

LEARNER HANDBOOK

**Essential information
and guidance about
your apprenticeship.**



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WELCOME

Hello and welcome to your Apprenticeship.

This handbook is designed to provide you with an introduction to your qualification. It contains information about your learning journey, the people you will be working with, what you can expect from us and the support available to you.

Our role is to ensure that you receive the training and support that you need to complete your course successfully and within the timescale agreed. If you have any questions, please speak to your tutor or any member of the Apprenticeship delivery team.

We look forward to supporting you to develop and achieve in your Apprenticeship.



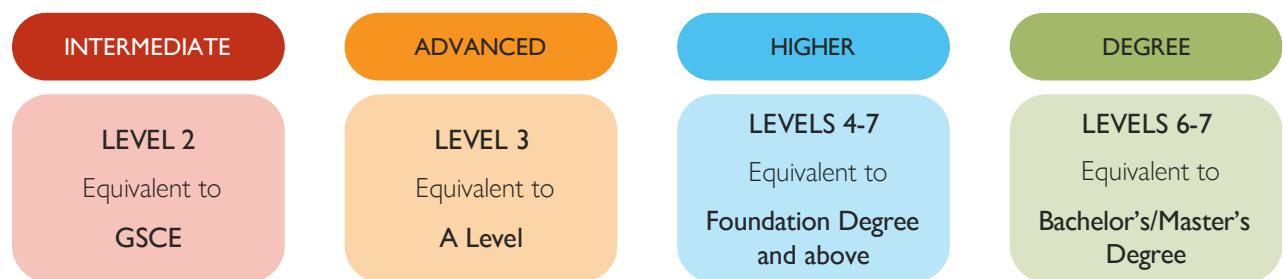
WHAT IS AN APPRENTICESHIP?

An Apprenticeship is a paid job where you learn and gain valuable experiences. Each Apprenticeship is aligned to a standard which is referred to as an '**Apprenticeship standard**'. Apprenticeship standards are designed by industry experts and outline the Knowledge, Skills, and Behaviours (KSBs) that must be demonstrated to successfully achieve the qualification.

During an Apprenticeship, you can expect to spend an average of 6 hours of your working week undertaking learning and training that relates to your Apprenticeship standard. This is called off-the-job (OTJ) training and will give you the opportunity to demonstrate how you can apply your learning to your role.

Once all essential requirements have been met, you can progress towards your End-Point Assessment (EPA). This is an independent assessment for you to demonstrate that you are competent in the KSBs outlined in the Apprenticeship standard.

There are four types of Apprenticeship in the UK:



You will gain a qualification at the end of your Apprenticeship. Some Apprenticeships may also give you an additional qualification, such as a diploma.

Features and benefits of Apprenticeships include:

- Gaining an industry-recognised qualification.
- Hands-on-experience in a role of interest.
- Experience to support your professional development.
- Regular and personalised support.
- Exposure to industry professionals.
- Eligibility for the NUS Apprentice Extra Card - apply online at apprenticeextra.co.uk

APPRENTICESHIP LEARNING JOURNEY



Onboarding and Enrolment:

Introducing your Apprenticeship, checking your eligibility, your existing knowledge and skills, and getting you set up on any systems.



Teaching and Learning

Developing your Knowledge, Skills, and Behaviours and applying them in the workplace.



Review of Progress

Monitoring your progress and wider personal development to celebrate your successes and agree if any additional support is needed.



Gateway

Signals the end of your practical training and confirms readiness for your End-Point Assessment.



End-Point Assessment (EPA)

Completion of a formal assessment to achieve your Apprenticeship.

1: ONBOARDING & ENROLMENT

Prior to the start of your Apprenticeship, you will complete the onboarding process. This forms part of the overall application process and necessary steps including:

- Providing information about your Apprenticeship.
- Introducing you to the Aptem eLearning platform.
- Collecting of your personal information.
- Conducting checks of your eligibility and the suitability of the Apprenticeship programme.
- Conducting Maths and English Initial Assessments to establish your working levels.
- Evidencing any prior learning or achievements and the impact on your training.
- Conducting a Skills Radar to identify your individual learning and support needs.
- Introducing company Policies and Procedures.

Eligibility

Once you have completed the onboarding process, the information you provide will be used to check your eligibility.

To be funded for an Apprenticeship, there are restrictions on eligibility that all training providers must comply with, some of these include:

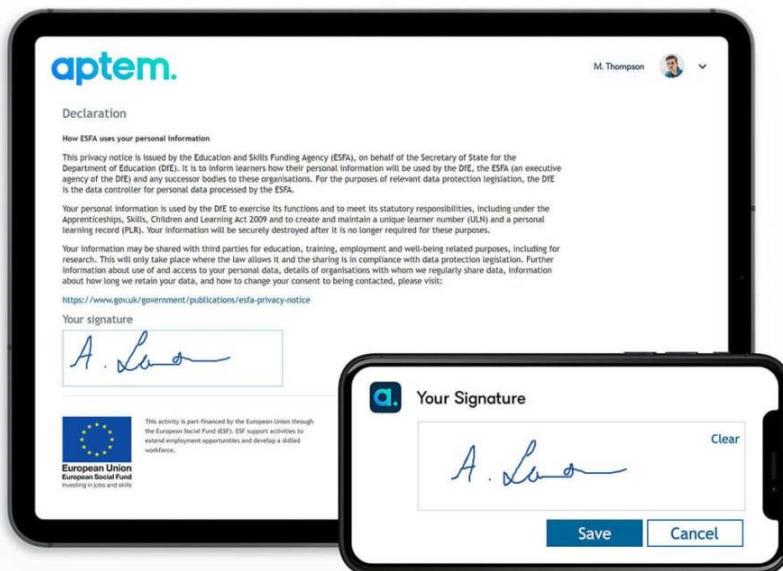
- The ability to complete the full Apprenticeship programme within the time you have available in your contract of employment and/or visa (if applicable).
- Spending at least 50% of your working hours in England during the Apprenticeship.
- Having the right to work in England and eligible residency status.
- Not undertaking any learning that duplicates that which you have completed previously.

Once your place on the Apprenticeship has been confirmed, your onboarding information will be used to plan your programme of learning and create your Individual Learning Plan.

You will then be enrolled onto the programme and enter into the formal agreements between yourself, your employer, and your training provider. These agreements will confirm your start and planned end date, detail the plan of learning, and set out the expectations and responsibilities of each party.

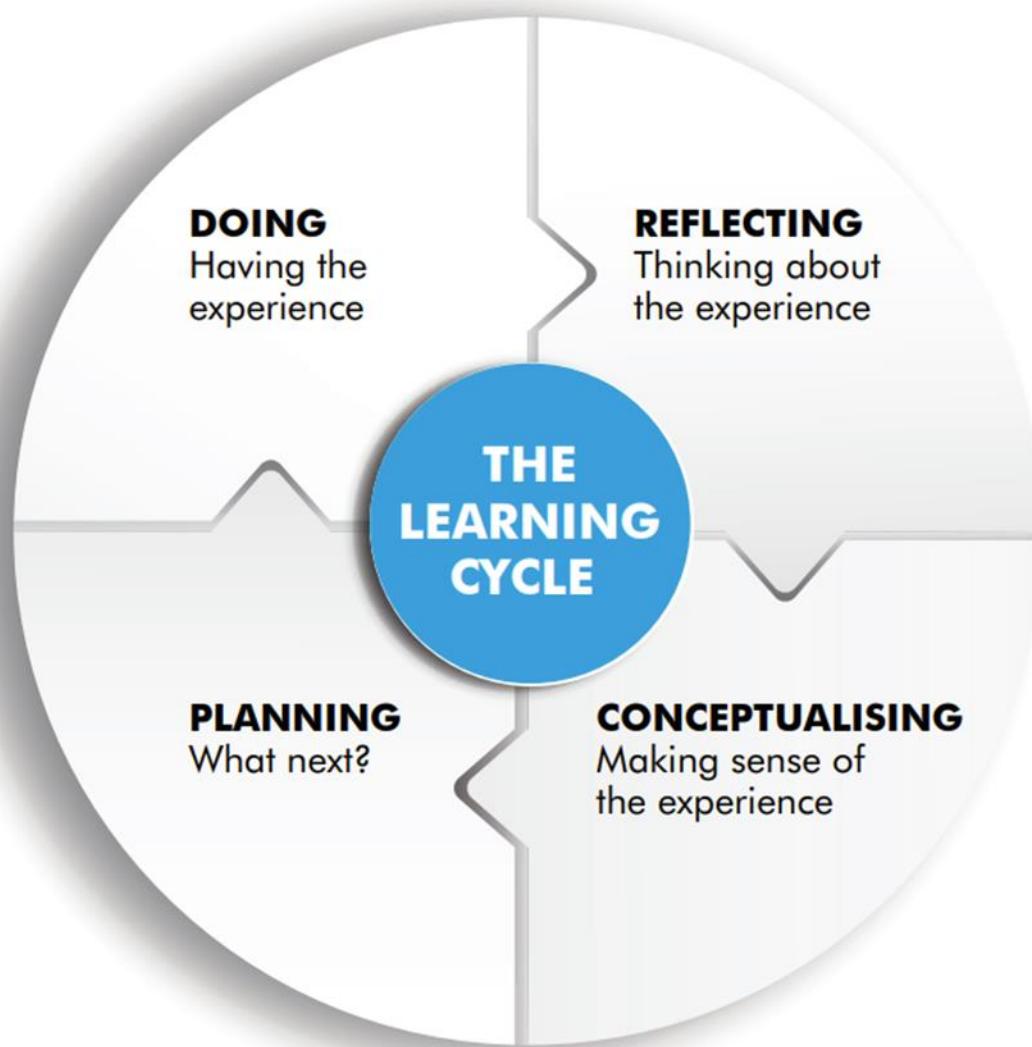
It is important that you read and understand these compliance documents as they confirm your commitment and the terms and conditions of each party.

- **Training Plan:** This is a signed agreement between you, your employer, and the training provider. It contains the responsibilities and commitments of each party and details of your Apprenticeship programme length, planned schedule for training and reviews.
 - **Apprenticeship Agreement:** This is a signed agreement between you and your employer confirmed before the start of the programme. This is a legal requirement and is used to confirm key details of your Apprenticeship and the employment arrangements between you and your employer.
 - **Individual Learning Record (ILR):** This is a record of your data collected during the onboarding and enrolment process and signed by you and your training provider. It is important that your data is kept up to date throughout your Apprenticeship as it is used to access Apprenticeship funding and to inform government statistics.
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2: TEACHING & LEARNING

Everyone learns in different ways, but the actual process of learning typically follows a set process as shown in the learning cycle below.



By following this process, you will broaden your knowledge and develop new skills. We will work with you at each stage, supporting you to ensure your experience is productive, positive, and progressive.

ePortfolio

Using an ePortfolio puts you in charge of your learning and helps you manage your own progress effectively.

Aptem is your ePortfolio system which sets out your schedule of learning, you will use this to collect evidence towards your Apprenticeship. During your time on programme, you will have remote access to your learning resources, activities, and assignments, plus submit evidence to confirm your competence as part of your programme requirements.

Your tutor will monitor and review your progress, mark work submitted, and provide you with feedback via Aptem.

Off-the-Job (OTJ) Training

During your Apprenticeship, you are required to spend an average of 6 hours per working week (for full-time contracts) completing OTJ training. This training must take place during your normal working hours (i.e. during your paid working hours excluding any overtime). OTJ training refers to any learning activities that are new to you, that support development of knowledge and performance skills in the workplace, are directly relevant to your Apprenticeship and job role, and are undertaken 'away' from your normal working duties.

Your employer will need to ensure you are allowed time to complete this requirement. Your training provider will guide and support you and your employer to identify and record suitable activities.

Examples of OTJ training may include:

- Teaching of theory (e.g., workshop sessions, lectures, and online learning).
- Practical training (e.g., shadowing, mentoring and industry visits).
- Learning support time (e.g., coaching, researching and assignment development).

OTJ training does **not** include:

- Progress Reviews.
- Training outside of your paid working hours.
- Exams.
- Study required in connection with achieving separate English and maths qualifications.

OTJ training may be undertaken in a variety of ways, for example: as part of every day; for one day per week; for one week out of every five; or a proportion at the beginning, middle or end of the Apprenticeship programme.

Throughout your Apprenticeship your training provider will raise your knowledge and awareness of wider key themes including:

- Equality Diversity and Inclusion (EDI)
- Health and Wellbeing
- Fundamental British Values
- Safeguarding and Prevent
- Personal and Social Development topics
- Employability Skills

English and Maths

English and maths are an integral part of Apprenticeship standards. In order to proceed through Gateway to the End-Point Assessment (EPA), you are required to provide evidence of attainment in English and maths in the form of an accepted qualification at the appropriate level for your Apprenticeship.

If you have not already achieved an English and/or maths qualification at the required level, you will study towards gaining your English and/or maths Functional Skills qualifications as part of your Apprenticeship programme. The results from your Initial and Diagnostic Assessments will be used to provide accurate teaching, learning and skills building for the areas identified where you need additional support.

If you have already achieved qualifications in English and/or maths at the required level, you may be exempt from completing Functional Skills qualification(s). Please be aware, if you cannot provide suitable evidence, you will be required to complete the relevant Functional Skills qualification(s).

Assessment and Feedback

An important part of the learning cycle is ongoing assessment and feedback. The work that you submit is the evidence of your understanding and knowledge against specified performance criteria. This can take many forms, for example, paper-based or digital documents, workbooks, photographs, videos or audio recording.

Your tutor will assess your work against the assessment criteria and provide you with feedback to highlight where you have performed well and to help you understand how you can improve. This feedback may be verbal in 1:1's or coaching sessions and may form the basis of future targets or it may be written feedback on work submitted so you can refer back to it.

You should have regular meetings with your line manager or mentor within your workplace to ensure that you are being provided with the right opportunities within the workplace to apply your newly learned Knowledge, Skills, and Behaviours.

Knowledge Skills and Behaviours (KSBs)

Knowledge

The Apprenticeship standard will define the knowledge and understanding that you will need to acquire and apply to carry out your role effectively and become occupationally competent. As your training provider, we will provide you with the taught elements of your Apprenticeship qualification.

Skills

The Apprenticeship standard will define the range of skills and competencies that you need to practise and acquire in order to do the job to a specified standard. These skills are largely acquired and practised in the workplace.

Behaviours

The Apprenticeship standard will define the behaviours that you will need to demonstrate to become occupationally competent. This may include behaviours such as leadership techniques, emotional intelligence, reflection, and valuing diversity.

Careers Information, Advice and Guidance (CIAG)

As a training provider we aim to ensure you receive comprehensive CIAG throughout your learning experience. This includes the different progression opportunities for further training, qualifications, and career development relevant to your work role and responsibilities.

Whatever your role, we will support your learning journey and help you with continuous development opportunities.

Your Feedback

We value all comments and feedback. If you would like to get in touch you can do this by contacting us directly by phone or email, via your tutor or the Safeguarding team at any time.

You will also be requested to provide your feedback through our surveys and questionnaires during your Apprenticeship.

3: REVIEW OF PROGRESS

Progress reviews are an integral part of the learning cycle. They are scheduled at 10-to-12-week intervals throughout the duration of your Apprenticeship.

You, your mentor or line manager, and tutor all take an active role in your progress reviews.

Progress reviews provide an opportunity to discuss and reflect on how you have demonstrated Knowledge, Skills, and Behaviours within your job role, recognise your strengths and achievements, reflect on feedback, and review any challenges to identify areas for further development.

They should give you a clear understanding of your progress through your learning journey, identify any support needs, and agree and set targets for your future learning. The most effective targets are those which are SMART:



4: GATEWAY

Gateway takes place before an End-Point Assessment (EPA) can start. Your employer and tutor will decide when they think you are ready for EPA. A Gateway Review will take place towards the end of the Apprenticeship programme and marks the completion of the practical period of teaching and learning.

To reach Gateway, you may need to complete additional requirements so you can prepare for your final assessment. This could include the mandatory English and maths qualifications or embedded qualifications.

During your Gateway Review your employer and tutor will discuss your Knowledge, Skills and Behaviours and confirm if you have met the minimum requirements of the Apprenticeship set out in the Apprenticeship standard to demonstrate that you are ready to take the assessment.

The Gateway Review is also an opportunity to express your views about whether you feel ready to pass through Gateway and to voice any concerns you might have about undertaking your EPA.

It is important that you do not pass through Gateway until you understand all the different assessment methods and feel confident that you are ready. All parties must consider you to be occupationally component and ready to take your assessment.

As you approach Gateway your tutor will support you in preparing for your EPA.



5: END-POINT ASSESSMENT (EPA)

EPA is the final stage of an Apprenticeship. It is an impartial assessment of whether you have developed the Knowledge, Skills and Behaviours outlined in the Apprenticeship standard.

Each Apprenticeship standard has its own ‘Assessment Plan’ which details the criteria required to successfully achieve your Apprenticeship and the grade you may receive (e.g. Pass, Merit, Distinction).

EPA methods can include practical assessments, project work, portfolios, interviews, written and/or multiple-choice tests and presentations.

The End Point Assessment Organisation (EPAO) will agree and confirm a date for your EPA to take place. The period in between the Gateway Review and the confirmed EPA date will be used to consolidate your learning.

Once you have successfully passed your EPA and completed your Apprenticeship you will receive your certificate.

Resits and Retakes

If you do not pass one or more assessment method at EPA, then you will be provided the opportunity to take a resit or retake.

Where a resit or retake has been recommended, your tutor will work with you to put together an action plan to support you to improve on the areas identified in the assessment feedback and will provide you with further training where required.

You can only retake or resit at the request of the EPAO from the results of your EPA. You cannot request a retake or resit to improve your grade if you have passed.

Appeals and Malpractice

Our Appeals Procedure covers the process for raising appeals against an academic decision that has been made.

Malpractice is any activity or practice which deliberately contravenes regulations and compromises the integrity of the internal or external assessment process and the validity of certificates.

If you are unsure of where to find copies of our procedures, please speak with your tutor.

COMMITMENTS & RESPONSIBILITIES

We are committed to helping you succeed. In order to do this, we have set our commitments to you.

We will:

- Conduct an initial assessment of your starting point to support your individual learning needs and create a clear plan for your learning.
- Provide additional learning support and/or reasonable adjustments if required.
- Provide a dedicated professional tutor with relevant vocational expertise.
- Deliver high quality OTJ training focused on your job role and professional development.
- Work collaboratively with you and your employer to support your development.
- Regularly review your progress, provide feedback, discuss challenges, and set targets.
- Provide teaching and support to develop your English, maths, and digital skills.
- Respond to any Health & Safety, Equality, Diversity & Inclusion, and Safeguarding concerns.
- Provide an inclusive and supportive learning environment where your opinions are valued.
- Embed and enhance your understanding of Equality, Diversity & Inclusion, Safeguarding & Prevent and British Values throughout the Apprenticeship.
- Provide CIAG on your options for further progression throughout the Apprenticeship.

Your employer will:

- Provide you with opportunities to develop your Knowledge, Skills and Behaviours through on the job training in the workplace.
- Ensure you have sufficient allocated time away from your normal duties to enable you to undertake OTJ training and independent learning in working hours.
- Ensure you are given sufficient time to work towards the achievement of English and maths Functional Skills (if applicable).
- Work collaboratively with you and your training provider to monitor and support your development including contributing to Progress Reviews.
- Inform your training provider if any matters or issues arise that could affect your learning, development, and progression.
- Provide you with a safe, inclusive, and supportive working environment in accordance with legislation.
- Promote Equality, Diversity & Inclusion, Safeguarding & Prevent and British Values.
- Provide you with support, encouragement, and appropriate supervision.

You will:

- Take appropriate responsibility for your own learning, development, and progression.
 - Be committed for the duration of the Apprenticeship.
 - Take part in planned OTJ training and set activities within your learning plan to develop your Knowledge, Skills, and Behaviours.
 - Ensure any work you complete is on time and to the required standard.
 - Work collaboratively with your training provider and your employer to review your progress and development.
 - Monitor and manage the OTJ training requirement and ensure this is documented and reviewed on a regular basis.
 - Participate and contribute to reviews of your progress and achievement.
 - Inform your employer and training provider of any changes in circumstances or if any concerns or issues arise that could affect your learning, development, and progression.
 - Work in an inclusive and supportive manner, with a positive approach towards Equality, Diversity & Inclusion, Safeguarding & Prevent and British Values.
 - Comply with the policies and procedures of the employer and the training provider.
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CHANGE OF CIRCUMSTANCES

As an apprentice, a change in your circumstances may affect your eligibility to continue with your Apprenticeship. Any change in personal or employment circumstances must be reported to your training provider as soon as possible so we can provide you with the relevant guidance.

Examples of a change of circumstances include a change of employer, change of contract or working hours, leaving employment or redundancy.

If your change in circumstances results in an absence from work that will last **more than 4 weeks** (e.g. maternal, paternal and adoption leave, shared parental leave, accident and/or illness etc), we can agree a break from your learning on condition that you fully intend to return to the programme and complete your Apprenticeship.

Please inform your tutor of any changes in circumstance as soon as possible, so we can consider the best way to move forward and provide advice about continuing with your Apprenticeship.



ROLES IN APPRENTICESHIP DELIVERY

Tutor/Coach/Assessor

The role of the tutor is to adapt your Learning Plan to suit your specific training needs. Your Tutor will plan and deliver your training programme and provide guidance, support, and encourage you throughout your Apprenticeship training programme.

Your Employer

Your employer is required to provide you with a contract of employment. They will provide you with opportunities in the workplace to help develop your skills at work. They will also provide input, support, and encouragement throughout your Apprenticeship programme. You may also be allocated a workplace Mentor who can provide additional guidance and support.

End Point Assessment Organisation (EPAO)

An independent organisation must be involved in the End-Point Assessment so that all apprentices are assessed consistently. The EPAO has the responsibility of reviewing, assessing, and grading your evidence in accordance with the relevant assessment plan.

Internal Quality Assurer (IQA)

IQAs are responsible for ensuring that assessments are conducted fairly and accurately. It is their role to determine that required standards are being met and are in-line with best practices.

External Quality Assurer (EQA)

EQAs work for the Awarding Organisation. It is their role to ensure that assessments and IQA decisions are fair, valid, consistent and meet the requirements of the qualification standards.

OFQUAL

Ofqual regulates qualifications, examinations, and assessments in England.

Ofsted

Ofsted are a government department who inspect the quality of Apprenticeship training that is delivered by training providers to ensure it is high-quality and meets the needs of employers and apprentices. Ofsted inspectors speak to apprentices to hear their views on their training experience to help form judgements on training provision. Inspectors will focus on how well training is developing apprentices' skills for their role in the workplace.

Education and Skills Funding Agency (ESFA)

The ESFA is accountable for funding education and skills for children, young people, and adults.

POLICIES & PROCEDURES

We are committed to providing a high-quality training and learning experience and have a variety of policies and procedures in place to ensure any complaints are resolved in a thorough, professional and timely fashion.

Full copies of our policies and procedures are available. If you are unsure of where to find copies of these, please speak with your tutor.

- Equal Opportunities
- Safeguarding Policy
- Health and Safety Policy
- IT Acceptable Use Agreement
- Disciplinary Procedure
- Learner Appeals Procedure
- Grievance Procedure
- Complaints Procedure
- Careers Information, Advice and Guidance



EQUALITY, DIVERSITY & INCLUSION

Equality is about ensuring that everybody is treated fairly and has equality of opportunity regardless of individual characteristics. Your employer and training provider have responsibilities to ensure nobody is disadvantaged and to provide fair treatment and opportunity for all.

A diverse working environment will include people from a wide range of backgrounds, identities and mindsets. Diversity is recognising, respecting and celebrating our visible and invisible differences including values, attitudes, cultural perspectives, beliefs, skills, knowledge, and life experiences.

We are committed to fostering a fair and inclusive learning environment free from discrimination, harassment or victimisation where everyone feels valued, accepted, respected and safe. It is important that everyone has the opportunity and confidence to participate and thrive regardless of background or circumstance.

The **Equality Act 2010** brought together previous equality laws into one piece of legislation. The Act is a law that protects the rights of individuals and supports equal opportunity for all, promoting a fair and more equal society.

It is against the law to discriminate against someone based upon the following protected characteristics.

- Age
- Disability
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

If you have any concerns or believe you have been treated unfairly at any stage of your programme, please raise this with your employer, tutor, or member of the Safeguarding team.

Read more at: equalityhumanrights.com/en/equality-act/protected-characteristics

BRITISH VALUES

British values reflect what it is to be a citizen in a modern and diverse Britain, they are the common values that all communities share. As a training provider, we have a responsibility to promote British Values, to ensure that all apprentices are prepared for life in Britain and become valuable and responsible members of society who treat others with respect and tolerance, regardless of their background.



- **Democracy:** Democracy is about making sure that everyone has their say in how a country runs. This is different to a dictatorship where one person gets to decide all the rules.
- **The Rule of Law:** The law ensures that there are consequences for bad behaviour and helps to end disagreements in a fair way. Importantly, the law applies equally to everyone.
- **Individual Liberty:** Individual liberty means you get to choose how you live your life. Nobody can stop you because of your gender, beliefs, background, or ethnicity.
- **Tolerance:** Tolerance means that we understand that everyone has a right to believe what they want, even though it might be different to our own beliefs.
- **Mutual Respect:** We don't all have to agree on everything, but we do have to respect other people's opinions. In return you can expect others to respect your views too - that's why we call it mutual respect.

SAFEGUARDING

Safeguarding is the term used to define the actions we take to promote the welfare of individuals and protect them from harm, abuse, and exploitation. We are committed to providing a safe, supportive, and inclusive learning environment for all. Every member of staff has a responsibility to help ensure your safety and wellbeing.

A Safeguarding concern is:

Anything that may cause worry about another person or contributes to a person feeling uncomfortable or unsure about the safety or welfare of someone else or themselves (including indications of radicalisation and expressions of extremist views).

Abuse or harm may occur face-to-face or online and is not always obvious. In grooming, abusers befriend and then exploit others for the purposes of criminal, sexual or financial gain. The following list is not exhaustive and gives some examples, however there are many more which are not listed here.

- **Psychological or emotional abuse:** bullying, harassment, taunting, teasing, or making belittling remarks about you. This could also be via social media or text.
- **Financial or material abuse:** people stealing from you or bullying you into handing over your money and possessions.
- **Sexual abuse:** carrying out any sexual abuse such as harassment (unwanted and uninvited touching) Sexual violence such as being touched or being forced to touch the sexual parts of someone's body, being forced to watch or take part in a sexual act, making suggestive sexual remarks, using sexist language or acts such as upskirting.
- **Neglect:** failure to provide access to basic living needs such as shelter, food and water, clothing and medicine.
- **Discrimination:** people should not discriminate against you because of age, sexual orientation, sex, religion or belief, race, gender reassignment, marital or civil partnership, disability, pregnancy, maternity, ethnic background.

As part of our duty of care to you it is important for you to understand the following:

- If you have a Safeguarding concern about yourself or someone else, it is important that you tell someone you trust or you may choose to contact one of the organisations on the Safety & Wellbeing contact list in this handbook.
- We have a duty of care to all our learners and will act where there is risk of harm. We will treat any Safeguarding suspicions or disclosures with professionalism and care.
- Depending on the nature of a Safeguarding concern, information may be shared with your tutor, your manager, or the Designated Safeguarding Lead (DSL). It may also be appropriate for information to be shared with an external organisation.

The DSL heads the Safeguarding team. They have the necessary knowledge, experience, and training to address any Safeguarding concerns raised and decide on the appropriate action required. To raise a concern, ask a question or for any other Safeguarding related support you can contact your Safeguarding team at any time.

Bullying and Harassment

Bullying is a behaviour, repeated over time, that intentionally hurts an individual or group. If left unaddressed, bullying can negatively impact a person's mental health, self-esteem, and ability to thrive. The use of force, threat, coercion, intimidation, or aggression are types of bullying.

Harassment is unwanted behaviour which you find offensive, or makes you feel intimidated or humiliated. This can take many forms at work and can include unwelcome physical, verbal, or non-verbal conduct, such as sexual advances, physical contact, gossip, and gestures.

Sexual harassment is unwanted behaviour of a sexual nature which:

- Violates your dignity.
- Makes you feel intimidated, degraded, or humiliated.
- Creates a hostile or offensive environment.

You don't need to have previously objected to someone's behaviour for it to be considered unwanted. We take a zero-tolerance stance towards any form of harassment or bullying, including online misconduct.

Should you feel you are being bullied or harassed at work you should report the details to your supervisor, tutor, or a member of the Safeguarding team.

Peer-on-Peer Abuse:

It is important to recognise that abuse isn't always perpetrated by adults; young people can abuse each other too. This is referred to as peer-on-peer abuse and can include:

- Bullying (including online/cyberbullying).
- Sexual violence and sexual harassment (including online).
- Physical abuse (such as hitting, kicking, shaking, biting etc.).
- 'Sexting' (also known as 'youth produced/involved sexual imagery' or sharing 'nude or semi-nude' imagery).
- Initiations, hazing-type violence and social rituals.

If you feel that you are or have been affected by peer-on-peer abuse, contact your tutor or member of the Safeguarding team.



PREVENT DUTY

Prevent is part of the Government's anti-terrorism strategy and is intended to safeguard vulnerable people from being groomed, radicalised, and drawn into terrorism, extremism, or violent extremism.

As part of your Apprenticeship, you will be introduced to Prevent-related topics and learn about who may be vulnerable to, or at risk of, radicalisation.

- **Radicalisation:** The action or process of causing someone to adopt radical positions on political or social issues.
- **Extremism:** The holding of extreme ideological, political, or religious views.
- **Violent Extremism:** Where a person or group uses fear, terror, or violence to try and achieve ideological, religious, or political goals.
- **Terrorism:** An action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.

The Prevent Duty is not about discouraging you from having political and/or religious views but rather it is about supporting you to express or act on those views in appropriate ways.

Our role is to increase your knowledge of potential risks faced in society and at work, and actions that can be taken to protect you and others to minimise exposure to risk.

If you have a Prevent related concern or question, speak to your tutor or Designated Safeguarding Lead (DSL).

You can also call the ACT Early Support Line on 0800 011 3764 to share concerns with specially trained Prevent officers.

For more information and advice see: actearly.uk

STAYING SAFE ONLINE

Internet use has become an everyday part of life, whether used for work, learning, meeting people, sharing experiences, or keeping informed.

Digital safety is everyone's responsibility. It is important to remember that even when you are using personal communications and social media you have a duty to act with dignity and respect towards all others.

Your safety and wellbeing are a priority, so please follow these tips to help keep your online experience both enjoyable and safe.

Keeping Private Information Private

Whilst the internet can be a great way to communicate and socialise, we urge you to take care when sharing information and talking to people online.

Sharing personal information can make you vulnerable to identity theft, cyberstalking, and other issues. Potential or current employers or work colleagues may also access your online accounts, so make sure the information you share is suitable for all eyes.

Accessing content on a public connection or free WIFI increases the risk of your content being hacked. This is why you need to be extra careful when it comes to processing information that is high in importance such as banking details and passwords. Once people have access to this information you are in danger of them being able to access everything that you do and your private information is no longer private.

Scammers can also try to access your personal information. One way of doing this is by 'phishing', which involves creating sites or sending emails or text messages that appear to be from a legitimate company asking you to confirm personal information. Reputable sites will not contact you in this manner, so be wary of any message asking you for information such as bank account numbers and passwords. If in doubt, do not share information.

Clicking on a phishing link or opening an attachment in one of these messages may install malware, viruses or spyware on your device. Installing antivirus software will help to detect, protect against - and remove - harmful malware from your devices.

Keeping Yourself Safe

Social media and online dating sites can be popular platforms to target individuals by watching what they're doing and building false relationships.

Many people online are not who they say they are. If you use an online platform to arrange a personal meeting with someone, always meet them in public place and tell someone you trust where you are going. Ask them to check up on you at an agreed time later in the day.

If you are concerned about anything that has happened online to you, a friend or a colleague, talk to your tutor or a member of the Safeguarding team.

If you suspect you've been scammed, defrauded or experienced cybercrime, the Action Fraud team can also provide the help, support and advice you need. Contact Action Fraud on 0300 123 2040 or online at: actionfraud.police.uk/reporting-fraud-and-cyber-crime

If you are a victim of online hate or bullying, this is a crime and should be reported to the police by calling 101. If you or someone else is in immediate danger or risk of harm call 999.

Top Tips for Staying Safe Online

- Never give out personal details of any kind which may identify you or your location.
- Do not do anything you do not want to do - speak to someone you trust if you are feeling pressured to meet or talk to someone.
- Keep your privacy settings as high as possible.
- Do not post any personal information, address, location etc.
- Think carefully before posting pictures or videos of yourself. Once you have posted a picture of yourself online, most people can see it and may be able to download it. It is not just yours anymore.
- Remember that once something is sent online it can never be removed permanently.
- Trust your instincts. If you think something feels wrong, it probably is.
- Do not befriend people that you do not know, remember that not everyone online is who they say they are.
- Install antivirus software and keep it up to date.
- Respect other people's views, even if you don't agree with them.
- Use strong passwords, never give passwords out and logout of shared devices.
- Avoid using the same passwords for multiple accounts, it makes them all vulnerable if your password is discovered. Change passwords regularly.
- When shopping online, check the website is trustworthy and keep a close eye on your bank or payment account activity. A secure URL should begin with "https" rather than "http."

DATA PROTECTION

The **Data Protection Act 2018** is the UK's implementation of the **General Data Protection Regulation (GDPR)**. The Data Protection Act (DPA) controls how personal information can be used and your rights to ask for information about yourself.

Everyone responsible for using personal data have strict rules to follow called 'data protection principles'. They must make sure the information is:

- Used fairly, lawfully, and transparently.
- Used for specified, explicit purposes.
- Used in a way that is adequate, relevant, and limited to only what is necessary.
- Accurate and, where necessary, kept up to date.
- Kept for no longer than is necessary.
- Handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction, or damage.

We are required to collect and processes personal data as part of your onboarding, enrolment and throughout your Apprenticeship. We are committed to being transparent about how your data is collected and used to comply with our data protection obligations.

The personal data we collect from you will only be stored whilst it is relevant and will not be disclosed with any other party without your consent, unless required to do so by law.

Further information on how we will use your data can be found in your **Apprenticeship Learner Agreement** and by reviewing the Education and Skills Funding Agency Privacy Notice.

Our **Learner Privacy Notice** and **GDPR Data Protection Policy** provide full details of the data collected and our commitment to data protection, individual rights, and obligations in relation to personal data.

WELLBEING

Whilst you are training with us, we want to support your wellbeing and understand that at times life can be difficult.

Wellbeing refers to a state of being healthy, happy, and comfortable, both physically and mentally. It relates to a sense of contentment and satisfaction with your life, and a positive outlook on your personal and professional experiences. It is influenced by a range of factors, including physical health, social relationships, work-life balance, and personal values and beliefs. Maintaining and improving your 'state of wellness' is important for overall health and happiness.

A healthy lifestyle can help you both inside and outside of work, small changes can have a big impact on how you feel. Consider the following tips to improve your wellbeing:

- Relax to reduce stress.
- Spend time in nature.
- Find ways to learn and be creative.
- Connect with others.
- Look after your physical health.
- Exercise regularly and follow a balanced diet.
- Take regular breaks away from your screen or workspace.
- Give yourself some tech-free time.
- Try to prioritise sleep.

Resilience

Developing emotional resilience helps us all to deal with difficult situations and pressure and enables us to bounce back and recover quickly after a setback or a stressful situation. It also affects how we adapt to different situations. We should all try to take steps to help ourselves become more able to deal with pressure and different situations.

Should you feel that you are struggling to achieve a balanced focus, your tutor can provide advice, guidance and support should you need it.

Mental Health

Mental health is a state of wellbeing where individuals can achieve their potential, cope with the normal stresses of life, work productively and contribute positively to their community.

However, anyone can experience mental health concerns. This might relate to temporary stress symptoms or more serious clinical mental health conditions, such as depression or anxiety.

Temporary stress symptoms may be experienced at work during busy, hectic periods or during a significant life changes, such as moving house or a bereavement. Symptoms of temporary stress should reduce once you feel in control of the situation.

However, stress can develop into clinical mental health conditions such as depression and anxiety if the stress becomes more severe and is prolonged. Stress can be triggering for more vulnerable individuals or people with bipolar disorder, schizophrenia, or other mental health conditions.

We are here to support all our learners to live well, feel valued and fulfilled. We believe everyone has the right to live happily and healthily and gets support and respect.

If you are concerned about your mental health, you should make an appointment with your doctor. Please, also speak with your manager or HR department, and your tutor can support you as well as refer you to various agencies who can provide support.



HEALTH & SAFETY

Everyone has the right to work and study in a place they feel safe and where risks to health and safety are properly controlled. We are committed to providing a safe and secure learning environment for all our apprentices.

What we will do:

- Conduct a Health and Safety Vetting with your employer to ensure you are working in a healthy and safe environment.
- Ensure you are suitably covered by your employer's liability insurance while on your Apprenticeship.
- Provide and maintain a healthy and safe learning environment.
- Comply with all relevant legislation (e.g. Health & Safety at Work Act 1974, Equality Act 2010).
- Promote good health and safety practices and raise awareness of risk.
- Investigate and record any injuries, accidents, or dangerous occurrences reported and implement preventative action if required.

Whilst we have a responsibility for your welfare, you also have a responsibility for your own health and safety.

What we ask of you:

- Take reasonable care of your own and other people's health and safety.
- Co-operate with your employer and follow all health and safety rules & regulations as set.
- Respect all equipment and use only as trained to do so and for intended purpose including the correct use of Personal Protective Equipment (PPE).
- Make sure that you are aware of all safety procedures in the unlikely event of a fire or an accident.
- Report any incidents or potential hazards to a member of staff immediately.

If you are worried about health and safety in your workplace, talk to your employer, supervisor, or health and safety representative. You can also discuss with your tutor or a member of the Safeguarding team.

SAFETY & WELLBEING CONTACT LIST

ACAS

Free and impartial employment law advice.
0300 123 1100
acas.org.uk

ACT EARLY

Report concerns about radicalisation or extremism.
0800 011 3764
actearly.uk/contact

BEAT

Support for those affected by eating disorders.
beateatingdisorders.org.uk

BULLYING UK

Information and advice for victims of bullying.
nationalbullyinghelpline.co.uk

CITIZENS ADVICE

Confidential legal, debt, consumer, and housing advice
0808 223 1133
citizensadvice.org.uk

CEOP

For reporting inappropriate online chat or behaviour.
ceop.police.uk

CHILDLINE

Counselling service for children and young people.
0800 1111
childline.org.uk

CRUSE

Helping bereaved people suffering from grief.
0808 808 1677
cruse.org.uk

DOMESTIC VIOLENCE UK

Support for those affected by domestic abuse.
domesticviolenceuk.org

DRINK AWARE

Advice about alcohol and issues related to its misuse.
drinkaware.co.uk

FAMILY LIVES

Provides targeted early intervention and crisis support to families.
0808 800 2222
familylives.org.uk

FRANK

Advice and information about drugs and legal highs.
0300 123 6600
talktofrank.com

GAMBLE AWARE

Support to anyone worried about gambling.
begambleaware.org

MIND

Mental health support for individuals and families.
0300 123 3393
mind.org.uk

THE MIX

Guidance and support on a range of issues for under 25s.
0808 808 4994
themix.co.uk

NATIONAL DEBTLINE

Debt advice service run by the Money Advice Trust.
0808 808 4000
nationaldebtline.org

NSPCC

Help for adults concerned about a child.
0808 800 5000
nspcc.org.uk

RELATE

Relationship and family counselling and support
0300 100 1234
relate.org.uk

THE SAMARITANS

Confident support and advice for anyone in distress.
116 123
samaritans.org

SHELTER

Housing and homelessness advice.
0344 515 2000
england.shelter.org.uk

STONEWALL

Information for LGBTQ+ individuals and communities.
stonewall.org.uk

SUICIDE PREVENTION UK

Supporting those at risk of suicide throughout the UK.
0800 689 5652

THINK U KNOW

Protects young people from online sexual abuse.
0870 000 3344
thinkuknow.co.uk

TURNING POINT

Supporting individuals with learning disabilities and complex needs.
turning-point.co.uk

GLOSSARY OF TERMINOLOGY

Below is a list of common terms and abbreviations used in relation to Apprenticeships:

Active Learning

An apprentice must be involved in active learning throughout the Apprenticeship, from the start date to the learning end date. Active learning must take place at least every 4 weeks.

Apprentice

An employee on the Apprenticeship programme. Also sometimes referred to as the learner or student.

Apprenticeship

An Apprenticeship is a job with training to industry standards in a recognised occupation. It involves a programme of on and off the job training towards End-Point Assessment.

Apprenticeship Agreement

An agreement between the apprentice and the employer setting out the employment arrangements that apply to the Apprenticeship. It must be signed at the start of the Apprenticeship and updated if any changes are made.

Apprenticeship Standard

A nationally recognised training programme aligned to a specific job role. The criterion within the standard sets out the Knowledge, Skills and Behaviours required to achieve the qualification.

Aptem

eLearning platform used to support apprentices with their learning journey from onboarding through to completion. Used to plan learning, upload evidence of teaching and learning, provide feedback, conduct reviews, and monitor progression throughout the Apprenticeship.

Break in Learning

When an apprentice takes a break of at least 4 weeks from their Apprenticeship but plans to return to it in the future. This could be linked to a break from work (e.g., illness, maternity leave, or parental leave) or the apprentice could still be working but has agreed with their employer and provider to take a break in their learning.

Department for Education (DfE)

Government department responsible for children's services and education, including early years, schools, higher and further education policy, Apprenticeships, and wider skills in England.

Eligibility

Eligibility criteria must be met in order to access Apprenticeship funding. Apprentice eligibility criteria includes age and the right to work in England.

End-Point Assessment (EPA)

An assessment undertaken by an apprentice at the end of training to test that they can perform in the occupation they have been trained in and can carry out job responsibilities, demonstrating the Knowledge, Skills and Behaviours set out in the occupational standard.

End-Point Assessment Organisation (EPAO)

An organisation approved on the Register of End-Point Assessment Organisations to deliver EPA for a particular Apprenticeship standard.

Education and Skills Funding Agency (ESFA)

The executive agency of the Government, sponsored by the Department for Education, the ESFA sets out the funding rules and policies relating to Apprenticeships and their delivery.

Evidence

An example of work which evidences an apprentice's OTJ Training and competence of one or more KSBs.

Functional Skills

A qualification that allows individuals to demonstrate that they have achieved English, maths or ICT to a given level.

Gateway

Gateway takes place before an End-Point Assessment (EPA) can start.

Gateway Requirements

The requirements set out in the Apprenticeship assessment plan that must be met by the apprentice prior to undertaking EPA of the Apprenticeship standard.

Independent Assessor

The person appointed by the EPAO to assess the apprentice during the EPA.

Individualised Learning Record (ILR)

An ILR, is an ongoing collection of data about a learner. Individualised learner records are maintained throughout an apprentice's learning journey. The data that is collected and then submitted in the ILR is used to access funding and to inform government statistics.

Institute for Apprenticeships and Technical Education (IfATE)

IfATE work alongside employers to develop, approve, review and revise Apprenticeship standards.

Knowledge, Skills, and Behaviours (KSBs)

An Apprenticeship standard is defined in terms of the Knowledge, Skills and Behaviours required to be competent in the relevant occupation, KSBs are what the apprentices will be assessed on during the EPA to determine if they have successfully achieved the Apprenticeship. They are defined as follows:

- K** **Knowledge:** The information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic and transferrable.
- S** **Skills:** The practical application of knowledge needed to successfully undertake the duties. They are learnt through training and experience.
- B** **Behaviours:** Mindsets, attitudes or approaches needed for success. While these can be instinctive, they can also be learned. Behaviours tend to be very transferable.

Learning Plan

The Learning Plan within Aptem tracks progress against the programme and its components. The Learning Plan contains all the scheduled activities, meetings and reviews that need to be completed.

Line manager/mentor

The person inside the apprentice's organisation who is responsible for providing support and guidance with the application of knowledge and learning in the workplace. They are involved in reviewing progress to ensure apprentices are on track.

Onboarding Initial Assessments

Assessment completed prior to the start of an Apprenticeship to establish an individual's current working level for English and maths and identify any learning and support needs. Initial Assessments also include the completion of a Skills Radar and are used to determine the starting point for an Apprenticeship programme.

Off-the-Job (OTJ) Training

Training that is received during the apprentice's normal working hours for the purpose of developing the approved knowledge, skills and behaviours set out in the Apprenticeship standard.

On-the-Job Training

Training received by the apprentice for the sole purpose of enabling them to perform the work for which they have been employed. This means training that does not specifically link to the knowledge, skills and behaviours set out in the Apprenticeship. On-the-job training does not count towards apprentice's minimum off-the-job training requirements.

Portfolio

The collection of evidence that the apprentice has accrued and recorded to demonstrate their achievement of the required KSBs.

Practical Period

The period for which the employer and apprentice agree that the apprentice will work and receive training under their Apprenticeship agreement. This does not include completion of the EPA.

Prior Learning Record (PLR)

This is a permanent online record of an individual's qualifications and achievements held by the ESFA. PLR records general and vocational qualifications such as QCF, A levels, GCSEs, BTEC, Diplomas and Functional Skills.

Prior Learning

Any education or experience the apprentice has that matches the KSBs in the standard. This could be work experience, prior education, training or qualifications, and any previous apprenticeships.

Professional Discussion

The discussion that takes place during EPA between the independent assessor and apprentice, to assess the apprentices understanding and knowledge and how they use this in practice, based on the portfolio of evidence collected by the apprentice.

Progress Review

A review of the apprentice's progress with involvement from the apprentice, employer, and training provider. This is a formal review and must take place at least every 12 weeks.

Recognition of Prior Learning (RPL)

RPL gives providers the opportunity to find an apprentices starting point, so they can tailor the apprenticeship training to what they need.

Skills Radar

A tool used to evaluate and document any RPL to identify the apprentices starting point. The assessment should be validated as accurate by the individual's line manager/employer.

Training Plan

An agreement between the apprentice, the employer and the training provider detailing the planned content and schedule of learning.

Training Provider

An organisation on the Register of Apprenticeship Training Providers (RoATP) and appointed by an employer for the delivery of training and on-programme assessment, as part of an Apprenticeship programme.

Tutor/Trainer

The person responsible for supporting the apprentice pastorally, and in developing their portfolio of evidence and preparing for EPA. Also sometimes referred to as coach or assessor.

Unique Learner Number (ULN)

A 10-digit number used to match an apprentice's achievement to their other government-held records of their learning. This is used to access Prior Learning Records (PLR).

