

UKTD

Parent Guide **to successful Apprenticeships with UKTD**



What's inside:	Page
1. Welcome to UKTD	3-7
2. What are apprenticeships?	8-9
3. Apprentice equipment list	10
4. The Learner Pathway	11-13
5. Practical training guide	14-16
6. Natural progression	17-18
7. Our commitment to learners	19
8. Employer responsibilities	20-21
9. Learner responsibilities	22
10. Information, Advice & Guidance (IAG)	23-24
11. NUS Apprentice extra card	25
12. Safeguarding and Wellbeing of all Apprentices	26-34
13. The '5 Rs'	35-36
14. Why choose UKTD	37
15. Using technology for learning and online safety	38
16. Mental health & wellbeing support for learners	39-43
17. Additional useful information	44
18. UKTD contact numbers	45

[Appendices](#)

Appendix A – End Point Assessment (EPA)	46-66
Appendix B – Support for Young People	67-70
Appendix C - Safeguarding Reporting Services	71-74
Appendix D – Off-the-Job Training Guidance	75-77

1. Welcome to UKTD

Your son or daughter's employer has chosen UKTD as their work-based apprenticeship training provider.

Our aim at UKTD is to ensure that every learner's apprenticeship journey is an enjoyable and fulfilling one. Whether it is to build and strengthen their current skills or to begin a new career path, we are here to help them achieve their goals. Our dedicated Tutors and Safeguarding Team will always be on hand to encourage, support and guide them throughout their qualification and beyond. UKTD Tutors are highly skilled and committed to delivering the best quality training, and we pride ourselves on our expertise and knowledge of the hairdressing industry. We would ask that all staff are treated with consideration, respect, and kindness at all times

Apprenticeships enable young people to learn at work with professional support from our UKTD Tutors. All apprenticeships are funded by the government through the ESFA (Education and Skills Funding Agency).

Safeguarding - UKTD is committed to the safety and wellbeing of all our learners and will work with your son or daughter's employer to ensure that learner safety is paramount. Further information regarding safeguarding can be found in Section 12 of this guide - *"Safeguarding and Wellbeing of all Apprentices"*.

We look forward to working with your son/daughter.

If you have any questions or require further information, please visit our website on www.uktd.co.uk or contact us on 01442 230130.

Useful contact details for you to add

UKTD Tutor		
Internal Quality Assurer (Skills Coach)		
Regional Manager		

Our Vision

Our vision is to be a leading training provider in the UK, offering innovative and high-quality learning experiences for both learners and businesses. Guided by our core values, we are focused on excellence and aim to elevate apprenticeships to the highest possible levels of attainment. Our developing partnerships with employers are key to achieving this aim and to ensuring that every learner has the opportunity to reach their full potential in a safe and supportive place to work and learn.

Mission Statement

UKTD's mission is to seize opportunities as they present themselves in our changing world and to offer Apprenticeships and private qualifications that are engaging, innovative and exciting. Through blended learning and technologies available to us and the impact of our delivery, we aim to retain our learners and employers and ensure the sectors we work with have the expertise and skills they need for the future.

Company Values

The shared values that we are guided by are:

Safeguarding, Prevent, Equality, Diversity & Inclusion – UKTD employees are committed to building a culture of safety and doing everything we can to reduce risk and keep learners safe, well-informed and aware. This is placed at the top of our priorities and at the heart of our business, and we look to employers to support us in achieving this key objective.

British Values - Democracy, Individual Liberty, Rule of Law, Mutual Respect and Tolerance. UKTD embraces these values and they form part of our curriculum and the example we aim to set. As all our learners are on a work-based learning (WBL) programme, everyday life at work provides opportunities to understand and develop these values. Learners also have the opportunity, through our questionnaires and awareness activities, to tell us what they think of their training and express their opinions and beliefs without fear.

Integrity is fundamental to the culture of UKTD. It focuses us on what is important and on our main priorities, doing the best for all those we work with and for. This includes, our staff, employers, learners, and all stakeholders that invest in us, including Board of Governors, ESFA and Ofsted.

High Achievement - Ensuring that through excellent data systems and reporting, we are aware of areas for self-improvement to the benefit of all our stakeholders.

Transparency – To be an open and transparent organisation, keeping people informed via our website, marketing materials, and, most importantly through the Information, Advice and Guidance (IAG) that we provide. Through open dialogue with

our customers, we welcome feedback and recognise the value this has to our business in helping us to improve how we work and the services we offer.

Quality - Quality and raising standards are paramount in everything that we do. Through our partnerships with employers, we aim to offer high-quality programmes that both challenge and stretch our learners throughout their chosen apprenticeship. The quality of teaching and learning at our placements is a top priority, and with robust quality checks and ongoing support, we are committed to achieving excellent provision for all of our learners.

Impact - To achieve maximum impact in terms of achievement and outcomes, through alignment of policies and procedures, to company Key Performance Indicators in all departments and job roles.

Innovation – Innovation is at the heart of everything we do, from designing and delivering training solutions that raise the profile of work-based apprenticeships, to incorporating new ways of making our programmes relevant in an ever-changing landscape.

Value – We provide training solutions for employers and learners designed to meet their needs, offering excellent value both financially and materially. From the feedback we have received from learners and businesses, our training has had a considerable positive impact on companies and careers. We aim to continue this with the new standards, placing good value products and services at the core.

Experience – Our managers and staff have extensive knowledge and experience and are kept up to date through their Continuing Professional Development (CPD), standardisation and regular training. We have 20 years of experience in Work Based Learning and the industries we work with, and we understand the value of excellent relationships with employers to encourage and support the best possible training and delivery models.

Competitiveness – As an organisation with ambitions for further expansion, UKTD is highly competitive, focusing on high levels of retention, achievement and outcomes for all. We see the quality and the understanding of our business partners' needs as fundamental to achieving this goal.

Recognition and Celebration – Celebration of our shared achievement is important and motivating for us all. Additionally, we actively encourage participation and involvement in pursuing both learner and employer excellence through the achievement of national and local awards.

Our objectives are to:

- Ensure that Safeguarding/Prevent and Equality, Diversity, and Inclusion are at the heart of everything we do, and that employers are fully aware of both their and our safeguarding responsibilities.
- Incorporate an ethos of British Values at UKTD and support staff, learners, and employers to recognise how this can be achieved in everyday life.
- Ensure that a minimum of 85% of learners complete on or before their completion date and progress to higher-level qualifications.
- Ensure that our information and data forecasts identify gaps where learners may experience obstacles in terms of their ambitions, progress, and achievement.
- Raise the quality of the training delivered by UKTD staff and employers to ensure that learners receive consistently high-quality provision that exceeds programme requirements.
- Challenge staff and learners to reach their full potential and be ambitious for higher levels of achievement and the attainment of other life goals.
- Build long-term relationships with employers and meet their needs to upskill their staff and grow their businesses, whilst transforming the lives of young people.
- Achieve and maintain a minimum 'Good' Ofsted grade through high-quality provision and full awareness of our strengths and areas for improvement; acting fast to eradicate and correct any compromise in performance or strategy.
- Continue to be a Matrix accredited provider and ensure that the information, advice and guidance (IAG) that we provide to our learners, employers and staff supports and achieves our vision and key performance targets.
- Achieve Investors in People Gold Standard accreditation through challenging and supporting staff to excel in all they do and to recognise where training, support and development are required.
- Become the leading provider of hairdressing apprenticeships for salons throughout the UK by July 2023.

To do this, UKTD will:

- Ensure we place our learners; information, advice, and guidance; and teaching, learning and support at the centre of everything we do.
- Ensure the quality of teaching and learning at our placements provides consistently good provision and, where this is not the case, swift action is taken.
- Ensure we monitor all aspects of our programmes, including teaching and learning; learner progression from a unique starting point and throughout the programme; safeguarding, British values and equality, inclusion and diversity; Functional Skills and additional learning support needs.
- Ensure all staff have relevant qualifications and support to deliver the whole range of requirements of our programmes.
- Promote staff development through training, monthly reviews, and appraisals.
- Provide impartial information, advice and guidance to learners at all stages of their learning journey, including pre-learning, induction, in-learning and post-learning on exit.
- Respond rapidly to data and trends and ensure effective action is taken to redress any concerns in performance or delivery.
- Offer high-value training and support for employers and learners, ensuring that a minimum of 20% off-the-job training takes place each week for all learners.
- Understand the needs of our employers and learners through regular surveys and one-to-one conversations.
- Develop relationships with employers and industry networks to further understand and address their needs.
- Increase online learning and support through the use of webinars, workshops, YouTube, social media and our virtual learning environment.
- Continually improve our systems to support the development pathways available for learners, employers and staff.
- Further develop integrated electronic systems for admin and support.
- Encourage and enable learners and employers to celebrate their achievements.

2. What are apprenticeships?

Apprenticeships are jobs which enable young people and adult learners to earn a wage while they train at work and gain a recognised qualification.

Depending on the type of work chosen, an apprenticeship will take about 2 years to achieve a Level 2 in Hairdressing and up to another 2 years to achieve Level 3.

The content of all apprenticeships is set by the industry. Employers can add content to meet their business needs and make the apprenticeship bespoke and challenging for their apprentice, and there are additional units to choose from as well.

Why choose an Apprenticeship?

Earning while learning

Apprentices do real jobs in the real working world, so they are paid while they learn.

They will:

- earn a salary
- get paid holidays
- be paid while learning
- receive training and gain qualifications
- potentially be able to progress to degree level

Apprentices usually work for at least 30 hours a week and **must** receive the minimum wage for their age. Employers are responsible for wages, and other employment costs and apprentices must receive a written contract of employment.

From April 2022, all apprentices under 19, or over 19 and in their first year of an apprenticeship, will be paid a minimum of £4.81 per hour and will receive this for the time they spend working, plus the time spent training. If an apprentice is aged 19 or over and has completed their first year, they must be paid at least the minimum wage rate for their age. This is one of the reasons why an apprenticeship can be so beneficial, as learners receive a salary and gain employment experience while they study and learn.

For further details and information, please visit www.gov.uk/national-minimum-wage-rates.

All apprentices must have a contract of employment with their employer and an apprenticeship agreement and commitment statement with their employer and UKTD. Each party will be responsible for ensuring that the apprentice progresses and achieves on time.

Your son or daughter will also benefit from gaining valuable industry experience, work-based knowledge and a recognised qualification all at the same time. The experience gained during an apprenticeship can give learners the edge as they progress. This is particularly so for hairdressing apprentices, as they have the opportunity to build their own clientele within the salon. It can be a great starting point and help them build their confidence while at the same time boosting their CV.

3. Apprentice equipment list

To be able to complete a hairdressing qualification, learners will need the items of equipment listed below. These can all be purchased through the following shops or websites:

Sally Salon Services - to find your nearest store go to www.salon-services.com or the online store.

Salons Direct go to www.salonsdirect.com and click on the hair section.

Starter packs can be purchased or items can be chosen individually. If your son/daughter has an apprentice/student card to prove they are an apprentice hairdresser, they can receive a discount on tools and equipment. Details on how to apply for an *NUS Apprentice extra* card can be found at Section 11 on page 24.

Equipment list:

Scissors
Texturising/thinning scissors
Cut throat razor
Various sized round brushes – small, medium, large can be bought in a set
Flat brush
Vent brush
Denman brush
Dressing out brush
Cutting comb
Wide-tooth comb
Tail comb
Pin tail comb
Sectioning clips

Electrical equipment:

Some salons will provide these items but some require apprentices to bring their own. (This can be confirmed by the apprentice's employer.)

Hairdryer
Straightening irons
Curling iron/tongs
Clippers and clipper guards
Trimmers

Equipment learners need access to:

In order to be able to complete tasks and homework, all apprentices will need regular/daily access to the following:

Smart Phone or iPhone
Tablet, iPad, laptop or computer
Internet access

4. The Learner Pathway

Overview of an apprenticeship

Every apprentice follows a learning journey to develop skills and knowledge for success in their chosen career. The following chart provides an outline of the main stages involved. Their UKTD Tutor will provide a copy of the pathway.

Each step of the journey is on the OneFile e-portfolio assessing tool, used by UKTD to guide learners through each step of their journey. OneFile's e-portfolio can be accessed anywhere, at any time - via the internet. This allows for the delivery of qualifications in a flexible and efficient way.

New standards require each apprentice to receive a minimum of 20% off-the-job training as part of their working week, to support their ongoing learning. Please see Appendix D for Guidance.

Each learner will be individually assessed and have their own unique starting point on the programme. Part of this process will be to take into account any previous relevant teaching, learning and skills that they have acquired.

All learners will be challenged to develop and reach their full potential during the programme, and this will not only include practical and theory skills but also Functional Skills and other aspects that will enhance their personal development.

Hair Professional Level 2

Apprentice Starts Work and Completes a 3 Month Trial

- Sign-up paperwork completed
- Initial assessment by UKTD Tutor
- Individual Learning Plan completed and signed off
- Apprenticeship induction including Employment Rights and Responsibilities, Equality and Diversity, Prevent and Safeguarding - self-study then starts

4 Weekly Vocational Skills Visits by UKTD Tutor

- Learner OneFile training completed
- Assessment of learner's practical skills, behaviours and knowledge
- Vocational knowledge, theory, values, behaviours and professionalism
- Knowledge of British Values, Prevent and Safeguarding, Extremism and Radicalisation
- Individual learning and development plan reviewed and signed off on OneFile
- Monitoring of additional learner support and requirements.
- Tasks agreed for following month
- Signed-off by learner on OneFile
- End point assessment preparation and planning
- Setting and reviewing of milestones
- Planning remote and face to face visits
- Practical demonstrations
- Monitoring of learner safety and welfare
- Additional and extension work given as required



4 Weekly Functional Skills Teaching

- When the programme starts, a UKTD Tutor will commence the delivery of Maths and English (Functional Skills)
- Teaching and monitoring progress towards the English and Maths exams and life skills required.
- Signed-off by UKTD Tutor and the learner on OneFile once completed.
- Additional Functional Skills support when required
- Additional and extension work given as required



Workplace Quarterly Review with UKTD Tutor

- Every 3 months the apprentice, employer and UKTD Tutor will review progress, identify any additional learning needs and put extra support in place if necessary
- Learner milestones are set and reviewed
- Learner targets are set and reviewed
- Progress towards End Point Assessment is reviewed
- EPA mock testing is arranged, when required
- Monitoring of learner safety and welfare

Diploma Completion and Gateway for End Point Assessment

- All elements of the Diploma for Hair Professional will be completed and signed off by the Tutor and the IQA.
- All Functional Skills will be completed at the appropriate levels.
- The tutor, employer and learner will arrange a gateway appointment where Learner progress for EPA is discussed and a plan implemented for arranging the EPA models and a date.
- Once the gateway is complete UKTD and the awarding body will process and arrange an End Point Assessor to book a planning meeting with the employer and learner.
- The EPA will then go ahead on the planned date at the venue chosen by the employer and learner.
- The learner will be graded a Pass, Distinction or Fail
- The awarding body will then supply certification for the Pass and Distinction.
- On the result of a fail, the UKTD tutor will complete a referral plan with the employer and learner.
- A retake EPA can be arranged and further training agreed (*Fee applies)
- On completion of EPA, the UKTD Tutor will discuss career options



Celebration of Achievement

- This is an opportunity to take a picture, post it on Facebook and share with family, friends and UKTD
- Celebrate with colleagues in a suitable way
- Progress to another qualification to continue career development

5. Practical training guide

Months	Practical Skills	Knowledge Requirements
1-4	<p>Shampoo, condition and treat the hair and scalp</p> <p>Styling and finishing hair techniques:</p> <ul style="list-style-type: none"> - Straight blow dry using flat brush and straighteners - Curly blow dry using round brushes, incorporating tongs - Finger/diffuser blow dry using attachment 	<p>Massage techniques used for shampooing and conditioning</p> <p>Different products used for conditioning (surface conditioner, penetrating conditioner and scalp treatments)</p> <p>Ingredients used for different hair and scalp conditions</p> <p>Science of shampooing, how water and shampoo act together to cleanse the hair</p> <p>Hair and scalp conditions</p> <p>Contra-indications to shampooing services</p> <p>Factors</p> <p>Science of styling and finishing hair – the physical effects of styling, finishing and setting hair</p> <p>How humidity affects the hair</p> <p>Product knowledge used for styling and finishing hair</p>
4-8	<p>Advising and consulting with clients</p> <p>Setting & dressing hair techniques:</p> <ul style="list-style-type: none"> - Wet setting hair using setting rollers secured with pins - Dry setting hair using heated rollers or Velcro rollers 	<p>Tests, head and face shapes, effective communication</p> <p>PH scale</p> <p>Factors</p> <p>Hair, skin and scalp diseases and disorders</p> <p>The structure of the hair and skin. The hair growth cycle</p> <p>Client records</p> <p>Hair classification and characteristics</p>

	<ul style="list-style-type: none"> - Hair up techniques - Pin curls - Plaiting/braiding/knots and twists - Adding hair to enhance the style 	<p>Product knowledge used for setting and dressing hair</p> <p>On and off base setting techniques</p> <p>Wrap setting</p> <p>Spiral curling</p>
8-12	<p>Colouring and lightening hair techniques:</p> <ul style="list-style-type: none"> - Regrowth tint - Full head tint - Full head quasi - Highlights (sliced and woven) - Changing depth and tone /neutralising tones and resistant hair 	<p>Science of colouring and lightening hair</p> <p>Products used in the salon</p> <p>Techniques</p> <p>Contra indications</p> <p>Factors</p> <p>Tests</p> <p>Natural hair colour, melanin – Eumelanin and pheomelanin</p> <p>Colour star</p> <p>Effects of colouring and lightening products on the hair</p> <p>Pre-softening, pre-pigment and pre lightening hair</p> <p>Colour and lighten hair problems</p> <p>PH of colour and lighten products</p> <p>Colour problems</p>
12-16	<p>Cutting hair techniques:</p> <ul style="list-style-type: none"> - One length - Uniform layer - Long graduation - Short graduation - Creative restyling 	<p>Head and face shape</p> <p>Factors</p> <p>Tools and equipment</p> <p>Cutting angles</p> <p>Cutting techniques:</p> <p>Layering, texturising, tapering, disconnection, razoring, scissor over comb, freehand, club cutting</p> <p>Cutting problems</p>

<p>16-21</p>	<p>Optional</p> <p>Choose one to study:</p> <p>Perming hair</p> <p>Relaxing</p> <p>Hair extensions</p> <p>MOCK END ASSESSMENT</p>	<p>Perming and relaxing knowledge:</p> <p>Sectioning techniques (basic, directional and brick)</p> <p>Products used for perming (barrier cream, pre perm treatments, chemical re-arranger, perm lotions i.e., acid and alkaline, neutralisers and post perm treatments).</p> <p>Contra indications</p> <p>Factors</p> <p>Tests</p> <p>Perming, relaxing and hair extension problems</p> <p>Gain experience for the end point assessment</p>
<p>21-24</p>	<p>GATEWAY AND MOCK END ASSESSMENT</p> <p>PLANNING FOR END ASSESSMENT</p> <p>END POINT ASSESSMENT</p>	<p>RECAP ON ALL PRACTICAL AND KNOWLEDGE</p>

6. Natural progression

Hair Professional (Hairdressing & Barbering) Level 2

City & Guilds Hair Professional Level 2 in Hairdressing and Barbering builds a foundation for learners. Once learners have achieved Level 2, they can progress to Level 3, which will enable them to further develop creative skills and knowledge.

Advanced & Creative Hair Professional (Hairdressing) Level 3

City & Guilds Advanced & Creative Hair Professional Level 3 is designed for people who have been working in the hairdressing industry for at least 18 months and are looking to move into a higher-qualified role.

Additional Enhanced Skills for all Apprenticeship Programmes

Apprenticeships are about more than the achievement of gaining vocational skills. They also develop learners in the areas of helping them improve their personal life skills. Our Tutors are here to support all apprentices in achieving their own aspirations, as well as supporting and improving our employers business.

Perhaps your apprentice would benefit from receiving support in building self-confidence and self-esteem, or improving their communication skills and how to deal with difficult customers; or developing their own personal work skills. We can offer enhanced training opportunities to all our learners, and here are just a few:

- Effective communication
- Career progression
- Keeping safe
- Working as part of a team
- Introduction to Health and Safety awareness in the workplace
- Dealing with problems in the workplace
- Awareness of Equality, Diversity and Inclusion
- Communicating with others in the workplace
- Improving practical skills and techniques
- Introduction to Continuing Professional Development (CPD)
- Introduction to the benefits of mentoring
- Using tools and equipment
- Teamworking skills
- Independent Living Skills including managing money and healthy living
- Understanding Safeguarding and Prevent

Extension Activities

As part of our ongoing programme development at UKTD, we also offer employers and learners the opportunity of building extension activities into our standard programmes.

These activities are particularly beneficial for learners who feel that they would like to be stretched further and are capable of undertaking additional learning and skills development. Chosen activities would be discussed and agreed upon between their employer, the learner and their UKTD Tutor.

Award in Education and Training (AET) Level 3 (Private Qualification)

Level 3 AET is for people who want to be a teacher, tutor or trainer and need to be able to plan, prepare and implement learning for a specialist area. This course is run over 3 days, with up to 6 weeks to complete the assignments.

Information, Advice & Guidance Level 3 / 4 (Private Qualification)

This qualification is designed for anyone providing advice and guidance in a professional or voluntary role. Units can include Establish communication with clients for advice and guidance; Develop interaction with advice and guidance clients; Liaise with other services; Facilitate learning in groups; and understand the importance of legislation and procedures.

TAQA (Private Qualification)

Level 3 Award in Training, Assessment & Quality Assurance is for experienced stylists who would like to become salon-based assessors.

Level 4 Award in Training, Assessment & Quality Assurance is a course for experienced assessors who would like to progress to become an Internal Quality Assurer (IQA).

7. Our commitment to learners

UKTD aims to give both apprentices and employers the support and guidance they need to succeed.

We will:

- Lead on managing the learning programme.
- Support, assess and train on at least a one-monthly basis throughout the learning programme on employers premises.
- Ensure the quality of teaching and learning at all our placements is a top priority, with robust quality checks, development and ongoing support.
- Work with employers to facilitate the best learning experience for apprentices in their chosen qualifications.
- Work with employers to ensure that the workplace is a safe environment for the learner.
- Register and certificate learners for both Vocational and Functional Skills parts of the programme and, where applicable, book the End Point Assessment.
- Ensure a minimum of 20% off-the-job training each week, by agreeing a delivery programme between UKTD and the employer.
- Offer a variety of progression routes to higher qualifications.
- Apply for the employer incentive payment – where eligible.
- Ask for employers feedback periodically regarding our delivery and services to ensure that apprentices, employers, and their staff are satisfied with the programme and learners are receiving high quality provision.

We can also:

- Offer additional courses and qualifications

Our training is monitored for quality by the Education and Skills Funding Agency (ESFA) and Ofsted, the Government's agency for quality assurance in education. These agencies regularly survey learners and employers to get their views on the training and assessment process.

8. Employer responsibilities

Under UKTD and ESFA terms for apprenticeships, employers are required to:

Meet employment conditions:

- Enter into an Apprenticeship Agreement for a fixed term of at least the full length of the apprenticeship programme for at least 30 hours per week
- Ensure a minimum of 20% off-the-job training is delivered each week during working hours, in consultation with UKTD
- Give their apprentice a Contract of Employment
- Under new ESFA reforms, employers are required to make a 5% contribution towards training for learners over 19
- Pay at least the minimum wage for apprentices
- Assist the apprentice with his/her development as much as possible, to the reasonable satisfaction of UKTD in line with ESFA rules
- Ensure adequate competent supervision at all times
- Record apprentices' workplace attendance and inform UKTD on first day of absence
- Inform the UKTD Tutor of any unauthorised absences
- Make their apprentices aware of Health & Safety and Equal Opportunities Policies

Support their apprentice's learning and development

- Support their apprentice in gaining their training qualifications
- Give appropriate on-the-job work experience and training - including time for off-the-job learning
- Ensure enough time for them to achieve their training objectives
- Allow agreed access to UKTD Tutors for monthly visits for assessment, knowledge and Functional Skills training
- Take part in the regular reviews of the apprentice's progress
- Be involved in their learner's Individual Learning Plan and target setting
- Sign off their apprentice's progress on OneFile every month

Comply with Health & Safety & Safeguarding legislation

- Provide a safe working environment
- Provide Health & Safety induction training
- Work with UKTD to ensure the safety and wellbeing of every apprentice
- Hold current employers and public liability insurance, also vehicle insurance where appropriate
- Provide protective equipment (PPE) in accordance with statute and good occupational practice

Individual Learning Plan

UKTD will agree an Individual Learning Plan (ILP) with each apprentice to cover the whole programme and any additional learning needs. This is a contractual requirement and an integral part of an apprentice's learning programme. It is a working document to ensure that everyone involved in the training is working towards the successful completion of the apprenticeship.

UKTD Tutors are responsible for completing the Individual Learning Plan, available on the learner's OneFile e-portfolio, to which the employer will also have access.

9. Learner responsibilities

MODELS REQUIRED

All learners are required to provide models for training sessions in their workplace, to practice the skills required towards their Hair Professional Qualification and for assessment with the UKTD Tutor. They may require support from family and friends for this. From the beginning of the course, learners should start to plan with their friends and family who they can use for training and assessment.

INDEPENDENT WORK

All learners are required to complete independent work as part of their qualification and may need support from their salon to complete the homework that is set. This normally consists of packs using textbooks and the internet for research. This is in preparation for the knowledge exams that they are required to sit as part of each unit they are taking towards their qualification.

Equipment learners need access to:

In order to be able to complete tasks and homework, all apprentices will need regular/daily access to the following:

- Smart Phone or iPhone
- Tablet, iPad, laptop or computer
- Internet access

JOURNAL

All learners are required to maintain a journal and record weekly the learning and development they have completed for **20%** of their working week. This is on their e-portfolio on OneFile. They need to record:

- Whenever they complete practical training, including when they have learnt something and continue to practise it to maintain and develop their skills.
- When homework is completed.
- When they revise for exams that are coming up.
- When attending trade shows i.e., Salon International.
- Courses they have attended.
- When representatives go to their workplace from the salon's chosen manufacturers e.g., Goldwell, L'Oreal, Wella, Schwarzkopf, NXT, GHD.

There are more details about Off The Job (OTJ) training in Appendix D on page 75.

EMERGENCY CONTACT DETAILS

All learners will be asked to provide Emergency Contact details for two people in case an emergency situation should arise. The information required would be the person's name, home phone number, mobile phone number and email address.

All information will be kept confidential and shared only on a need-to-know basis.

10. Information, Advice & Guidance (IAG)

- along the way

Our IAG Service



At UKTD we are committed to delivering quality Information, Advice and Guidance (IAG) as part of the holistic service that we provide.

Our aim is to ensure that all learners have access to ongoing impartial IAG to support their educational, occupational and career choices, as well as help with any pastoral concerns they may have.

The following Learner Journey shows the different stages and levels of guidance and support that we can provide along the way.

PRIOR TO PROGRAMME

SALON CONTACT UKTD FOR INITIAL IAG AND HELP WITH FINDING AN APPRENTICE
VIA THE 'DIGITAL APPRENTICESHIP SERVICE' WEBSITE



SALON REGISTER ON THE DIGITAL APPRENTICESHIP SERVICE



INITIAL ASSESSMENT AND ENROLMENT FORMS ARE COMPLETED ONLINE



TUTOR VISITS TO COMPLETE SIGN UP, COMPLETE LEARNING CONTRACT AND
CHECK TRAINING PROVISION AND INDUCTION; INDIVIDUAL LEARNER PATHWAY
AND INDIVIDUAL LEARNING PLAN; INCLUDING ANY ADDITIONAL LEARNING NEEDS
TUTORING PLAN

ON-PROGRAMME

REVIEWS AND ONGOING IAG TO IDENTIFY PROGRESS AND ENSURE LEARNER'S
PERSONAL DEVELOPMENT NEEDS ARE BEING MET BY THE TUTOR



WELLBEING, PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE
ADDITIONAL SIGNPOSTING TO EXTERNAL SERVICES AND
UKTD SAFEGUARDING TEAM SUPPORT



STAYING SAFE ONLINE, BRITISH VALUES, RADICALISATION AND EXTREMISM



HAVE YOUR SAY, GET INVOLVED – DISCUSSION, LEARNER / EMPLOYER SURVEYS



COMPLAINTS OR CONCERNS – REGIONAL MANAGERS



ON THE JOB TRAINING, TRADE SHOWS AND COMPETITIONS
– THROUGH SALON TRAINERS AND UKTD TUTORS



EXAMS AND COMPLETION OF PROGRAMME TO ENTER THE GATEWAY FOR
END POINT ASSESSMENT AFTER PROGRAMME

AFTER PROGRAMME

CERTIFICATION AND AWARDS



EXIT INTERVIEW, COURSE REVIEW, ADVICE AND GUIDANCE ON PROGRESSION
OPPORTUNITIES – UKTD TUTOR



ONGOING ADVICE AND GUIDANCE ON PROGRESSION OPPORTUNITIES THROUGH
DESTINATION TRACKING OF LEARNER FOR 24 MONTHS POST-PROGRAMME



SIGN UP FOR ADDITIONAL TRAINING OR NEXT LEVEL APPRENTICESHIP

If you have any questions or concerns, we are all here to help.

11. NUS Apprentice extra card



NUS Apprentice extra card

About:

NUS Apprentice extra provides discounts in-store and online at learner's favourite brands, to help their hard-earned cash go a little further.

Run by the National Union of Students, the money raised selling the discount cards is used to help fund the new National Society for Apprentices, which will represent the needs of all vocational learners.



The card costs £11 for 12 months and will give discounts and deals to apprentices in stores and online, including: Amazon, Pizza Express, MacDonald's, Asos, The Gym, New Look, Topshop, Topman and many more. Go online to find a full list of deals.

How to Apply:

Go onto: <http://www.apprenticeextra.co.uk/buy-now.aspx>

Follow the stages when clicking on 'Buy now'

What you'll need to apply

1. You need to be an Apprentice

You need to be an apprentice. If you are not sure whether you can apply for an Apprentice extra card, [check here](#) to make sure you are eligible.

2. Have a unique email address

You will need to have access to an email address that only you can access. You will use this email address to log into the site and to manage your card.

3. Have a webcam or recent photo of yourself

You will need to have a recent photo that you can upload or use a webcam to take a head and shoulders photograph.

4. Have your payment ready

We accept most credit and debit cards and you can choose from a one-year duration for £11 or two-year at £19.

[> Buy now](#)

Don't forget to select UK Training and Development (UKTD) as the place of study. Once they have followed all the above stages, their card will be sent to them in 10 to 14 working days.

Enjoy!

12. Safeguarding our Apprentices

UKTD's Guide to the Safeguarding and Wellbeing of all Apprentices

- including what is meant by 'Prevent' and how we
can help protect young people from
Radicalisation



Safeguarding responsibilities

UK Training & Development Ltd is committed to safeguarding and promoting the welfare of all learners including children, young people and adults at risk (formerly referred to as vulnerable adults).

Employers also have a responsibility to the learners they employ and, as such, UKTD recognises that we have a duty to ensure employers, their staff and learners all understand these responsibilities. We will do this by giving guidance, ongoing support and training.

It is particularly important for employers to understand what safeguarding means for both themselves and for their learners.

The following information should provide answers to some of the questions you may have. However, if they are not answered here, please do get in touch with us using the contact details provided at the back of this booklet.

What does safeguarding mean?

Safeguarding learners has been around for a long while and is covered by a wide range of legislation but was brought together by the Safeguarding Vulnerable Groups Act 2006. This legislation provides additional definitions for safeguarding adults at risk and this guidance covers children, young people and adults at risk.

Safeguarding is in place to promote the welfare of all learners by protecting them from all types of abuse or neglect.

Employers have a responsibility to provide a safe working and learning environment. Safeguarding looks at keeping young people and at-risk adults safe from a whole range of potential harm and should be promoted by all staff.

Safeguarding also looks at preventative action and not just reactive.

UKTD's Apprenticeship Training Services Agreement requires employers to follow UKTD policies and procedures in Safeguarding and the Prevent Duty for all apprentices who are undertaking a UKTD apprenticeship programme.

Why do we need extra arrangements?

It depends on what policies employers already have in place as part of their company's policies and procedures, but for many employers it is likely that there will be no extra arrangements to cover safeguarding. Any learners undergoing training with UK Training & Development are covered by this legislation, and employers have a duty to ensure that this is met within the workplace as well as throughout the learner's training.

Why is safeguarding necessary for employed learners?

Training Providers of government funded training such as UKTD have a safeguarding duty and are required to ensure the safety and welfare of all learners. Employers delivering apprenticeships within their workplace are also responsible for the wellbeing and safety of all learners.

As part of our duty of care, we will talk to employers about what they can do to ensure that their learners are not exposed to threats of danger or abuse.

It is the responsibility of employers to ensure that employees who work alongside learners are free from convictions, are of sound character and judgement and will not pose any threat or danger to learners.

Should a concern arise, one of our Designated Safeguarding Officers will carry out further investigation and provide appropriate support, advice or contacts to support the learner.

Employer responsibilities include:

- To understand what is meant by safeguarding and promote the welfare and wellbeing of all learners
- To be aware of their statutory duties towards the welfare of children, young people and adults at risk
- To be familiar with UKTD guidance and expectations including following [the '5 Rs'](#) safeguarding reporting arrangements in Section 14 of this document
- To understand what is meant by **PREVENT** and the signs to look out for, which may indicate that a person is being radicalised.

What constitutes a safeguarding concern?

A safeguarding concern may include one or more of the following:

Examples:

Sexual abuse, child sexual exploitation, inappropriate relationships
Grooming, exposure to harmful online material, sexting
Physical and emotional abuse or neglect
Domestic violence, gang activity or youth violence
Inappropriate behaviour by staff
Bullying, online bullying, peer-on-peer abuse, financial abuse
Self-harm, risky behaviour
Unsafe activities and environments
Being involved in crime, child criminal exploitation
Forced marriage, honour-based violence, gender-based violence, FGM
Radicalisation, extremist behaviour or ideologies
Substance misuse
Homelessness or unsuitable housing
Victimisation due to race, sexuality, faith, gender or disability
Neglect by caregivers or self-neglect
Any form of abuse

Abuse is defined as behaviour towards a person that either deliberately or unknowingly causes that person harm or endangers their life or their human or civil rights. It can be passive or active and can also be a one-off or something that is repeated, so it is important to be aware.

What should you do if you suspect or are told about harm?

- If any member of the family has a safeguarding issue brought to their attention, they must treat it as a matter of urgency and contact our Designated Safeguarding Team as soon as possible, by phone or using the safelearner@uktd.co.uk email address.

What should the employer do if they suspect or are told about harm?

- All staff working closely with young people or adult at risk learners should understand and be alert to the possibilities of harm or abuse of any kind.
- If any member of staff has a safeguarding issue brought to their attention, they must treat it as a matter of urgency and contact our Designated Safeguarding

Team as soon as possible, by phone or using the safelearner@uktd.co.uk email address.

- Staff should only inform and not investigate or offer advice. They can listen to the learner's concerns and then need to report the incident to a UKTD DSO following the guidance set out in Section 14 – [The '5 Rs'](#)
- Remember the main priority for all of us is to protect learners from harm and to ensure that every measure is in place to protect them.

UKTD Designated Safeguarding Team (DSOs)

Designation	Name	Contact Details
Lead Safeguarding Officer	Helen Blackburn	07875 665934 helen.blackbourn@uktd.co.uk
Local Safeguarding Officers (DSOs)	Helen Blackburn Regional Manager	07875 665934 helen.blackbourn@uktd.co.uk
Dedicated Safeguarding Email Address	safelearner@uktd.co.uk	

All UKTD Tutors receive recognised ETF safeguarding training plus annual refresher training and can give advice, support and guidance to both learners and employers.

Our Prevent Duty - protecting children from radicalisation

All teaching and training providers have a responsibility to comply with the Prevent Duty, which is about safeguarding people and communities from the threat of terrorism. Part of this duty is to ensure that our learners have a good understanding of British Values and the risks and threats of radicalisation and extremism. This needs to form part of the curriculum and prepare learners for the world in which they will be working and for the services they will be providing.

In order for us to carry out our duty of care responsibilities effectively, we need to work closely with employers to safeguard our learners and to provide additional information, support and guidance where it is required.

All UKTD staff receive Prevent training. If you have any questions or concerns, please let your son or daughter's UKTD Tutor know, and they will be able to report these concerns to their local Designated Safeguarding Officer (DSO).

The Prevent duty is not about preventing learners from having political and religious views or concerns, but it is about supporting them to use those concerns or act on them in non-extremist ways. UKTD is committed to working alongside parents and employers to do all we can to help protect our learners from the risk of being radicalised.

What is radicalisation?

Radicalisation can be defined as the process where someone is led to adopt extreme political, social and/or religious ideals and aspirations. This can happen to anyone at any time; however, one of the biggest platforms where it takes place is via the internet and social media. Young people, in particular, are so comfortable using social media that they may not be alert to the potential risks of sharing information about themselves online or being drawn into extremist ideologies that go outside the mainstream attitudes of society and/or undermine contemporary ideas and expressions of freedom of choice.

The risk of radicalisation can affect anyone and is the product of a number of factors. Identifying this risk requires that we exercise our professional judgement and seek further support and advice if needed. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators may include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

However, if an apprentice does display one or more of these indicators, this does not mean that they will necessarily be at risk of radicalisation, but they may be.

If you are unsure or have any concerns, please contact a UKTD DSO.

Should you feel that a learner, yourself or any members of the public are in immediate danger, report this to the police immediately.

British Values and our role

Ofsted requires all schools, colleges and training providers to '*promote the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.*

At UKTD we recognise the positive contribution we can make towards helping our learners have a good understanding of these values and how they form an important part of our culture in modern Britain. We encourage discussions with learners and embed these values into all qualification areas that we deliver.

British Values are closely linked to equality of opportunity for all. At UKTD we promote inclusion, respect, fairness and the rights of individuals. We oppose and challenge prejudice, discrimination, harassment and unfairness of any kind, treat people as individuals and do all we can to support learners in reaching their goals.

Working together with employers is an important part of helping our learners gain an understanding of these values and relate to them in their everyday lives.

The following fundamental British Values were first set out by the Government as part of the Prevent Strategy in 2011:

- Democracy

Democracy is the belief in freedom and equality between people. It literally means 'Rule by the people' and we typically do this by voting to elect representatives to speak on our behalf. Being a democratic country means that we can make our voice heard, debate and discuss issues safely, be involved in decision-making and bring about change through our voting.



Examples in the workplace might be: [knowing your views count](#); [making decisions as a team](#); [staff suggestion schemes](#) and [feedback questionnaires](#); [electing staff representatives](#); [collaboration](#) and [having an input into training decisions](#)

- The Rule of Law

All people and organisations, including elected governments and officials, are subject to and accountable to the same laws. No one is above the law, and it should be applied equally and fairly to everyone. People are innocent until proven guilty and laws are there essentially to protect our rights.



Examples in the workplace might be: [having and adhering to policies and procedures to ensure a safe and professionally run working environment](#); [everyone following the same rules equally](#); [feeling safe and protected](#); [knowing what is expected](#)

- Individual Liberty

This is our individual right to express ourselves and our views in a way that is free from unjust control, coercion or the violence of others, including the government. Examples are freedom of speech and freedom of choice, although these still need to be within the law and contractual agreements.



Examples in the workplace might be: choosing our hair style or work clothes (within company dress standards); being able to express our views responsibly; having the freedom to choose from a range of training and career path options

- Mutual Respect and Tolerance

Achieving mutual respect and tolerance in our culturally diverse society is possible when we can value our differences and recognise that we do not all share the same beliefs and values. We may not agree with another person's beliefs or opinions, but we can respect them and not try to impose our own.



Examples in the workplace might be: being considerate towards our colleagues; understanding customers' needs so that we can give them the best service; respecting individual and cultural differences and not judging or stereotyping

These organisations also offer free advice and support

	<p>Childline – “A safe place to talk - Online, On the Phone, Anytime” Call free on 0800 1111 or get in touch online https://www.childline.org.uk</p>
	<p>NSPCC – Contact their helpline if you are worried about a child https://www.nspcc.org.uk/what-you-can-do/report-abuse</p>
	<p>Mind – Offer information and support on a range of subjects that affect mental health https://www.mind.org.uk/information-support/guides-to-support-and-services</p>
	<p>Samaritans – “Whatever you're going through, call us free any time, from any phone” Call free on 116 123 https://www.samaritans.org/how-we-can-help-you</p>
	<p>Shelter – Offer help with housing or homelessness advice and support Free Helpline for Expert Housing Advice - 0808 800 4444 Free Emergency Helpline – 0808 164 4660 https://england.shelter.org.uk/get_help</p>
	<p>Refuge - Offer emotional support and help women escape abuse Free 24-Hour National Domestic Violence Helpline - 0808 2000 247 http://www.refuge.org.uk/get-help-now</p>

If someone is in immediate danger or harm, call the Police on 999

13. The '5 Rs'

The steps we take if a learner discloses information.

A helpful way to remember what steps to take is to use the '5 Rs'

i) Recognise

UKTD staff and employers should be concerned about a child, young person or at risk adult (formerly vulnerable adult) if he or she displays signs of abuse and/or neglect, or where they may have disclosed harm to others.

Concern about safeguarding issues will include any area where the health, physical or emotional wellbeing of a child, young person or adult is at risk. This could also include alcohol or drug dependency, bullying etc.

ii) Respond

If a learner discloses that he or she has been abused in some way, the steps to take are:

- Listen without making judgements
- Stay calm
- Try not to ask questions, but if you have to, make sure they are open-ended to clarify understanding and not probe or investigate
- Do not give an opinion or offer advice
- Do not promise confidentiality - explain that you may need to talk to someone else
- Reassure the learner that they have done the right thing
- Record what the learner said, using their words where possible. Sign and date the record
- Inform a local UKTD Designated Safeguarding Officer (DSO) or Lead DSO as soon as possible and pass on the written record
- Maintain confidentiality and do not discuss with others

iii) Report

We report all concerns to our local Designated Safeguarding Officer (DSO) immediately. However, if this is not possible, we may report non-urgent suspected safeguarding concerns via the Safe Learner email address: safelearner@uktd.co.uk and one of the safeguarding team be in will touch.

In an emergency situation or out of hours, we would report an incident to the Police (if immediate action is needed) or contact our local area MASH (Multi Agency Safeguarding Hub) for advice and guidance. The **Hertfordshire MASH contact number is 0300 123 4043** and we have also included a list of Safeguarding Reporting Services contact numbers at the back of this guide (Appendix B).

In the event that emergency contact has been made with the Police or an external agency, we would report the incident on a UKTD Safeguarding Incident Report (SIR) form and send to the safe learner email address: safelearner@uktd.co.uk.

iv) [Record](#)

We make a written record of what has been alleged using the key phrases and words that the individual has used. We are not expected to remember every detail, so we do not try to make notes during the conversation but write them up immediately afterwards. This record is then passed to the DSO without delay. All notes would ideally be made on a UKTD Safeguarding Incident Report (SIR) form.

The incident may be of a serious nature, and in such cases, we would take notes as accurately as possible (ideally word for word), then sign and date the report and send it directly to the safelearner@uktd.co.uk email address.

v) [Refer](#)

It is not the tutor or employer's responsibility to investigate or make judgements on suspected instances of risk or harm. That is a matter for UKTD's Lead Safeguarding Officer and Managing Director to follow up with the relevant external agencies, if required. UKTD's Safeguarding Procedure will be followed.

In emergency situations where immediate action is needed to safeguard the health or safety of an individual, the emergency services should be involved and the incident reported to UKTD's Lead Safeguarding Officer (Lead DSO).

If a crime is taking place, has just occurred, or is suspected, the police must be contacted immediately and UKTD's Lead Safeguarding Officer and Managing Director should be informed.

14. Why choose UKTD as your son or daughter's training provider?

Other programmes available

- Advanced and Creative Hair Professional Apprenticeship L3
- Customer Service Apprenticeships L2 & L3
- Business Administrator Apprenticeship L3
- Team Leader/Supervisor Apprenticeship L3
- Information, Advice and Guidance L3 & L4
- TAQA L3 & 4 & Award in Education and Training L3
- Functional Skills (English & Maths)
- Bespoke Hairdressing, Cutting and Barbering Workshops
- Functional Skills, CV writing
- Private bespoke courses: please ask for further details

Awards and standards achieved

- OFSTED provider
- Matrix accredited for Information, Advice & Guidance services to both employers and learners
- ESFA approved provider of training for young people and adults
- City & Guilds accredited training organisation
- HABIA Endorsed Provider
- 2016 Apprenticeships 4 England (Bronze Award)
- 2016 Winner Business Creativity FSB Hertfordshire Business Award
- UKTD currently works with over 100 employers in a range of vocational areas.
- We actively encourage all learners to progress to higher qualifications and continue with their career development.
- The vast majority of all learners continue in employment after achieving their apprenticeship and make a major contribution to the business.
- UKTD currently attracts Levy and non-Levy paying employers throughout our areas of operation.
- UKTD is a specialist provider and one of the most successful hairdressing providers of work-based learning, with over 20 years of experience.
- UKTD has a team of highly qualified staff for teaching and assessment, to ensure an excellent and consistent standard for all learners.
- UKTD actively encourages and supports employer steering groups in relation to qualification changes and government proposals.

Ofsted's EIF (Education Inspection Framework) is at the heart of our company and programme design (for more information on the EIF go to: www.ofsted.co.uk)

15. Using technology for learning and online safety

UKTD is developing how we use technology to support learning in the following ways:

- OneFile e-portfolio contains the learner's Individual Learning Plan, assessment tasks and other activities.
- The OneFile e-portfolio also has a dedicated resource area where learners can access learning materials.
- Using a range of social media allows learners and employers to share achievements and information.
- Our website provides information on courses and other opportunities for learners and employers.

Helping learners to Stay Safe Online



As part of our ongoing commitment to safeguarding and promoting the welfare of all learners, we ask all stakeholders to work with us in helping learners to stay safe online.

Top 10 Tips for Staying Safe Online:

Created by Safety Net Kids -

<http://www.safetynetkids.org.uk>

1. Don't post any personal information online – like your address, email address or mobile number.
2. Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online, most people can see it and may be able to download it – it's not just yours anymore.
3. Keep your privacy settings as high as possible.
4. Never give out your passwords.
5. Don't befriend people you don't know.
6. Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.
7. Remember that not everyone online is who they say they are.
8. Think carefully about what you say before you post something online.
9. Respect other people's views, even if you don't agree with them it doesn't mean you need to be rude.
10. If you see something online that makes you feel uncomfortable, unsafe or worried, leave the website, turn off your computer if you want to and tell a trusted adult immediately. If you experience **ANY** form of cyber-bullying please inform your UKTD Tutor or contact us via the Safe Learner email address: safelearner@uktd.co.uk.

16. Mental health & wellbeing support for learners

Introduction

UKTD recognises the important role that we all play in supporting the mental health and wellbeing of our learners, particularly in these current times when worries about coronavirus (Covid-19) and feelings of stress, anxiety or depression may be heightened.

Everyone's response to stress is different and it is really important for us all to be alert to any changes in behaviour or drops in coursework progress and to recognise that this may be a sign that a learner is struggling emotionally, experiencing a mental health problem, or is at risk of developing one.



Recognising the Signs

Warning signs might include:

- Persistent sadness — two or more weeks
- Withdrawing from or avoiding social interactions
- Hurting oneself or talking about hurting oneself
- Talking about death or suicide
- Outbursts or extreme irritability
- Out-of-control behaviour that can be harmful
- Drastic changes in mood, behaviour or personality
- Changes in eating habits
- Loss of weight
- Difficulty sleeping
- Frequent headaches or stomach aches
- Difficulty concentrating
- Changes in academic performance
- Avoiding or missing work, college or school

Raising a Concern

Staff are not expected to be experts on mental health or to try and diagnose a condition, however, we are required to raise any concerns and report the details to a designated safeguarding officer.

We are reminded in Keeping Children Safe in Education that it is also important for all staff to recognise that mental health problems may be a possible indicator of a safeguarding concern:

"All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation." (Keeping Children Safe in Education 2020)







Guidance and support will be given by DSLs and UKTD safeguarding processes will be followed, including referring the learner to their GP; providing details of organisations who offer self-help and online support; wellbeing assessment tools e.g. NHS Every Mind Matters <https://www.nhs.uk/oneyou/every-mind-matters>; and ensuring the learner has emergency crisis support line details. DSLs will maintain contact with the learner and tutor throughout any periods of concern and will escalate to safeguarding partners or external agencies, as required.

If the learner is in immediate danger of harming themselves or others around them please contact the police immediately.

Information and Resources

Promoting good mental and physical wellbeing for all learners is an important part of our training provider role, and we do this through our 'British Values and Wellbeing Activities' and online tasks, providing opportunities for learners to access information and support on a number of topics, and creating safe and supportive environments for learners to explore these topics and discuss with their tutors.



The following organisations also offer support:

	Childline – “A safe place to talk - Online, On the Phone, Anytime” Call free on 0800 1111 or get in touch online https://www.childline.org.uk
	NSPCC – Contact their helpline if you are worried about a child https://www.nspcc.org.uk/what-you-can-do/report-abuse
	The Mix – Essential support for under 25s Call free on 0808 808 4994. If you feel like you can't cope or are worried about how you are feeling you can contact Crisis Messenger 24 hours a day, 7 days a week, by texting THEMIX to 85258.
	Samaritans – “Whatever you're going through, call us free any time, from any phone” Call free on 116 123 https://www.samaritans.org/how-we-can-help-you
	Mind – Offer information and support on a range of subjects that affect mental health https://www.mind.org.uk/information-support/guides-to-support-and-services
	Papyrus – “We exist to reduce the number of young people who take their own lives” https://www.papyrus-uk.org/help-advice - Lots of help and advice available including 'Places to turn for help' including Hopelink UK.

	<p>HopelinkUK - a confidential support and advice service for:</p> <ul style="list-style-type: none"> • Children and young people under the age of 35 who are experiencing thoughts of suicide • Anyone concerned that a young person could be thinking of suicide <p>Opening hours - 9am to midnight every day of the year</p> <p> Call: 0800 068 4141</p> <p> Text: 07860039967</p> <p> Email: pat@papyrus-uk.org</p>
	<p>Frank – Offer confidential information and advice about drugs and substance abuse, whether it's for you or someone else.</p> <p>0800 7766 00 (24 hours, won't show up on your phone bill)</p> <p>https://www.talktofrank.com</p>
	<p>Beat Eating Disorders - We are here to support people who have or are worried they have an eating disorder.</p> <p>Helpline: 0808 801 0677</p> <p>https://www.beateatingdisorders.org.uk</p>
	<p>Shelter – Offer help with housing or homelessness advice and support</p> <p>Free Helpline for Expert Housing Advice - 0808 800 4444</p> <p>Free Emergency Helpline – 0808 164 4660</p> <p>https://england.shelter.org.uk/get_help</p>
	<p>Refuge - Offer emotional support and help women escape abuse</p> <p>Free 24-Hour National Domestic Violence Helpline - 0808 2000 247</p> <p>http://www.refuge.org.uk/get-help-now</p>

Mental Health Support for Young People

We have also included additional information pages at the back of this booklet from the following websites. (Please see Appendix A)

	<p>YoungMinds – Promote good mental health to children and young people and offer information on feelings and symptoms.</p> <p style="text-align: right;">Parents Helpline – call 0808 802 5544</p> <p>https://youngminds.org.uk/find-help</p> <p>https://youngminds.org.uk/find-help/looking-after-yourself</p>
	<p>The Children's Society – “We listen. We support. We act. Because we believe no child should feel alone.”</p> <p>https://www.childrenssociety.org.uk/</p> <p>https://www.childrenssociety.org.uk/information/young-people/well-being</p>

If someone is in immediate danger or harm, call the Police on 999

Activities and Exercises

UKTD British Values & Wellbeing Activities

These activities are available on OneFile in the 'Resources' section and cover a variety of self-help topics, including the following:

- Mental Health & Wellbeing – including managing stress and coping with anxiety
- Self-Esteem
- Looking after Yourself – diet, exercise, sleep
- Lifestyle and Wellbeing Case Study and Project
- Carers and Bereavement
- Staying Safe Online and social media
- Self-Harm
- Bullying
- Emotional Abuse
- Gender Identity
- Sexual Orientation
- Radicalisation
- Discrimination



NHS Every Mind Matters is a free resource to help you manage and maintain your mental health, including a short quiz to create a personalised Mind Plan of tips and advice.

<https://www.nhs.uk/oneyou/every-mind-matters>

<https://www.nhs.uk/oneyou/every-mind-matters/youth-mental-health/>

- **NHS Mood Self-Assessment**

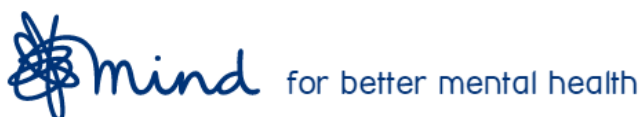
<https://www.nhs.uk/conditions/stress-anxiety-depression/mood-self-assessment/>

- **NHS 5 Steps to Mental Wellbeing**

<https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>

- **NHS Wellbeing Audio Guides**

<https://www.nhs.uk/conditions/stress-anxiety-depression/moodzone-mental-wellbeing-audio-guides>




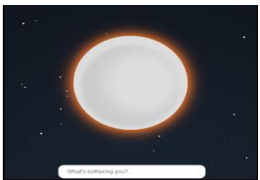


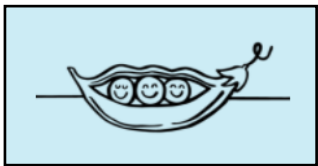
"What can I do to help myself cope?"

Including:

- Getting through the next few hours
- Relaxing and calming exercises
- Coping with scary thoughts

<https://www.mind.org.uk/need-urgent-help/what-can-i-do-to-help-myself-cope/>

Practical Exercises

 <p>Draw a picture</p>	<ul style="list-style-type: none"> • Weave Silk – create your own art on screen with this relaxing interactive tool http://weavesilk.com
 <p>What's bothering you?</p>	<ul style="list-style-type: none"> • 60-Second Meditation Tool https://www.pixelthoughts.co
 <p>Draw a butterfly</p>	<ul style="list-style-type: none"> • The Butterfly Project – a self-help way of coping with the urge to self-harm https://www.7cups.com/qa-self-harm-19/what-is-the-butterfly-project-178/
 <p>What's your worry?</p>	<ul style="list-style-type: none"> • Childline - Balloon – write down your worry and watch it float away. https://www.childline.org.uk/toolbox/games/balloon
 <p>Create your ideal safe room</p>	<ul style="list-style-type: none"> • Childline – build your happy place https://www.childline.org.uk/toolbox/games/build-your-happy-place

17. Additional useful information

Issue	Website	Link/telephone number
Safeguarding	Please refer to our 'Safeguarding Reporting Services' list at the back of this booklet (Appendix B)	Your local area MASH (Multi Agency Safeguarding Hub) for advice and guidance or contact UKTD's Designated Safety Officers
Useful links for Prevent and Channel	See Local Authority / Prevent Coordinator	www.ltai.info/about www.gov.uk/government/publications/channel-guidance or contact your UKTD Designated Safety Officer
Internet safety	See link	www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety
Any apprenticeship issues	Gov.uk	www.apprenticeships.org.uk www.gov.uk/topic/further-education-skills/apprenticeships
Tools and guidance for business	Gov.uk	www.gov.uk/browse/business
Employment issues	Gov.uk ACAS	www.gov.uk/browse/employing-people www.acas.org.uk
Help resolving employment issues	ACAS Helpline	www.acas.org.uk 0300 123 1100
Pay & work rights issues	Gov.uk Helpline	www.gov.uk/pay-and-work-rights 0800 917 2368
Health and Safety issues	HSE Information: Health and Safety at work.	www.hse.gov.uk
Tax guidance	HM Customs and Revenue	www.hmrc.gov.uk/
Data guidance	Information Commissioner's office	http://ico.org.uk
Discrimination	Gov.uk Discrimination	www.gov.uk/discrimination-your-rights/types-of-discrimination

18. UKTD contact numbers

Job Title or Department	Telephone No:
UKTD Reception	01442 230130
Finance Department	01442 915827
Funding Compliance	01442 915825
Lead Designated Safeguarding Officer:	Helen Blackbourn – 07875 665934
Local Designated Safeguarding Officers:	<u>Helen Blackbourn</u> – 07875 665934 Regional Manager (East Midlands)

END POINT ASSESSMENT



**Practical Observation and
Oral Questioning
Assessment Criteria**
Hair Professional
ST0213/AP02
Training Qualifications UK



Acknowledgement:

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General EPA Guidance for Apprentice

Practical Observation with Oral Questioning

Assessment Criteria

Hair Professional

Assessment Grading

This assessment is graded Distinction/Pass/Fail.

In order to achieve a Pass, the Apprentice must meet all the Pass criteria in all units.

In order to achieve a Distinction, in addition to meeting all the Pass criteria, the Apprentice must also achieve all Distinction criteria in at least **four** units. Of these, **two** must be within the Working Practices group and/or Core Technical Skills group, and **two** must be within the Apprentice's chosen Specialist Technical Skills group.

This document details the Pass and Distinction criteria for all units and the minimum requirements for each of the technical skills units. The table of contents is interactive; you can click or tap any of the groups or units to move to the correct page.

Assessment Criteria and Minimum Requirements

Working Practices	3
Professionalism and Values	3
Behaviours and Communication	4
Safe Working Practices	5
Core Technical Skills	6
Unit 1: Consultation	6
Unit 2: Shampoo, condition and treat the hair and scalp	8
Specialist Technical Skills - Hairdressing	9
Unit 3: Cut hair using a range of techniques to create a variety of looks	9
Unit 4: Style and finish hair using a range of techniques to create a variety of looks	10
Unit 5: Colour and lighten hair using a range of techniques	13
Specialist Technical Skills - Barbering	15
Unit 9: Cutting hair using barbering techniques to create a variety of looks	15
Unit 10: Style and finish men's hair	17
Unit 11: Cut facial hair into shape	19
Unit 12: Shaving services	20
Questioning	21

Practical Observation with Oral Questioning

Assessment Criteria

Hair Professional

Working Practices

Professionalism and Values	
Pass Criteria	Distinction Criteria
The individual presents an appropriate appearance, wearing correct uniform or dress code which meets the salon's standards. Behaviours demonstrated are in line with industry expectations.	The individual reflects exemplary appearance, wearing correct uniform or dress code with no evidence of bleach stains on clothing and clean shoes. Their personal appearance, including their own hair, is immaculate. Behaviours demonstrated are consistently in line with salon and industry expectations.
The individual has a positive attitude and expresses passion for the industry which is evident during interaction with clients.	The individual takes pride in the delivery of their service. They go above and beyond to exceed customer service expectations and provide excellent customer service to all clients. Their passion for the industry and positive attitude is evident throughout, where they give ideas rather than just asking the client.
The individual is aware of and able to work to commercial timings. They exhibit good time and personal management skills and deal with pressure well. They are able to demonstrate flexibility as required, adapting well to situations as they arise.	The individual is aware of and able to work to commercial timings with their service plan accurate reflecting their performance ability, they exhibit excellent time and personal management skills, dealing with pressure in a manner without being evident to the client or impacting upon their experience. They are able to demonstrate flexibility as required, adapting well to situations as they arise without any disruption to the client.
They have a sense of the company brand along with workplace policies and manufacturer instructions which are broadly followed.	Workplace policies and manufacturer instructions are consistently followed.
Good verbal and non-verbal communication is evident during the assessment.	Excellent verbal and non-verbal communication is evident throughout the assessment which enhances the customer experience and verifies robust knowledge.
N/A	They consistently demonstrate a positive work attitude, seeking ways to improve the customer experience and always adhere to professional ethics and conduct.

Practical Observation with Oral Questioning

Assessment Criteria

Hair Professional

Behaviours and Communication	
Pass Criteria	Distinction Criteria
The individual demonstrates effective communication which is two-way, reflecting good customer skills.	The individual demonstrates consistent excellent two-way communication, which showcases excellent customer care skills which go above and beyond to ensure customers are comfortable and well looked-after.
Clients are greeted in a professional manner.	Clients are greeted in a professional and personal manner by name, with a handshake, and introductions as needed are made immediately.
The individual adapts behaviour in response to clients' questions, communicates with the client politely and keeps them informed.	The individual swiftly adapts behaviour in response to clients' questions, communicates articulately and professionally with the client, keeps them well informed and offers assurance (at each stage lets the client know what they are doing and asks if they have any questions).
They establish needs through questioning and confirming understanding before responsibly acting upon this information, explaining to the client if their needs cannot be met and discusses a plan of action.	They establish needs quickly through purposeful questioning and confirming understanding before responsibly acting upon this information, explaining clearly to the client if their needs cannot be met and discuss a plan of action making appropriate suggestions.
Client comfort is maintained throughout the service.	Client comfort is of high priority and is maintained through regular checks made throughout the service and changes made per responses (e.g. moving to a different part of the salon, asking if temperature is OK).

Practical Observation with Oral Questioning

Assessment Criteria

Hair Professional

Safe Working Practices	
Pass Criteria	Distinction Criteria
Safe working practices are adhered to and maintained throughout the service and the individual has a good awareness of health and safety at all times.	Safe working practices are adhered to and maintained throughout the service. Health and safety comes naturally to the individual and is part of everyday service. Appropriate PPE is used routinely without exception.
Products are used in line with the manufacturer's instructions and disposed of according to COSHH regulations. Safety checks are made during the service and, where possible, products and resources are used economically.	All products are used in line with manufacturer's instructions and disposed of according to COSHH regulations. Safety checks are made routinely made throughout the service. Where possible products and resources are used economically and environmentally sustainable procedures demonstrated. The right amount of all product is used with minimal wastage, paper towel is recycled, and water is not left running when shampooing clients.
The individual ensures their hands are treated in the correct way between services to prevent dermatitis.	The individual ensures their hands are treated in the correct way between services to prevent dermatitis and displays good hand care by drying and moisturising hands. No jewellery is worn on their hands.
The individual displays good posture during service. They are aware of customer clothing and seek to minimise damage.	The individual displays excellent posture during service. They are acutely aware of customer clothing, taking steps to protect this from damage at all times.
The individual minimises risk of cross infection and infestation at all times.	The individual take practical steps to minimise risk of cross infection and infestation at all times.

Practical Observation with Oral Questioning

Assessment Criteria

Hair Professional

Core Technical Skills

Unit 1: Consultation	
The Apprentice must be observed conducting consultations for all services performed.	
The Apprentice must show they have:	
used all means of identifying clients' wishes: <ul style="list-style-type: none"> questioning; observation. 	
adapted their advice to take into account the factors limiting or affecting services: <ul style="list-style-type: none"> adverse hair, skin and scalp conditions; incompatibility of previous services and products used; client's lifestyle; test results; hair classification. 	
identified or can describe any problems: <ul style="list-style-type: none"> suspected infections; suspected infestations. 	
taken into account all hair characteristics: <ul style="list-style-type: none"> hair density; hair texture; hair elasticity; hair porosity; hair condition; hair growth patterns. 	
given advice and recommendations.	
Pass Criteria	Distinction Criteria
The individual is clear in establishing factors which may influence and impact on services offered to the client. They demonstrate good spoken communication, body language and listening skills.	The individual demonstrates rigorous and robust consultation practice. They demonstrate good spoken communication, body language and listening skills and repeat back to the client what has been discussed. They show empathy and answers questions in a non-technical way which does not overwhelm the client.
The consultation includes both verbal and visual inspection elements as well as evidence of the individual considering hair type, hair classification, and hair and scalp condition to enable them to make an appropriate service recommendation.	Engagement with the client is detailed to seek out information. A diligent visual inspection is performed, determining hair type, classifications and characteristics, and hair and scalp condition, in order to make sound recommendations to the client. Consent is gained from the client before visual inspection is undertaken. They encourage the client to ask about areas they are unsure of and demonstrate a clear commercial knowledge of pricing structure with costs shared and agreed before service commences.

Practical Observation with Oral Questioning Assessment Criteria Hair Professional

Necessary tests are carried out and results recorded.	N/A
Client service is adapted in line with consultation outcomes.	The individual is detailed in their feedback to the client to rationalise adjustments made to the service plan based on the outcomes of the consultations. Future plans for the client's hair is discussed.
The individual keeps records up to date in line with internal protocols and legal requirements.	N/A

Practical Observation with Oral Questioning

Assessment Criteria

Hair Professional

Unit 2: Shampoo, condition and treat the hair and scalp	
The Apprentice must be observed shampooing and conditioning hair as part of at least one service.	
The Apprentice must show they have:	
adapted their shampooing techniques.	
used shampooing techniques: <ul style="list-style-type: none"> • effleurage; • rotary; • friction. 	
used a conditioning product.	
used conditioning and massage techniques: <ul style="list-style-type: none"> • effleurage; • petrissage. 	
given advice and recommendations.	
Pass Criteria	Distinction Criteria
Inspection of the client's hair and scalp is undertaken including porosity and elasticity tests. As a result of such tests, the correct shampoo and conditioners are selected to suit the client's hair and scalp.	Inspection of the client's hair and scalp is masterfully undertaken including porosity and elasticity tests. As a result of such tests the correct shampoo and conditioners selected to suit the client's hair and scalp. Tests are explained to the client along with outcomes in an appropriate manner. Product selection is explained to the client as to why they are suitable for use on their hair and scalp.
The individual performs correct shampoo and conditioning massage techniques which are appropriate for the client's hair and scalp condition, hair length and density.	The individual reflects proficient shampoo and conditioning techniques which are appropriate for the client's hair and scalp condition, hair length and density. The pressure of the massage is confirmed as suitable with the client.
The individual checks the water flow and temperature to meet clients comfort.	N/A
Client's hair is clean and free from conditioning products and as required free of excess water. Hair is detangled using correct tools and a towel wrap is used to protect the client from dripping from the backwash to the station.	The individual performs systematic routine to verify the client's hair is clean and free from conditioning products and as required free of excess water. Minimal make up, where applicable, is removed from around the client's hairline. Hair is detangled and combed from end to root to avoid discomfort to client and correct tools used and towel wrap is used to protect the client from dripping from the backwash to the station. The towel is disposed of in a bin in a timely manner.
Advice is given as necessary.	The individual takes time to talk the client through both products and techniques and provides advice as appropriate and necessary.

Practical Observation with Oral Questioning

Assessment Criteria

Hair Professional

Specialist Technical Skills - Hairdressing

Unit 3: Cut hair using a range of techniques to create a variety of looks	
The Apprentice must be observed performing at least one creative restyle and finish. The creative restyle should be finished to complement the style. If this includes a blow-dry using a round brush, this can be counted as one of the two style and finish looks for Unit 4.	
The Apprentice must show they have:	
used a minimum of three techniques from the range: <ul style="list-style-type: none"> club cutting; freehand; scissor over comb; texturising (may include razoring); precision cutting techniques (including disconnection); fringe cutting; clipper work. 	
given advice and recommendations.	
Pass Criteria	Distinction Criteria
The individual establishes factors that may affect the service and adjusts their cutting techniques accordingly.	The individual evaluates factors that affect the service and their cutting techniques are carefully and precisely adapted accordingly.
Correct tools and equipment are used well to prepare the client's hair prior to the cut commencing.	Confirmation of the consultation outcome is sought prior to initial cut being made and is ongoing throughout, engaging the client. Correct tools and equipment are used well to prepare the client's hair prior to the cut commencing.
Accurate sectioning pattern is used. Good posture is maintained by the individual during the service to support accuracy of the cut.	Accurate sectioning pattern is used which ensures a methodical approach, sectioning at the beginning is clean and methodical. Excellent posture is maintained by the individual during the service to ensure an accurate cut and minimal manipulation of the client ensuring client comfort is paramount.
Different cutting techniques are used methodically to create a personalised haircut for the client.	A structured and highly efficient approach is taken to expertly showcase a variety of cutting techniques which achieve the desired and personalised look. Techniques are adapted and personalised to the client and this is explained to the client throughout the cut.
Cross-checking of the cut to establish correct distribution of weight, balance and shape is performed. Tension is evenly maintained throughout the haircut and hair is kept wet where appropriate.	Methodical cross-checking of the cut is performed to establish correct distribution of weight, balance and shape. A mirror is used skilfully to check balance throughout. Tension is evenly maintained throughout the haircut and hair is kept wet where appropriate.
The individual seeks client confirmation of approval and provides advice as necessary and appropriate.	N/A

Practical Observation with Oral Questioning

Assessment Criteria

Hair Professional

Unit 4: Style and finish hair using a range of techniques to create a variety of looks
The Apprentice must be observed creating a minimum of two finished looks.:
<ul style="list-style-type: none"> • one blow dry; • one hair-up style.
The Apprentice must show they have:
performed a minimum of one blow-dry with a round brush, which must create volume, movement and curl.
created one above and one below shoulder look.
created a minimum of one hair-up style, in which a minimum of 80% of the hair must be taken up.
used a minimum of four techniques: <ul style="list-style-type: none"> • blow-drying with a round brush; • blow-drying with a paddle brush; • setting; • finger drying; • plaiting, braiding, knots and twisting; • dressing hair; • adding hair to enhance a style.
used a minimum of two products: <ul style="list-style-type: none"> • heat protectors; • sprays; • mousse; • creams; • gels; • serums; • setting lotions; • wax.
used a minimum of one setting technique: <ul style="list-style-type: none"> • rollering; • wrap setting; • pin curling to give volume; • pin curling to give flat movement.
taken into account all appropriate factors: <ul style="list-style-type: none"> • hair characteristics; • hair classification; • test results; • client's own hair length; • quantity of added hair; • finished look; • hair length; • head and face shape; • the occasion for which the style is required.

Practical Observation with Oral Questioning

Assessment Criteria

Hair Professional

<p>used a minimum of three dressing techniques and effects:</p> <ul style="list-style-type: none"> • curls; • rolls; • smoothing; • back-combing; • back-brushing; • twists; • plaits; • braids. 	
<p>used a minimum of two tools and pieces of equipment:</p> <ul style="list-style-type: none"> • hand dryer; • attachments; • round brush; • flat brush; • hood dryer; • rollers; • combs; • pin curl clips; • grips and pins; • heated equipment. 	
given advice and recommendations.	
Pass Criteria	Distinction Criteria
The individual establishes factors that may affect the service and adjusts their styling techniques and product selection accordingly.	The individual evaluates factors that may affect the service and their styling techniques are expertly and precisely adapted accordingly.
The individual selects appropriate tools, products and equipment, which are clean and sterilised, to create the desired look.	The individual selects and proficiently uses appropriate tools, products and equipment, which are clean and sterilised to create and showcase the desired look. The individual takes time to explain product and equipment selection to the client.
Confirmation of initial consult is sought prior to styling commencing.	N/A
The individual operates methodically, demonstrating knowledge of hair protection.	The individual operates efficiently and methodically, demonstrating excellent knowledge of hair protection and styling techniques. The client is consulted about the heat of the electrical equipment to ensure it is suitable.

Practical Observation with Oral Questioning Assessment Criteria Hair Professional

<p>Products and styling equipment/tools are used effectively.</p> <p>Electrical equipment is held in the correct manner and not held under arms or between legs.</p> <p>Wires of electrical equipment do not trail across the floor creating a hazard to others.</p>	<p>Consistent high quality practice is observed to the individual's sound ability, approach and application of a variety of products and tools used to create the desired and personalised look.</p> <p>Equipment is held professionally at all times during and between service.</p> <p>The individual is consistently mindful of the use of electrical wires and work station equipment so as to not cause a hazard to others or restrict another stylist's work space.</p>
Practice is observed to the individual's approach and application of a variety of products and tools used to create the desired look.	N/A
The individual seeks client confirmation of approval and provides expert advice as necessary and appropriate.	N/A

Practical Observation with Oral Questioning

Assessment Criteria

Hair Professional

Unit 5: Colour and lighten hair using a range of techniques	
The Apprentice must show they have:	
<p>performed two colouring and/or lightening hair services which must cover:</p> <ul style="list-style-type: none"> • one woven highlights; • a minimum of a 'T' section of the head which includes a change in depth and tone; • one other colouring technique. 	
<p>used a minimum of two types of products:</p> <ul style="list-style-type: none"> • semi-permanent; • quasi-permanent; • permanent; • lighteners; • toners. 	
<p>carried out all the tests:</p> <ul style="list-style-type: none"> • skin; • incompatibility; • porosity; • elasticity; • colour. 	
<p>taken into account all appropriate factors:</p> <ul style="list-style-type: none"> • hair classifications; • hair characteristics; • temperature; • existing hair colour; • percentage of white hair; • test results; • strength of hydrogen peroxide; • hair length; • skin tone; • time interval from last perm or relaxer; • recent removal of hair extensions. 	
given advice and recommendations.	
Pass Criteria	Distinction Criteria
Consultation for colour includes colour analysis and necessary tests completed.	Consultation for colour includes colour analysis incorporating materials or a colour fan, and necessary tests completed.
The individual chooses products, tools and equipment based on the outcome of the initial consultation. Products are prepared to meet salon requirements.	Current trends are taken in to consideration and shared with the client. The individual reflects sound product knowledge by selecting products, tools and equipment based on the outcome of initial consultation. Products are skilfully prepared to meet salon requirements and in line with manufacturer's instructions. Client care is extended by offering refreshments, magazines, etc. whilst the colour mix takes place.

Practical Observation with Oral Questioning Assessment Criteria Hair Professional

The individual demonstrates good ability to correctly and evenly section hair with colour products applied accurately and neatly.	The individual demonstrates excellent ability to accurately and evenly section hair with colour placement personalised to the clients' hair and influencing factors and applied with confidence and expert skills, taking client comfort in to consideration at all time and minimising the risk of the product being applied to the client's skin.
Development times are in line with product guidance and influencing factors, and are effectively checked.	Development times are in line with product guidance and influencing factors, and are effectively and continuously checked, tested and discussed with the client.
The individual is able to manage and deal with any issues or problems during the delivery of this service understanding the remit of their role.	The individual is able to manage and effectively deal with any issues or problems during the delivery of this service understanding the remit of their role with a clear sense of who to direct queries to as necessary.
The individual demonstrates their ability to safely remove developed products, enabling areas that are still processing to be undisturbed.	The individual demonstrates their ability to safely remove developed products, enabling areas that are still processing to be undisturbed and maintaining client comfort at all times.
Hair and scalp is emulsified and left free of products. The desired look is achieved.	N/A
The individual seeks client confirmation of approval and provides advice as necessary and appropriate.	N/A

Practical Observation with Oral Questioning Assessment Criteria Hair Professional

Specialist Technical Skills - Barbering

Unit 9: Cutting hair using barbering techniques to create a variety of looks
The Apprentice must be observed creating a minimum of two barbering looks.
The Apprentice must show they have:
used all of the following tools and equipment: <ul style="list-style-type: none"> • scissors; • clippers; • clipper attachments; • trimmers; • razors.
cut both wet and dry hair.
used a minimum of nine of the following techniques: <ul style="list-style-type: none"> • club cutting; • scissor over comb; • clipper over comb; • texturising; • freehand; • razor cutting; • tapering; • graduating; • layering; • fading; • disconnecting; • eyebrow trim.
taken into account all appropriate factors: <ul style="list-style-type: none"> • hair characteristics; • hair classifications; • head and face shape; • presence of male pattern baldness; • presence of added hair; • piercings; • adverse skin conditions.
cut a minimum of two of the following neckline shapes: <ul style="list-style-type: none"> • tapered; • squared; • full neck line; • skin fade.
cut a minimum of two of the following outline shapes: <ul style="list-style-type: none"> • natural; • created; • tapered.
given advice and recommendations.

Practical Observation with Oral Questioning Assessment Criteria Hair Professional

Pass Criteria	Distinction Criteria
The individual establishes factors that may affect the service and adjusts their cutting techniques accordingly.	The individual evaluates factors that affect the service and their cutting techniques are carefully and precisely adapted accordingly.
Correct tools and equipment are used well to prepare the client's hair prior to the cut commencing.	Confirmation of the consultation outcome is sought prior to initial cut being made and is ongoing throughout, engaging the client. Correct tools and equipment are used well to prepare the client's hair prior to the cut commencing.
Accurate sectioning pattern is used. Good posture is maintained by the individual during the service to support accuracy of the cut.	Accurate sectioning pattern is used which ensures a methodical approach, sectioning at the beginning is clean and methodical. Excellent posture is maintained by the individual during the service to ensure an accurate cut and minimal manipulation of the client ensuring client comfort is paramount.
Different cutting techniques are used methodically to create a personalised haircut for the client.	A structured and highly efficient approach is taken to expertly showcase a variety of cutting techniques which achieve the desired and personalised look. Techniques are adapted and personalised to the client and this is explained to the client throughout the cut.
Cross-checking of the cut to establish correct distribution of weight, balance and shape is performed. Tension is evenly maintained throughout the haircut and hair is kept wet where appropriate.	Methodical cross-checking of the cut is performed to establish correct distribution of weight, balance and shape. A mirror is used skilfully to check balance throughout. Tension is evenly maintained throughout the haircut and hair is kept wet where appropriate.
The individual seeks confirmation of client approval and provides advice as necessary and appropriate.	N/A

Practical Observation with Oral Questioning

Assessment Criteria

Hair Professional

Unit 10: Style and finish men's hair	
The Apprentice must be observed performing a minimum of one drying and finishing.	
The Apprentice must show they have:	
used a minimum of three of the following styling and finishing products: <ul style="list-style-type: none"> • sprays; • creams; • gels; • wax; • tonics; • oils; • styling powders. 	
used all of the following tools and equipment: <ul style="list-style-type: none"> • combs; • flat brush; • round brush; • electrical equipment. 	
considered all the following areas: <ul style="list-style-type: none"> • hair characteristics; • hair classifications; • hair cut; • hair growth patterns; • head and face shape. 	
used a minimum of one of the following drying techniques: <ul style="list-style-type: none"> • brush drying; • finger drying. 	
achieved a minimum of one of the following finished looks: <ul style="list-style-type: none"> • straightening; • smoothing; • creating volume; • creating movement; • creating texture. 	
given advice and recommendations.	
Pass Criteria	Distinction Criteria
The individual establishes factors that may affect the service and adjusts their styling techniques and product selection accordingly.	The individual evaluates factors that may affect the service and their styling techniques are expertly and precisely adapted accordingly.
The individual selects appropriate tools, products and equipment, which are clean and sterilised to create the desired look.	The individual selects and proficiently uses appropriate tools, products and equipment, which are clean and sterilised to create and showcase the desired look. The individual takes time to explain product and equipment selection to the client.

Practical Observation with Oral Questioning Assessment Criteria Hair Professional

Confirmation of initial consult is sought prior to styling commencing.	N/A
The individual operates methodically, demonstrating knowledge of hair protection.	The individual operates efficiently and methodically, demonstrating excellent knowledge of hair protection and styling techniques. The client is consulted about the heat of the electrical equipment to ensure it is suitable.
Practice is observed to the individual's approach and application of a variety of products and tools used to create the desired look.	Consistent high quality practice is observed to the individual's sound ability, approach and application of a variety of products and tools used to create the desired and personalised look.
Products and styling equipment/tools are used effectively. Electrical equipment is held in the correct manner and not held under arms or between legs. Wires of electrical equipment do not trail across the floor creating a hazard to others.	Equipment is held professionally at all times during and between service. The individual is consistently mindful of the use of electrical wires and work station equipment so as to not cause a hazard to others or restrict another stylist's work space.
The individual seeks confirmation of client approval and provides expert advice as necessary and appropriate.	N/A

Practical Observation with Oral Questioning

Assessment Criteria

Hair Professional

Unit 11: Cut facial hair into shape	
The Apprentice must be observed performing a minimum of two facial hair cuts: one cut on a full beard and moustache and one cut on a partial beard and moustache.	
The Apprentice must show they have:	
used all of the following tools and equipment: <ul style="list-style-type: none"> • scissors; • clippers; • clipper attachments; • trimmers. 	
taken into account all of the following factors, as appropriate: <ul style="list-style-type: none"> • head and face shape; • hair characteristics; • hair classification; • hair style; • adverse skin conditions; • facial piercings; • client's wishes; • in-growing hair; • skin elasticity; • scarring. 	
used all of the following cutting techniques: <ul style="list-style-type: none"> • scissor over comb; • clipper with attachment; • clipper over comb; • freehand; • fading. 	
given advice and recommendations.	
Pass Criteria	Distinction Criteria
The individual establishes factors that may affect the service and adjusts their cutting techniques and product selection accordingly.	The individual evaluates factors that may affect the service and their styling techniques and delicately discusses any potential issues such as distinguishing facial features, moles etc., with the client as to ensure client comfort is maintained. Techniques are expertly and precisely adapted accordingly.
The individual selects appropriate tools, products and equipment to create the desired look.	The individual selects and proficiently uses appropriate tools, products and equipment to create and showcase the desired look.
Confirmation of initial consult is sought prior to cutting commencing.	Confirmation of initial consult is sought prior to styling commencing. Further suggestions are offered to the client as appropriate.
The individual operates methodically demonstrating knowledge of hair protection.	The Apprentice operates efficiently and methodically demonstrating excellent knowledge of hair protection and styling techniques.
Practice of the individual's approach and application of a variety of products and tools used to create the desired look is observed.	N/A

Practical Observation with Oral Questioning Assessment Criteria Hair Professional

Unit 12: Shaving services	
The Apprentice must be observed performing a minimum of one full shave service.	
The Apprentice must show they have:	
used all of the following tools and equipment: <ul style="list-style-type: none"> open balde razors with disposable blades; shaving brushes. 	
taken into account all of the following factors: <ul style="list-style-type: none"> hair characteristics; hair classification; adverse skin conditions; unusual features; facial contour; facial piercings; skin elasticity; client's wishes. 	
used a pre-shaved product.	
used a lathering product.	
used a lathering technique.	
used shaving techniques: <ul style="list-style-type: none"> skin tensioning; forehand stroke; backhand stroke. 	
used a finishing product.	
given advice and recommendations.	
Pass Criteria	Distinction Criteria
Confirmation of initial consult is sought prior to the service commencing. The individual establishes factors that may affect the service and adjusts their shaving techniques and product selection accordingly. Techniques used are appropriate and competently demonstrated.	Confirmation of initial consult is sought prior to service commencing. The individual evaluates factors that may affect the service and their shaving techniques are expertly and precisely adapted accordingly.
The individual selects appropriate tools, products and equipment.	The individual makes personal modifications to the lathering shaving methods and techniques. Techniques used are appropriate and expertly demonstrated.
The skin is controlled with the correct tension. The individual demonstrates effective control of the client's skin to create the desired look.	The skin is controlled with the correct tension. Correct tension is maintained accurately and consistently throughout the service. The individual demonstrates proficiency with effective control of the client's skin to create the desired look.
The individual provides sufficient aftercare advice.	The individual seeks client confirmation of approval and provides advice as necessary and appropriate. Thorough aftercare advice is given demonstrating high level of retail product knowledge.

Practical Observation with Oral Questioning

Assessment Criteria

Hair Professional

Questioning

Throughout the observation, the End-Point Assessor will ask the Apprentice questions to test their knowledge and understanding. Apprentices must meet these criteria within **all** of the specialist units.

Questioning	
Pass Criteria	Distinction Criteria
The individual is able to respond to questions accurately.	The individual is able to consistently respond to questions with full justification for any decisions made or advice given.
The individual is able to identify and recall influencing factors used to inform their selection of appropriate techniques and how this informed the service plan.	The individual is able to provide an evaluative summary of influencing factors and justify their selection and application of appropriate techniques, tools and product which are backed by theories and scientific principles as appropriate.
The individual is able to articulate well the advice given to clients.	They can provide a detailed rationale for the advice given throughout and following their client service.

SUPPORT FOR YOUNG PEOPLE

1) YoungMinds Website

<https://youngminds.org.uk/find-help/your-guide-to-support/need-to-talk/>

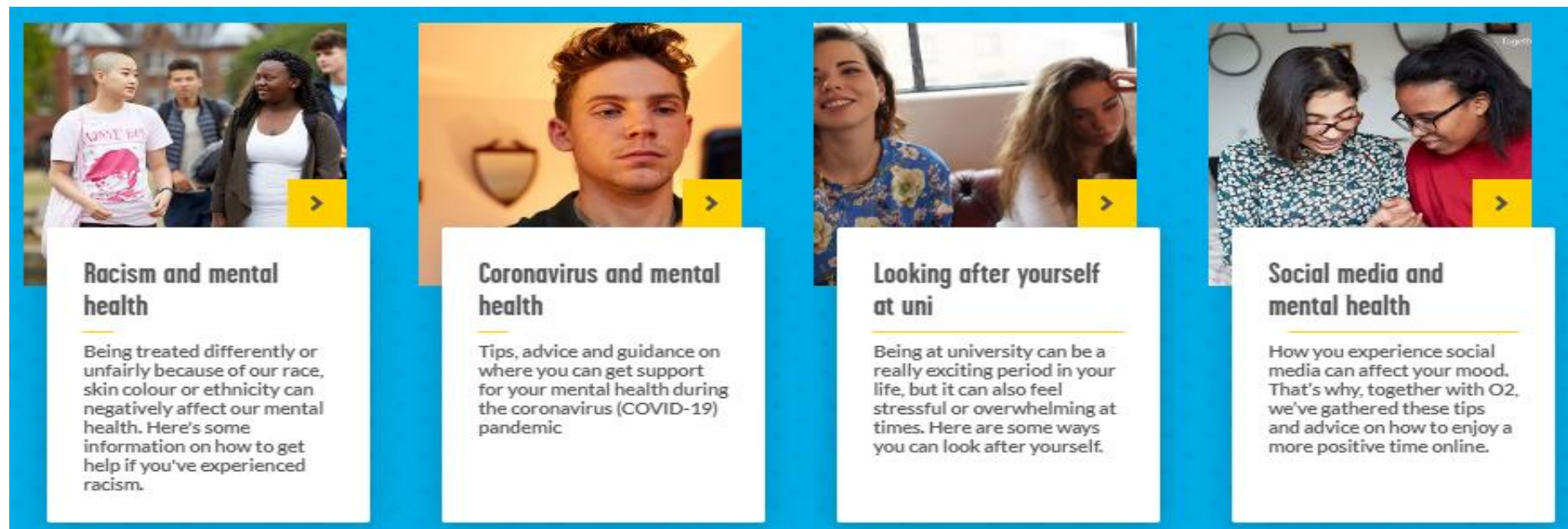
Making sure young people get the best possible mental health support and have the resilience to overcome life's difficulties.

Parent Helpline: 0808 802 5544

(Monday to Friday 9.30am – 4pm, free for mobiles and landlines)


Looking after yourself

Whether it's spending time on social media, being with friends and family, or going to university – there are things we do every day that impact our mental health. Read our tips and advice on how you can look after yourself.




The image shows a grid of four cards from the YoungMinds website. Each card has a photo of young people at the top, a title, and a brief description of the content. The cards are: 1. 'Racism and mental health' with a photo of three young people. 2. 'Coronavirus and mental health' with a photo of a young man. 3. 'Looking after yourself at uni' with a photo of two young women. 4. 'Social media and mental health' with a photo of two young women looking at a phone. Each card has a yellow arrow pointing right.

Racism and mental health	Coronavirus and mental health	Looking after yourself at uni	Social media and mental health
Being treated differently or unfairly because of our race, skin colour or ethnicity can negatively affect our mental health. Here's some information on how to get help if you've experienced racism.	Tips, advice and guidance on where you can get support for your mental health during the coronavirus (COVID-19) pandemic	Being at university can be a really exciting period in your life, but it can also feel stressful or overwhelming at times. Here are some ways you can look after yourself.	How you experience social media can affect your mood. That's why, together with O2, we've gathered these tips and advice on how to enjoy a more positive time online.




Gender and mental health

Your experiences with your gender may affect your mental health. For some, this can be a confusing or difficult time, but it doesn't always have to be this way. Here's some information and advice to help.




Sexuality and mental health

The experiences you have because of your sexuality can impact your mental health. Here's some information to help you get the support you deserve.




Believe in yourself

It's common to suffer from low self-esteem at some point in your life, but you can do things to make it better. Help boost your wellbeing by trying these seven steps.




Take time out

However busy you are, it's important for your mental health to take time out for yourself to relax and recharge your batteries.




Friends and family

Find out how friends and family can help you stay mentally healthy, and get tips on managing changes like divorce or separation.



Drugs and alcohol

Find out how drug and alcohol use can affect mental health and where to find more information and support.



Young carers

As a young carer you can find helping someone very rewarding, but you also have the right to be looked after. Find out what young carers do, how to spot if it's getting too much and what to do about it.

2) The Children's Society Website

<https://www.childrenssociety.org.uk/information/young-people/well-being/resources>

Mental health and wellbeing A - Z



Information for young people

Anger



Information for young people

Anxiety



Information for young people

Body image



Information for young people

Bullying



Information for young people

Depression



Information for young people

Emotional resilience



Information for young people

Identity



Information for young people

Loneliness



Information for young people

Mental resilience



Information for young people

Pregnancy



Information for young people

Self-esteem



Information for young people

Stress



Safeguarding Reporting Services

If the learner is in immediate danger of harming themselves or others please contact 999 immediately.

Links to Local Children Safeguarding Partnerships - <https://www.childprotectionuk.co.uk/local-safeguarding-children-boards-for-england-and-wales.php>

Safeguarding Children

County	Day Contact Number	Out of Hours / Emergency Contact	Email Address
BEDFORDSHIRE			
Bedford Integrated Front Door	01234 718700	0300 300 8123	multiagency@bedford.gov.uk
Central Bedfordshire Access and Referral Team	0300 300 85 85	0300 300 8123	cs.accessandreferral@centralbedfordshire.gov.uk
Luton Multi-Agency Safeguarding Hub (MASH)	01582 547653	0300 300 8123	mash@luton.gov.uk
BERKSHIRE			
Bracknell Forest Area: Multi-Agency Safeguarding Hub	01344 352005	01344 786543	mash@bracknell-forest.gov.uk
Reading Children's Single Point of Access	0118 937 3641	01344 786543	csboa@brighterfuturesforchildren.org
West Berkshire Contact Advice Assessment Service	01635 503090	01344 786512	child@westberks.gov.uk
Windsor & Maidenhead Multi-Agency Safeguarding Partnership	01628 683150	01344 786543	Safeguarding.Partnership@rbwm.gov.uk
BUCKINGHAMSHIRE			
Bucks Safeguarding Children Partnership (First Response Team)	01296 383962	0800 999 7677	secure-cypfirstresponse@buckscc.gov.uk
Bucks Education Safeguarding Advisory Service (Tracey Ireland)	01296 382817		Tracey.Ireland@ Buckinghamshire.gov.uk
Milton Keynes Multi-Agency Safeguarding Hub	01908 253169	01908 265545	children@milton-keynes.gov.uk
CHESHIRE			
Cheshire West & Chester Integrated Access and Referral Team	0300 123 7047	01244 977277	i-ART@cheshirewestandchester.gcsx.gov.uk
Cheshire East Safeguarding Children's Partnership	0300 123 5012	0300 123 5022	CESCP@cheshireeast.gov.uk
Halton Integrated Contact and Referral Team (iCART)	0151 907 8305	0345 050 0148	contactandreferralteam@halton.gov.uk
Warrington Children's Safeguarding/Social Work Team	01925 443322	01925 444400	safeguardingpartnerships@warrington.gov.uk
ESSEX			
Essex Children & Families Hub - ask for Priority Line	0345 603 7627	0345 606 1212	Emergency.DutyTeamOutOfHours@essex.gov.uk
GLOUCESTERSHIRE			
Gloucestershire Children & Families Services Helpdesk	01452 426565	01452 614194	childrenshelpdesk@gloucestershire.gov.uk

HAMPSHIRE			
Hampshire Safeguarding Children Partnership (HSCP)	0300 555 1384	0300 555 1373	childrens.services@hants.gov.uk
HERTFORDSHIRE			
Hertfordshire Safeguarding Children Partnership	0300 123 4043	0300 123 4043 (24 h)	protectedreferrals.cs@hertfordshire.gov.uk
LIVERPOOL			
Liverpool Safeguarding Children Partnership (LSCP)	0151 233 3700	0151 233 3700 (24 h)	carelinechildrenservices@liverpool.gscx.gov.uk
LONDON			
Kensington & Chelsea - Local Safeguarding Children Partnership	020 7361 3013	020 7361 3013 (24 h)	socialservices@rbkc.gov.uk
Hammersmith & Fulham - Local Safeguarding Children Partnership	020 8753 6600	020 7361 3013 (24 h)	familyservices@lbhf.gov.uk
Westminster - Local Safeguarding Children Partnership	020 7641 4000	020 7361 3013 (24 h)	accessstochildrensservices@westminster.gov.uk
Kingston & Richmond Single Point of Access Team	0208 547 5008	0208 770 5000	Referral form - www.kingston.gov.uk/spa
MIDDLESEX			
Harrow Children's Access Team (CAT)	07968 485704	0208 424 0999	Duty.Assess@harrow.gov.uk
Hillingdon Safeguarding Children Partnership (MASH)	01895 556633	01895 250 111	lbhmash@hillingdon.gov.uk
OXFORDSHIRE			
Northamptonshire Safeguarding Children Partnership (MASH)	0300 126 1000	01604 626938	MASH@northamptonshire.gscx.gov.uk
OXFORDSHIRE			
Oxfordshire Multi-Agency Safeguarding Hub (MASH)	0345 050 7666	0800 833 408	mash-children@oxfordshire.gov.uk
SURREY			
Surrey Safeguarding Children Partnership (MASH)	0300 470 9100	01483 517898	cspa@surreycc.gov.uk
WARWICKSHIRE			
Warwickshire Multi-Agency Safeguarding Hub	01926 414144	01926 886922	mash@warwickshire.gov.uk
WEST MIDLANDS			
Birmingham Safeguarding Children Partnership (CASS)	0121 303 1888	0121 675 4806	cass@birminghamchildrenstrust.co.uk
Wolverhampton Safeguarding Together (MASH)	01902 555392	01902 552999	MASH@wolverhampton.gov.uk

Safeguarding Adults

County	Day Contact Number	Out of Hours / Emergency Contact	Email Address
BEDFORDSHIRE			
Bedford Safeguarding Adults Team	01234 276222	0300 300 8123	adult.protection@bedford.gov.uk
Central Bedfordshire Adult Protection Team	0300 300 8122	0300 300 8123	adult.protection@centralbedfordshire.gov.uk
Luton Safeguarding Adults Team	01582 547730	0300 300 8123	adultsafeguarding@luton.gov.uk

BERKSHIRE			
Bracknell Forest Safeguarding Adults Team	01344 351500	01344 786543	safeguarding.adults@bracknell-forest.gov.uk
Reading Safeguarding Adults Team	0118 937 3747	01344 786543	safeguarding.adults@reading.gov.uk
West Berkshire Safeguarding Adults Team	01635 519056	01344 786543	safeguardingadults@westberks.gov.uk
Windsor & Maidenhead Safeguarding Adults Team	01628 683744	01344 786543	access.services@rbwm.gov.uk
BUCKINGHAMSHIRE			
Buckinghamshire Safeguarding Adults Team	0800 137 915	0800 999 7677	safeguardingadults@buckscc.gov.uk
Milton Keynes Safeguarding Adults Team	01908 253772	01908 725005	Access.Team@Milton-Keynes.gov.uk
CHESHIRE			
Cheshire West & Chester Safeguarding Adults (Access Team)	0300 123 7034	01244 977277	accesswest@cheshirewestandchester.gov.uk
Cheshire East Adults Social Care Services	0300 123 5010	0300 123 5022	LSAB@cheshireeast.gov.uk
Halton Adults Social Care Services	0151 907 8306	0345 050 0148	EDT@halton.gov.uk
Warrington Adult Social Care Team (First Response)	01925 443322	01925 444400	asc@warrington.gov.uk
ESSEX			
Essex Social Care Direct	0345 603 7630	0345 606 1212	Socialcaredirect@essex.gov.uk
GLOUCESTERSHIRE			
Gloucestershire Adult Help Desk	01452 426868	01452 614194	socialcare.eng@gloucestershire.gov.uk
HAMPSHIRE			
Hampshire Adult Services	0300 555 1386	0300 555 1373	adult.services@hants.gov.uk
HERTFORDSHIRE			
Hertfordshire Adult Safeguarding Team	0300 123 4042	0300 123 4042	adult.safeguarding@hertfordshire.gov.uk
LIVERPOOL			
Liverpool Careline Adult Services	0151 233 3800	0151 233 3800	merseysidesab1@wirral.gov.uk
LONDON			
Kensington & Chelsea Safeguarding Adults Helpline	020 7361 3013	020 7373 2227	socialservices@rbkc.gov.uk
Kingston Adult Safeguarding	020 8547 5005	020 8770 5000	adult.safeguarding@kingston.gov.uk
Westminster Safeguarding Adults Helpline	020 7641 2176	020 7641 6000	adultsocialcare@westminster.gov.uk
MIDDLESEX			
Harrow Adult Social Care Services	020 8420 9453	020 8424 0999	safeguarding.adults@harrow.gov.uk
Hillingdon Adult Social Care Services (MASH)	01895 556633	01895 250111	socialcaredirect@hillington.gov.uk
NORTHAMPTONSHIRE			
Northamptonshire Adult Social Services	0300 126 1000	01604 626938	adultcarenc@northamptonshire.gov.uk
OXFORDSHIRE			
Oxfordshire Adult Social Care Services	01865 328232	0800 833408	OSAB@Oxfordshire.gov.uk

SURREY			
Surrey: Adult Safeguarding Children Partnership (MASH)	0300 470 9100	01483 517898	ascmash@surreycc.gov.uk
WARWICKSHIRE			
Warwickshire Safeguarding Adults	01926 412080	01926 886922.	mash@warwickshire.gov.uk
WEST MIDLANDS			
Birmingham Adult Care Access Point	0121 303 1234	0121 675 4806	CSAdultSocialCare@birmingham.gov.uk
Wolverhampton Safeguarding Together (MASH)	01902 551199	01902 552999	adultcaresecure@secure.wolverhampton.gov.uk

Updated October 2020

OFF-THE-JOB TRAINING GUIDANCE

Apprenticeships - 20% off-the-job training guide

Off-the-job training is defined as learning which is undertaken outside of day-to-day work duties and leads towards the achievement of the apprenticeship. This training takes place within the apprentice's normal (contracted) working hours.

The off-the-job training must be directly relevant to the apprenticeship.



Off-the-job training can take place at many locations including: the workplace, off-site (e.g. classroom) or from home via distance learning



The off-the-job training activities can often take place at any location as part of a mixed training approach. So remember, it's the activity, rather than the location, that determines whether the training counts towards the 20% off-the-job training.



Apprenticeships - 20% off-the-job training guide

The 20% off-the-job training provides the time to focus and develop the required skills, knowledge and behaviours to achieve the apprenticeship. There are lots of activities that can contribute to off-the-job training. The key thing to remember is that it must be relevant to the apprenticeship.

The table below gives examples of how the off-the-job time can be spent...



Learning the theory/professional knowledge through:	Practical training through:	Learning support time spent on:
<ul style="list-style-type: none"> <input type="checkbox"/> Classes and workshops <input type="checkbox"/> Lectures <input type="checkbox"/> Online learning and webinars <input type="checkbox"/> Masterclasses <input type="checkbox"/> Relevant reading <input type="checkbox"/> Research <input type="checkbox"/> Lunch and learn sessions <input type="checkbox"/> Role playing and simulation exercises 	<ul style="list-style-type: none"> <input type="checkbox"/> Job shadowing <input type="checkbox"/> Mentoring <input type="checkbox"/> Attending meetings <input type="checkbox"/> Project work <input type="checkbox"/> Professional networks <input type="checkbox"/> Events and competitions <input type="checkbox"/> Visits to wider parts of the department <input type="checkbox"/> Visits to industry and to other Government Departments 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing self-assessments <input type="checkbox"/> Writing assignments <input type="checkbox"/> Reflective journals <input type="checkbox"/> Revision <input type="checkbox"/> Peer discussions <input type="checkbox"/> Preparation for Assessments & Exams <input type="checkbox"/> One-to-one tutorials (with apprenticeship coach, line manager or colleagues) that contain guided learning or support for the apprenticeship

Apprenticeships - 20% off-the-job training guide

How to schedule the 20% off-the-job training...

There should be a three way discussion between the line manager, training provider and apprentice to decide at what point during the apprenticeship the training is best delivered.

To give an example, this could be a proportion of every day, one day a week throughout, one week out of every five, or a proportion at the beginning, middle and end. Planning the time will depend on what is best for the business and the apprentice and on the technical or theoretical requirements of the apprenticeship.



It's important to note that time spent on the following will not count as off-the-job training:

- ☐ Level 2 English or Maths learning
- ☐ Apprenticeship progress reviews or on-programme assessments
- ☐ Training time which takes place outside of the apprentice's working hours and is not given back to the apprentice as time off in lieu

For further information, please find us at our website: www.uktd.co.uk

Alternatively, you can:

Telephone: **01442 230130**

Email us at: **enquiries@uktd.co.uk**

Or find us on:

Facebook: **UK Training & Development**

Twitter: **@UKTDHemel**



Apprenticeships - *The way to go...*

