

APPRENTICESHIP WORKFORCE DEVELOPMENT:

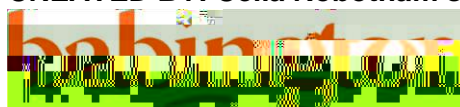
FINAL CASE STUDY

Project Title Improving the learning experience of online apprenticeship delivery for visually impaired learners

Organisation Name - Babington Business College

DATE: 2ND OCTOBER 2023

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Contents

Improving the learning experience of online apprenticeship delivery for visually impaired learners

Project Overview.....3

Project Aims4

Positive Impact and Expected Outcomes7

Project Outputs.....11

Future Activity13

Recommendations to address quality improvement in apprenticeship
delivery.....14

Where can colleagues find more information?15

Improving the learning experience of hybrid apprenticeship delivery for visually impaired learners

Please note your case study should highlight the benefits of your Apprenticeship Workforce Development project to others, who are working to improve the quality of their apprenticeship delivery. It should include the impact on your professional practice, and your

Gathering learner feedback

Although our VI learner cohort is small we felt questionnaire responses could be low, making it difficult to measure impact. We consulted with our Customer Experience Manager who manages our survey processes and they advised that we conduct 121 interviews with each learner for optimum feedback. We received 62% response rate to participate in the learner interviews. These were all carried out in 121 phone calls and our Enrolment team conducted the meetings gathering feedback on a Microsoft form. The responses were as follows:

- < 100% of our learners said the online learning materials met their needs.
- < 81.8% knew who to contact if they needed any further support with their Apprenticeship.
- < 63.6% have had a discussion with their Skills Coach about their personalised learning needs. are making good progress.
- < 36.4% of our VI learners felt that would benefit from further support whilst on their apprenticeship programme.

Learner feedback quotes:

" My Skills Coach has been brilliant"

"I have received additional 121's and been offered extra 121's whenever required".

"I am happy with the support provided"

%bWould like more 121's as they have been a huge benefit to my progress"

Staff Training

RNIB awareness training has been delivered for all staff that are involved with VI learners from our sales teams to enrolment and onboarding teams. RNIB provided staff with the knowledge and understanding required to provide the appropriate support for the learners. Following the RNIB training our staff now feel better equipped to plan and prepare effective teaching and learning materials for their sessions which VI learners attend. From a post training survey 100% of staff felt they had achieved their desired learning outcome from the training (Appendix 3).

Collaboration with

Early liaison with the EPAO for the learner in our case study was critical to ensure they can support appropriately when the learner enters gateway. Already recognising how much planning time has been required before our case study learner could start their programme we ensured we

was to also establish how a blind learner could overcome joining the remote sessions on Teams when they had only used Google meet before and using their accessibility software programme of choice that they were already familiar with that was not compatible with our learning platform software BUD.

2. We reviewed and adapted all our reasonable adjustment and support plan documents. This activity was being conducted as part of a wider project for all Babington learners but our research has raised awareness of the need for specific adaptations to be made within that particular separate project brief. The progress review documentation used on the Bud platform has also undertaken a full review so questioning is more explicit and clear for learners to capture the rich conversations taking place in tripartite reviews. These documents have been converted from PDF to word for compatibility with Jaws software that many of our VI learners use. We produced a guide for all staff (Appendix 2).
3. Our curriculum sequencing also required adaptations to meet the needs of the learners to ensure all learning opportunities are inclusive. Numerous trained conversations took place with the ALS Manager and VI trained staff to ensure the start of learning and subsequent learning experiences were positive and impactful. Sending out learning materials to the learners prior to the live learning

improvement. The guide is accessible in various formats, such as braille, large print and digital versions compatible with screen readers to ensure it is usable for all visually impaired learners. (Appendix 5)

- < We have worked closely with the case study employer to ensure the learner has meaningful tasks at work that match the programme and the accessibility of software and wider support materials are readily available.

Future Activity

This section should follow on from the previous one. If you have identified positive impact, how will you build on this? How will you sustain any positive impact, or what will you do differently and in the future because of your learning and insights from the project

- ◁ We plan to interview all employers about their experience of supporting VI learners in their

Where can colleagues find more information?

Where can colleagues find more information and who could colleagues contact if they want to discuss the project further?

- < RNIB website [RNIB | Homepage of the Royal National Institute for Blind People](#)
- < Contact our ALS team ALS@babington.co.uk
- < **Guiding a Blind Person. 9 mins**
<https://www.youtube.com/watch?v=-jqepQ8yASM>
- < **Spectrum of Sight Loss. 2.5 mins**
< <https://www.youtube.com/watch?v=2IB7eqyc4-o>

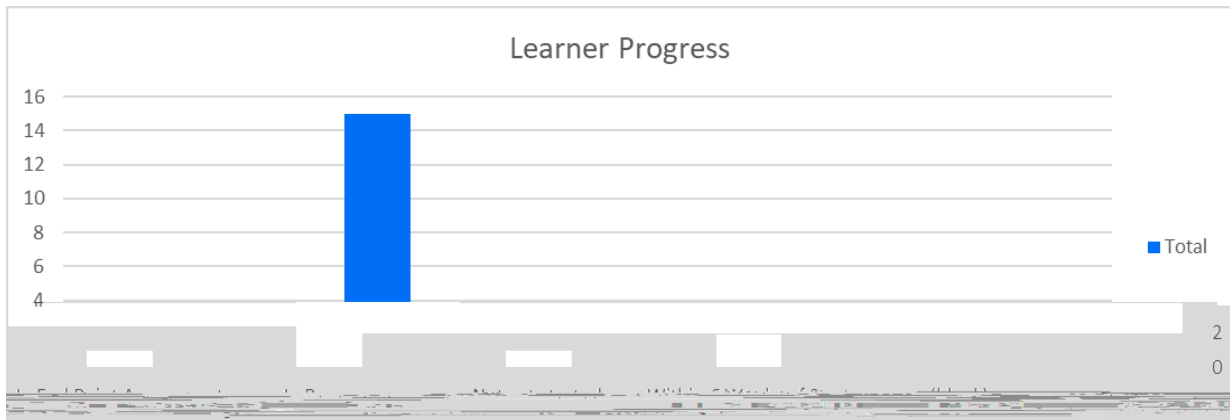
REFERENCES:

Cadenas J & Inga E. (~~2014~~ *2015*) *Methodological Experience in the Teaching-Learning of the English Language for Students with Visual*

Appendices

Appendix 1

Data Tables March 2023



Appendix 2

Supporting learners with visual impairments on bud

Bud has evidence of not being very supportive for learners with accessibility needs, such as visual impairment. Some examples of challenges are:

- < Clear understanding of progress and access to bud activities.
- < Navigation of the bud platform.

In order to help learners who require support here are a few simple steps to help learners access their content and submit resources for submission.

1. Create a plan between the learner and Coach on the process of providing the activities as needed to complete and the communication for questions and submission.
2. # and download any attached documents on the activity that needs actioning by the learner, and paste/attach these on to an email to provide to the learner.
 - i. Be clear and mention that in order to access any links it will ask

		the delivery from the teacher and the great session content. Well done !
3	anonymous	It was a fantastic experience. I think the only thing that could have been improved was extending the session to three hours and to do some of the activities in person; I understand this would be difficult to do, so for a virtual only session it was really educational and beneficial to do my job.
4		

Appendix 4

Learner with screen reader software checklist for enrolment: example for registered blind learner enrolling

Action	Status	Next steps	Responsible
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Visually Impaired Learner Self-Assessment guide

Welcome to the Visually impaired learner Self-Assessment Guide. This guide is designed to help you evaluate your own progress and identify area where you might need additional support. Remember, self-assessment is an essential skill for becoming an independent learner.

Instructions:

Record your answers to each of the following questions to discuss with your Skills Coach

1. Advocacy and Communication:

Are you comfortable discussing adaptations with us?
Consider how well you

Appendix 6
Checklist for

Appendix 7

**EPAO reasonable adjustments options for assistive technology usage
in organisations with firewall restrictions:**

Option 1 Online - remote invigilation

< **Format:**

