

Bottle Green Training Ltd

Bottle Green Training (BGT) has been delivering excellent training for the animal care industry since 1999. Based in Derbyshire, BGT offers apprenticeships in Level 2 Animal Care, Level 3 Veterinary nursing Small Animal and Equine practice and awarded overall grades of Good from Ofsted, 2022. The team is drawn from highly qualified, experienced, practising nurses who enjoy sharing their considerable knowledge. By teaching in small groups, tutors are fully engaged with the needs of the apprentices. Along with an impressive Safeguarding and Additional Learning Support team, BGT provides holistic support and maintains strong relationships with practices nationally. Consistent high pass rates, ensure a continued and valued provision for the veterinary industry.

The popular, day release apprenticeship programme follows the objective syllabus and leads to the Level 3 Veterinary Nursing Diploma awarded by Central Qualifications. The rich and concise lectures complement the apprenticeship standards that BGT continues to deliver.

We also offer the level 2 Animal Care & Welfare course, with 2 apprenticeship routes through Skills Education Group in conjunction with LANTRA.

BGT firmly believes it offers the very best opportunity for both apprentices and employers within both the equine and small animal industry to benefit from its passion and expertise within these fields.

VISION:

“To dissolve the imaginary boundaries between subject expertise and compassionate nursing care.”

MISSION STATEMENT:

“To be the first choice in specialist Veterinary Nurse education; one who encourages learners to build the skills needed to allow them to develop empathy, respect and pride whilst maintaining a desire to improve, and to achieve their personal best”.

VALUES:

Respect for others, even when we feel challenged.

- ***Nurturing** to ensure we get the best out of everyone.*
- ***Collaboration** with employers to maximise staff efficiency through the development of knowledge, skills, and professional responsibility.*

BELIEFS:

- That an employed apprenticeship programme offers the necessary partnership between committed employers, apprentices, and training providers to grow and sustain the industry as it develops.
- That BGT apprentices, whatever their starting point, develop all the personal characteristics needed to build a successful veterinary nursing career.

BGT’s Mission Statement and Beliefs stand in strong support of this. The apprenticeship BGT delivers allows veterinary practices to gain a valued member of staff, with access to excellent training, and in turn acquire a confident and competent RVN that is committed to their own development and to the industry long term.



Bottle Green Training Ltd

LEVEL 3 APPLICATION PROCESS

Please contact us on via the enquiry link on the website or contact us direct, application forms will be sent after the initial enquiry.

We take applications continuously, but due to the popularity of the courses, we cannot guarantee a place in the cohort requested but will make every effort to do so. As it is very common for applications to be withdrawn prior to a cohort being finalised, it is equally likely that spaces become available and immediate contact will be made to ensure a cohort is full before commencement.

Prior to providing information of your applicant, please ensure that the following entry requirements are met:

- Applicants must be employed for a minimum of 30hrs/pw.
- **We strongly recommend that all applicants work in veterinary practice for a minimum of 6 months prior to application.**
- Have achieved, and can provide evidence for, a minimum of 5 GCSE's at grade A-C / 9-4 or equivalents to include Maths, English Lang and Science **at the time of application.** Functional Skills Level 2 is acceptable. **Certificates must be provided to prove this.** **
- Be a citizen of a country within the EEA or have the right of abode in the UK.
- Spend at least 50% of their working hours in England.
- Have been resident in the UK for the previous 3 years before the start of learning.

PHASE 1

An application form will be sent to the applicant via our PICS online platform. This is to be completed on-line and submitted along with the required documentation.

Once approved, the applicant will be invited for interview, during which they will be required to complete BKSB Literacy & Numeracy assessments, provide photo ID, original certificates to support their qualifications, reports to support their additional learning needs if necessary and any other documentation requested by BGT.

PHASE 2

Should the interview be successful, they will then be sent confirmation of a place in the next cohort and invited to an induction day. Invoices for RCVS enrolment will then be issued to the practice. RCVS enrolment is not included in training costs.

PHASE 3



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Training Plans and Apprenticeship Agreements will be sent via the PICS online platform to both apprentice and employer for their signature. After these have been received the applicant will then be referred to as an apprentice.

Following induction, the apprentice and their Clinical Coach will be registered with CQ. Following confirmation of registration, the apprentices will then be enrolled with RCVS. RCVS will email the apprentice with a login for their My Account Page. Here they will find their enrolment letter and be able to change personal details.

Please note that until RCVS enrolment has been confirmed, Schedule III procedures cannot be carried out by an SVN.

PHASE 4

The IQA team will then contact the practice and arrange a 'Start Up' visit. During this meeting the following will be discussed / provided:

- Apprentice Training Folder
- Employer Pack
- CSL Guidance and provision of CSL usernames, passwords, and pins

All apprentices will be provided with a BGT ID card and will include as follows:

- Name
- Award
- Awarding Body registration number
- RCVS enrolment number (if applicable)

For any queries relating to the registration and enrolment procedure, and to register an applicant please contact:

Sara Woolliscroft

Administration & Enrolment Lead

sara.woolliscroft@bgt.org.uk

01332 862444



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LEVEL 3 APPLICATION PROCESS – NON APPRENTICE

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- **We strongly recommend that all applicants work in veterinary practice for a minimum of 6 months prior to application.**
- Have achieved, and can provide evidence for, a minimum of 5 GCSE's at grade A-C / 9-4 or equivalents to include Maths, English Lang and Science **at the time of application.** Functional Skills Level 2 is acceptable. **Certificates must be provided to prove this.** **

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Once approved, the applicant will be invited for interview, during which they will be required to provide photo ID, original certificates to support their qualifications, reports to support their additional learning needs if necessary and any other documentation requested by BGT.

PHASE 2

Should the interview be successful, they will then be sent confirmation of a place in the next cohort and invited to an induction day. Invoices for RCVS enrolment will then be issued. RCVS enrolment is not included in training costs.

PHASE 3

Following induction, the learner and their Clinical Coach will be registered with CQ. Following confirmation of registration, the apprentices will then be enrolled with RCVS. RCVS will email the apprentice with a login for their My Account Page. Here they will find their enrolment letter and be able to change personal details.

Please note that until RCVS enrolment has been confirmed, Schedule III procedures cannot be carried out by an SVN.



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PHASE 4

The IQA team will then contact the practice and arrange a 'Start Up' visit. During this meeting the following will be discussed / provided:

- Learner Training Folder

All learners will be provided with a BGT ID card and will include as follows:

- Name
- Award
- Awarding Body registration number
- RCVS enrolment number (if applicable)

For any queries relating to the registration and enrolment procedure, and to register an applicant please contact:

Sara Woolliscroft

Administration & Enrolment Lead

sara.woolliscroft@bgt.org.uk

01332 862444



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LEVEL 2 APPLICATION PROCESS

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Prior to providing information of your applicant, please ensure that the following entry requirements are met:

- Applicants must be employed for a minimum of 30hrs/pw **WITHIN A VETERINARY PRACTICE**
- Be a citizen of a country within the EEA or have the right of abode in the UK.
- Spend at least 50% of their working hours in England.
- Have been resident in the UK for the previous 3 years before the start of learning.

PHASE 1

An application form will be sent to the applicant via our PICS online platform. This is to be completed on-line and submitted along with the required documentation.

Once approved, the applicant will be invited for interview, during which they will be required to complete BKSB Literacy & Numeracy assessments, provide photo ID, original certificates to support their qualifications if claimed, reports to support their additional learning needs if necessary and any other documentation requested by BGT.

PHASE 2

Should the interview be successful, they will then be sent confirmation of a place in the next cohort and invited to an induction day.

PHASE 3

Training Plans and Apprenticeship Agreements will be sent via the PICS online platform to both apprentice and employer for their signature. After these have been received the applicant will then be referred to as an apprentice.

Following induction, the apprentice will be registered with Skills Education Group for the Level 2 Certificate and enrolled on ACE for the apprenticeship.



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All apprentices will be provided with a BGT ID card and will include as follows:

- Name
- Award
- Awarding Body registration number

For any queries relating to the registration procedure or to register an applicant please contact:

Sara Woolliscroft

Administration & Enrolment Lead

sara.woolliscroft@bgt.org.uk

01332 862444



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LEVEL 2 APPLICATION PROCESS – NON APPRENTICESHIP

Please contact us on via the enquiry link on the website or contact us direct, application forms will be sent after the initial enquiry.

We take applications continuously, but due to the popularity of the courses, we cannot guarantee a place in the cohort requested but will make every effort to do so. As it is very common for applications to be withdrawn prior to a cohort being finalised, it is equally likely that spaces become available and immediate contact will be made to ensure a cohort is full before commencement.

Prior to providing information of your applicant, please ensure that the following entry requirements are met:

- Applicants must be employed for a minimum of 30hrs/pw **WITHIN A VETERINARY PRACTICE**

PHASE 1

An application form will be sent to the applicant via our PICS online platform. This is to be completed on-line and submitted along with the required documentation.

Once approved, the applicant will be invited for interview, during which they will be required to provide photo ID, original certificates to support their qualifications if claimed, reports to support their additional learning needs if necessary and any other documentation requested by BGT.

PHASE 2

Should the interview be successful, they will then be sent confirmation of a place in the next cohort and invited to an induction day.

PHASE 3

Following induction, the learner will be registered with Skills Education Group.

All learners will be provided with a BGT ID card and will include as follows:

- Name
- Award
- Awarding Body registration number

For any queries relating to the registration procedure or to register an applicant please contact:

Sara Woolliscroft - Administration & Enrolment Lead

sara.woolliscroft@bgt.org.uk - 01332 862444

SVN CHANGE OF TRAINING PRACTICE

Whenever an apprentice changes employment to a different training practice or spends more than six months seconded to a branch practice, they must complete a change of training practice document.

On acceptance of a new position please notify Jo Dobb, jo.dobb@bgt.org.uk immediately. This also applies to apprentices in auxiliary training practices (aTP) where a secondment is required to complete CSL tasks.

You will then be sent paperwork which must be completed by your current employer and your new employer.

You need to ask your employer to complete their section of your record of employment and education which can be found in the front of your training file.

We will also need to contact your new employer to get all funding transferred prior to your move.

This process can take a few weeks to complete and must be completed in advance to ensure you can maintain access and progress to your CSL and achieve required targets.

All required paperwork will then be processed and sent to you for completion.

THIS IS A COMPULSORY REQUIREMENT

What is off-the-job training?

Off-the-job (OTJ) training is a requirement of any government funded apprenticeship. It is training received by the apprentice *during the apprentice's normal working hours**, as apprentices are expected to spend a significant proportion of their paid working time learning the knowledge, skills, and behaviours for their trade. **Normal working hours are the basic contract hours paid, excluding overtime*

It is not **on-the-job training**, which is training received by the apprentice for the sole purpose of enabling the apprentice to perform the work for which they have been employed, and does NOT specifically link to the knowledge, skills and behaviours set out in the apprenticeship.

Off the Job training must deliver New Skills and New Learning that are directly relevant to the apprenticeship

Off job includes:

- **Teaching of theory** e.g., lectures, Blended or Guided Learning activities, role play/simulation, online learning, manufacturer training, webinars, podcasts, CPD such as Congress,
- **Practical training** e.g., shadowing/mentoring at work, industry visits, assignment writing and additional research (7hr each-could be more if researched in **paid** time), opening new CSL tasks & discussing, performing OSCE tasks for the first time,
- **Day One Skills** e.g. first time performing a blood smear, or setting up a circuit, or positioning for

Off-the-job does not include:

- Training to acquire knowledge, skills and behaviours that are **not** in the apprenticeship standard e.g. large animals
- **Reviews** with Liaison staff (however the Hot Topics that are set can be used as they are new learning)
- Training which takes place **outside the apprentice's normal working hours**.

The apprentice must be involved in active learning throughout the apprenticeship.

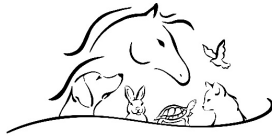
The log must be seen by Bottle Green every 3-months, at least. **A copy must be seen and checked by the liaison officer at each review.**

Anything logged as Off the Job training must be:

- ✓ **New learning** – Sitting exams or logging CSL/portfolio work, or practising OSCEs once you have been through them does NOT count. It **cannot** be any knowledge, skill or behaviour the apprentice is already competent in.
- ✓ **Carried out in paid, work time**
- ✓ **Must relate to the Knowledge, Skills or Behaviours of your Award** (listed in the Knowledge, Skills or Behaviours of the Skills Scan)

Acceptable skills to log:

- Time at college – **please record subjects** (but **NOT** mock exams, exams, or tests)
- Blended/Guided Learning tasks – **please record task/subject** - further research needed for tasks can be logged, but please name the source of your further research (which website, book, manual etc)
- Revision – note the topic and where you were revising from, such as the book name, personal notes etc.
- Any new training e.g., new piece of equipment, new case, new species of animal being treated, clinical discussion, new procedure. For clinical discussions note the topic and who it was with, ie vet, RVN or subject specialist.
- X-ray positioning and set up shown for the first time for DIFFERENT species and positions, each one can be recorded.
- Laboratory techniques can be logged individually too when shown for the first time, such as using the microscope for urine sediment, then using microscope for blood smears.
- Lunch and Learn sessions.
- Assignment writing (Level 3 only) - 7 hours is allocated per assignment, however additional research associated with this can be logged if done within **paid** working time. Remember to name the source of research.
- Level 3 - Opening new tasks on the CSL as you are *learning* about the tasks (**NOT LOGGING or CLOSING CSL tasks – this is no longer learning, just practising, or claiming competency**)
- Level 2 – carrying out tasks with ‘Witnesses’ at work
- Discussion of the ‘Hot topic’ during Reviews, as this is **new** information. The reviews themselves **do not** count as new learning, and therefore do not count towards OTJ training
- IQA visits
- CSL/Portfolio planning sessions with the clinical coach or mentors, (**not** logging) but give details of what was planned.
- ‘Further study’ or ‘Independent Research – if the topic is recorded and the sources named
- Clinical discussions with vets, RVNs, or subject specialists can be logged. Just name the subject and what was logged.
- Webinars/veterinary podcasts
- CPD e.g., Congress lectures
- OSCE practise at work or college only once. After that it is not classed as new learning. Log the task and where it took place as follows: ‘Day One Skill – Preparing a blood smear’ (for example), In Practice. Or Day One Skill – Leak Test Anaesthetic Circuit Bain, At College



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WHAT YOU CAN EXPECT FROM BGT

For apprenticeship provision

An initial skills scan will be completed to identify the knowledge and skills and behaviours which apprentices bring to their programme and to identify any areas which they will need to develop to achieve their apprenticeship.

Training in safe environments delivered by qualified tutors with specific industry experience and qualifications.

Training which will develop a deeper understanding of equality, of safeguarding and of fundamental British values.

Provide clear and supportive guidance on how to meet the governments 'Off the Job Training' requirement (OTJ).

Regular and ongoing assessment of an apprentice's knowledge, skills and behaviour based on the required standards. An assessment can be carried out through a variety of methods, i.e., observations, CSL reviews, question and answer sessions, assignments, and exams.

Regular reviews to assess progress and agree future targets. (The progress review is also an opportunity for apprentices and employers to raise any concerns and issues in respect of the training received both at BGT and in veterinary practice, and any health and safety, equality and diversity and safeguarding issues.)

On-going support. By enrolling on to an apprenticeship, apprentices will have access to a broad range of provision such as advice on maintaining mental health, healthy living, and where appropriate, support to improve your maths, English and ICT.

Independent information, advice and guidance is given throughout the apprenticeship.

Regarding the qualification

Apply for enrolment with the regulatory and awarding bodies on behalf of the employer and apprentice.

Provide apprentice and employer monitoring and support visits in practice.

Monitor, review and verify the Central Skills Log (CSL) and provide initial start-up sessions.

Claim for certification will be put to the awarding bodies once the award is completed.

Provide bespoke training, quality assurance and standardisation for Clinical Coaches

Deliver the apprenticeship via a blended learning approach.

Monitor and provide advice and guidance on blended learning and how tasks can be achieved.



Our commitment to ensure your health, safety, and welfare.

At BGT we have stated our commitment by a range of formal policies covering Equality, Diversity and Inclusion, Health, safety and welfare and Safeguarding.

What is expected from an employer

To provide apprentices with a contract of employment for the duration of the apprenticeship for a minimum of 30 hours per week

To pay an agreed wage at or above the Apprentice National Minimum wage in accordance with the National Minimum Wage Act 1998. This applies to all 16- to 18-year-olds and to those 19 years plus in the first year of their apprenticeship.

To provide a safe working environment in accordance with the Health and Safety at Work Act 1974 and to provide a workplace induction with the apprentice.

The Practice shall employ a Registered Veterinary Nurse or MRCVS who will lead the training and assessment of student veterinary nurses.

The Practice shall employ a clinical coach or undertake to ensure that a suitable person is trained to undertake this role (this can be the same person as the one described above).

The Practice shall ensure adequate staff development takes place to prevent as far as possible a shortfall in practice personnel holding a clinical coach certificate.

The Practice shall ensure that the student has 3 hours paid time per week during term time and 7 hours at half term to undertake self-directed learning (blended learning) to suit practice rotas.

The Practice shall ensure that the student is paid for their time allocated to attend college and complete blended learning tasks.

The Practice shall ensure that the appointed clinical coach is available to work alongside the student for a minimum of 15hrs / 2 days per week.

The practice will provide opportunities to enable an apprentice to gain the knowledge skills and behaviours required of the apprenticeship and to achieve the required Off the Job training hours.

The practice will follow an equality and diversity policy that meets legal requirements.



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Student Nurse Training FAQ's

<p>What steps should a clinical coach and SVN follow BEFORE accessing the on-line log.</p>	<p>Identify entry behaviour. Learning styles Decide where to start. Plan – include methods of training/quick start, identify experts to be used. Carry out training. Quick start – student to demonstrate back.</p>
<p>When opening a task on the CSL, how many entries does the clinical coach have to make?</p>	<p>2</p>
<p>When opening a task on the CSL, how many entries does the clinical coach have to make?</p>	<p>Depends, quick start is one, otherwise 2</p>
<p>Does training for the on-line log have to be auditable?</p>	<p>No, but it is preferred by CQ where it is safe to train with real cases.</p>
<p>How do you know if a task on the on-line log is linked to an OSCE?</p>	<p>CSL task list</p>
<p>If a task is linked to an OSCE, how should the task be opened?</p>	<p>Using the OSCE/s as the method of training</p>
<p>What document/s let a clinical coach know when a task can be opened?</p>	<p>Tasks can be opened at any time following student enrolment – RCVS enrolment email</p>
<p>What document/s let a clinical coach know when a task can be confirmed as competent?</p>	<p>CSL task list in conjunction with the timetable and reflective learning journals</p>
<p>How many experiences should a student log before claiming competency?</p>	<p>As many as it takes to cover all task and practice requirements and be confident performing all areas of the task</p>
<p>Why do students need to log reflective comments?</p>	<p>It shows where the student is with their training, shows progression and may identify areas that need further support or training.</p>
<p>Who can confirm competency for a student?</p>	<p>Clinical coach, suitably qualified person with a witness testimony or college tutor.</p>



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List the entries made on the on-line log by the clinical coach and student in the order they should happen.	Demonstrate to or shown. Demonstrate back. Student experience Student claim for competency Confirmation of competency
Who is responsible for making sure that all task requirements are covered?	The student The clinical coach The IQA
What information is found on the CSL task list that will not be found on the on-line log?	The year the theory is completed. Links to OSCE tasks. Extra BGT requirements.
When should auditable cases be used?	Training – where safe/suitable Logging experience Confirming competency
How often should a student log experience once a task is open?	Regularly, ideally at least monthly
What should the clinical coach do if there have been long gaps in evidence logging?	Add comments confirming that training is still current
How often should a clinical coach and student sit down to review the on-line log?	Varies – regularly. Weekly initially but can be as little as monthly
How many clinical coaches can have access to the on-line log?	2
How long after the claim for competency should the clinical coach confirm competency?	As soon as possible, ideally within 2 weeks but it can be case dependant
Why should the student claim competency before the clinical coach can confirm competency?	The log is student led and it is up to the student to decide when they feel competent and ready to be observed for competency.
If the student is very experienced at a task, can they claim competency without logging any experience so long as their comments say how much experience they have already had? Explain your answer.	No, students must always log enough experiences to cover all task requirements at least once. Their reflective comments will show why they are not logging things multiple times.



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<p>Why do we audit cases on the on-line log?</p>	<p>To ensure that evidence is authentic, valid and current</p>
<p>What college related evidence can a student/clinical coach use on the on-line log for training/experience?</p>	<p>Blended learning, classroom activities, assignments</p>
<p>Why shouldn't college evidence be used to confirm competency?</p>	<p>CQ suggest that this would not be acceptable as it is seen as part of a student's training experience.</p>
<p>How many hours per week (during term time) should a student nurse be paid for training?</p>	<p>7 hours per week – 4 hours for college and 3 hours for blended learning.</p>
<p>How can you re-set your username, password, and pin number for the CSL if you forget what they are?</p>	<p>Email Central Qualifications directly adminsupport@cqual.org Pin numbers are sent to BGT from CQ</p>
<p>When should we complete the Professional Behaviour Assessment?</p>	<p>The Professional Behaviours tasks should be opened by the clinical coach using professional discussion towards the end of year 1. Once opened the student should log a self-assessment followed by a log from the clinical coach completing a student assessment using the RCVS framework found in the student training folder. The second assessments should be logged towards the end of year 2 and the final assessments should be logged towards the end of year 3. On logging the final self-assessment, the</p>
<p>What can be used for the 'Off the Job'(OTJ) training log?</p>	<p>OTJ training should be met by referencing all lessons, new CSL tasks, Blended/Guided Learning, and Shadowing listed in the learners Training Plan, which is signed prior to starting the course. Other activities which can be logged is any form of <i>new learning</i>, such as discussions with colleagues, demonstrations, CPD, research/reading, Podcasts & Webinars. It is important to note that all learning must be new, and not any form of revision or recap.</p>
<p>Should I give my student blended learning and college hours during half terms?</p>	<p>Yes.</p>
<p>What are students allowed time for during work hours?</p>	<p>College time and Blended learning time.</p>



Bottle Green Training Ltd

Should I give my student time to log on the CSL during work hours?	It is not compulsory; students are expected to do this in their own time.
My student is leaving, do we need to tell anyone?	Yes. College needs to be notified as soon as possible. Students are required to confirm any change of practice with Jo Dobb as soon as they have accepted a new position. Failure to do so may impact funding and access to the on-line portfolio.



Some Questions answered regarding employer and student responsibilities.

- **BLENDED LEARNING**

The apprenticeships at BGT are all run as blended learning courses. This consists of attendance of lectures for 4 hours each week during term time and 3 hours of blended learning tasks. Therefore, the college course equates to 7 hours per week.

Apprentices are given a list of blended learning tasks at the start of each module. It is expected that these task sheets are used to plan completion with their clinical coach. The tasks may be theory or practical based and time needs to be given to achieve these tasks. It must be given within the normal working week and be paid for.

Employers are not required to give the 3 hours blended learning time in a single block, it can be split over the week to reduce the strain on rotas. It is expected that apprentices are able to recognise when this time is given to ensure they are fully aware of their practices support.

Clinical coaches are required to be available to give advice and guidance, but they are not expected to complete the work with their apprentice. The tutor team will collect the tasks in and assess them and give feedback.

Clinical coaches and apprentices will complete a module summary sheet on completion of each set of blended learning.

- **HOLIDAYS AND HALF TERM**

The college course runs over an academic year and tends to follow Derbyshire school terms. During half term times (October, February, and May) apprentices are given tasks to complete which equate to their full 7 hours course allocation. Employers must allow this time to be given, however it does not need to be on the apprentice's usual college day. It needs to be planned and apprentices are required to hand their work in to their tutors within 7 days.

There is no requirement for employers to allocate 7 hours of study time during Easter, Christmas, or summer holidays.

- **Clinical Coach Contact time**

The requirement of the awarding and regulatory body is that clinical coaches spend a minimum of 2 days each week working alongside their apprentice. There is no specific set number of hours, and it is appreciated that this may not be possible when coaches or apprentices are on annual leave. Clinical coaches are required to help plan practical training within the workplace and assist with completion of CSL (Central Skills Log) tasks.

- **CSL time**

The CSL is a log of practical skills and behaviours that are achieved within veterinary practice. It is expected that clinical coaches will spend time with their apprentices planning opening and completing tasks. It is the apprentice's responsibility to log their experiences gained and ensure the scope for each task is covered. Employers do not need to allocate time for apprentices to input onto their CSL, they just need to provide access to the experiences to gain the behaviours, skills and knowledge and ultimately competence. Clinical coaches can delegate training out for these tasks to other experienced members of the team, but they are required to open each task and sign off competence upon completion.



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What is End Point Assessment (E.P.A.)?

End Point Assessment is the final assessment for an apprentice to ensure that they can do the job they have been training for.

EPA is separate to any qualifications or other assessment that the apprentice may undertake during the onprogramme stage of the apprenticeship.

At the end of an apprenticeship, the apprentice will go through a 'gateway' process where they are signed-off by their employer as ready for a final assessment of their knowledge and practical capabilities.

The purpose of the End-Point Assessment is to test, in a synoptic way, the knowledge, skills and behaviours of the apprentice as set out in the apprenticeship standard to confirm that the apprentice is occupationally competent.

To achieve final certification, the apprentice must achieve a minimum of a pass in the End-Point Assessment components.

Phase 1:

- Professional discussion
- Must be passed before proceeding to the second assessment, this applies to Level 3 only.

Phase 2:

- OSCE (level 3 apprentices)
- Practical tasks (level 2 apprentices)
- Must be passed for the apprentice to meet the apprenticeship standard.

BGT Policies List

The following policies may be useful to your role in apprenticeship training and can be found on the Home page

- Learner Code of Conduct
- Safeguarding & Prevent
- Health & Safety
- Complaints & Compliments
- Privacy
- Bullying & Harassment
- Equality, Diversity & Inclusion
- Information Advice & Guidance
- Social Media