



Apprentice Handbook 2023/2024

Best Practice Network

Newminster House, 27-29 Baldwin St, Bristol, BS1 1LT

0117 9209200

apprenticeships@bestpracticenet.co.uk

Introduction

A very warm welcome to Best Practice Network apprenticeships. We look forward to working with you throughout your apprenticeship and ensuring that you enjoy your learning experience with us. The apprenticeships team are here to help and support you to maximise this opportunity, so please contact us if you have any questions.

THE INFORMATION IN THIS BOOKLET IS IMPORTANT, SO PLEASE KEEP IT SAFE SO YOU CAN REFER BACK TO IT

Best Practice Network is one of the UK's largest providers of training, development and support for education professionals. We share the desire of every practitioner, that every child, regardless of their background, should benefit from an excellent education.

Our values

Our core values define what we stand for and how we do things, helping us to work together in the most fulfilling way to provide the best service to our clients.



Inspire learning

We aim to change lives for the better by inspiring and developing colleagues working in education. As a team and a network, we inspire each other to grow personally and professionally.



Work together

Across the network, personal relationships and collaboration are at the heart of what we do. We show care and support for our candidates, partners and colleagues, and we go the extra mile to get things done.



Act with integrity

We can be trusted and we do what we say we will. We are open and straightforward, tackling challenges head-on rather than avoiding them. We treat each other with respect and dignity.



Strive for excellence

We have high expectations of ourselves and others. We invest and innovate to deliver the best learning, systems and outcomes. We keep things simple, use evidence and embrace change to achieve our best.

Contents

Introduction	2
What is an apprenticeship?	5
<i>Apprenticeship standards</i>	6
<i>Recruitment</i>	6
<i>Putting learning at the heart of apprenticeships</i>	6
<i>Maths and English</i>	7
<i>Mastery</i>	7
<i>Behaviour</i>	7
<i>Gateway</i>	7
<i>Independent End Point Assessment</i>	7
<i>Continuing occupational competency and development</i>	7
Programme Structure	8
<i>Your key dates</i>	8
<i>Your programme</i>	8
<i>Careers Information and guidance</i>	10
<i>TOTUM</i>	10
<i>Apprentice network groups</i>	10
<i>Best Practice Network Apprenticeship Team</i>	11
<i>Designated Safeguarding Officers</i>	12
Apprenticeship Tutors (ATs)	12
<i>Workplace Observations</i>	13
The roles within apprenticeship delivery	14
<i>Apprenticeship Tutor (AT)</i>	14
<i>Quality Assurer/QA</i>	14
<i>End Point Assessment Organisation (EPAO)</i>	14
<i>Ofsted</i>	14
<i>ESFA</i>	15
<i>IFATE</i>	15
<i>NCFE</i>	16
Induction and First Day of Learning	17
<i>Individual Journey</i>	17

<i>Blended learning model</i>	17
<i>First Day of Learning</i>	18
<i>Induction</i>	18
<i>Induction Checklist</i>	18
<i>Policies</i>	19
<i>Student Support</i>	19
<i>Additional Learning Support</i>	19
<i>Commitment</i>	20
<i>What Best Practice Network (BPN) expects from you</i>	20
<i>General information</i>	22
<i>Child Protection and Safeguarding</i>	22
<i>Equality and Diversity</i>	22
<i>Health and safety</i>	22
<i>Student Support</i>	23
<i>Additional Learning Support</i>	23
ePortfolio	24
Mosaic	24
BKSB	24
Canvas	24
Safeguarding and Prevent	25
<i>Safeguarding</i>	25
<i>Prevent</i>	25
British values	25
Off-the-job training	26
<i>What is it?</i>	26
<i>How can it be covered?</i>	27
<i>How will it be recorded?</i>	28
<i>What can't be counted?</i>	28
<i>Myth busting</i>	28
<i>How will we support you?</i>	29

<i>End Point Assessment</i>	29
<i>Anecdotal evidence</i>	32
<i>Performance evidence</i>	32
<i>Observation record</i>	32
<i>Witness statement</i>	33
<i>Labelling of evidence</i>	33
<i>In summary</i>	33
SWOT Analysis	34
Any questions?	35
Glossary of Terms	36
Diary	37
Notes:	38

What is an apprenticeship?

First of all, a little bit of history. Apprenticeships date back to the Middle Ages and the medieval craft guilds of that time. Picture groups of trades or crafts people banding together to ensure high standards of quality. They were carpenters, painters and cloth makers, who took on apprentices to ‘pass on’ their skills and experience.

Since then, the world—and education, training and employment—have changed, and so too have apprenticeships. Today, they provide an alternative path to education while ensuring that professions and industries have the skilled workers they need.

Apprenticeships have been embraced as a viable alternative to further education and university, and the modern apprenticeship is accessible, flexible and open to everyone.

An apprenticeship is a work-based learning programme, combining practical training in a job with study, so you can earn while you learn.

As an apprentice you’ll:

- be an employee earning a wage and getting holiday pay
- work alongside experienced staff
- gain valuable job-specific skills
- get time for training and study related to your role

There is no maximum age limit for an apprenticeship, but they are for those aged 16 or over, living in England and not in full-time education. Apprentices can be new or current employees.

Apprenticeships are supported and funded by the National Apprenticeship Service, Education & Skills Funding Agency and the European Social Fund. Apprenticeship Standards are made up of several elements.

These can include:

- Initial assessment
- On programme training, skills, knowledge and behaviours
- Functional skills
- Gateway
- End Point Assessment

The Apprenticeship Standards are bespoke learning journeys based on an individual learning plan comprised of learning new knowledge, skills and behaviours, demonstrating these and keeping a record of doing so. These new Standards lead to final externally marked End Point Assessments. The Apprenticeship Tutor will explain the programme in full detail to both you and your employer during your induction.

Apprenticeship standards

(individual standards per job occupation)

Recruitment

Initial Assessment - to measure existing knowledge, skills and behaviours before beginning the programme.

Training plan – contains the in-depth details about the programme, the commitments of employer and training provider and what the individual learner can expect.

Induction – the starting point for the overall apprenticeship journey.

Putting learning at the heart of apprenticeships

On-programme phase:

- On-the-job and off-the-job training. On-the-job training and learning from and with others (experts and peers)
- Off-the-job education, training and learning
- Coaching, mentoring, formative assessments, review and feedback
- Nurturing, supportive and visible learning environment
- Continuous assessment to track progress, gathering feedback provides a clear perspective of readiness for final assessment

Maths and English

Maths and English underpin success in all jobs and career paths. All apprenticeships need to include opportunities for learners to develop their knowledge, understanding and use of maths and English. For many apprentices this will involve achieving specific qualifications in these subjects as part of their programme.

Mastery

- Routine expertise
- Resourcefulness
- Craftsmanship
- Functional skills
- Business-like attitudes
- Wider skills and behaviours
- Autonomy

Behaviour

The apprenticeship standard will cover behaviour as well as skills and knowledge. Depending on specifications in the apprenticeship assessment plan, behaviour may or may not be formally measured, however in either event it will contribute to end-point assessment outcomes and grades.

Gateway

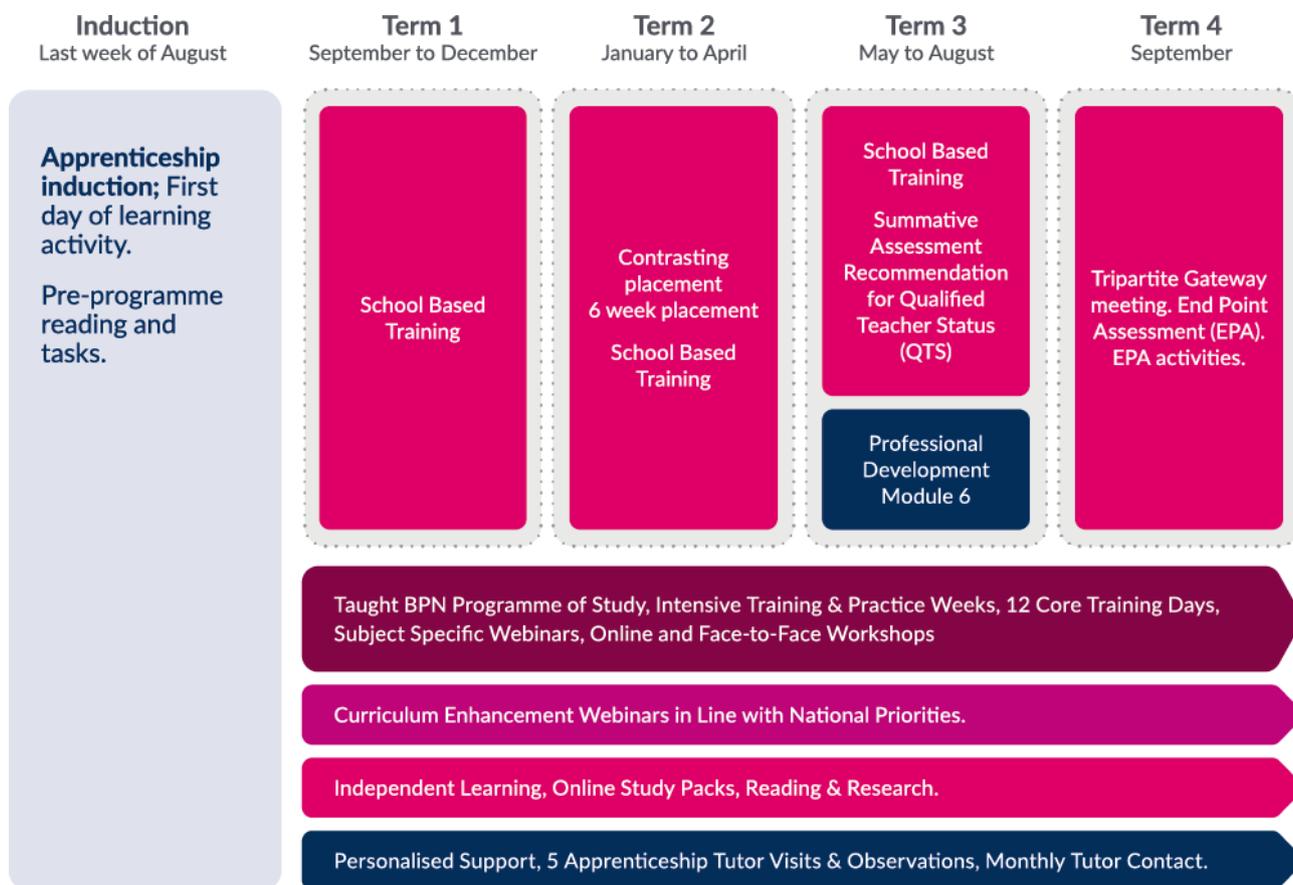
Employer and provider sign off learner

Independent End Point Assessment

- Certification
- Qualification

Continuing occupational competency and development

Programme Structure



Your key dates

Start date of programme:	
Expected end of on-programme phase date:	
Expected End Point Assessment completion date:	

Your programme

Apprenticeship Standard Title:	
--------------------------------	--

Additional requirements	English at level 1	English at level 2	Maths at level 1	Maths at level 2	Qualification(s)
Senior Leader with NPQELH	X	✓	X	✓	✓
Senior Leader with NPQHSL	X	✓	X	✓	✓
Level 6 (Primary ITT)	X	✓	X	✓	✓
Level 5 (NPQ only)	X	✓	X	✓	✓
Level 5 (Early Years)	X	✓	X	✓	X
Level 3	X	✓	X	✓	✓
Level 2	✓	X	✓	X	✓

FUNCTIONAL SKILLS— Maths and English progression is an intrinsic part of every apprenticeship and will need to be achieved at either Level 1 or level 2 depending on the course (unless valid maths and English certificates at GCSE Grade C or Level 4 have been achieved). All apprentices will also be supported to upskill their Functional Skills beyond Level 2 where appropriate for them.

Current and prior qualifications accepted as meeting the minimum English and maths requirements for apprenticeships at level 2 and above, can be accessed at GOV.UK Education and Skills:

<https://www.gov.uk/government/publications/english-and-maths-requirements-in-apprenticeship-standards-at-level-2-and-above>

Careers Information and guidance

It is important to find out what the apprenticeship will look like from start to finish. Such as the content, when training is and when the course will finish. It is also important that information, guidance and support is accessible for available progression routes after completing your apprenticeship.

Institute for Apprenticeships & Technical Education Occupational Maps;

<https://www.instituteforapprenticeships.org/occupational-maps/>

Information, guidance and support for your career plans is available at any time, including prior to your sign up, whilst you are on your learning journey and after completion. Our Specialist Apprenticeship Tutors have all worked in education and will discuss your needs at any point, therefore please feel free to get in touch with us.

The National Careers Service website also has online tools to help you choose the right next job for you with a skills assessment; <https://nationalcareers.service.gov.uk/>

The National Careers Service can help you with your career, learning and training choices. [Find out more](#) about the different ways they can support you. This service is available to people who live in England.

Best Practice Network has a comprehensive range of programmes to support staff in schools and nurseries which includes the government-approved National Professional Qualifications for school leaders, our Early Career Development Programme for early career teachers, Early Years Initial Teacher Training and the National Award for SEN Coordination (NASENCO) as well as seven apprenticeship programmes.

Please contact us at; phone +44 (0) 117 920 9200 or email enquiries@bestpracticenetwork.co.uk

Thank you for choosing Best Practice network to deliver your apprenticeship. Below you will find the details of contacts you may find useful.

TOTUM

TOTUM is the new name for NUS extra card. The card has been saving UK students cash for over ten years, helping your money stretch as far as possible. The card offers discounts on the stuff you buy every day is really important for any student and TOTUM has over 350 big name brands that you can access via the app or website, with loads of exclusive brands you won't find anywhere else.

<https://www.totum.com/>



Apprentice network groups

Young Apprentice Ambassador Network <https://www.gov.uk/government/groups/apprenticeship-ambassador-network>

Association of Apprentices <https://associationofapprentices.org.uk/>

Best Practice Network Apprenticeship Team

Thank you for choosing Best Practice network to deliver your apprenticeship. Below you will find the details of contacts you may find useful.

Apprenticeship Tutor (AT)	
Name	
Email	
Phone Number	

Apprenticeships Support Team	
Email	teach@bestpracticenet.co.uk
Phone Number	0117 9209200

Regional Performance Manager (North)	
Email	michelleevans@bestpracticenet.co.uk
Phone Number	0117 4721561

Regional Performance Manager (South)	
Email	Sarahbishop@bestpracticenet.co.uk
Phone Number	0117 4721560

Regional Performance Manager (London & Home Counties)	
Email	AnnaGolebiewska@bestpracticenet.co.uk
Phone Number	TBC

Regional Performance Manager (Leaders)	
Email	zoesnook@bestpracticenet.co.uk
Phone Number	0117 4504730

Regional Performance Manager (Initial Teacher Training)	
Email	zoesnook@bestpracticenet.co.uk
Phone Number	0117 4504730

Quality Manager	
------------------------	--

Email	lizscottwalter@bestpracticenet.co.uk
Phone Number	0117 9209200

Designated Safeguarding Officers

Safeguarding Lead	Chris Garcia Tel: 07584310068 Email: chrisgarcia@bestpracticenet.co.uk
DSO	Sian Marsh Tel: 077958297 (out of office hours 07799072872) Email: sianmarsh@bestpracticenet.co.uk
DSO	Charles Beddingfield Tel: 01174407842 (out of office hours 07769946822) Email: charlesbeddingfield@bestpracticenet.co.uk

Apprenticeship Tutors (ATs)

Every apprentice will be assigned a dedicated Apprenticeship Tutor (AT) who will be responsible for supporting you to gain the specialist skills and knowledge you need to successfully achieve your apprenticeship. They will deliver regular training and be available to support you with all aspects of your programme. They will also be visiting you and your employer/mentor in your workplace. The frequency will be arranged to suit you and your employer but will typically be every 6-8 weeks

During these visits, you will plan together how you will work towards your End Point Assessment (EPA). These visits may include:

- progress reviews
- training and coaching
- observations
- professional discussions
- question and answers
- workplace evidence
- reflective accounts

- assessment support
- additional support

Workplace Observations

Workplace Observations will be part of the assessment process for your programme. They will involve your AT visiting the workplace to observe the apprentice carrying out day to day tasks, in order to validate your competency towards the apprenticeship.

Line Managers/Mentors will also be asked to witness observations of work they have seen. Workplace Observations with the Tutor will take place a minimum of every three months. Observations should be of naturally occurring opportunities at regular intervals whenever possible.

Apprenticeship levels

Apprenticeship levels are set and equivalent to as follows:

- 2 (Intermediate): 5 GCSEs
- 3 (Advanced): 2 A-levels
- 4 (Higher): first year of bachelor's degree
- 5 (Higher): foundation degree
- 6 (Degree): bachelor's degree
- 7 (Degree): master's degree

Some apprenticeships may also give you an additional qualification, such as a diploma.

At Best Practice Network we deliver apprenticeships at various levels which allow apprentices clear progression and development in their chosen careers, these are listed below:

Level 2	Level 2 Early Years Practitioner Apprenticeship
Level 3	Level 3 Early Years Educator Apprenticeship Level 3 Teaching Assistant Apprenticeship
Level 5	Level 5 Senior Leaders Apprenticeship with National Professional Qualification for Senior Leader (NPQSL) Level 5 Early Years Lead Practitioner Apprenticeship
Level 6	Teacher Apprenticeship with Initial Teacher Training leading to QTS (Primary)
Level 7	Level 7 Headteacher Apprenticeship with National Professional Qualification for Headship (NPQH)

The roles within apprenticeship delivery

Apprenticeship Tutor (AT)

The AT's role is to create an Individual Learning Plan (ILP) to cover all your training needs. They will agree and plan training, observations and reviews and prepare you for End Point Assessment along with your employer. They will guide, support and encourage you throughout your apprenticeship training programme.

Quality Assurer/QA

The QA will ensure the On Programme Portfolio you build meets the required quality Standard and ensure all aspects of the programme delivery are of the highest Standard so that you are well prepared for the End Point Assessment. They are also there to support you if you wish to appeal an assessment decision, ensure you have completed all induction elements and are consistently working at the required Standard.

End Point Assessment Organisation (EPAO)

All Apprenticeship Standards must contain an End Point Assessment (EPA).

An independent organisation delivers the EPA so that all apprentices following the same Standard are assessed consistently. Only organisations on the register of End Point Assessment Organisations are eligible to conduct independent EPAs of apprentices.

Ofsted

Ofsted is the Office for Standards in Education, Children's Services and Skills. They inspect organisations providing education and skills for learners of all ages. Ofsted are responsible for inspecting and reporting on the quality of training provision for apprenticeships from Levels 2 to 5.

They are funded by the Government. Best Practice Network, as a training provider, will be inspected based on the Ofsted Inspection Framework.

Contact enquiries@ofsted.gov.uk or <https://contact.ofsted.gov.uk/contact-form> or call on 0300 123 1231.



Department for Education



Department
for Education

The Department for Education is responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England. National professional qualifications (NPGs) are designed to support the professional development of teachers and leaders.

<https://www.gov.uk/government/publications/national-professional-qualifications-npgs-reforms/national-professional-qualifications-npgs-reforms>

ESFA



Education & Skills
Funding Agency

The ESFA brings together the former responsibilities of the Education Funding Agency (EFA) and Skills Funding Agency (SFA) to create a single agency accountable for funding education and skills for children, young people and adults. The ESFA regulates who can deliver apprenticeship training and is an executive agency, sponsored by the Department for Education.

Address: Department for Education, Piccadilly Gate, Store Street, Manchester M1 2WD.

Contact: helpdesk@manageapprenticeships.service.gov.uk

Telephone: 08000 150 600

IFATE



Institute for Apprenticeships
& Technical Education

The Institute for Apprenticeships and Technical Education is an employer led Crown Non-Departmental Public Body.

They oversee the development approval and publication of Apprenticeship Standards and Assessment Plans as well as the occupational maps for T Levels and Apprenticeships.

They work with employer groups called trailblazers to develop apprenticeship Standards and Assessment Plans, as well as, making recommendations on funding bands to the Department for Education for each apprenticeship Standard.

The Institute has a role overseeing External Quality Assurance (EQA) across all EQA providers to ensure quality, consistency and credibility. They are accountable for the quality of apprenticeships and technical education.

Contact: <https://www.instituteforapprenticeships.org/about/contact-us/>

Website: <https://www.instituteforapprenticeships.org/>

NCFE

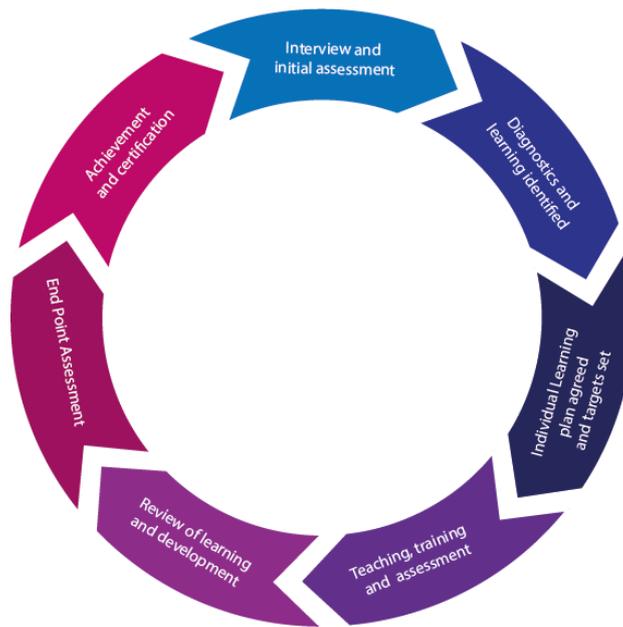
An educational charity and leader in vocational and technical learning and the third biggest technical and vocational awarding organisation in the UK. NCFE are the market-leader in the early years sector, their early years and childcare qualifications provide the hallmark of quality, and assure the right knowledge, skills and behaviours to excel.

Website: <https://www.ncfe.org.uk/>

Induction and First Day of Learning

When you enroll on your chosen apprenticeship a clear learning journey will be explained to you by your AT which can also be seen below. The learning journey starts with completing your initial assessments and diagnostics.

Individual Journey



Blended learning model

Blended learning combines multiple methods by combining traditional face-to-face teaching and online activities.



First Day of Learning

The first day of learning will introduce the Knowledge, Skills and Behaviours and allow you to see how you will apply these both within your learning and working role.

You will attend an event either face to face or via an on-line platform. You may be invited to take part in a facilitated, round-table discussion, attend a learning workshop or a tutorial. This event will support you with the development of your knowledge, skill and behaviour as an apprentice.

The activity is referred to as the 'first day of learning' and marks the start of your participation on the apprenticeship programme

Your first day of learning event also provides an opportunity to ask questions. If you're unsure of anything or want to find out something more about a particular point, ask, ask ask!

During the activity, remember to take notes as there will be a requirement to submit a learning activity.

Your first day of learning activity needs to be submitted within the first 5 days of the start of your practical on-programme period (apprenticeship start date).

Induction

During your induction, take time to reflect on what you hope to gain personally and professionally from the opportunity – and how you can deliver positive benefits for your organisation.

Your apprenticeship tutor will complete an individual induction meeting with you and complete a confirmation of induction activity from the meeting.

Induction Checklist

Your apprenticeship tutor will discuss and agree with you;

Individual Learning Plan and Prior Learning - personalised plan (prior learning, additional learning requirements, career aspirations and any bespoke learning required by the employer). This may also include, prior knowledge and skills, individual learning styles and any support you may need.

Roles and responsibilities – what you need to tell us, how we can help, roles and processes and key people who will support your apprenticeship. Check that a dedicated line manager or mentor within their setting is assigned to the apprentice.

Apprenticeship Standard – recap on Apprenticeship Standard and requirements of skills, knowledge and behaviours required of the apprenticeship, how to showcase your work, learning units and modules. Knows the sector-specific and transferable skills you can expect to develop.

Recognition of Prior Learning - recognition of prior learning and experience

Bud / Canvas – how to log into and use the platforms.

BKSB - how to use BKSB, complete the diagnostic assessment and build your skills.

Functional Skills – discuss and agreed arrangements for Functional Skills.

Off-the-job hours - ensure you understand how the OTJH will be delivered and by whom.

Pastoral support available - how to seek it, if needed and how an apprentice can raise a complaint.

Continual Professional Development (CPD) - agree a format for reflective CPD practice journal.

Break in learning - possibility of a break-in-learning during their apprenticeship or where they need to 'pause' their apprenticeship for more than four weeks or more due to illness, maternity, paternity or caring responsibilities.

Evidence – discuss the requirements for evidence and the use of credible witness statements.

Policies

A range of policies have been included towards the end of this handbook, full details of all of our policies can be found at: <https://www.bestpracticenet.co.uk>

Student Support

Student Support is essential to a successful learning experience, and staff at Best Practice Network work hard to ensure that apprentices have access to the best possible guidance and support systems. Dedicated tutors can offer tailored support to all apprentices, ensuring that each individual reaches their full potential. The team can help with many aspects of support, from additional learning, enrichment and personal development, to mentoring and welfare.

Please speak with your apprenticeship tutor or further details can be found towards the end of this handbook or on the main website at: <https://www.bestpracticenet.co.uk/>

Additional Learning Support

Our aim at Best Practice Network is for all apprentices with additional support needs to have equal access to the curriculum and work towards meeting their full potential with our support. We can offer discrete 1:1 specialist teaching; 1:1 specialist assignment support; in-class support; mentoring, exam access arrangements; and assistive technology support.

Please speak with your apprenticeship tutor or further details can be found towards the end of this handbook or on the main website at: <https://www.bestpracticenet.co.uk/>

The above list is not exhaustive and is a starting point for your apprenticeship journey, use this time with your apprenticeship tutor to ask any other questions you may have or additional information or support you may need.

Commitment

Best Practice Network values the rights and responsibilities of individuals. Our promise to you:

We will help you to:

- Gain confidence and develop skills, knowledge and behaviours.
- Achieve in a timely fashion.
- Develop high aspirations for employment, higher level study, and personal goals.
- Have a clear understanding of democracy, the rule of law and individual liberty.
- Develop your English and maths whatever subject you are studying.

You will:

- Experience high quality, well planned, well taught and enjoyable training.
- Be listened to and be able to have your say.
- Be treated fairly, equally and with respect.
- Be told how are getting on with regular reviews and you will be able to discuss this with us.

In addition:

- Induction programmes will enable you to settle in quickly and be able to meet the demands of the course.
- Information we hold about you will be held securely and not shared unnecessarily. Procedures will be in place to address, as early as possible, slow or poor progress. Your individual learning needs will be supported.
- Your health, safety and wellbeing will be promoted.
- Effective careers education and guidance will guide you towards opportunities available after you complete your studies.

What Best Practice Network (BPN) expects from you

Make successful learning your priority:

- Attend all face to face and webinar training sessions as planned
- Work with us to plan your programme with regular SMART targets and strive to meet these
- Complete all assignments to the best of your ability and hand them in on time.
- Do not attempt to take someone else's work and submit it as your own(plagiarism)
- Ensure visits are arranged with your workplace and mentor/line manager
- Ensure there is a suitable space set aside for Apprenticeship Tutor visits

Let your Apprenticeship Tutor know if:

- You need to cancel a visit (24 HOURS MINIMUM)
- You are getting behind
- You need help understanding something
- You need mentoring support
- You are struggling to cope
- You have health concerns
- You have problems at work or home and need extra support/time

Communicate and Change of Circumstances

If any circumstances change this may affect the apprenticeship agreement and affect both your apprenticeship programme and any funding. Please ensure you communicate any changes which may affect your apprenticeship as soon as possible.

- Your job role or risk to your job role
- Your address, phone or email
- Wanting to change employer
- Any circumstance affecting your apprenticeship
- You have any worries or concerns
- You feel at risk at work (safety/harassment, bullying, victimisation)

On-Line Safety

We discourage apprentices setting up individual group forums on WhatsApp/Facebook etc as BPN are unable to monitor these chats and they can lead to misinformation and unethical behaviour.

Protect your online reputation

Use the services provided to manage your digital footprints and 'think before you post.' Content posted online can last forever and could be shared publicly by anyone.

Know where to find help

Understand how to report to service providers and use blocking and deleting tools. If something happens that upsets you online, it's never too late to tell someone.

Don't give in to pressure

Keep calm and keep in control; once you've pressed send you can't take it back.

Respect the law

Use reliable services and know how to legally access the music, film and TV you want.

Acknowledge your sources

Use trustworthy content and remember to give credit when using others' work/ideas.

UK Safer Internet Practice: <https://saferinternet.org.uk/>

BPN Policies

General information

General information for apprenticeships and full details of all of our policies can be found at:

<https://www.bestpracticenet.co.uk>

Child Protection and Safeguarding

Best Practice Network is fully committed to safeguarding the welfare of all children, young people, apprentices

and vulnerable adults and demonstrates this by taking all reasonable steps to protect them from physical sexual or emotional abuse or neglect. Please see the Safeguarding page for further information.

Equality and Diversity

Best Practice Network is fully committed to promoting, maintaining, and supporting equality and diversity in all aspects of its work. BPN aims to create an environment where all individuals have the opportunity to achieve their full potential and gain a feeling of self-esteem and respect for and from all others. BPN expresses its opposition to all forms of inequality and discrimination.

Further information is in Bud resources or on our website. <https://www.bestpracticenet.co.uk/>

Health and safety

Best Practice Network will ensure that our apprentice supporting staff are up to date with health and safety legislation and industry expectations.

The Company is committed to ensure that apprentices are entitled to learning that takes place in a safe, healthy and supportive environment. We also consider that safe learning and working are essential to maximise their experience and achievement.

Best Practice Network will regularly assess any and all training environments to ensure regular health and safety audits have taken place for each venue and first-aid support points are identified for off-site training venues.

Best Practice Network will ensure risks are identified before each training session and we run a health and safety overview at the beginning of each training session including advising on the fire and evacuation procedures.

Using experienced, qualified staff Best Practice Network will verify that employers can provide a healthy, safe and supportive work environment. All Apprentice employers will be fully checked by means of a comprehensive rag-rated risk assessment and checklist before sign-up to ensure the health, safety and welfare of apprentices.

Student Support

Student Support is essential to a successful learning experience, and staff at Best Practice Network work hard to ensure that apprentices have access to the best possible guidance and support systems. Dedicated tutors offer tailored support to all apprentices, ensuring that each student reaches their full potential. The team can help with many aspects of support, from additional learning, enrichment and personal development, to mentoring and welfare.

Please discuss any concerns with your Apprentice Tutor or call the apprentice support team on: 0117 9209200

Additional Learning Support

Our aim at Best Practice Network is for all apprentices with additional support needs to have equal access to the curriculum and work towards meeting their full potential with our support.

We are able to support apprentices with a range of learning difficulties/disabilities which include specific learning difficulties, autistic spectrum, ADHD/ADD, visual impairment, deaf and hard of hearing, emotional and behavioural difficulties, physical disabilities, severe and complex learning difficulties, and mental health issues.

We can offer 1:1 specialist teaching; 1:1 specialist assignment support; in-class support; mentoring, exam access arrangements; and assistive technology support.

The team ethos empowers and enables learners to take control of their own learning, manage their learning difficulties and/or disabilities (LDD) and develop the necessary skills and strategies to become independent learners.

Apprentices will be offered additional support and or mentoring from their ATs for a range of reasons which may extend the visit time.

ePortfolio



Best Practice Network use the Bud ePortfolio system to bring together every aspect of our apprentices' learning journey.

Your e-portfolio work (assignments, learning reflections) will be uploaded to Mosaic by you, and your Apprenticeship Tutor will map your learning and evidence to BUD to demonstrate engagement and compliance with both your ITT and apprenticeship journey.

Mosaic



Mosaic will be your e-portfolio. You will use it to:

- upload your work observations and reflections on learning
- track your progress
- receive feedback from your personal tutor on your uploaded evidence

Your account will be set up for you to access from September.

BKSB



BKSB is an online programme that is used to build your Fundamental maths skills. You should have already completed your initial assessment and have had this explained to you, if not please speak to your AT who will do so.

Following on from this initial assessment you may be required to complete diagnostics which will determine what you are really good at and what you need to learn to improve your skills.

BKSB access will be explained by your AT.

Canvas



Canvas is the Virtual Learning Environment (VLE) used here at BPN.

A VLE is a system for delivering learning materials to students via the web. If your programme uses Canvas you can use it to access your course materials online 24/7.

Canvas is easy and intuitive to use. Depending on how your course has set it up, you can use it to:

- access your course materials
- submit assignments

- view your grades and get feedback on your work
- start discussions and collaborate with other students, lecturers or tutors
- access your reading lists where they have been enabled by your lecturer or tutor

Your account will be set up for you to access from September.

Safeguarding and Prevent

Safeguarding

Best Practice Network recognises our duty to safeguard and promote the welfare of children, young people and vulnerable adults. We are dedicated to safeguarding the wellbeing of all our staff, associates, and learners across the programmes we deliver.

On our website you can report a safeguarding concern, view our Child Protection and Safeguarding Policy, our Prevent Policy, and the most recent update on safeguarding from the Department for Education (DfE)

<https://www.bestpracticenet.co.uk/>

In the event of a situation, please contact the Best Practice Network designated Child Protection / Safeguarding Officer. email: safeguarding@bestpracticenet.co.uk

Prevent

Best Practice Network has a duty to help employers and apprentices to understand the Prevent Strategy and recognise if someone may be involved or is supporting terrorism and help them to take action and choose a different path.

Understanding Prevent

The National Prevent Strategy is part of the Government's counter terrorism strategy – CONTEST. It addresses all forms of terrorism and is designed to tackle the problem at its roots, preventing people from supporting or becoming involved in terrorism.

Prevent has three clear objectives:

- Challenging the ideology that supports terrorism and those who promote it.
- Protecting vulnerable individuals to prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
- Supporting sectors and institutions to combat the risks of radicalisation.

British values

BPN is required to promote British Values to all apprentices. These are defined as:

- **The rule of law**, laws protect everyone, no one is above the law. All are aware of rights and responsibilities
- **Individual liberty**, freedom, for example the right to act, believe and express oneself in a manner of one's own choosing
- **Mutual respect** and tolerance for those with different faiths and beliefs, raising understanding and tackling prejudice so all are treated with dignity and respect
- **Democracy**, all are free to express opinions, willing to listen to others with different views, have a role in influencing decision making

We believe that by doing this we:

Enable apprentices to develop their self-knowledge, self-esteem and self-confidence enable them to distinguish right from wrong and to respect the civil and criminal law of England.

Encourage apprentices to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working locally, and to society more widely.

Enable apprentices to acquire a broad general knowledge of and respect for public institutions and services in England.

Further tolerance and harmony between different cultural traditions by enabling apprentices to acquire an appreciation for and respect for their own and other cultures.

Encourage respect for other people.

Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Off-the-job training

Supporting our employers and apprentices through the off the job training (OTJT) conundrum!

What is it?

Off the job training is vital to the delivery of any apprenticeships provision. It helps to reinforce the practical work-based skills completed on the job by the learner.

Off the job training is time during the apprenticeship that is allocated to enable apprentices to achieve their apprenticeship outside of their normal day to day working duties

It must be paid time within the apprentice's working hours and involve acquiring new knowledge, skills or

behaviours relevant to their apprenticeship standard.

New rules introduced from 1st August 2022, recognised that the 20 per cent rule meant that an apprentice who works longer hours is potentially unfairly impacted, because higher working hours means a higher threshold for eligibility.

A new six-hour per week baseline, has been introduced for all apprentices from 1st August 2022 who work 30 hours per week or above.

Apprentices who work 29 hours and below per week, the off-the-job training requirement will still be calculated at 20 per cent of their working hours over the period of the apprenticeship.

The amount of off-the-job training is based on the number of contracted hours that the apprentice works, for example if they work 37.5 hours across 5 days, then 6 hours per week must be used for off the job training excluding annual leave.

The amount of off-the-job training is based on the number of contracted hours that the apprentice works, for example if they work 25 hours across 5 days, then 20 per cent of the hours per week must be used for off the job training excluding annual leave.

New for 2022, those apprentices contracted to work over 30 hours per week on a term time only basis will follow the same number of OTJT hours as a full-time employee but will be required to match this number within their working time so it will be slightly more than 6 hours per week.

How can it be covered?

Any activity that is not part of the apprentice's normal job and that relates to the apprenticeship they are working towards can count. Below are some examples of the more common types of activities:

- Teaching of theory. For example: lectures, training day attendance
- Shadowing or being mentored
- Practical training
- Training to use a piece of equipment that you need to master to do your job
- Simulated exercises and role play activity
- Attendance at competitions
- Webinars and online learning
- Learning support provided by the employer
- Visiting the employer's other sites and properties
- Industry visits or visiting other companies or suppliers
- Writing assessments and assignments

- In-house training programmes and CPD – where it links directly to the apprenticeship Standard Professional and informal discussions anytime anywhere
- Revision sessions for End Point Assessment

How will it be recorded?

We will work with you and your apprentice to capture the OTJT activities throughout the apprenticeship programme.

For the majority of our programmes, we will use Bud (our electronic Portfolio) to record the OTJT.

What can't be counted?

- Employer or BPN generic induction
- Progress reviews
- On programme assessment
- English and maths
- Training that takes place outside of the apprentices' working hours

Myth busting

Induction doesn't count - whilst induction in its generic sense cannot be used, an induction period where the apprentice is learning their job and the induction activity links to the apprenticeship Standard, can be mapped into the OTJT.

Progress Reviews don't count - progress reviews used simply for compliance cannot be counted. However, where elements of learning take place during reviews, this time can be counted towards the OTJT.

It can only take place in working hours - training outside of work can be counted if the apprentice is given time off to compensate for this activity. For example: If they attended a training seminar in the evening but were given the time back in lieu, this could count. Alternatively, they could be paid for the hours.

Off the job training must take place away from work - this is not the case and as long as the apprentice is away from their normal duties when completing the OTJT, this could take place in a variety of places, including the employer's premises.

OTJT must be delivered by the training provider - again, this is not correct and much of the employer-led training can be included.

How will we support you?

Each apprentice has an individual learning plan for at the start of the apprenticeship. Regular progress reviews take place to support employers with identifying how you can provide further opportunities for OTJ training.

Additional Learning Support

Our aim at Best Practice Network is for all apprentices with additional support needs to have equal access to the curriculum and work towards meeting their full potential with our support.

We are able to support apprentices with a range of learning difficulties/disabilities which include specific learning difficulties, autistic spectrum, ADHD/ADD, visual impairment, deaf and hard of hearing, emotional and behavioural difficulties, physical disabilities, severe and complex learning difficulties, and mental health issues.

We can offer 1:1 specialist teaching; 1:1 specialist assignment support; in-class support; mentoring, exam access arrangements; and assistive technology support.

The team ethos empowers and enables learners to take control of their own learning, manage their learning difficulties and/or disabilities (LDD) and develop the necessary skills and strategies to become independent learners.

Apprentices will be offered additional support and or mentoring from their ATs for a range of reasons which may extend the visit times.

End Point Assessment (EPA)

End Point Assessment

End Point Assessment (EPA) is the name given to a series of assessments an apprentice must take to prove their ability to do the job they have been training for. The assessments take place at the end of an apprenticeship following a period of training and development, often referred to as the 'On-Programme' period.

The assessments must be carried out by an independent End Point Assessment Organisation (EPAO) and accounts for 100% of the assessment of the apprenticeship. NEPA is our recommended EPAO for Leaders apprenticeships with NCFE for Early Years and Skills First for Teaching Assistants. Employers may choose their preferred EPAO so this may vary.

When the On-Programme phase of the apprenticeship has been completed, any required professional and functional skills qualifications have been achieved and the Apprenticeship Training Provider (ATP), employer and apprentice have agreed that the apprentice has met the On-Programme requirements of the Standard, the apprentice moves into the EPA period.

Once the apprentice has met the Gateway criteria, the EPAO, in conjunction with Best Practice Network, the employer and apprentice will schedule in dates for each assessment in the Standard. It should typically take no more than 3 months to complete this final assessment.

During the EPA phase, the apprentice completes the required assessments with continued support from their employer and BPN. All assessments must be passed for the apprentice to be deemed competent.

On successful completion of all EPA activities the EPAO will request the apprentice’s certificate from the ESFA. This will be sent to the employer’s address marked for the attention of the apprentice. It can take up to eight weeks for certificates to arrive.

Best Practice Network will provide an End Point Assessment handbook for all apprentices with clear guidance.

Pre-Gateway period – minimum of 12 months
<ul style="list-style-type: none"> ▪ Delivery of On-programme training ▪ Delivery of Functional Skills Maths and English (unless exemptions apply) ▪ Collection of Portfolio evidence
Gateway Ready
<ul style="list-style-type: none"> ▪ Employer and Apprenticeship Training Provider (ATP) agree that the Apprentice is demonstrating competence against the knowledge, skills and behaviours in the Standard ▪ Employer confirms that Apprentice is 'Gateway-ready' ▪ Gateway documents submitted to EPA Pro portal for approval, including proof of English and Maths level 2 achievement ▪ Submission of a Portfolio of Evidence with evidence mapped to each of the Knowledge, Skills and Behaviours descriptors assessed by the Professional Discussion
End Point Assessment period – typical duration 3 months
<ul style="list-style-type: none"> ▪ Training Provider continues to support the Apprentice in preparing for the assessments ▪ Results will be issued via email to the ATP five working days after the completion of each assessment

Portfolio evidence

A Portfolio of Evidence is the work that best demonstrates that you can apply the knowledge and skills, and demonstrate the behaviours identified in the apprenticeship standard. So, the Portfolio of Evidence contains the proof that you have attained, and can apply, the knowledge, skills and behaviours defined in the apprenticeship standard.

The portfolio is made up of two types of evidence:

- Your best work
- Your account of your learning and skills development journey

All evidence must be clearly labelled and dated. All documents should be amended appropriately to ensure confidentiality and data protection are adhered to. Evidence must be:

- Sufficient
- Authentic
- Relevant
- Current

<p>What is Sufficient?</p>	<p>Enough evidence must be produced to clearly meet all of the relevant Learning Outcomes in full. Sufficient does not mean a mass of evidence. It simply means collecting enough quality evidence to demonstrate competence.</p>
<p>What is Authentic?</p>	<p>The apprentice must be able to explain and substantiate the evidence put forward. It is important to ensure that only evidence that relates to their performance is submitted. There is a declaration to be completed at Gateway to confirm that evidence will be authentic.</p>
<p>What is Relevant?</p>	<p>Any evidence must relate clearly to the Learning Outcomes, the job role and the apprentice's performance. Avoid the inclusion of reference documents, training materials and other evidence that simply 'bulks out' the Portfolio.</p>
<p>What is Current?</p>	<p>'Current' Means evidence relating to skills and behaviours that the apprentice currently demonstrates – these will tend to be the apprentice's best work. Evidence should be gathered and collated in line with the time frame specified by the Standard.</p>

The Portfolio must consist of a combination of evidence that is:

- Anecdotal
- Performance
- Product

Anecdotal evidence

This is the explanations and descriptions written by the apprentice that tell their story about what happened whilst performing a specific task or activity. It relies entirely on personal testimony so therefore should be supported by performance and product evidence.

It will involve honesty, critical analysis of performance and a chance to demonstrate integrity in approach and attitude to work. It is designed to allow honest appraisal of performance and look at the impact the whole experience has had.

This can be recorded as a reflective statement which may help with the structure of the Portfolio; however, this is optional. Each reflective statement should be supported by blend of evidence.

The following questions and tips will help the apprentice get started:

- What was your starting point at the beginning of the task/activity?
- What specifically did you do to perform the activity?
- Who was involved, what systems did you use, what policies and procedures did you follow?
- What challenges did you face and how did you overcome them?
- What was the outcome and output of the activity – what did you achieve?
- What knowledge, skills and behaviours did you demonstrate?
- What did you learn and what might you do differently next time?

Performance evidence

Performance evidence can be statements and observations from credible people, such as a line manager, that confirm that the story told in the anecdotal evidence is true and reflects the apprentice's performance in that situation.

Observation record

An observation record should be used when the tutor, coach or appropriate colleague observes the apprentice undertaking a task in the workplace as part of their normal duties. During the observation the observer will see evidence of the application

of skills and knowledge and demonstration of the behaviours identified in the Assessment Plan.

Witness statement

A witness statement is evidence given by an appropriate person such as a line manager. This is their recollection of various situations they have seen the apprentice deal with and an overview of the Skills, Knowledge and Behaviors (KSBs) that the apprentice consistently displays. The witness statement must be signed by the person who provides the evidence.

This is the additional documentation that supports the anecdotal and performance evidence and 'proves' that what is described in the 'story' actually took place.

This documentation might include a selection of:

- Customer records/files/notes
- Feedback/recognition
- Email trails
- Case studies
- Small project documentation
- Performance review information
- Learning record entries/development plan
- Videos, photos, blogs entries – there should be a maximum of 1 hour's recordings within the Portfolio

Labelling of evidence

All evidence needs to be labelled with the following information:

- Title of evidence
- Date that the task took place/evidence was generated
- Evidence does not need to be signed as an authentication covering this will be submitted at Gateway.

*Exceptions to this are witness testimonies and observations which must be signed by the person completing this.

In summary

1. Anecdotal evidence shows what should happen
2. Performance evidence shows that what should happen, did happen
3. Product evidence is the proof

SWOT Analysis

<p>Strengths:</p> <p>What do you do well?</p> <p>What unique resources can you draw on?</p> <p>What do others see as your strengths?</p>	<p>Weaknesses</p> <p>What could you improve?</p> <p>Where do you have fewer resources than others?</p> <p>What are others likely to see as weaknesses?</p>
<p>Opportunities:</p> <p>What good opportunities are open to you?</p> <p>What trends could you take advantage of?</p> <p>How can you turn your strengths into opportunities?</p>	<p>Threats:</p> <p>What trends could harm you?</p> <p>What is your competition doing? What threats do your weaknesses expose you to?</p>

Any questions?

Please read the following questions and indicate if you need help. You can then discuss this with your Apprenticeship Tutor:

1. Do you need help with feeling safe at work?
2. Do you need help with healthy living?
3. Do you need help to feel comfortable working as part of a team?
4. Do you need help getting the most out of your apprenticeship?
5. Any other questions?
6. What do I need to do now?

Glossary of Terms

Apprenticeship – an apprenticeship is employment with training to industry standards in a recognised occupation. It will involve a substantial programme of on and off-the-job training

Apprenticeship standard – new-style apprenticeship based on an occupational standard that defines the duties carried out by someone in the occupation and knowledge, skills and behaviours required to achieve that competence in those duties. The apprentice’s occupational competence is tested by an independent, end-point assessment

Degree apprenticeship standard – an apprenticeship that mandates a full bachelor’s or master’s degree

Department for Education – responsible for children’s services and education, including higher and further education policy, apprenticeships and wider skills in England

Duty/duties – the activities/competencies that will be carried out by a competent person in a specific occupation; requires the application of knowledge, skills and behaviours in the workplace. Duties always begin with a verb

Education and Skills Funding Agency – agency accountable for funding education and skills for children, young people and adults

End-point assessment - rigorous robust and independent assessment undertaken by an apprentice at the end of training to test that the apprentice can perform in the occupation they have been trained in and can demonstrate the duties, and knowledge, skills and behaviours (KSBs) set out in the occupational standard

End-point assessment organisation (EPAO) - an organisation approved to deliver end-point assessment for a particular apprenticeship standard. EPAOs must be on the register of end-point assessment organisations

Institute for Apprenticeships and Technical Education - ('the Institute') – the body responsible for improving the quality of apprenticeships in England

Knowledge, skills and behaviours – what is needed to competently undertake the duties required for an occupational standard

Occupation – a recognised job role. The basis for apprenticeship standards

Occupational standard – document that details what someone competent in the occupation does - duties and the knowledge, skills and behaviours they require to do it; the basis for apprenticeship standards and T-levels

Ofsted - is the Office for Standards in Education, Children’s Services and Skills. They inspect services providing education and skills for learners of all ages. Ofsted also inspect and regulate services that care for children and young people.

Training provider – any organisation that delivers apprenticeship training. For example, a college, higher education institution, private training organisation. Training providers delivering training for apprenticeships must be on the register of apprenticeship training providers

