

High Quality Standards in Apprenticeship Training Policy v5

Version	Date	Policy Author(s)	Review Date
Version 4.0	January 2023	Debbie Gardiner MBE, CCO	January 2024
Version 4.1	June 2023	Debbie Gardiner MBE, Managing Director	January 2024
Version 5.0	February 2024	Debbie Gardiner MBE, Managing Director	February 2025

Version	Page No.	Paragraph / Bullet	Changes
Version 4.1	1		Managing Director details changed.
Version 5.0	2	Our Purpose and Values	Inserted new Purpose and Values lunched 6 th February 2024.
	3	Roles and Responsibilities	Changed Senior Management Team to Senior Leadership Team
	4		Added Quality & Curriculum Lead, Learning Support Tutor and Learning Support Tutor (English & Maths) and Deputy Designated Safeguarding
	5		Added Senior Learner Engagement Specialist (SLES) and Learner Engagement Specialist (LES)
	6	Executive and Management Expectations of Quality in Apprenticeships	Changed to medium sized business

Signed:



Printed Name:

Debbie Gardiner MBE

Job Title:

Managing Director

Date:

8th February 2024

Learn Plus Us is a trading name of Simply One Stop Ltd

VAT No: 680814328 | Company Registration No: 4684239 | Sterling House, 97 Lichfield Street, Tamworth, England, B79 7QF

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Purpose

Simply One Stop t/a as Learn Plus Us (LPU) provides Apprenticeship teaching, training and assessment services in the Childcare, Housing, Hospitality and Business Service sectors. We believe in helping Apprentices to reach their full potential, through high quality teaching, training, and assessment, underpinned by robust quality assurance and an approach to continuous improvement that delivers results.

The purpose of this policy is to define our approach to managing the delivery of high-quality standards in Apprenticeship training.

Our Purpose and Values

Our purpose is to empower the individuals, employers and communities we work with every day, to learn, achieve and excel.

We are principled

We...

- stay true to our business vision and values.
- do the right things, particularly when no-one is looking.
- are trustworthy, maintain confidentiality and act with integrity.

We keep our promises

We...

- do what we say we will do.
- own it! We accept accountability, take responsibility, and deliver on commitments – especially to our customers and stakeholders.
- create an environment of trust and transparency.

We achieve together

We...

- share ideas, knowledge and best practice.
- are empowered to collaborate to achieve goals, push boundaries and innovate.
- prioritise group and team goals and support each other to achieve individual goals.

We respect and value all people

We...

- are inclusive and develop positive relationships to drive change and growth.
- respect equality, diversity and inclusion.
- demonstrate empathy, listen to others and are constructive even when we disagree.

Our Strategic Intent

- At Learn Plus Us our intent is to support learners to develop:
 - a desire for lifelong learning.
 - personal growth which builds their knowledge, skills and behaviours.
 - pursue a successful career.
 - develop as individuals regardless of their background or starting point.
- Our intent is to prioritise training for those who are at risk of non-participation, unemployment or those who may not have previously had opportunities to achieve qualifications and Apprenticeships.
- As part of our curriculum planning and sequencing we strive to provide an environment that is both nurturing and challenging, having made significant successful adaptations due to the pandemic.
- All learners have the opportunity to discover their own unique way of learning, while gaining the confidence and life skills to succeed.
- We understand that some of our learners' progress at different rates and therefore our curriculum is tailored and flexible.
- Learn Plus Us is committed to ensure that retention and achievement rates are high.
- Apprentices aspire to attain the high grades at end point assessment, and we show our commitment to all learners demonstrating equality of opportunity to develop and achieve.
- At Learn Plus Us we understand the importance of wellbeing and therefore this is one of our priorities.
- Learners are encouraged to take ownership of their learning to promote positive outcomes.
- Building trusted and secure relationships with our learners and employers is key to achieving deep level involvement.
- Clear and consistent boundaries are established at the start which enables the learners to 'relax' and enjoy their learning journey as they are fully aware of the expectations.
- At learn plus us we aim to have an impact on local communities as well as individuals.

Note: reference to learner(s) include Apprentices.

Roles and Responsibilities

We expect the highest quality standards in the design, delivery and management of all aspects relating to our Apprenticeship programmes. Roles and responsibilities are clearly defined through job descriptions and managed via a robust one to one process. The following outlines the key roles and responsibilities of our teams and personnel:

- The Angus Knight Group Board – the highest level of governance and oversight which is discharged through the LPU Executive.
- The LPU Executive – governance and oversight, the self-assessment and quality improvement process, organisation structure and people resources to enable high quality delivery of Apprenticeships, review of performance reports and statistical information, review of safeguarding.
- The Senior Leadership Team – day to day leadership and management of the business, delivering on requirements as set out by the LPU Executive.

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- Operations Managers, Quality Managers and Quality & Curriculum Leads – innovative design of well sequenced curriculum and content that engages Apprentices, meets the requirements of the Standard, and exceeds employer expectations. Manage the delivery of Apprenticeships in their sector; drive progression through the learning journey, quality assurance and improvement, OTLAs, Awarding Organisation/EQA requirements, promote the embedding of English, maths, Safeguarding, The Prevent Duty and British Values, leading to Apprentices reaching their potential, demonstrated at end point assessment and the graded outcome.
- Tutors - the Tutor is the main point of contact for Apprentices; this is a pivotal role in the success of our Apprenticeship programmes. The Tutor is involved from the very beginning as they carry out the skills gap analysis and first teaching session that leads to the actual start of the Apprenticeship programme. Tutor's deliver teaching, training, and assessment, taking the Apprentice through the curriculum, using a range of learning resources that reflect the learning style of the individual and provide an engaging and memorable experience. Tutors embed English and maths and work closely with the Learning Support Mentor when an additional need has been identified for an Apprentice. Tutors use the monthly topics and naturally occurring news items to cover Safeguarding, The Prevent Duty and British Values. Tutors prepare Apprentices for end point assessment using a range of techniques, including mock assessments. Tutors encourage Apprentices to strive for the highest possible grade at EPA and help them to understand what they need to do to achieve these.
- IQAs – the main role is the upholding of the quality of teaching and assessment decisions. However, IQAs are involved with curriculum design and resource development.
- Learning Support Tutor (LST) – the LST support Apprentices who have additional learning needs. This covers a broad-spectrum including learning difficulties, physical ill health / disability, and mental ill health; essentially Apprentices that have an additional barrier to achieving at the same pace and level as their peers. The LSM works on a one-to-one basis with allocated Apprentices, interventions are personalised and aimed at closing the gap and building self-confidence. The LST works closely with the Tutor to ensure there is a joined-up approach and the Apprentice has a seamless well supported learning journey.
- Learning Support Tutor (English and Maths) – for most Apprentices, their Tutor will deliver the functional skills training, however for Apprentices that are experience a particular difficulty or barrier, including those identified as having additional support needs, our LST (E&M) may get involved. This could take the form of additional support and training for Tutor to enable them to overcome the Apprentices barrier or delivering one or both Functional Skills with the Apprentice. We adopt a flexible approach to ensure this specialist resource has maximum impact with Apprentice that need extra support and tuition.
- ESOL Tutor – Our team of highly qualified ESOL Tutors have capacity to support Apprentices with specific ESOL related requirements. We operate this as a 'call-off' service, using available allocated slots in calendars to ensure sessions are planned and effective.
- Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DDSL) and Designated Safeguarding Officers (DSO) – point of contact for Apprentices to report concerns and incidents to and for Tutors to get guidance and support regarding any concerns they may have about an Apprentice. The Safeguarding team ensure that available information and training resources are current and easy to access.
- Prevent Duty Champion (PDC) – Our PDC is part of the Safeguarding team but has specific responsibilities for Prevent. Any concerns in this area should be referred to the PDC, who will also ensure that colleagues are kept up to date with national and local priorities and areas of concern.

- Senior Client Engagement Consultant (SCEC) – the business development/sales team are very often the starting point in the whole process. We expect the team to engage with employers in an open and honest way, to explain the commitment they are making as employers and what will be expected whilst they have Apprentices on programme with LPU. In some cases, we will recruit an Apprentice and place with the employer, which takes commitment from the employer. We only work with employers who demonstrate a genuine commitment to the principles of Apprenticeship and engage with the full requirements of the training programme.
- Senior Learner Engagement Specialist (SLES) and Learner Engagement Specialist (LES) – the main responsibilities are to engage with nominees and applicants, guide them through the initial assessments and on-boarding process, give the Information, Advice and Guidance (IAG) about the course they applied for and appropriate alternatives if applicable, explain how Apprenticeship's work, the commitment they are making and the benefits. This is a key role because the SLES and LES is often the first point of contact between the Apprentice and LPU and first impressions really matter.

Executive and Management Expectations of Quality in Apprenticeships

Learn Plus Us is a medium sized Apprenticeship Training Provider. We have sustainable growth plans and to this end the Executive and management teams have high expectations in relation to the quality of all aspects of our Apprenticeship programmes. The specific KPI numeric targets are set out in our annual business plan.

- Achieve and retain Ofsted Grade '2' GOOD and aspire to Grade '1' OUTSTANDING.
- End Point Assessment (EPA) first time pass rate.
- EPA outcomes of the top grades of merit or distinction.
- Awarding Organisation direct claims status attained and retained, with no significant action points.
- Retain our Matrix accreditation.
- Further increase Apprentice satisfaction rates, by exceeding customer expectations.
- Further increase employer satisfaction rates, by exceeding customer expectations.
- Continue to achieve high levels of Apprentice progressions and positive destinations, including remaining in work.
- Year on year incremental increases in Apprenticeship retention, achievement, and timely achievement (notwithstanding the impact of the pandemic particularly on timely achievement rates).
- Build our reputation to be an Apprenticeship Training Provider of choice.
- Maintain and further improve the Tutor Observation of Teaching Learning and Assessment (OTLA) grades.
- Mandatory qualifications are present in some of the Apprenticeship Standards we deliver, meaning that there is still a high level of qualification based IQA as part of these Apprenticeship programme - Tutor IQA RAG ratings demonstrate continuous improvement towards a full complement of 'green', taking into consideration new Tutors and changes to Diplomas.
- Learning Support delivery closes the retention and achievement gap; Apprentices achieve to their maximum potential.
- Apprentices understand how to keep themselves and others safe, considering the following areas and paying particular attention to the impact of lockdowns / restrictions and isolation:
 - Health and Safety
 - Safeguarding
 - The Prevent Duty
 - British Values
 - County Lines
 - On-line safety and fraud
- Develop and retain a highly skilled and motivated workforce.
- Nurture talent and develop each individual's potential.
- Build our reputation as an employer of choice.
- Quality Improvement Plan (QIP) actions are addressed within agreed timescales and evidence of improvement, or a revised plan is available.

Managing Performance

We believe in allocating quality time to our colleagues to review performance and discuss their caseload and any support requirements. We make good use of available data to frame and as a recording mechanism for the meetings. All such meetings are 2-way and both parties are expected to prepare in advance of it. Should there be any performance issues relating to the design, delivery, or quality assurance of our Apprenticeship programmes these are raised by the manager and improvement targets are set and agreed. Similarly, time is taken for recognition of good and exceptional performance. This achieved through the following meetings:

- Monthly caseload review (teaching / training personnel)
- Monthly one to one / supervision (non-teaching personnel)
- Quarterly one to one / supervision (teaching / training personnel)
- Annual appraisal (all)

Continuous Professional / Personal Development (CPD)

Colleague CPD is an important part of the management of high-quality standards in Apprenticeship training. We have a robust CPD policy that covers mandatory and developmental training and development of all colleagues; employees and freelancers.

Linked Policies and Documents

- CPD Policy
- Self-Assessment Report
- Quality Improvement Plan