

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



**Remote Education Offer (Workplace Learning and Skills)**  
Babcock Training Ltd  
Date: January 2021

**Contents**

Key Contacts and Authorities ..... 2

Education and training delivery..... 3

    When teaching learners remotely, we: ..... 3

Remote Education Workplace Learning and Skills: Information for Learners / Parents / Employers ..... 3

Remote learning, assessment and study time ..... 3

Engagement..... 4

    How will you engage my interest and support me whilst I am at home? ..... 4

    How will you check if I am engaged with the work and how can I flag any concerns? ..... 4

    Support for high-quality remote and blended education ..... 4

Additional support for learners with particular needs ..... 5

Remote education for self-isolating learners..... 5

**Key Contacts and Authorities**

Name and Job Title	Email
Dianne Travis, Director Workplace Learning & Skills	Dianne.travis@babcockinternational.com
Rob Crabtree, Head of Quality	Rob.crabtree@babcockinternational.com
Mary Mamik Head of Apprenticeship Services	Mary.Mamik@babcockinternational.com

## 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
- 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
- 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

## Remote Education Workplace Learning and Skills: Information for Learners / Parents / Employers

### Remote learning, assessment and study time

All learners have a dedicated trainer 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 translated into on-line content which trainers deliver remotely via a range of video conferencing tools. Where learners have access to technology and suitable learning

environments, theoretical elements of the taught curriculum continue to be delivered as planned.

Outside of planned supported learning sessions, learners have access to online Learning Management System (LMS) and workbooks, which provides further online learning opportunities for self-directed 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.

For learners who require practical observation as part of their embedded qualifications and assessment for gateway, we endeavour to complete these face to face where possible. When this is not safe to do so or guidelines restrict access (e.g. national lockdown restrictions) we will:

- Aim to apply all allowed flexibilities and deliver these element's through remote activity where possible
- Where this is not possible and there are no recognised flexibilities allowed, we will continue to provide stretch theoretical learning activities until practical assessment is allowed

## Engagement

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

All planned monthly activity will continue unless the learner is on a Break in Learning (BIL) Regional trainers continue to conduct regular Progression Reviews remotely via telephone or video conferencing. All learners are expected to engage in these planned sessions to discuss their progress, barriers to learning and identify any additional pastoral support required. Trainers also provide information, advice and guidance (IAG) to ensure all learners understand how to 'stay safe online', whilst undertaking their remote learning activities

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

Online learning activities are interactive and include group and individual tasks that promote engagement. Trainers use the chat box function, quizzes, questioning and debate to measure learners' interaction and engagement in both individual and group learning sessions. Attendance is reported and recorded as part of our usual approach to monitoring learner engagement and any persistent nonattendance or lack of engagement is addressed in routine progression reviews or pastoral support meetings. If learners do not attend sessions 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 for the session to ensure essential learning blocks are not missed.

### 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 access to suitable technology. We have a number of support options for learners in these circumstances including paper based materials and telephone support. All learners are asked to contact their regional trainers in the first instance who can provide further detail on the resources available.

If a learner does not have access to devices and / or connectivity issues we will either:

- Discuss this with the employer and distribute any available employer-owned devices accompanied by a user agreement or contract where available or;
- Supply paper based learning resources with telephone tutor support

### Additional support for learners with particular needs

Regional trainers 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 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.