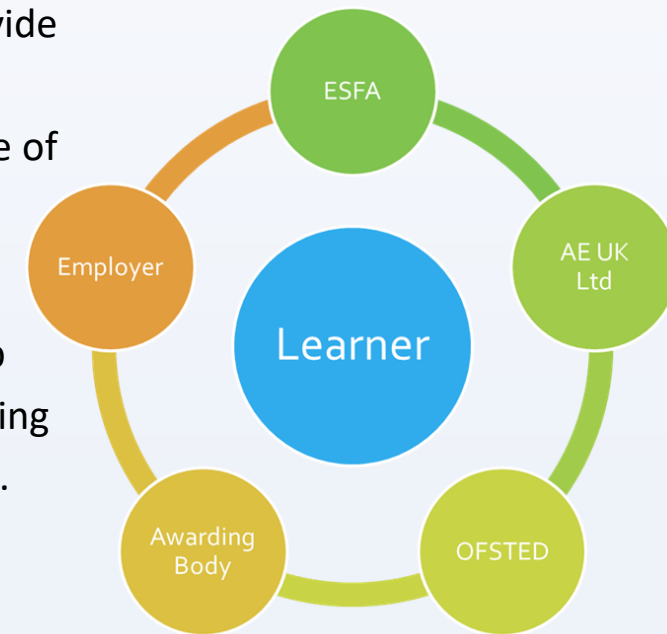


Our vision and commitment as an
independent training provider
2024-2025

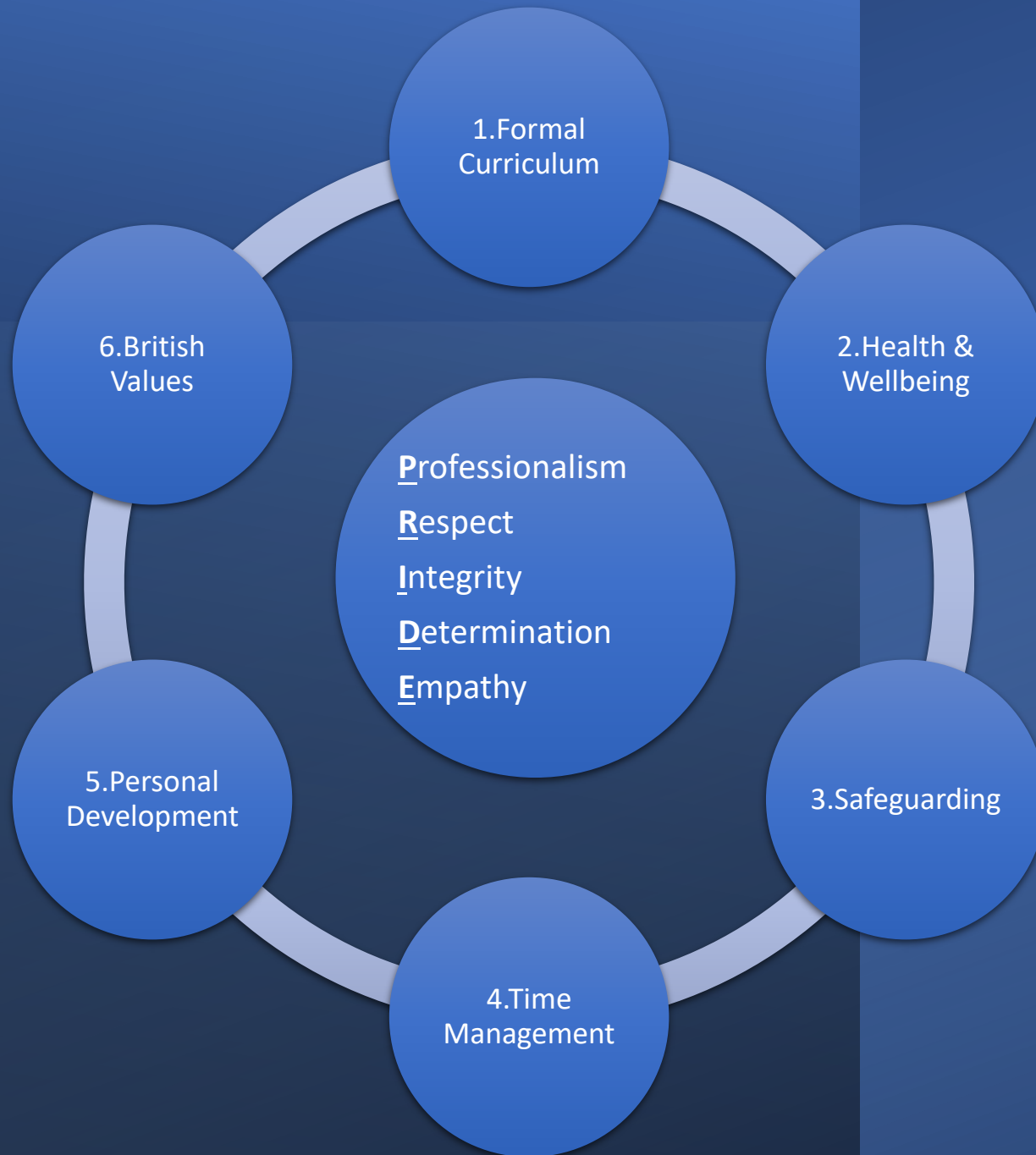
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Vision & Values

- We invite all staff, apprentices and partners to engage in a pursuit of excellence every day; within their workplace, community and programmes.
- We are committed to all apprentices participating fully and performing highly. We will provide a strong, happy and caring environment which promotes continuous improvement; apprentices will be able to feel safe and flourish. Apprentices (or learners) are at the centre of everything we do
- Our ambition is for the majority of apprentices to successfully achieve their apprenticeship standard, with many securing distinctions. We want their journey to be progressive, engaging and inspiring. We expect high attendance, positive attitudes and strong fluency of learning.
- We will do this through “The Achieving Excellence Way”



The Achieving Excellence Way



PRIDE is at our CORE

Character Values	Definition / Expectation
Professionalism	Consistent high standards in all that we do; attention to detail supporting apprentices progress
Respect	Showing consideration for to everyone throughout all processes
Integrity	Doing the right thing always
Determination	Aiming for your personal best each day
Empathy	Thinking about and helping others

1. Formal Curriculum

The formal curriculum contains a range of apprenticeship standards which make up a broad and balanced strategy. It aims to provide apprentices with the powerful knowledge and skills they need to flourish in life, learning and work.

The specifics of what apprentices learn are important to us, and we believe strongly in a curriculum as represented by different sectors:

- Adult Care
- Children and Young People
- Early Years
- Transport and Logistics
- Leadership and Management

Our intent is offering relevant, fluent and sequential curriculums underpinned by live Schemes of Work. These are flexible against apprentice and employer need. The foundation of our delivery is high quality teaching and learning off the job.

We want apprentices to travel from 'novices' to 'experts' as they strive for distinctions within their apprenticeship End Point Assessment (EPA).

We will strive for this under the direction of the curriculum experts, who will engage with apprentices, employers and tutors.

The curriculum and learners experience will be internally verified and audited including learner and employer feedback, and observations of teaching and learning.

2. Health and Wellbeing



Central to our approach is to provide, as part of formal curriculum, regular learning reviews and informal support, a range of hot topics that promote mental, spiritual, physical and social health.



We believe in the pursuit of excellence in all aspects of our lives, and provide development opportunities through hot topics, wider development and personal support.



We offer peripatetic tutors skilled and trained as trainers, IAG and learner support. We offer regular relevant hot topics as well as master classes.

3. Safeguarding

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One of our highest priorities is ensuring a learning environment where apprentices feel no threat of harm or abuse of any form. They feel safe.

Staff and apprentices will develop knowledge, and behaviours through training, hot topics and qualifications where appropriate.

Staff and apprentices will operate in a culture of confidentiality, privacy and empathy. Apprentices will understand channels of support and guidance.

4. Time Management



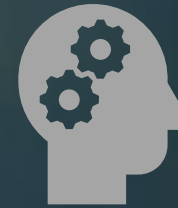
Effective Planning

Creating regular and consistent patterns of dedicated time off the job for teaching, learning and assessment



Learning Reviews

Tri-part 'events' between tutor, employer and apprentice



Culture of continuous improvement

Positive learning attitudes and behaviours where fluency deepens each month on programme.

5. Personal Development



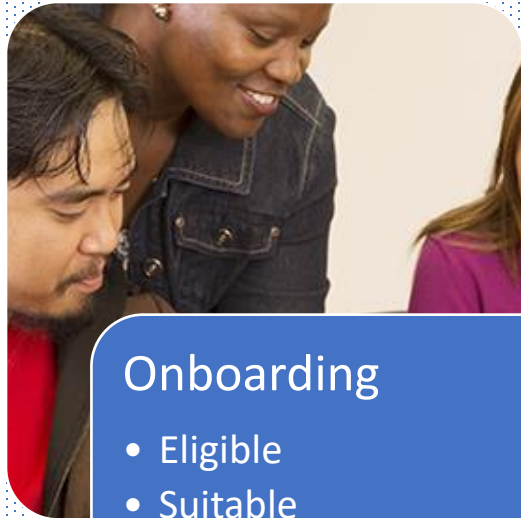
- In partnership with tutors, we want apprentices to demonstrate high levels of positive attitude and behaviour
- Throughout the apprenticeship standard tutors will help apprentices develop personally, professionally, socially and physically.
- We will provide an electronic portfolio to simplify evidence collection and strengthening of ICT skills.
- We provide additional training courses to apprentices
- We and apprentices go through thorough information, advice and guidance before, during and after programmes
- Hot topics help develop and enhance apprentices understanding of current affairs within their workplace, family or community
- As part of their pursuit of excellence we expect professional attendance, punctuality and communication

6. British Values

- In a very modern Britain, apprentices will understand and elevate their knowledge around core British Values, enabling them to proactively teach others by example and actions.
- Apprentices will understand radicalisation and PREVENT, along with their roles and responsibilities to support, report and/or whistle blow



An overview of the apprentices journey...



Onboarding

- Eligible
- Suitable
- Scheme of work and ILP agreed between apprentice, employer and tutor



During

- Effective teaching, learning and assessment off the job
- Learning Reviews
- Personal Development
- Behaviours and Attitude
- Safeguarding



Achievement

- Achieve English, maths and diploma (as needed)
- Successfully complete End Point Assessment
- Progression within career and education

'Distinction' approach to teaching, learning and assessment!



Effective Learner Onboarding



Initial IAG (Zoe)

- Application Form (eligibility and suitability)
- BKSB
- British Values Workbook (First Evidence of Learning)

Enrolment Part 1 (Zoe)

- 121 induction
- Review and update initial basic skills scan, and rationale for need for “significant new knowledge and skills.”
- Overview of funding, policies, procedures and support, etc

Enrolment Part 2 (Tutor)

- Comprehensive skills scan for KSB’s and selection of optional units.
- Learner getting to know you session
- Create and completion of ILP with real-time input of scheduling, OTJ, additional support, SOW or alternative sequencing, rationale for being on programme and approach to delivery, etc.

Teaching & Learning Vision

- Effective planning between employer, apprentice and tutor
- Apprentices
 - Receive regular teaching, and they learn
 - Pay careful attention to tutor training
 - Apprentices practice, practice and practice in and out of the programme at work
 - Check understanding to eliminate mistakes and misconceptions
 - Regular and routine retrieval.
- Apprentice investment –
 - Self-efficacy (I believe I can do this)
 - Self-regulation (I will achieve this; I will control my learning behaviour)
- How?
 - Enough to learn course content and develop 'distinction' level knowledge, understanding and retrieval
 - Engagement in all lessons, tutorials and study
 - Maximise attendance
 - Effective communication.



Developing Fluency in Learning (Behaviours & Attitude)

On the path to fluency, an apprentices depth of knowledge and understanding will increase and their ability to recall (End Point Assessment) becomes automatic.

Defining fluency for apprentices...



Initial

New learning
Pay careful attention
Ask questions
Practice
Mistakes are fine
Keep going, endure!



Establishing

You are learning more but don't
already remember
Check mistakes and learner
More practise



Substantial (Pass)

You know!
You can practice (embed)
independently
Your work and knowledge is
accurate
You can retrieve knowledge well
Apply learning more in role,
connecting to broader
responsibilities



Complete (Merit)

You know, really well and can
remember it easily
You are completely accurate
You can answer difficult
questions and connect your
learning to all aspects of your
role
You have started to over learner,
to become fluent



Fluent (Distinction)

You are now fluent in learning
You can remember it
automatically
You are quick and wholly
accurate
You see clearly how your learning
connects to all aspects of your
role and responsibilities.

Reporting attendance and attitude

Enough

- Best chance of learning, competence improvement and fluency

Just Enough

- They might gain sufficient, and might recall some of it

Not Enough

- Level of attendance, learning and competence is not sufficient. It is preventing them from gaining substantial knowledge.

Additional Support to apprentices...

- Social media platforms / website / Monthly Newsletter
- Learner Support Manager – Zoe
- Functional Skills Support Manager – Kavita
- Adult Care Manager – Lisa
- Children and Young People Manager – Hayley-May
- Safeguarding@achievingexcellenceukltd.com
- Direct access to Directors – Mike and Rick
- Focus on supporting additional learning needs through tutor.
- Additional training programmes or courses through Vault.





Full Circle

We wish for all apprentices, employees and stakeholders to flourish, progress and enhance in their everyday events and activities. All should seek and advance to higher ground in all aspects of their roles and lives. All will feel safe and supported. All will fulfil potential.

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