

Policy and Procedures for Practical Training

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Introduction

Apprenticeships are work-based training programmes designed around the needs of employers and combine practical experience with theoretical knowledge, helping learners learn all the skills of the job and gain a nationally recognised qualification.

Apprenticeships are designed by the Sector Skills Councils, while the National Apprenticeship Service helps to fund the training.

Business representatives from the industry sector work with the Sector Skills Councils to develop the course content.

Because they genuinely understand the plumbing business, the training will be relevant for our industry. Apprenticeships combine practical experience with theoretical knowledge, helping learners learn all the skills of the job and gain a nationally recognised qualification.

Apprenticeship programmes are a combination of assessment in the workplace and Oxford Energy Academy based learning. They are designed with employers in mind, ensuring that the course meets specific business skills needs.

Apprenticeships can help businesses, by offering a route to harness fresh new talent.

UK businesses consider skills shortages and recruitment difficulties a bigger threat to performance than soaring oil prices and declining consumer spending, and more than a quarter of these rate this form of vocational training higher than any other qualification.

Apprenticeships ensure that the workforce has the practical skills and qualifications organisation needs now and in the future. The mixture of on and off-job learning ensures Learners learn the skills that work best for business. And employers offer Apprentice places because they understand the benefits that Apprentices bring to the business – increased productivity, improved competitiveness and a committed and competent work-force.

Policy Statement

Oxford Energy Academy is committed to ensuring that learners are able to benefit from appropriate work-based and work-related learning opportunities which help them to meet the intended learning outcomes of their programme of study.

 Oxford Energy Academy recognises the importance of work-based and work-related learning and its current and potential impact on the ways in which learners learn.

 Part of the organisations’ mission and associated values is to provide an environment for learners where they take an active part in developing their contemporary knowledge, professional values and interpersonal skills in order to become confident independent thinkers who will be attractive to employers.

One way of ensuring those learners’ developing knowledge and understanding is grounded, is to broaden their learning experiences beyond the confines of Oxford Energy Academy, and is by integrating work-based and work-related learning with academic study.

 Where work-based, work-related learning is part of a programme of study, its learning outcomes must be clearly identified, contribute to the overall aims of the programme and be appropriately assessed against set criteria laid down by the awarding bodies.

The responsibility for ensuring that work-based and work-related learning provides adequate opportunities for the intended learning outcomes to be achieved rests with the responsible Teacher/assessor.

This policy is intended to be a general policy which gives guidance on the minimum requirements prior to the commencement of work-based and work-related t learning, but the method by which this is achieved can be adapted to suit the needs of individual programmes and/or awarding bodies.

Definitions

This policy has been influenced by the requirements of the awarding bodies;

Arrangements for work-based and work-related learning that is integral to the programme and sets out expectations and indicators of sound practice, which need to be recorded by both the assessor and the learner.

Teachers/assessors take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them.

 Arrangements for delivering learning opportunities with employers are implemented securely and managed effectively.

In relation to work-based and work-related learning, Oxford Energy Academy Learning adopts the definitions as follows:

 Work-based learning is integral to an apprenticeship programme and is usually achieved and demonstrated through engagement within a workplace environment,

The assessment of reflective practice and the designation of appropriate learning outcomes must be recorded by the ‘on-site assessor, learner, employer and learners company’s mentor. addition, the portfolio folder supplied by the awarding bodies provides a useful reference point in defining the characteristics of the qualification in relation to work-based learning.

The Apprenticeship depends upon the integration of the following characteristics:

Employer involvement;

Accessibility for assessors;

Articulation and progression;

Flexibility;

And partnership with the employers, learner and Oxford Energy Academy.

The learning outcomes of work-based and work-related assessments are intended as integral parts of the programme of study.

Oxford Energy Academy also refers to Work-related Learning as:

‘Learning undertaken as a result of working with employers or individuals on a specific project, which in turn enhances learning opportunities and enables learners to meet the intended learning outcomes of a module’ e.g. ‘cold water.’ Being able to meet the learning outcomes of a module.

Scope of the Policy

 In determining which provision falls within the scope of this policy, the critical factor is whether the achievement of the learning outcomes for the module or programme are dependent on the arrangement made with the employer and learner.

This policy therefore relates to any situation where a learner works on site, and where the work situation contributes directly towards the learning outcomes of their programme of study.

It also recognises that from time to time a learner may undertake work-based learning within Oxford Energy Academy and where this contributes to the learning outcomes of their programme of study; such as assessments for their portfolio, and therefore this policy, will not apply to any employment or work experience undertaken outside of a programme of study which does not contribute towards the meeting of learning outcomes.

Work-based learning which contributes to the learning outcomes of a programme should be clearly identified in the programme portfolio and related module descriptors, and should include details of the number of visits learners will be required to undertake with the assessor.

For work-related learning opportunities, assessors are expected to ensure that the project will enable learners to achieve identified learning outcomes, is manageable in terms of any additional workload and that assessment and feedback are undertaken as stated in the portfolio folder.

Responsibility

It is the responsibility of the learner and employer to find a suitable ‘on-site’ visit stated in the However, information, advice and guidance will be provided to learners in helping them to find a suitable assessment and take into account, as a minimum:

(a) The suitability of the ‘on-site visit’ to allow learners to successfully meet the learning outcomes of the assessment;

(b) Health and safety requirements including PPE are satisfied;

(c) Any relevant professional, statutory or regulatory bodies’ requirements governing the suitability of assessments;

(d) Learner support ‘on-site’, including the mechanisms for dealing with any problems or complaints.

Information should be given to learners on the consequences of failure to either secure or complete an assessment where this is a programme requirement.

Procedures should be established to allow learners to complete any work-based learning requirements by both the employer and Oxford Energy Academy.

Information for learners

Learners must be fully informed about their responsibilities relating to assessments or work-based learning, and be provided with appropriate written and timely information, advice and guidance in preparation for, throughout, and following, their work-based learning experience.

The assessor should therefore ensure that learners are made aware of;

(a) Their responsibilities in relation to the programme of study of which the assessment is a part;

(b) Their responsibilities for managing their behaviour as representatives of Oxford Energy Academy;

(c) The nature of insurance provided, and whether personal insurance is required;

(d) Their need to remain in contact with the assessor in order to provide feedback on progress;

(e) Their entitlement in relation to timely information, tutoring, support and guidance prior to, throughout and following their assessment;

(f) The need to alert the assessor to any problems with the placement that may impede their satisfactory progress and completion of the assessment;

(g) The need to comply with any awarding bodies requirements;

Information for employers

Employers of work-based learning must be fully informed of their responsibilities, and be given appropriate and timely information, support and guidance in preparation for, during, and after learners’ work-based learning and assessments.

The assessor should make employers aware of their responsibilities by providing information in relation to:

(a) The information provided for learners.

(b) Information on the specific roles and responsibilities of the employer and, where applicable, workplace mentor.

(c) The provision of learning opportunities which support the learner’s educational goals;

(d) Providing a thorough orientation to the workplace, as well as a meaningful, well supervised learning experience

(e) The mentoring of learners, and if applicable, providing evidence for the assessment of learners; (f) Providing information about quality assurance of the work-based learning, feedback/evaluation

(g) The health and safety of learners, including provision of any specialist materials or clothing needed;

(h) Insurance cover in the event of an accident;

(i) Making reasonable adjustments for learners with a disability;

(j) Any obligation to attend any meetings concerning the assessment or progress of the learner

(k) Any changes in a learner’s circumstances either before commencement of or during employment

Il) Contact details of assessor and IV.

Directors should also ensure that staff receives any additional training required, including any orientation to Oxford Energy Academy’s procedures or policies which may impact on their role.

Monitoring and Evaluation of assessments,

All ‘on-site assessments should be subject to effective monitoring procedures with the IV, these should include as a minimum, Assessors ensure that feedback for learners is collected both during and on completion of the assessment.

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