

Remote Learning Policy

V1.0 12/2020

Introduction

This policy sets out the expectations that you, as an apprentice or employer, should have of Cambridge Spark's remote education offering in the event that an apprentice is required to self-isolate or local restrictions require them to remain at home.

What remote education will be made available

Cambridge Spark operates, by design, a remote delivery model therefore, in the event that an apprentice needs to self-isolate or is unable to travel due to local restrictions, apprenticeship studies should not be impacted.

Apprentices who are unable to attend scheduled training due to illness are able to access recordings of sessions via K.A.T.E, our proprietary AI-powered learning and assessment platform and may raise any questions or support requests with their assigned coach.

Delivery arrangements

No changes are expected to Cambridge Spark's current delivery arrangements - schedules remain in place and sessions continue to be delivered using digital tools as standard.

Expectations of apprentices

Cambridge Spark expects that apprentices will continue to engage with classroom sessions, assignments and the building of their apprenticeship portfolio as agreed with their coach.

We also expect that apprentices will notify Cambridge Spark, via their coach, if they are experiencing any issues or require additional support. While this will be discussed during scheduled progress reviews, it is advisable for apprentices to raise issues promptly to enable Cambridge Spark to best support them.

Arrangements for apprentices that require specialist equipment or facilities

All equipment required to complete the apprenticeship should be supplied by the apprentice's employer.

Where apprentices have identified specific support needs these will be met under Cambridge Spark's support for Special Educational Needs & Disabilities (SEND) as set out below.

Support for apprentices without devices, connectivity or a suitable environment for learning

As set out above, employers are expected to ensure that their apprentices are able to continue working if required to self-isolate or remain at home.

In the event an apprentice is unable to perform their job or engage in the apprenticeship for a period greater than 4 weeks, a break in learning may be utilised. This brings a temporary stop to the apprenticeship until such time as the apprentice is able to resume their role.

For periods of less than 4 weeks a break in learning will not be used.

Support for apprentices with Special Educational Needs & Disabilities (SEND)

Cambridge Spark identifies SEND needs at the start of the initial assessment and a needs analysis is carried out at the first introductory session that an apprentice has with their designated Learner Success Coach. Based on this assessment learners will be offered tailored support based on their needs.

Any additional equipment or learning material requirements will be discussed during the needs analysis and a plan implemented to ensure that the apprentice has what they need to study. SEND apprentices additionally receive support sessions every 6 weeks to ensure that they have a regular check-in point and opportunity to reassess their needs and achieve their full potential.