User Stories from the FE Coalition meeting on 10th May 2017

| Index No. | As a: | when: | I want to: | so I can |
| --- | --- | --- | --- | --- |
| 1 | Employer | before I engage with apprenticeships | know the cost to me and contribution from others and probable spend profile | track and evaluate value for money |
| 2 | Employer | during the time the apprentices are with my company | Track performance of my apprentices, my training providers and end point assessment organisations | be confident that I am getting value for money |
| 2a | Employer | At the end of an apprenticeship | track performance of all parties | learners have been properly developed |
| 31 | Employer | When I meet with my employee | be able to review progress and access evidence | Increase impact of ???? and plan further development |
| 7 | Employer with 200 apprentices | Apprentices come to the Gateway point and complete their learning | understand their competence levels | Support them to effectively take their end pint assessments |
| 3 | Apprentice manager | I meet the apprentice | be able to evidence all the work evidence of the apprentice | understand progression and how to support and develop the apprentice |
| 6 | Trainer of apprentices | Working with geographically dispersed apprentices | be able to quickly identify common problems | organise appropriate support interventions |
| 4 | Learning provider | I contract with the employer | be able to demonstrate a really effective intuitive tool that shows bended learning against standards and outcomes  | I can gain their confidence and business |
| 21 | Provider | Designing endpoint assessment plan for an employer | have greater clarity of information about the EPA | Provide a quality service for all parties |
| 17 | Small ITP | Exploring how to use digital in my organisation | Collaborate with others to pool resources and share experience | Deliver digital apprenticeships |
| 18 | Small ITP | During all stages of the apprenticeship journey | Have access to best practice exemplars & case studies | Run and manage a great programme and not feel isolated |
| 5 | Staff trainer | working with staff delivering apprenticeship training | be sure that staff are able to support learners with authentic digital learning and assessment practices | Give my learners a good learning experience support them fully through the process and build their employability profile |
| 8 | End point assessing organisation | Assessing apprentices | be able to access their portfolio online | Ensure that I am using all the available evidence for the assessment |
| 14 | End-point assessment provider | I review the assessment | be able to understand the overall lessons gained | be sure of the appropriate award |
| 9 | Assessor | I am creating an assessment plan | use effective technology | make a fair, current and clear assessment that meets the current standard |
| 15 | Assessor | when I visit my learner within the workplace | give feedback on their work | start action planning for progression |
| 22 | Assessor | I am in the field assessing apprentices | quickly capture multimedia evidence | provide relevant assessment of their ability |
|  |  |  |  |  |
| 11 | Apprentice | I am going through induction | know what is involved | Start the apprenticeship securely |
| 12 | Apprentice | I am on the programme | track my progress, maintain a portfolio | Have evidence to show future employers |
| 13 | Apprentice | I am nearing completion (EPA) | be confident I am ready for EPA | get a merit |
| 19 | Apprentice | I apply for and begin my programme | Be sure of the framework and the support available | Maximise achievements of my apprenticeship |
| 30 | Apprentice | I demonstrate a shift in knowledge | be able to capture evidence  | Showcase my progress and achievements |
| 29 | Apprentice | I meet with my manager | be able to demonstrate evidence of ability and knowledge acquired  | discuss and plan the next steps of development |
| 24 | Learner | I start | to have a lesson plan | track my progress and completion |
| 26 | Learner | during learning and assessment | have easy access to digital platforms for learning and assessment | Record all that might be relevant or needed as I build up my competence |
| 16 | Manager of delivery staff | I meet wth staff one-to-one | Be able to identify CPD required | Provide necessary support to facilitate action required |
| 23 | Teacher | working with students | have a mechanism that prepares students for self-employment | set students up better for commercial life chances |
| 20 | Teacher | Dealing with students daily in course progression | have conversation in the moment | hold my class together although they are rarely in the same room |
| 25 | College/Provider manager | during delivery and assessment | Monitor my trainees’ progress | Anticipate and support progression of learners and ensure that they are on happy paths to achievement |
| 10 | Apprenticeship manager | I have Ofsted coming to call | have access to data from top level to granular level (ideally all on one system) | Demonstrate how trading, monitoring, delivery innovation come together to deliver success for all stakeholders |
| 27 | Regulator | In an post accreditation meeting | Be able to audit digital evidence | look at confidence in the awarding body’s practices |
| 28 | Digital user | I feel like it | be able to access learning and share practice | I am at any time from anywhere …. |