the content, duration and price accordingly.

We work with employers to explore the most appropriate methods for meeting learning objectives. Following an initial assessment, we create a unique off-the-job training (OTJT) programme based on the Apprenticeship Standard, apprentice’s duties, prior learning and potential business benefits.

**Employer Needs:**

We work to understand employers individually undertaking an Employer Training Needs Analysis (ETNA), determining the current skill level and those required to achieve corporate objectives, identifying skills gaps. Alongside this is a Training Needs Analysis/Skills Gap Analysis (TNA/SGA) for employees, that considers current individual interests & training needs.

We present our pre-designed programme and incorporate any additional features to produce a bespoke delivery model aligned to employer’s needs. We also look at existing training programmes/ materials the employer could use to deliver elements of the apprentice’s off-the-job training

**Apprentice Needs:**

During the design process we structure all Guided Learning Hours and contextualise OTJT activities to each apprentices’ vocational area. We meet apprentice needs by tailoring their OTJT activities around their work/personal commitments and customise supplementary e-learning to target areas for development. The model of delivery is detailed in the apprentice Learner Training Plan.

**Learning Objectives**

SGA and Training Plan along with the ETNA identify objectives, which are reviewed against the requirements of the learner’s future role.

The initial assessment is followed by the enrolment process we agree:

• Support and development needs.

• OTJT delivery/responsibilities/designated OTJT hours allocated

All apprentices complete a Skills Gap Analysis (SGA) and Initial Assessment. These allow us to create a robust and bespoke Training Plan for the apprentice. At this point it is agreed who will be responsible for aspects of the OTJT and how OTJT will be delivered (allocated times).

Initial assessment and enrolment is of paramount importance and will be delivered across 2 visits. This allows the apprentice and the mentors to digest the information needed and to ensure that an effective agreed the Training Plan is implemented.

Once all complete all parties will be issued with copies.

Each apprenticeship is designed around the individual training needs along with the employers training needs. All training is planned and can be given in either one to one or group situations, subject to demand/need.

Training delivery takes place every 2-4 weeks, and these are at the apprentice place of work. Times will be agreed with line managers/mentors and these visits are generally 2-3 hours long.

Training/Development/Assessment plans are discussed/completed at the end of each visit and emailed out to all parties.

Training Feedback forms are also issued every time an Apprentice submits any work via their eportfolio. Feedback after every training session is emailed to the Employer with feedback on the apprentices’ progression along with areas for development and where they may require additional support and guidance from the employer.

Each apprenticeship standard follows a robust Scheme of Work (SOW), this can be bespoke to take into account each individual apprentices prior knowledge or skills.

The apprentice is also issued with the Qualification Handbook, this gives a good overview the content and the structure of the qualification. This is sent out to apprentices at the start of the qualification and can also be accessed within their eportfolio.

The Employer is issued with the Qualification/Employer Handbook, this gives a detailed overview to the structure of the apprenticeship. It’s there as a reference to our employers and help them understand their role in the apprenticeship and the benefits of their apprentice completing.

Davidson Training UK Ltd will work in partnership with employers to plan and monitor the progress of apprentices, by completing and engaging in scheduled formal reviews throughout the learning journey. Every 12 weeks a formal progress review is completed with the Apprentice, Line Manager and Training Mentor.

If needed, we also carry out light Touch Reviews. These are used in particular where an apprentice may have fallen behind with their progress or are needing some additional support in specific areas.

When setting objectives for the apprentice through the business’s usual review processes, it is important that one of the apprentice’s objectives is linked to the successful completion of the apprenticeship and the development of the skills, behaviours and competencies they must evidence. It is important that the line manager remains continually aware of the apprentice’s progress throughout the apprenticeship.

Reviews are an important part of the learning process

As well as being able to track an apprentice’s progress and ensure they are hitting their targets, the reviews also allow the apprentice to voice any concerns about the programme – whether they may need more support, or need to be undertaking different jobs to obtain the correct evidence, etc.

Targets are set and broken down into achievable 'steps' in an action plan that may require action by the employer and training provider to support the apprentice.

Targets keep apprentices on track to achieve, with action taken to tackle issues, provide assessment opportunities and review support arrangements.

Reviews are recorded and documents signed by the apprentice, employer and assessor. The review:

• Identifies the progress made to date and between reviews for each learning aim

• Reflects on progress towards the learning goals

• Reviews the Training Plan

• Sets realistic but challenging and SMART targets to be achieved for the next review, including Knowledge, Skills and Behaviours.

• Reinforce Equal Opportunities and Health and Safety as well as the Wider Skills (British Values/Extremism/Radicalisation/online safety/environment and sustainability

The reviews provide a timely progress record in which we use a Traffic Light System (Red, Amber and Green) to monitor.

The line manager will be given access to the Eportfolio to show the learner’s progress and will work with Davidson Training in partnership to support the apprentice’s success. The manager will take an active role within progress reviews and reflect on the impact the programme is having on both the learner as an employee and the organisation.

The Trainer will also discuss and give feedback after every training visit ensuring that you have written feedback on the apprentice’s progression at all times.

At month 9 progress in particular towards End Point Assessment (EPA) is reviewed.

The progress of the apprentice is a triangulated responsibility between the trainer, the apprentice and the employer/mentor and is highlighted throughout the apprenticeship using different sources.

eportfolio

This is the eportfolio of the apprentice. Evidence is uploaded to show training that has taken place and where the apprentice has shown competence. Each time competence has been met this gets signed off within the portfolio and reflects against a percentage of the qualification. The home screen of the eportfolio shows the overall progress of the apprentice using a heat map and the trainer, the apprentice and the manager have their own login to access.

The progress also shows modules completed, those behind target and their actual progress against planned progress.

The eportfolio contains resources in the form of ‘content’ that the apprentice can work through, along with activities, tasks and assignments.

Documents nd feedback can also be shared via the eportfolio.

Mentor

The mentor is the ears and eyes in the absence of the training provider. They will know what the apprentice is doing well in their job role and what needs extra support/guidance. It will also be the mentor’s responsibility to highlight where training needs to be adapted and give this feedback to the trainer.

Skills Gap Analysis & Initial Assessment

Apprentices will undertake a 2-hour, 1-2-1 initial assessment (arranged by and with their allocated trainer) following enrolment. Our Trainers will use each apprentices’ Personal Learner Record (PLR) to identify qualifications and achievements to determine whether there is a significant need for skills, knowledge and behaviour development to be eligible for their chosen apprenticeship and avoid unnecessary learning duplication.

Trainers will collect evidence of an apprentices’ relevant education (e.g., via CV’s, certificates, referee statements). Collected information will be used alongside each apprentices’ completed Skills Gap Analysis (SGA) to determine if an apprenticeship is suitable/if an apprenticeship needs amending (e.g. to prevent learning duplication). For example, we worked with an apprentice who had completed a BTEC in Business at L2 and amended their L3 Business Administrator programme, reducing the funding rate and setting higher targets than usual in their development plan due to baseline competencies already being met.

Trainers will use scripted discussions and the SGA to identify and analyse and measure existing applicant skill gaps against the knowledge, skills and behaviours required for the standard. Assessments ensures that Trainers understand the individuals learning styles/perspective, generating a more effective delivery plan.

Working in partnership with employers, our apprenticeship programmes will provide apprentices with the skills required by our employer partners, addressing identified skills gaps. To support achievement, apprentices will be provided Learner Development Plan containing SMART targets reviewed monthly to ensure effectiveness.

Evidence of previous English and maths attainment (e.g. original copies of qualifications, review of Learner Record Service) will be collected during the 1-2-1 initial assessments with apprentices. We will also apply test exercises and utilise BKSB functional skills assessment to determine current English/maths skills levels.

Evidence of previous English and maths attainment will be collected during the 1-2-1 initial assessments with apprentices. We will also apply test exercises and utilise BKSB functional skills assessment to determine current English/maths skills levels.

Apprentice gaps in English/ maths knowledge will be identified during 1-2-1 initial assessments via the collection of evidence and functional skills assessments. Gaps will be analysed by our Trainers to determine: the apprentices’ level of ability (from pre-entry to level 2); where the issues exist (e.g., with reading, writing, measuring), and the distance needed to progress to the next level. Findings will be used to inform SMART targets and apprentice support requirements detailed in each apprentices Development Plan.

Though we promote English/maths provision throughout our programmes (as per Ofsted requirements), apprentices who hold the required qualifications are not required to undertake comparable qualifications. Apprentices completing English/maths qualifications will also complete BKSB progress checks to determine exam readiness, and their Individual Learning Record will be updated once exam has been passed to confirm no further learning required.

The Initial assessment is also completed and signed by all parties. The initial assessment details the job responsibilities and identifies the apprentices’ educational records along with prior roles held and all prior experience.

It is also used to get a clear picture of the apprentices and looks and records their personal achievements, checks their knowledge f online safety, health and wellbeing, hobbies as well as strengths and weaknesses.

The eportfolio and course content are discussed at this point and induction on how to use the eportfolio.

is attached to this document and is completed by the employer as a starting point to where they feel the apprentice is.

This is used for a basis to complete the Training Plan

Training plans

These are complete at the beginning of the qualification and show the journey to how the apprentice will complete the qualification. They are written up after the initial visit and are emailed out to the apprentice and the employer. They are referenced to at each review meeting and updated accordingly. The Training Plan also records agreed OTJT hours to be allocated to ensure that the apprentice receives nd completes the required OTJT hours during the course of their apprenticeship.

Assessment Plan/Summary Feedback forms

An assessment plan/summary feedback form is complete at every visit as well as every time an apprentice submits any tasks/assignments via their eportfolio. These records any outcomes since the previous visit, any training/assessment that’s been carried out during the visit, On and Off the job training that’s been delivered, and a plan to what needs to be done for the next visit. Feedback is also given from the trainer on their development. This is accepted electronicaly by the trainer and the apprentice, and feedback is emailed to the employer with feedback on progress and any areas for development or where the apprentice may require additional support from them.

The arrangements to help maintain this are always personalised…..for example, some employers request a separate report for progress being sent over to them on a monthly basis. This is all discussed/planned at the initial visit.

OTJT

We work with employers to jointly agree on relevant 6 hours per week (average) off-the-job training (OTJ) for the Standard prior to service commencement. We develop and incorporate technical & theoretical elements of training into apprenticeships.

Classroom based learning, peer-to-peer exercises, shadowing, one-to-one training, role play, and demonstrations play important roles in developing both knowledge and skills during the initial stages of learning. OTJ is carried out throughout training visits and ongoing OTJ agreed with the employer at each visit. OTJ is reflected in journals and OTJ records that are maintained by all parties.

We use a variety of learning methods to help reduce operational impact. Trainers are given iPad and laptops, we offer online demand learning for learners so they can choose the less busy times at work to concentrate on studying. All changes to the delivery model are recorded on to our eportfolio system to ensure the OTJ requirement is met.

We deliver distance via our Eportfolio and email, where learners can access study materials, assessments, training materials, video, presentations and webinars from any device with a Wi-Fi connection. This is utilised in self- directed learning, where apprentices are expected to complete tasks independently through flexible online study. We also work closely with the employer conducting staggered OTJ for each apprentice to take part at different times.

When OTJT is best delivered: we decide with the employer at what point during the apprenticeship training is best delivered (e.g. a proportion of each day, 1 day a week throughout, 1 week out of every 5 etc). This depends on what is best for the organisation and the apprentice, as well as on the technical or theoretical requirements the standard.

Guidance and recording OTJT: All learners have access to an OTJT record to maintain. They are advised of the different types of OTJT that can be delivered. At each visit OTJT is discussed and documented against the OTJT requirements. The apprentice can also log OTJT via their portfolio. The eportfolio has a summary of how many OTJT hours are required and this is recorded and reduced as and when OTJT is recorded allowing real time identification of what has been completed.

Review: We hold 12 weekly meetings with the apprentice and employer, where we check that our OTJT teaching methods continue to meet needs. In a more informal setting, these are discussed on an ongoing basis after every training visit (at least 3/ 4 weekly).

Apprentice support

Needs will be identified through our holistic initial assessment and reviewed at one-to-one support sessions. Initial Assessment is delivered on a one-to-one basis through interview and assessment tools, by experienced staff with deep understanding of additional needs. This process will identify learning difficulties, disabilities, financial hardship, health issues and caring responsibilities etc. Further sessions will take place to address deep seated needs, ensuring that learners are comfortable in discussing their issues. Our assessment informs bespoke support, formalised through the Learner Development Plan.

Where an apprentice has an education, health and care plan, we will integrate learning within and around other services which they are accessing.

If and where additional needs are identified, we meet with the employer to outline the proposed additional support, as well as the details of the funding scheme it will be accessed through. This ensures we gain agreement from the employer by keeping them appraised of the proposed support, and of any workplace implications this may have. For example, if the apprentice requires reasonable workplace adjustments through Access to Work to support their apprenticeship, our staff would co-ordinate with the employer to achieve this, ensuring minimal wider workplace disruption.

Our additional support will assist apprentices to achieve their learning aims, through providing reasonable adjustments and support to overcome everyday barriers directly linked to their training.

This includes support: to access additional funding from trained and experienced staff; to access other relevant support services, and to insert reasonable workplace adjustments for apprentices with disabilities. We will address additional needs by offering bespoke support, through the use of: aids and adaptations (e.g. dyslexia reading screens); focused one-to-one tuition, and; welfare support.

We will utilise the Learner Support allocation (for childcare and travel costs) and ensure any reasonable adjustments are addressed for apprentices with an identified learning difficulty or disability. Exceptional learning support may also be claimed. We will work with the apprentice and employer to apply for Access to Work funding (e.g. providing adaptations/special equipment) and identify reasonable adjustments which can be made to assist the apprentice.

Our mechanisms are there to ensure learners can access extra funding to address additional needs, supporting successful qualification completion. These mechanisms follow a structured process including eligibility checks and Initial Needs Assessment, application support, and detailed monitoring of funding allocations to ensure that all requirements are met. Copies of relevant paperwork (applications and supporting evidence), are securely stored for audit purposes, underpinning the rigour of our mechanisms and safeguarding against ineligible learner funding.

The Training Operations Manager (TOM) along with the MD and Trainers reviews the requirements of each Standard to determine the best off-the-job training (OTJ) activities for developing apprentice skills, knowledge and behaviours, with employer involvement in the decision process. OTJ decisions will be based on the nature of each Standard. Examples of training methods include: the use of video and presentations using work-based examples to upskill apprentices on the use of sector-specific equipment; practical demonstrations of equipment used within the workplace, and; workshops, work-shadowing, attending trade shows, seminars and writing assignments.

Before commencing apprenticeship delivery, our Trainers meet with the employer to discuss an Employers Training Needs Impact Analysis where we capture: what they hope to gain from taking on an apprentice, and; where/if they require specific training to be delivered. We then discuss/agree on how the OTJ requirements will be met .

Prior to apprenticeship commencement, our Trainer will meet with each apprentices’ employer/line manager to develop an apprenticeship delivery plan (including OTJ delivery). To inform this plan, Trainers will collect information on the apprentices’ current duties, prior achievements, and work commitments. Completed plans will detail: the apprenticeship duration; timescales for unit delivery, gateway and EPA, and; agreed delivery methods. This plan is also used to confirm whether an employer is meeting their responsibilities to the apprentice/the programme.

All theoretical OTJ elements can be delivered long-distance via our e-portfolio, as apprentices will be able to access study materials, resources, assessments, training materials, videos, presentations and webinars from any device with a Wi-Fi connection. This will enable apprentices to self-direct their learning and complete tasks at a time suitable for them. Technical OTJ elements are agreed with the employer/line manager beforehand.

We conduct live monitoring of performance data against our expectations using the management information system, MAYTAS. These are also reviewed annually as part of Senior Management Team (SMT) meetings and our Self-Assessment Report to assess current performance, with a view to increasing expectations year on year.

Our internal KPIs for delivery include completion, learner/employer satisfaction, and positive outcomes, and progress towards/achievement of these KPIs is monitored continuously (e.g. via real-time dashboard in MAYTAS) by our Quality Team.