

QAP	4.4.10
DATE	Nov 2021
AUTHOR	G Riches
SHEET	1 of 5
FORMS	0
REVIEWED	May 2024
REVIEWED BY	G Riches
CHECK BY	May 2026

## **Hartlepool College of Further Education’s Apprenticeship Continuity Plan**

### **Purpose**

This continuity plan is supplementary to the College’s Corporate Disaster Recovery Plan and IT Risk Register, which is reviewed annually and is to consider those incidents that will have a significant impact on the operation of the College’s apprenticeship provision following a major crisis, disaster or an event 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, learning and assessment despite circumstances that interrupt normal attendance for one or more apprentices.

### **Roles and responsibilities**

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

*Gary Riches – Vice Principal*

- Overall responsibility for the continuity of apprenticeship training
- Member of the College’s Management Response Team
- 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 apprentices should be sent home
- Meet and greet emergency services as they arrive, with a floor plan of the building if necessary.

*Michael Casey – Head of Operations – Employer Services*

- Responsibility for managing disruption in the provision of administrative services, assessment arrangements and physical premises
- 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
- Responsibility for dealing with issues relating to apprentices’ work placement and the ongoing checks of insurance and health and safety
- Responsibility for dealing with issues associated with learners’ apprenticeship training and timely progression

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## 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 apprenticeship training at Hartlepool College of Further Education.

Loss of:

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

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Hartlepool College of Further Education’s Disaster Recovery Plan ensures that there are limited and ideally no disruptions to the provision of the College’s apprenticeship training and have set up the following arrangements to ensure this. The main objective of this Apprenticeship Continuity Plan is to avert or to minimise the effects of a disaster or disruption to bring the College’s apprenticeship delivery back into full operation with minimal disruption.

### **Continuity of Apprenticeship Training**

All Hartlepool College of Further Education staff delivering on apprenticeship programmes 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.

### **Continuity of learning key considerations**

#### **Designing for Different Age Groups**

Instructional design, course design and plans for support will be aligned with the skill level of age groups and the level of apprenticeship being studied

#### **Supporting System Training**

Training for staff, apprentices and parents (where applicable) 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, etc. 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.

#### **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, directed and supervised learning activities, webinars, online-coaching, set reading and feedback, work-based learning assignments and work-based assessments.

Apprenticeship training that takes place face-to-face is delivered by more than one sector specialist member of staff which allows for contingency if there is a delay in their arrival, sickness, holiday or incident. We have qualified and experienced lecturers and assessors who are able to step-in at short notice.

Should the College be impacted by adverse weather, we can run additional training interventions virtually. We can follow up with additional virtual webinars and peer learning sessions to complete the training.

We have multiple training venue options available including third-party venues and employer locations.

The following list also includes a range of tools for facilitating distance learning.

1. Instructional Packs. In advance of a prolonged closure absence, lecturers 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

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2. Lecturer and assessor tutorials: A variety of technologies (telephone, email, web conferencing, VLE) can be used to facilitate one-on-one, or lecturer/assessor and class interaction or lesson delivery between apprentices and lecturers/assessors
3. Telephone and Video Calling. Lecturers 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.
5. 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. The College's Customer Relationship Management System can also be used as a tool for communication with key stakeholders.

### **Coursework and Examinations**

Course teams will meet as soon as possible to consider the effect of the disaster on apprentices' 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.

### **Extra Travel Costs**

If apprentices have to pay extra travel costs to attend another site, then arrangements will be made to provide assistance with these costs. The Finance Department will calculate the additional cost involved and arrange to make payments to apprentices on a case by case basis.

### **System enabled contingencies**

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

The College uses a VLE and some schools utilise e-portfolios for apprentices to submit their work and track progress.

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## **Emergency contacts**

In case of a significant incident emergency, various contact details have been listed:

These include:

Hartlepool College of Further Education: 01429 295111

Gary Riches – Vice Principal: 01429 857138 or [gary.riches@hartlepoolfe.ac.uk](mailto:gary.riches@hartlepoolfe.ac.uk)

Hartlepool College of Further Education website: [www.hartlepoolfe.ac.uk](http://www.hartlepoolfe.ac.uk)

ESFA Apprenticeship Service telephone: 0800 0150 600

Email: [helpdesk@manage-apprenticeships.service.gov.uk](mailto:helpdesk@manage-apprenticeships.service.gov.uk)