



Preparation

Management Information Systems (MIS): consider data analytics, learner analytics, inspection reporting

- Manage business relationships
- Manage financial information and performance
- Capture and exchange data
- Establish learner management systems and/or virtual learning environments
- Build digital learning environment
- Communicate with stakeholders



Planning

Learner management systems, initial assessment, communication tools, interactive learning materials

- Identify skills on entry and any support requirements
- Plan and deliver individual support
- Offer online induction elements
- Establish e-individual learning plan (e-ILP)
- Set up e-portfolio



Delivery

Online and interactive resources, e-ILPs, e-portfolios, web and video conferencing, collaboration and communication systems

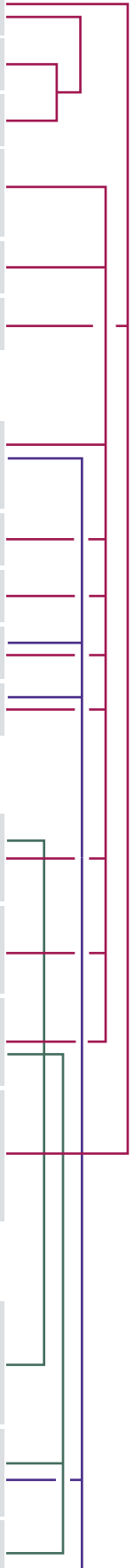
- Design digitally enhanced and supported learning opportunities
- Use e-ILPs to encourage ownership of learning
- Use e-portfolios to gather and present evidence of learning
- Create opportunities to collaborate, network and feedback online (including employer engagement)



Assessment

Quizzes, questionnaires, voting systems, web and video conferencing, e-portfolios

- Ensure apprentices are familiar with technologies used in end point assessment (EPA) process
- Present evidence eligible for consideration as part of EPA process
- Evidence individual learning gain/progression



PHASE / PROCESS

FUNCTION

FURTHER DETAILS

Preparation

MIS, data analytics including learner analytics, inspection reporting

Manage business relationships	A Customer Relationship Management (CRM) system stores all information in one place eg contact details, meeting notes etc.
Establish learner management systems and/or virtual learning environments	Aid administration, delivery, tracking and recording of training programmes.
Manage financial information and performance	Monitor and manage levy payments, employer contributions, incentive payments etc
Capture and exchange data	Ease of information transfer with government systems such as individual learner record (ILR), funding agency registers and with employers, EPA organisations etc.
Communicate with stakeholders	Use web presence and social media to engage apprentices (as well as in delivery), use web conferencing to engage with employers and apprentices.
Build digital learning environment	Consider digital curriculum, space/estates, wireless (WiFi) and bring your own (BYO) availability, mobile optimisation, security, accessibility and inclusion, single sign-on to systems, software licences.

Planning

Learner management systems, initial assessment, communication tools, interactive learning materials

Identify skills on entry and any support requirements	Use initial assessment software to ascertain skills level and support required. Record and add to learner data record to support progression monitoring.
Offer online induction activities	Use online resources to engage and inform apprentices, supplement or refresh face-to-face delivery. For example: safeguarding, PREVENT, digital elements of course (email, systems, e-portfolios, dashboards, webinars etc), digital capability development, employability.
Provide learner support	Provide responsive support using selected online resources and guided self-development activities, opportunities for self-assessment linked to developmental pathways and resources. Digital accessibility tools, with training.

PHASE / PROCESS

FUNCTION

FURTHER DETAILS

Planning continued...

Learner management systems, initial assessment, communication tools, interactive learning materials

Establish e-ILP

Provide clarity of learning objectives against standards, delivery and assessment; progression monitoring; guidance and resources; apprentice ownership of learning. Ease and accuracy in management reporting.

Set up e-portfolio

Establish e-Portfolio as readily accessible focal point for information on all aspects of apprenticeship delivery and assessment, recognition of prior experience and achievements, progression monitoring.

Delivery

Online and interactive resources, e-ILPs, e-portfolios, web and video conferencing, collaboration and communication systems

Design digitally enhanced and supported learning opportunities

Use industry standard technologies, design blended learning activities, offer interactive online resources, flipped learning activities. See sections on Blended learning, Flipped learning and Digital skills development in vocational settings.

Use e-ILPs to encourage ownership of learning

Encourage apprentices to review progress, access and action feedback without delay; manage deadlines and assessment opportunities; access supplementary resources.

Use e-portfolios to gather and present evidence of learning

Central space where apprentices can see progress at-a-glance; collect multi-media evidence as opportunities occur and share this with assessors and employers.

Create opportunities to collaborate, network and feedback online

Web and video conferencing systems, online networks, social media and other digital communication systems facilitate collaboration and sharing across distance, time and around other commitments.

Assessment

Assessment: Quizzes, questionnaires, voting systems, web and video conferencing, e-portfolios

Ensure apprentices are familiar with technologies used in EPA process

Familiarise apprentices with technologies used in EPA process throughout learning programme eg specific software and any digital communication and collaboration systems.

Present evidence eligible for consideration as part of EPA process

Use e-portfolios to gather information in one space and share with assessors.

Evidence individual learning gain/ progression

e-ILPs combined with e-portfolios to show evidence of learning gain against entry point.