

# APPRENTICESHIP & STUDENT TRAINING CONTINUITY PLAN

## PURPOSE

This plan is supplementary to our main Business Continuity Plan and is to consider those incidents that will have a significant impact on the operation of our course provision following a major crisis or disaster or an event, and which creates the need for short-term closure or suspension of activity.

This plan also relates to activity outside of our control which we would need to take action to maintain continuity of our courses for the learners e.g., JS Consult employing the learner on the apprenticeship going into administration or insolvency.

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 and learning 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 apprentice, the ESFA will be informed of any break in learning)

Stella Oparah Managing Director/ Zainab Aliya Compliance & Quality Manager/ Lead IQA (this varies on which programme the apprenticeship is in).

- Overall responsibility for the continuity of apprenticeship training
- SMT meetings
- 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 staff and apprentices should be sent home

### **Operations Manager – Sadaf Imran**

- Responsibility for managing disruption in the provision of administrative services, assessment arrangements and physical premises
- Meet and greet emergency services as they arrive, with a floor plan of the building if necessary.
- 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 apprentices' work placement and the ongoing checks of insurance and health and safety

### **Compliance & Quality Manager – Zainab Aliya / HR Department Citation**

- Responsibility for dealing with all issues associated with learners' apprenticeship – short courses, training, assessment, resources, and timely progression

## 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 JS Consult.

Loss of:

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

The Continuity Business Plan ensures that there are limited and ideally no disruptions to the provision of our apprenticeship training and have set up the following arrangements to ensure this.

The two main objectives of this Continuity Plan are:

1. to prevent or to minimise the effects of a disaster or disruption
2. to bring JS Consult's apprenticeship delivery back into full operation with minimal disruption

## CONTINUITY OF APPRENTICESHIP TRAINING

All JS Consult staff, 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 content 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 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, TV or radio 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. JS Consult will abide by the Disability Act and ensure materials are available in alternative formats, when necessary.

## 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, telephone coaching, set reading and feedback, work-based learning assignments and work- based assessments.

Training at the face-to-face workshops is delivered by two trainers which allows for contingency if there is a delay in their arrival, sickness, holiday or incident which prevents a tutor reaching the training venue.

1. We have qualified and experienced trainers and tutors who are able to step-in at short notice. This was required for one of our standardisation workshops when the lead tutor was unable to attend the workshop.
2. Where necessary, and when a workshop is 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.
3. We have multiple training venue options available including employer locations.

The following list also includes a range of tools and modalities for facilitating distance learning, including those with no, some, or great levels of technological sophistication.

**Instructional Packs.** In advance of a prolonged closure absence, tutors 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; excerpts from textbooks or other reading materials; and sample assessments.

JS Consult may take two different approaches when developing learning packs:

1. Generic packs that can be used at any point that promote apprentice learning according to level and subject-specific standards, or
2. Unit-specific packs that are based on the planned curriculum and integrate with the apprentices' current learning at their workplace or off the job training.

**Tutor Check-ins and Tutorials:** A variety of technologies (telephone, email, web conferencing, VLE) can be used to facilitate one-on-one, or teacher-and-class interaction or lesson delivery between apprentices and tutors.

**Telephone and Video Calling.** Tutors can hold group and individual discussions, or teach lessons, with apprentices in a secure and private setting.

**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 allow quick distribution of multimedia content to a mass audience. There are a variety of free email services providers on the Web, including Google, Yahoo, and Hotmail, most of which support document sharing, scheduling, and web chats.

**Web Conferencing.** A variety of free web conferencing services are available on the internet. JS Consult will consider setting up an account for use in cases of emergency, when distance learning methods are needed and may want to conduct workshops or learning sessions using one of these services for ease of use in the event of an emergency.

**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.

### **Coursework and Examinations**

JS Consult is required to keep copies of all essential coursework and examination results in a fireproof safe, or a second (electronic) copy off site, to ensure that no essential information is lost in the event of a disaster. Course teams will meet as soon as possible to consider the effect of the disaster on apprentice's coursework and examination entry. This information will be disclosed to the Compliance & Quality Manager, 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.

## **COMMUNICATION CHANNELS**

1. Through our training systems and available communication channels we have the following options to communicate with JS Consult staff and our apprentices: VLE, e-mail, by telephone and by our designated Twitter and 'Facebook' groups. We also have the employer contact details for each employer involved in our apprenticeship programmes.
2. OneDrive is used for internal, organisational collaboration and storing of relevant programme data which is also backed up every 24-hours and can be accessed remotely as well as on-site.

## **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**

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

2. We use OneDrive for organisational collaboration and storing of relevant programme data which is backed up every 24-hours (password and virus protected).

## EMERGENCY CONTACTS

In case of a significant incident emergency, various contact details will be available in the programme handbook for each apprenticeship cohort and on the programme page on the virtual learning environment and on JS Consult's website

**[www.jsconsultltd.com](http://www.jsconsultltd.com)**

These include:

JS Consult main desk: 0208 470 4219

### **ESFA Service desk contact information**

Telephone: 0370 2670001

Email: [SDE.servicedesk@education.gov.uk](mailto:SDE.servicedesk@education.gov.uk)

## REVIEW

This policy will be reviewed on an annual basis or following changes to Government updates, as well as statutory guidance in relation to Covid-19 and company risk assessment policies and processes.

## Appendix A

### Business Continuity Checklist

#### **Mitigation Planning**

<b>Generic planning tasks</b> <i>(please add other business specific actions points)</i>	<b>Completed Y/N</b>
Identify minimum resource requirements	
Identify critical supplies – Ensure sufficient stocks are in place, source alternative suppliers and product	
Contact critical suppliers to identify whether they have contingency plans in place. If applicable, refer external organisations to Cabinet Office Guidance available on UK Resilience website: <a href="#">UK Resilience</a>	
Use more than one supplier, on a regular basis, for critical services and materials	
Identify interdependencies between other businesses, business units, services and organisations, to ensure service delivery can be maintained	
Identify tasks that support business critical functions	
Identify all business-critical services and tasks that must continue during a disruptive event	
Consider the impact of greater demand on the critical services you provide and the plan to manage the increased workload, if appropriate	
Determine the potential impact of a disruptive event such as Influenza pandemic, on your business-related travel	

<b>Staff Issues</b> <i>(please add other business specific actions points)</i>	<b>Completed Y/N</b>
Identify key members of staff in critical roles	
Prepare a skills matrix to identify transferable skills	
Provide and maintain cross-training	
Document operational procedures for all tasks supporting a critical service to enable tasks to be undertaken by other staff	

<b>Staff Issues – home-working</b>	<b>Completed Y/N</b>
Identify which staff could operate from home	
Test home-working arrangements	
Check Human Resources working at home policy	
Maintain staff contact details including home/mobile phone numbers and e-mail addresses	
Liaise with IT Services regarding IT requirements Hardware, Software, instructions, training etc.; Security and data integrity	
Prepare Matrix of IT critical equipment requirements in emergency for Critical Tasks/Critical Users	

<b>Document Management</b>	<b>Completed Y/N</b>
Liaise with IT Services to set up shared directories for access to key documents. Prepare table of detail of directories	
Ensure key documents are stored in shared directories. Prepare list of key documents	

<b>E-Mail Management</b>	<b>Completed Y/N</b>
Liaise with IT Services to set up shared Outlook mailboxes for critical user groups. Prepare table of detail of shared mailboxes	
Where appropriate set up secondary user access to personal Outlook mailboxes. Prepare table of detail of secondary users	
Establish routine of sending e-mails/copies to shared Outlook mailboxes	

<b>Communications</b>	<b>Completed Y/N</b>
Collate and create mobile telephone directory	

<b>Service planning tasks</b>	<b>Completed Y/N</b>
Identify services which could be stopped or reduced during a disruption	
Identify staff from non critical task areas who could act as temporary support cover to assist in critical task areas	
Identify how internal resources could be reallocated to ensure those activities connected to critical tasks are maintained during a disruptive event	

## Response Checklists

<b>Loss of Staff (Temporary/Permanent)</b>	<b>Completed Y/N</b>
Staff illness	
Staff absence due to illness of dependent children/closure of schools	
Loss of large numbers of staff	
Loss of small numbers of key staff (managers/specialists)	
Industrial action.	
Liase with Human Resources	
Review staffing arrangements	
Appropriate managers and staff to be re-deployed from other areas as required	
Staff temporarily re-deployed – cover by agency staff if appropriate	
For industrial action – HR to provide strategic guidance for managers	

<b>Influenza Pandemic</b>	<b>Completed Y/N</b>
Consider the impact of greater demand on the critical services you provide and <b>plan to manage the increased workload if appropriate</b>	
Determine the potential impact of the pandemic on your business-related travel	
Consider planning for the use of audio or video conferencing as alternatives to traveling/attending meetings to reduce person-to-person contact	
Forecast potential employee absence during a pandemic. For <b>Influenza Pandemic</b> planning purposes, the estimated worst-case scenario is for a cumulative clinical attack rate of 50% of the population over 15 weeks for each phase.	

<b>Damage to premises</b>	<b>Completed Y/N</b>
Liase with the Council building control department regarding dangerous structures, if appropriate	
Notify utility companies (e.g., gas, water, electricity, telecommunications)	
Consider impact on staff and public health and safety e.g. <ul style="list-style-type: none"> <li>▪ Loss of electrical power affecting fire detection and alarms, lighting, emergency lighting, heating, swipe card access, intruder alarms/security.</li> <li>▪ Loss of water supply affecting catering, sanitation, e.g., toilets and hand washing facilities etc</li> </ul>	
If structure is dangerous, take advice and reasonable action to remove/reduce immediate danger to staff and the public. Action may include: <ul style="list-style-type: none"> <li>▪ Barricade off</li> <li>▪ Arrange for repair</li> <li>▪ Removal of the hazard if appropriate.</li> <li>▪ Scaffolding or shoring to make the building safe until permanent work can be arranged may have to be organised</li> </ul>	

<ul style="list-style-type: none"> <li>Have the premises secured to prevent unauthorised access</li> </ul>	
Identify alternative premises if required	
Contact the IT department regarding implications for IT and communications infrastructure	
Implement arrangements to maintain building security	

<b>Loss of Premises/Access Denied</b>	<b>Completed Y/N</b>
Identify alternative premises if appropriate.	
Notify staff: Advise of action to take for next working day (e.g. staff for high criticality functions go to alternative location, staff from lower criticality functions call in for further information)	
Staff may need practical assistance e.g. to get home, obtain spare keys, notify relatives/friends to assist	
If you are unable to contact all staff, (e.g. if incident occurs out of working hours) arrange for staff to be met on arrival at site on next working day and advise them what to do and where to go (as above)	
Establish staff 'information line' number with recorded message of action to take (Use Reception until a dedicated line can be set up and details publicised to staff)	

<b>Loss of Utility Supply (Gas, Water, Electricity)</b>	<b>Completed Y/N</b>
Contact service provider to establish: <ul style="list-style-type: none"> <li>Extent of disruption.</li> <li>Remedial action being taken.</li> <li>Length of time before restoration of service</li> </ul>	
Consider impact on staff and public health and safety e.g. <ul style="list-style-type: none"> <li>Loss of power affecting fire detection and alarms, lighting, emergency lighting, heating, swipe card access/security.</li> <li>Loss of water supply affecting catering, sanitation e.g. toilets and hand washing facilities</li> </ul>	
Contact the IT department regarding implications for IT and communications infrastructure	
Identify alternative premises if necessary	

<b>Loss of IT and /or Communications</b>	<b>Completed Y/N</b>
Contact your IT department regarding impact on IT and communications infrastructure	
Publicise alternative contact details to staff and public	
Identify alternative premises if unable to	
Prolonged incident consider alternative supply	

<b>Loss of Supplier</b>	<b>Completed Y/N</b>
Identify alternative material resources	
Identify alternative service provider	

## Appendix B

### Procedure Document excerpt

#### Actions for Business Continuity Log Sheets Teaching and Learning Resources

PLAN	ACTION
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Determine lost teaching provision	
Working with the Building Recovery team to prioritise the services to be returned and replacement need (e.g. external assessment requirements)	
Determine the use of other (pre-planned) locations (e.g. working with other sites, providers or other business continuity partners)	
Scheduling to implement the above (including transport of staff and apprentices)	
The impact of staffing and teaching materials	
To support those affected by the incident (e.g. pastoral care, catch up classes, assessment extension)	

### Operations and Recovery

PLAN	ACTION
The physical reconstruction and restoration of the affected area	

Working with the Teaching and Learning Recovery team to prioritise the services to be returned and replacement need (e.g. Classrooms and IT equipment)	
Determine the use of other (pre-planned) locations (e.g. working with other sites, providers or business continuity partners)	
Scheduling to implement the above.	
Management of the financial implications whilst the incident is taking place and during the recovery	
The impact of staff and materials	
To support those affected by the incident	
Any lessons learnt will be reported to the Major Incident Team and incorporated into an update of this document	