



The Learning
Institute



THE LEARNING INSTITUTE – PROFESSIONAL
PROGRAMMES/APPRENTICESHIPS

EMPLOYER ENGAGEMENT

Guidance to staff

Policy Statement:

The Learning Institute operates as an outreach arm of the Westcountry Schools Trust (WeST) and its policies adhere to those of WeST but include points specific to adult education and training. The objective of this policy is to attain and maintain high standards of processes and outcomes throughout the work of The Learning Institute. All persons conducting activities under the name of The Learning Institute will adhere to this policy. This policy covers the work of The Learning Institute, The Learning Institute Southwest and ARENA Schools.

Purpose

The purpose of this policy is to set out our commitment to engage employers in the design and implementation of their employees training and development and to keep them informed on progress and outcomes.

Scope:

This policy covers:

- All vocational curriculum offered by The Learning Institute, The Learning Institute South West and ARENA Schools, including apprenticeships, vocational qualifications, functional skills, short courses and specialist subjects at award and certificate level.
- All employees involved in the delivery of vocational qualifications and training.

Roles and Responsibilities:

The Learning Institute is responsible for ensuring that employers are engaged in their employees learning and development and qualification journey. All staff play an important part in promoting the values and ethos of The Learning Institute and in promoting our provision with current and prospective employers.

Management:

- The Professional Programmes Leader is responsible for ensuring that a copy of this document is available to all employees and that the policy and procedures are reviewed annually.
- The Professional Programme Lead, Arena Director and Standard Leaders are responsible for ensuring the adherence of this policy by all employees.
- Standard Leaders are responsible for supporting delivery staff with issues with learners and involving employers as appropriate.

Communications:

- The Academic Learning Resources Manager is responsible for ensuring this policy is available to learners and employers on the web site, and that information on The Learning Institute provision is current and accurate.
- The Professional Programme Lead is responsible for updating the Course Directory Provider Dashboard, and updating website and promotional resources. S/He, with the Director, will represent The Learning Institute in presentations to Employer groups, and work with the Partnership Manager in seeking and cementing partnerships.
- The Partnership Manager is responsible for developing partnership working, quality assuring provision of working spaces and promoting the opportunities for staff development offered by The Learning Institute.
- The Professional Programmes Coordinator is responsible for responding to enquiries from potential candidates and employers, inducting new members of staff, Troubleshoot and respond to queries/concerns about programmes.

- The Work-Base Officer is responsible for maintaining and updating employer and learner records, monitoring learner progress in the workplace, Coordinating EPA (with employer EPAO and Standard Lead), provide progress updates to Apprenticeship Management Group, Board of Governors and Professional Programmes Leader.
- The communications team are responsible for marketing the company to employers through attendance at sector specific conferences, ensuring availability of information resources, and sharing information to potential customers.

Standard Leads The Standard Leads are responsible for Initial Needs Assessment, co-construction of individual learning plans and programmes, monitoring work base and off-the-job learning, involving employers (or their representatives) in progress reviews and maintaining good working relationships with learner workplace mentors, and completing student and employer questionnaires and evaluations.

Individual Responsibility Individual employees of The Learning Institute/WeST are required to act in accordance with the policy, to enable employer engagement.

Policy Implementation – Procedures:

The Learning Institute will engage and work in partnership with employers through:

Marketing & Employer Communication Processes

- Marketing our service offer to potential partner employers.
 - Through Course Directory Provider Dashboard to the Find Apprenticeship Website
 - Through The Learning Institute and WeST websites
 - Through internal communications
 - Through Partner Organisations
 - Through education leadership conferences
 - Through Multi Academy Trusts and representative groups
 - Through other representative organisations
- Handling enquiries promptly and efficiently and reviewing standards of customer service regularly
- Making partner employers aware of new training and development opportunities for their employees.
- Ensuring the employer understands the apprenticeship/training process (see Appendix 1), and requirements and responsibilities (see Commitment Statement)
- Completing Initial Needs Assessment with employer or a representative
- Providing reports of learner progress.
- Ensuring employer representation on Steering Group.
- Measuring employer satisfaction through employer surveys.
- Offering training packages which respect the needs of the business as a whole and impact positively on the business
- Managing and maintaining a data base of employer contacts

Management Processes

- Providing high quality leaders and trainers through robust recruitment and selection and training and development processes.
- Acting promptly to respond to feedback and/or complaints in order to improve services
- Continuing to evolve and improve the training offer, offering teaching and learning strategies which motivate, stimulate and encourage the learners as well as meeting the employer's requirements
- Building bespoke training courses to meet the needs of partner employers.
- Keeping up to date with government policy and advice, External Quality Assurance Agency, Sector Skills guidance; awarding bodies and qualification frameworks and Informing partner employers of changes relevant to their business

Delivery Processes

- Working with employer mentors to co-construct the training content and approach
- Engaging employers in optional unit choices to ensure the needs of the business are met.
- Completing progress reviews with learners and their line managers
- Setting SMART targets and performance indicators which measure and monitor success and lead to an improving trend.

Quality Assurance Processes

- Completing robust Internal Quality Assurance processes to ensure quality of delivery
- Regular performance reviews and observations of the people delivering training solutions
- Regular review and development of the resources available for training.
- Regular review and monitoring of Stakeholder views, with feedback of improved practices

See also TLI Quality Principles (Appendix B)

Review

The Learning Institute Governing Board is responsible for the annual review of this Policy.

APPENDIX

A:

APPRENTICESHIP INITIAL MEETING

| | |
|-------|--|
| Date: | |
| Venue | |

| | |
|---|------------|
| Employer: | |
| Apprentice(s): | [Standard] |
| Level: | [Level] |
| Standard Lead: | [Lead] |
| TLI Representative Conducting Meeting: | |

Purpose of Initial Meeting

To outline the apprenticeship programme and confirm initial agreement from school for support toward achieving and completing [Standard] apprenticeship with The Learning Institute.

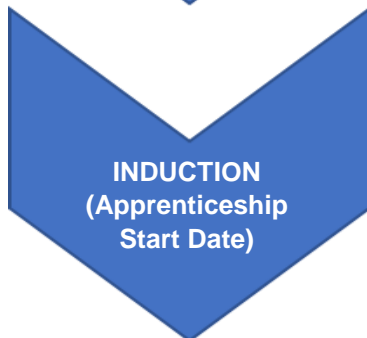
1. To ascertain understanding of apprenticeship programmes; structure and optimum calendar, levy/co-funding arrangements, mentor support, 20% off-the-job training provision
2. To check eligibility criteria
3. To set any specific criteria that need to be met by employer/apprentice prior to Initial Needs Assessment, enrolment and commitment – apprenticeship schedule and tracking of standards.
4. To agree likely start and finish dates



- Initial Meeting
- Selection of appropriate apprenticeship(s)
- Address Eligibility Criteria
- Clarification of training and assessment processes and requirements



- Enrollment Form; Workplace Health and Safety Questionnaire; Presentation of certificates and ID
- View evidence of qualifications to date
- Initial assessment against apprenticeship standard
- View evidence of/assess additional needs
- Commitment and enrolment processes



- Explanation of course and course requirements
- Portfolio, taught content, individual study
- Ongoing and final assessment methods
- Staffing and support available



- Taught sessions according to programme and tutorials
- Mentor meetings and monitoring visits/conversations
- Achievement of required Gateway qualifications
- Ongoing assessment and preparation for End Point Assessment



- Book EPA date, time and venue with EPAO
- Submit portfolio of evidence (and Synoptic Project where required)
- Complete End Point Assessment activities (defined by EPA Guidelines, selected by EPAO)

End Point Assessor provides EPA grade to TLI, TLI inform employer and apprentice of outcome. Re-assessment organised if required.

CHECKLIST:

| Provision (Length of Programme) | Evidence |
|---|---|
| <p><u>Each Week</u></p> <ul style="list-style-type: none"> Scheduled meeting with Mentor (work based) for planning, monitoring and review 20% off-the-job study mandatory apprenticeship requirement, to include training days set by TLI. <p><i>NB TLI recommends attendance at all taught sessions unless otherwise stipulated.</i></p> | <p>Schedule/mentor allocation</p> <p>Portfolio evidence</p> <p>Notes from Training</p> |
| <p><u>Each Six Week Period</u></p> <ul style="list-style-type: none"> Review of progress, to include new action plan (PDP). Attendance of any set training sessions arranged by TLI. Tracking of standards completed and identification of those to be achieved in coming weeks. Preparation, engagement and completion of any [Standard] [Level] specific tests/exams/units set for this period. | <p>Schedule</p> <p>Portfolio evidence</p> <p>Notes from Training</p> <p>Observations/Witness statements</p> |
| <p><u>In the course of the Apprenticeship programme:</u></p> <ul style="list-style-type: none"> Support by workplace mentor and [Lead]. Completed Portfolio addressing [Standard] Apprentice Standards Review of Portfolio by [Lead] with agreement of completion date. Visit by EPAO to agree completion of [Level] [Standard]. | <p>Completed Portfolio</p> <p>External tests/exams/units completed</p> <p>EPAO assessment</p> |

CONFIRMED:

| | |
|------------------------|--|
| EPAO Preference: | |
| Line Manager/Employer: | |
| TLI Representative: | |
| Date: | |

APPENDIX B

The Learning Institute Quality Assurance Principles

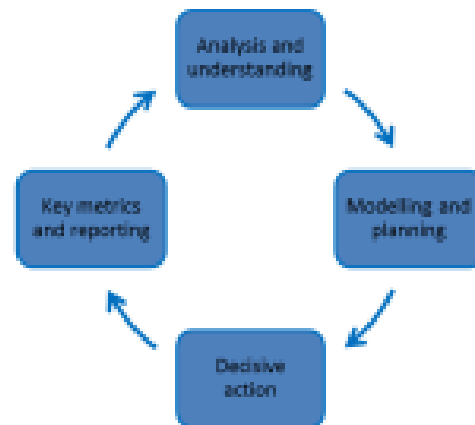


AIMS:

- To promote The Learning Institute values and purpose through quality assurance mechanisms
- To ensure consistency of QA monitoring processes across Professional Programmes
- To maintain attention to Key Performance Indicators within programmes

PRINCIPLES:

QA activities are completed to improve systems and practices for stakeholders through adoption of a continuous improvement cycle with reporting systems back to stakeholders



| PDCA | DMAIC | A3 | SDPSP |
|-------|---------|-------------------------------------|---|
| Plan | Define | Identify the Problem | 1. Create Team & assign Responsibilities 2. Understand the Problem |
| | Measure | Break down the Problem | 3. Collect/Confirm Information |
| | Analyse | Set a Target | 4. Analyse the Root Cause |
| Do | Improve | Generate Countermeasures | 5. Generate/validate countermeasures |
| Check | Control | See the Results/Outcomes | 6. Implement the Action Plan |
| Act | | Standardise the Results & Processes | 7. Review Actions to ensure effectiveness 8. Implement new Plan |

THEMES: QA should use stakeholder views, achievement/attainment data for three purposes:

| PURPOSE | TIMELY INTERVENTION | PROGRAMME DEVELOPMENT | KEY PERFORMANCE INDICATORS |
|--------------------|--|---|---|
| METHOD | Timely Intervention in response to a perceived issue ⇒ Trigger/Incident ⇒ Action/Intervention ⇒ Outcome | Sources of data to support programme development Learner groups: ○ Ongoing feedback ○ Evaluations ○ WB monitoring ○ Attainment outcomes ○ Final course review Employers: ○ WB monitoring ○ Evaluations Staff ○ Course review External Sources ○ Comparative data | All provision will report against these indicators along with others specific to the requirements of the programme • Recruitment • Completion • Attainment |
| APPLICATION | Ongoing monitoring Review of the learner | Module review cycle Annual programme review cycle Staff appraisal | Internal reporting systems Partner review systems External reporting systems Organisational review and busi- |