Business Continuity Plan

Purpose

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

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 the apprentice. The ESFA will be informed of any break in learning.)

Martin Hutchins – CEO

- Overall responsibility for the continuity of training
- Incident Officer
- Chair Crisis Team meetings
- Co-ordination of the response
- Allocate resources
- Responsible for external liaison
- Be prepared to answer questions from the media

Hazel Lott-Canning – Head of Operations (& Safeguarding Lead)

- 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 mentors
- Responsibility for dealing with issues associated with learners' apprenticeship training and timely progression
- Liaise with Prime Funding organisations (where appropriate)
- Liaise with partner providers, end point assessment organisations and Awarding Bodies (where appropriate)
- Responsible for deciding whether or not staff and apprentices should be sent home

- Responsibility for dealing with issues relating to apprentices' work placement and the ongoing checks of insurance and health and safety
- Liaise with employers
- Follow up communication
- Responsibility for dealing with issues relating to personal and pastoral support Scope.

Philip Knowles – Head of Learning (& Safeguarding Deputy)

- Responsible for ensuring the apprenticeship learning content is appropriate for face to face, remote and or blended learning as appropriate.
- Liaise with delivery staff to ensure appropriate understanding of how to deliver the learning content in the event that normal delivery is compromised.

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 Cambridge Professional Academy Ltd.

Loss of:

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

Cambridge Professional Academy Ltd.'s Business Continuity Plan ensures that there are limited and ideally no disruptions to the provision of our apprenticeship or qualification training and have set up the following arrangements to ensure this.

The two main objectives of this Continuity Plan are:

1. to avert or to minimise the effects of a disaster or disruption
2. to bring Cambridge Professional Academy Ltd.'s apprenticeship delivery back into full operation with minimal disruption

Continuity of Apprenticeship Training

All Cambridge Professional Academy Ltd. staff, students and apprentices are asked to ensure that they read and understand the contents of this plan and to 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 design 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 employers 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. Cambridge Professional Academy Ltd. will abide by the Disability Act and ensure materials will be provided in alternative formats, when necessary.

Tools to support the continuity of learning

Cambridge Professional Academy Ltd. Staff are based across several locations; all with access to servers held on our third-party server Microsoft Azure. This gives staff within the company different access points to servers and information at all times. All members of staff are also set up for remote working so can access all information from home if needed. Remote working is covered under Cyber Essentials and all staff have been advised on the correct procedures for using their personal equipment remotely.

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.

1. We have qualified and experienced trainers and mentors who are able to react to learners at short notice.

2. Where necessary, and if workshops are impacted by any of the issues listed above, 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 partner venues, third- party venues and employer locations including Merlin Entertainments, Global Brands, Centrica, Vodafone, BT and B&Q. Other employers were happy for on-site delivery, however this has changed since the pandemic.
4. Local issues are considered when understanding Apprentice requirements for learning events. Information regarding short-notice disruptions is provided to learners before attendance is required whenever possible.
5. All delivery locations have been selected for their ease of access by a range of methods including by car or a range of public transport including bus, train, and in some cases tram.

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 the event of a prolonged closure or absence, trainers and mentors would continue to teach remotely if this could not be done hard copy instructional packs which apprentices may use at home to continue their learning could be prepared. 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.

Cambridge Professional Academy Ltd. may take two different approaches when developing 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.

Trainer and mentor Check-ins and Tutorials: A variety of technologies (telephone, email, web conferencing, VLE) can be used to facilitate one-to-one, or teacher-and-class interaction or lesson delivery between apprentices and trainers/mentors

Telephone and Video Calling. Trainers and mentors 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 all 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. Cambridge Professional Academy Ltd. Use Microsoft Teams for all remote learning which learners are already familiar with. Teams is used to conduct all remote workshops and one-to-one sessions. In the event of an emergency barring the cessation of the internet this would be the learning platform used by apprentices.

Social Media. Many apprentices, employers, 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.

Restoration of Data, Evidence and Examinations

All evidence submitted by Apprentices is stored securely using Microsoft Azure with backups made in real-time so disruption to our site would cause no loss of data or disruption to Apprentices. Electronic copies of all evidence packs for ESFA audit purposes are also held on the Microsoft Azure Server so there would be no loss of data/evidence relating to eligibility etc.

During the pandemic all assessments have been carried out remotely with the exception of the Maths functional skills examination. This is something which will endure and as such alternative premises will not have to be sourced for the majority of our assessments.   Alternative arrangements can easily be arranged for the functional skills exams using one of our partner venues or the apprentice's place of work. We have a number of individuals who can act as invigilator in this instance.

Apprentices will be offered support from their Skills Coach 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. If further support is needed the Pastoral Care

team to contact the apprentice. It must be noted that all evidence submitted is held on external servers so can be easily retrieved.

Communication channels

Cambridge Professional Academy Ltd can contact our apprentices and apprenticeship delivery staff via the following methods:

- LMS system messages
- Email work and personal in most cases
- Telephone
- Teams
- Our designated Twitter, LinkedIn and Facebook groups.

We also have the employer contact details for each employer involved in our apprenticeship with data held off-site ensuring that this can be accessed.

We use SharePoint fronted by Teams sites 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. Cambridge Professional Academy Ltd. 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
2. We use SharePoint for organisational collaboration and storing of relevant programme data which is also backed up every 24-hours.

Support for Learners where delivery can no longer take place

In the unfortunate event that we are no longer able to deliver apprenticeship training, we would engage with the ESFA and undertake research using the finding an apprenticeship training provider tool. We would work with our ESFA account manager to support apprentices with a smooth transition to another apprenticeship training provider.

Emergency contacts.

In case of a significant incident emergency, various contact details are available in the apprenticeship induction material, on the resources section on Onefile and on Cambridge Professional Academy Ltd.'s website www.professionalacademy.com

Contacts:

- Emergency Services 999
- Non-Emergency Services 101
- Cambridge Professional Academy Ltd.'s main desk: 01223 365 505
- Ofsted service desk 0300 123 1231   Email: enquiries@ofsted.gov.uk
- ESFA Service desk 0370 2670001 Email: SDE.servicedesk@education.go.uk
- Ifate Service Desk Email : enquiries.ifa@education.go.uk
- Open Awards Service desk 0151 494 2072 Email: enquiries@openawards.org.uk
- CIM – 01628 427500
- CMI – 0161 826 4644
- ISM – 020 3167 4790
- ILM – 01543 266867
- EPAOs
  - 1st for EPA (Marketing & Digital Marketing Apprenticeships) – 01642 205 207
  - CIM (Marketing Apprenticeships) – 01628 427 500
  - National EPA (Management Apprenticeships) – 01925 931 684

Appendix 1 contains alternate contact details for key personnel for use when necessary including personal email and telephone numbers for internal use.

APPENDIX 1

Name	Position	Telephone	E-mail
Martin Hutchins	CEO	07775 532273	martin@laurell.co.uk
Hazel Lott-Canning	Head of Operations	07557504371	hlott73@yahoo.co.uk
Philip Knowles	Head of Learning	07976 839764	philip.knowles@professionalacademy.com

Reviewed By:	Date:	Reason:	Next review by:
Kamilla Norrman and Neil Donoghue	Jan 2019	Update	Jan 2020
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Martin Hutchins	Jan 2024	Update	Jan 2025