

# **babcock**<sup>TM</sup>



## **Remote Education Offer (Engineering)**

Babcock Training Ltd

Date: Jan 2021

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## Key contacts and authorities

Name and Job Title	Email
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## Education and training delivery

Following the announcement of a further national lockdown commencing 5<sup>th</sup> January 2021, we continue to build on our existing remote education provision, ensuring a strong offer is in place for all learners who need to study from home. In developing our remote education, we have:

- Planned and well sequenced remote education and training programmes to give learners the best chance to build their knowledge and skills
- Have systems in place to check, for persistent non-attendance or lack of engagement with remote education and to quickly agree ways in which attendance and participation can be improved
- Provide clarity to learners and delivery staff on the arrangements for how remote education will be delivered, including the use of digital platforms (virtual learning environments) that allow interaction, assessment and feedback
- Ensure both learners and staff are trained and confident in their use of digital platforms
- Have given particular consideration on how best to support all learners who may not be able to access remote education without support
- Identified a named senior leader within each line of business who has overarching responsibility for the quality and delivery of remote education.

### When teaching learners remotely, we:

- Set clear expectations of learners' concerning their participation in remote education, so they know when and how they are expected to engage and demonstrate their learning
- Use our best endeavours to deliver as much of learners' planned hours as possible - we recognise for some learners this may not be possible for example where a learner is undertaking an apprenticeship involving practical teaching and training which necessitates the use of specialist equipment and supervision
- As far as possible provide learners live online teaching in lieu of face to face delivery. Where learners' are unable to attend 'live' lessons recorded sessions are made available.

Confirm with learners' the different ways in which they will receive assessment and feedback and provided learners' with individual assessment and feedback to support progress in their learning. The nature and frequency of assessment and feedback reflects the individual need and the apprenticeships they are enrolled on.

## Engineering: Information for Learners / Parents / Employers

### Remote learning, assessment and end point assessment

All learners have a dedicated Apprentice Development Coach (ADC) who will contact each learner a minimum of every four weeks to ensure they are engaged in learning, understand how to access learning and continue to build theoretical knowledge required for their apprenticeship.

Babcock curriculums are designed to deliver sequenced learning that allow learners to build theoretical knowledge in carefully sequenced blocks. Much of the taught curriculum has been easily translated into on-line content which trainers deliver remotely via online Virtual Classrooms using Adobe Connect platforms and accompanied by workbook tasks. Each of

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our employers has their own online LMS (Learning Management System), which provides further online learning for learners. It is an expectation that workbook tasks continue to be completed alongside Virtual Classroom delivery.

Outside of planned supported learning sessions, learners have access to online Learning Management System (LMS) which hosts a range of learning material and provides further online learning opportunities for learning. Learners are also set directed individual learning tasks by their trainer and can contact their trainer at any time within working hours for additional guidance and support.

Practical learning training blocks will take place in the academy unless guidance does not allow this. If, for any reason learners cannot attend the academy, due to lockdown closures or having to self-isolate, practical learning blocks will be reallocated to a suitable alternative time.

Most elements of the End Point Assessments (EPA) can be completed remotely via Microsoft Teams or Zoom. Practical observations must take place in the workplace or other suitable environment (some via simulation). These will be arranged with learners at the relevant point in the programme.

## Engagement

### How will you engage my interest and support me whilst I am at home?

ADCs will conduct their usual review process remotely; contacting learners regularly to ensure they are completing all required activities, have a good understanding of the requirements and are making good progress. They will also ensure learners understand how to 'stay safe online', whilst undertaking their remote learning activities by requesting the completion of specific 'staying safe online' modules. Reviews are carried out in a variety of ways, depending on learners' accessibility: Microsoft Teams, Skype, phone call or WebEx.

### How will you check if I am engaged with the work and how can I flag any concerns?

Our Virtual Classrooms (VC) have interactive tasks that ensures everyone is engaged and paying full attention throughout the session. Each VC requires the completion of a workbook, prior to the next VC taking place. Any concerns can be flagged at any time to your ADC Trainer or any Safeguarding Designated Persons or Welfare/Support worker.

If learners do not attend Virtual Classrooms when requested, a flag is raised and the learner is contacted by the Trainer to discuss, understand the reasons behind the non-attendance and to be re-booked back in to the next available session.

### Support for high-quality remote and blended education

Whilst all of our online systems are accessible on mobile phones, laptops, computers and tablets, we recognise that some learners may not have suitable systems to access at home. Some employers have 'learner loan' laptops that are provided to those who do not have the appropriate systems. Learners are requested to discuss needs with their Field Based Assessors who will be able to provide further details.

### Additional support for learners with particular needs

Field Based Assessors continue to connect with learners and are the first port of call for all learners to discuss any barriers to learning. Functional Skills and Additional Support Trainers

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will continue to engage with all learners via telephone & video conferencing. Learners can also contact central teams to raise any barriers to learning by sending an email to:

[LearningSupport@babcockinternational.com](mailto:LearningSupport@babcockinternational.com)

## Remote education for self-isolating learners

Learners who need to self-isolate are able to continue their engagement with remote learning via the methods listed above. If a learner is too ill to engage with their planned learning session, usual break in learning protocols apply to learners who cannot undertake learning for more than four weeks. For any learner returning from a break in learning, a full gap analysis exercise will take place on their return with an individual learning plan agreed.