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# Apprenticeships

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## Initial Assessment and On-boarding

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# Today we will cover

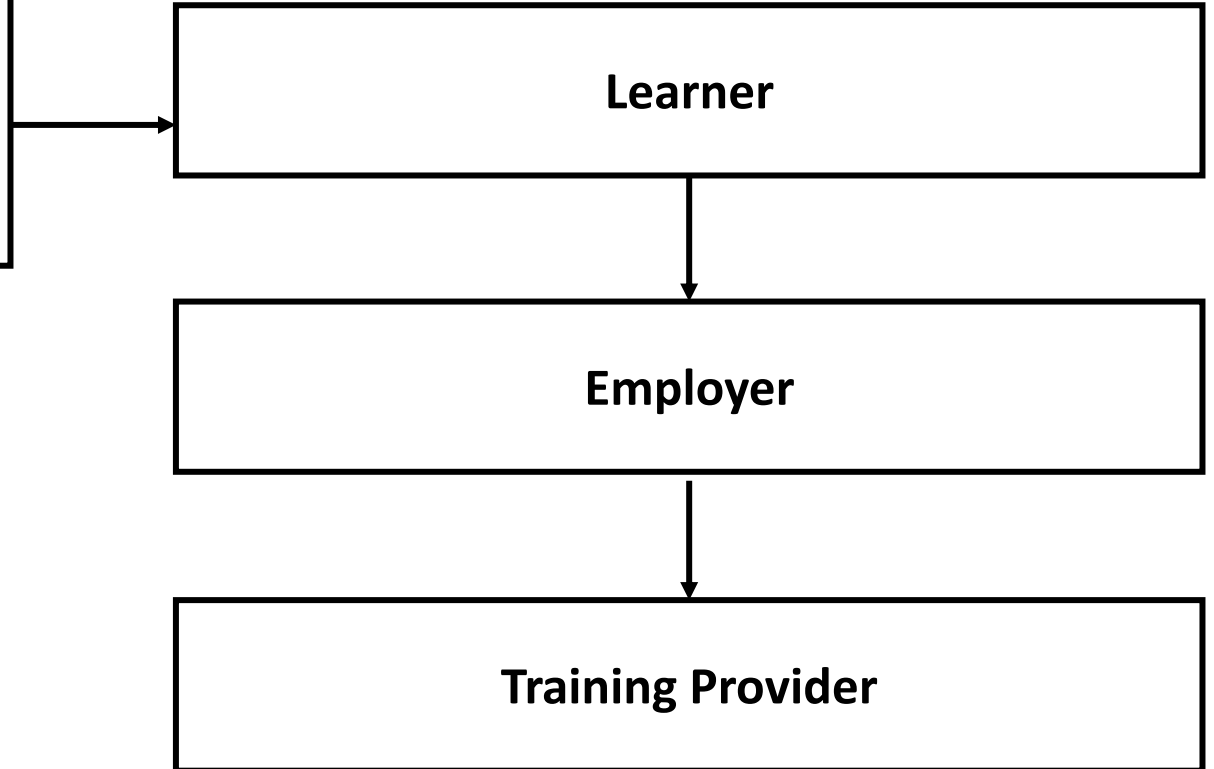
The key themes this presentation will explore;

- a) Integrating the outcomes of initial assessment into an individual training plan
- b) Recognition and translation of credit and experience
- c) On- and Off-the-job training principles

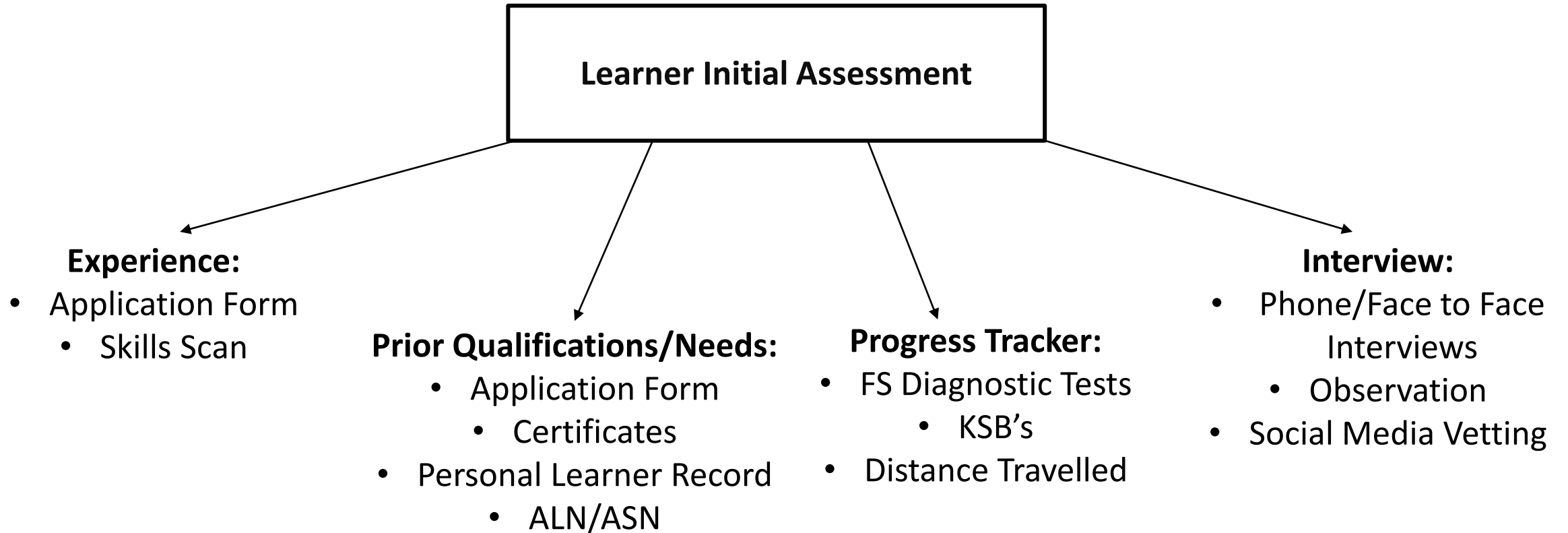


# The Starting Point: Triangulation of Evidence

Strong initial assessment based upon a 'how can we all be wrong' approach, we believe is routed in a tripartite initial assessment, involving:



# In Practice...



# Progress Tracker



## Progress Tracker – Learner Initial Assessment (Month 1)

Learner Name:

Date:

| L2CAC<br>KSB<br>Mapping                    | L3TA<br>KSB<br>Mapping                                  | L3EYE<br>KSB<br>Mapping                             | Theme                                                                                                           | 1<br>None | 2<br>Very<br>limited | 3<br>Limited | 4<br>Some | 5<br>Emerging | 6<br>Consolidating | 7<br>Good | 8<br>Developed | 9<br>Strong | 10<br>Expert |
|--------------------------------------------|---------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------|----------------------|--------------|-----------|---------------|--------------------|-----------|----------------|-------------|--------------|
| K13, S11                                   | K5a, 2f, S2g                                            | K9, K12, K15,<br>S24, B6                            | Knowledge of key legislation ( <u>i.e.</u> safeguarding, health and safety, data protection, equality act etc.) |           |                      |              |           |               |                    |           |                |             |              |
| K2, K8, K12,<br>S8, S12, S14,<br>B3        | K3b, K5b, K5c,<br>S1e, S2h, S4a,<br>S4c, B1c, B4a       | K13, K14,<br>K16, S21,<br>S22, S23                  | Understanding of organisational policies & procedures                                                           |           |                      |              |           |               |                    |           |                |             |              |
| K11, S15                                   | K1a, K1b, K2,<br>K3a, K3c, S3a,<br>S3b, S3c, S4b,<br>B2 | K6, K7, K10,<br>S7, S13, S15,<br>S16, S17           | Knowledge and application of assessment for learning principles                                                 |           |                      |              |           |               |                    |           |                |             |              |
| K16                                        | S1b, S1c                                                | K1, K4, K8,<br>S1                                   | Knowledge and application of differentiation models ( <u>i.e.</u> STEP principle)                               |           |                      |              |           |               |                    |           |                |             |              |
| B1, B2, B4                                 | S1d, S2d, S5b,<br>B1a, B1b, B1d,<br>B4b, B5a, B5b       | S10, S11,<br>S20, B1, B2,<br>B3, B4                 | Knowledge and understanding of professional standards                                                           |           |                      |              |           |               |                    |           |                |             |              |
| K3, K5, K10,<br>K14, S7                    | S1f, B3b                                                | K2, K5, S2,<br>S14, B5                              | Applied skills in inclusive <u>practice</u>                                                                     |           |                      |              |           |               |                    |           |                |             |              |
| K9, S3, S4, S5,<br>S6, S13, B7             | K1c, S2a, S2b,<br>B3a, B4c                              | K11, S25                                            | Relevant work experience                                                                                        |           |                      |              |           |               |                    |           |                |             |              |
| K4, K7, K15,<br>S1, S2, S9,<br>S10, B5, B6 | S2c, S5a                                                | S3, S4, S5,<br>S6, S8, S9,<br>S12, S18,<br>S19, S27 | Confidence to plan, lead and evaluate provision through reflective practice models                              |           |                      |              |           |               |                    |           |                |             |              |
| K1, K6, B8                                 | K4, S1a, B4d                                            | K3, S26                                             | Depth of pedagogical subject knowledge                                                                          |           |                      |              |           |               |                    |           |                |             |              |



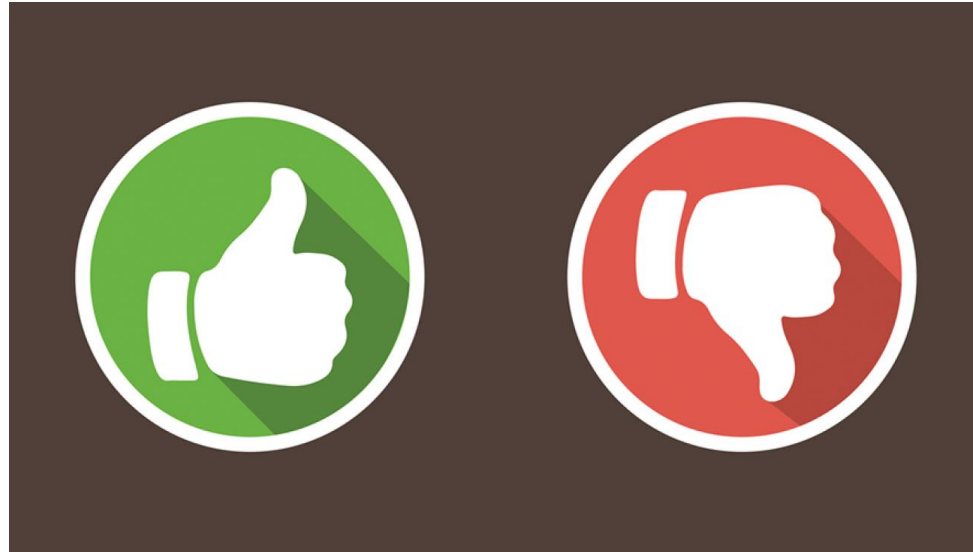
# Employer & Training Provider Initial Assessment



| Employer Initial Assessment                                                                                |                  |          |           |        |
|------------------------------------------------------------------------------------------------------------|------------------|----------|-----------|--------|
| Apprentice Start Point                                                                                     | NEEDS<br>SUPPORT | EMERGING | DEVELOPED | EXPERT |
| Knowledge of key legislation ( <u>i.e.</u> safeguarding, health and safety, data protection, equality act) |                  |          |           |        |
| Understanding of organisational policies & procedures                                                      |                  |          |           |        |
| Knowledge and application of assessment for learning principles                                            |                  |          |           |        |
| Knowledge and application of differentiation models ( <u>i.e.</u> STEP principle)                          |                  |          |           |        |
| Knowledge and understanding of professional standards                                                      |                  |          |           |        |
| Applied skills in inclusive practice                                                                       |                  |          |           |        |
| Relevant work experience                                                                                   |                  |          |           |        |
| Confidence to plan, lead and evaluate provision through reflective practice models                         |                  |          |           |        |
| Depth of pedagogical subject knowledge                                                                     |                  |          |           |        |

The above employer and separate provider initial assessment is then complimented by a narrative from both parties to justify why is the chosen apprenticeship the correct programme of study?

## Integrating IA to an Individual Training Plan



Subject to initial assessment eligibility being met, learners will then follow an individualised learning plan, agreed with their employer through a mix of theory session dates, in-situ observations and any additional qualifications in support of EPA (i.e., English and maths).

## Recognition & Translation of Credit & Experience



The 'progress tracker' is thus complimented through the following:

- Skills Scan – impact on RPL?
- Narrative from Employer – why is the chosen apprenticeship the correct programme of study?
- Highest Prior Qualification – PLR, application form & impact on RPA?

| 4.2. Initial Assessment Outcomes<br>(Prior Learning Accredited / Learning Gaps)                           | Employer & Provider Assessment (Scoring: 1 = limited, 10 = comprehensive)                                          |              |         |      |          |               |      |           |        |        |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------|---------|------|----------|---------------|------|-----------|--------|--------|
|                                                                                                           | None                                                                                                               | Very limited | Limited | Some | Emerging | Consolidating | Good | Developed | Strong | Expert |
| Knowledge (pedagogy, legislation, best practice and organisational procedures etc.)                       | 1                                                                                                                  | 2            | 3       | 4    | 5        | 6             | 7    | 8         | 9      | 10     |
| Skills (differentiation, assessment for learning and application of key policies (H&S, SG, E&D, BV) etc.) | 1                                                                                                                  | 2            | 3       | 4    | 5        | 6             | 7    | 8         | 9      | 10     |
| Behaviours (professional standards, modelling etc.)                                                       | 1                                                                                                                  | 2            | 3       | 4    | 5        | 6             | 7    | 8         | 9      | 10     |
| Funding Band Adjustment Thresholds                                                                        | Scores over 5 represent significant existing knowledge, experience and behaviours that require adjustment for RPL. |              |         |      |          |               |      |           |        |        |

Where the tripartite initial assessment highlights prior experience or learning, we will then in discussion with the employer look to adjust the total negotiated price (TNP) of the apprenticeship standard.

# On- and Off-the-job Training Principles



1. How can employer support on the job training and are they aware of taught content?

- On the job planning meeting
- Front loading shadowing
- Ongoing communication
- Regular reviews

2. Is off the job training planned and linked to taught themes?

- Timetabling
- Theme mapping on Training Plan (i.e., English/maths)

3. Audit compliance – how is this tracked?

- OTJ Log – tracked via reviews
- Employer end of programme meeting



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## Thank you – any questions?

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