

Apprenticeship Continuity Plan

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1. Purpose

This Plan is to consider those incidents that will have a significant impact on the operation of our Apprenticeship provision following a major crisis or disaster or an event, and which creates the need for short-term closure or suspension of activity.

Continuity of learning is the continuation of education in the event of a prolonged company closure. It is a critical component of emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal attendance for one of more apprentices.

2. Roles and responsibilities

Key emergency contacts and functional responsibilities (these include staff responsible for managing any crisis between the centre and the apprentice. The ESFA will be informed of any break in learning.)

Eamon Wilson, Managing Director

- Overall responsibility for the continuity of apprenticeship training
- Incident Officer
- Chair Crisis Team meetings
- Co-ordination of the response
- Liaise with Prime Funding organisations (where appropriate)
- Liaise with employers, partner providers, Awarding Bodies (where appropriate)
- Allocate resources
- Responsible for external liaison
- Be prepared to answer questions from the media
- Responsible for deciding whether or not staff and apprentices should be sent home

Jennie Wilson, HR/Administration Manager

- Responsibility for managing disruption in the provision of administrative services, assessment arrangements and physical premises
- Meet and greet emergency services as they arrive, with a floor plan of the building if necessary. Or another member of the team.

- Ensure all significant occurrences and decisions are recorded, together with reasons for decisions made.
- Agree key information to be given to apprentices by tutors and assessors
- Responsibility for dealing with issues relating to personal and pastoral support
- Follow up communication
- Responsibility for dealing with issues relating to apprentices' work placement and the ongoing checks of insurance and health and safety

Tracey Richardson, Senior Assessor / Lead IQA

- Responsibility for dealing with issues associated with learners' apprenticeship training and timely progression

3. Scope

The types of major or large-scale incidents that should be considered significant include: ☒

Loss or absence of key staff

- Fire
- Flood
- Explosion
- Serious adverse weather condition
- Vandalism
- Sabotage
- Theft
- Loss of confidential information/data protection issue/loss of IT/MIS
- Extortion
- Serious accident
- Serious assault
- Armed or dangerous intruder
- Bomb threat
- Pandemic
- Notifiable disease

In some instances, these incidents can be due to natural-causes such as severe weather, while in other cases, equipment failure, progressive deterioration or human error or involvement may be the cause. They have the potential to lead to the following losses, which are likely to have a major impact on the operation of EAS Mechanical Training.

Loss of:

- Control
- Expertise
- Buildings
- Equipment
- Facilities
- Data
- Personnel
- Reputation
- Funding

EAS Mechanical Continuity Business Plan ensures that there are limited and ideally no disruptions to the provision of our apprenticeship training and have set up the following arrangements to ensure this. The two main objectives of this Continuity Plan are: to avert or to minimise the effects of a disaster or disruption to bring EAS Mechanical Training's apprenticeship delivery back into full operation with minimal disruption.

4. Continuity of Apprenticeship Training

All EAS Mechanical Training staff and apprentices are asked to ensure that they read and understand the contents of this plan and to that they remain aware of its contents in order to act and respond accordingly.

5. Continuity of learning key considerations

Supporting System Training. Training for staff, apprentices and parents on the use of continuity of learning systems to ensure true continuity and accessibility.

Ensuring Accessibility. Not all apprentices may have access to the Internet, phone lines, TV or radio at the same time, or at all, during a prolonged closure or absence. Therefore, it is important to offer a variety of methods of distance learning. EAS Mechanical will abide by the Disability Act and ensure materials will be provided in alternative formats, when requested.

6. Tools to support the continuity of learning

Our apprenticeship training is delivered through a blended approach and this provides a level of flexibility and a number of options to ensure the relevant training continues to be delivered to our apprentices. The methods of training include face to face delivery, virtual (if deemed necessary), directed and supervised learning activities, webinars as directed, set reading and feedback, work-based learning assignments and work based assessments.

Any session that must be cancelled all learners and employers would be notified at the earliest opportunity and be offered additional dates. All learners also have access to drop-in sessions which they can attend.

We have qualified and experienced trainers and assessors who are able to step-in at short notice.

Where necessary, and when a Lecture / workshop is impacted by adverse weather, we can run additional training interventions virtually.

The following list also includes a range of tools and modalities for facilitating distance learning, including those with no, some, or great levels of technological sophistication.

1. Instructional Packs. In advance of a prolonged closure absence, trainers and assessors can prepare hard copy instructional packs that apprentices may use at home to continue their

learning. Hard copy pack may include worksheets; calendars or schedules of work to be completed; directions for homework, projects, or written assignments; excerpts from textbooks or other reading materials; and sample assessments.

EAS Mechanical may take two different approaches when developing packs:

- Generic packs that can be used at any point that promote apprentice learning according to level and subject-specific standards, or
 - Unit-specific packs that are based on the planned curriculum and integrate with the apprentices' current learning at their workplace or off the job training.
2. Trainer and assessor Check-ins and Tutorials: A variety of technologies (telephone, email, web conferencing) can be used to facilitate one-on-one, or teacher-and class interaction or lesson delivery between apprentices and trainers/assessors
 3. Telephone and Video Calling. Trainers and assessors can hold group and individual discussions, or teach lessons, with apprentices in a secure and private setting.
 4. Email. Use existing email service provider to send, receive, and track messages. In the event this service provider is not operating, response teams can use other online systems that all quick distribution of multimedia content to a mass audience. There are a variety of free email services providers on the Web, including Google, Yahoo, and Hotmail, most of which support document sharing, scheduling and web chats.
 5. Web Conferencing. A variety of free web conferencing services are available on the internet. EAS Mechanical will set up a Google Classroom account for use in cases of emergency, when distance learning methods are needed, and may want to conduct workshops or learning sessions using one of these services for ease of use in the event of an emergency.
 6. Social Media. Many apprentices, parents, and staff use social media on a daily basis, but it can also serve as a vehicle to send announcements about lessons, staff absences, and other information related to continuity of learning. Social media can be useful during both short- and long-term closures, particularly because they are easy to access on different devices, including mobile phones, tablets, and computers.

7. Coursework and Examinations

EAS Mechanical is required to keep copies of all essential coursework and examination results in a lockable cupboard as per Awarding Body requirements, or a second (electronic) copy off site, to ensure that no essential information is lost in the event of a disaster. Course teams will meet as soon as possible to consider the effect of the disaster on apprentice's coursework and examination entry. This information will be disclosed to the Examinations Officer, who will liaise with and be advised by the Awarding Bodies.

Apprentices will be offered individual advice sessions with a member of staff to discuss their concerns about the effects of the disaster on their work and any extra measures (advised by the Awarding Bodies) which are required to enable them to complete the apprenticeship successfully.

8. Communication channels

Through our training systems and available communication channels we have the following options to communicate with EAS Mechanical staff, our apprentices and students: our VLE, email, WhatsApp, by telephone and by our designated Twitter and 'Facebook' groups. We also have the employer contact details for each employer involved in our apprenticeship

We use Google Drive for internal, organisational collaboration and storing of relevant programme data which is also backed up every 24-hours and can be accessed remotely as well as on-site.

9. Travel

Apprentices are required to make their own arrangements to attend their place of work and study. Where a change of location of study is required for contingency reasons, EAS Mechanical would seek to provide an alternate location that is as close as practicable to the original place of study. Where alternate arrangements have to be made that could not easily be accessed by the usual forms of transport, EAS Mechanical will work with the employer to consider the nature and impact of alternate transport arrangements on individual apprentices and agree an appropriate solution

10. Redundancy

In line with ESFA Apprenticeship Funding rules 'Redundancy' 251.1, there may be circumstances where, if an apprentice is made redundant, EAS Mechanical must make reasonable efforts to find the apprentice a new employer. Where appropriate, EAS Mechanical will liaise with their existing employers and identify opportunities for displaced apprentices. While assisting to secure alternate roles for apprentices who have been made redundant, EAS Mechanical can and will provide assistance in updating CVs, interview techniques and personal branding so that apprentices are well positioned to secure alternate roles when they become available.

11. Failure to secure or maintain Registered Training Provider status

In the event of termination of levy and/or non-levy agreement with the ESFA as a result of EAS Mechanical being removed from the Register of Apprenticeship Training Providers (RoATP) and therefore becoming unable to continue the delivery of apprenticeship programme, EAS Mechanical will engage with the ESFA to make arrangements for effective exit to minimise the disruption to both apprentices and employers. EAS Mechanical will also liaise with the main contract holders (Prime providers) to minimise disruption, until provision has ended.

12. System enabled contingencies

Weekly back-up of our business-critical systems occurs ensuring restoration of data can be achieved

We use Google Drive for organisational collaboration and storing of relevant programme data which is also backed up every 7 days.

13. Emergency contacts

In case of a significant incident emergency, various contact details are available in the programme Induction pack given to each apprenticeship cohort and on the EAS Mechanical website:

<https://easmechanical.co.uk/>

These include:

EAS Mechanical main desk: **01604 583060**

ESFA Service desk contact information

Telephone: **0370 2670001**

Email: SDE.servicedesk@education.gov.uk

This policy has been approved & authorized by:

Name: Eamon Wilson **Position:** Managing Director

Signature:  **Date signed:** 2 Sept 2021