

# UKTD

## Parent Guide **to successful Apprenticeships with UKTD**



Education & Skills  
Funding Agency



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# 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 qualifications 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 business sector. 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 at [www.uktd.co.uk](http://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 the 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 workplaces 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 workplaces 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 workplaces 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 6 hours of 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 a year to achieve a Level 2 business apprenticeship 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](https://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. It can be a great starting point and help them build their confidence while at the same time boosting their CV.

### **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

### 3. 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 6 hours of 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 include not only practical and theory skills but also Functional Skills and other aspects that will enhance their personal development.

#### Business courses at Levels 2 & 3

##### 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
- 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 standards 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 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

## **4. Natural progression**

### **Customer Service Practitioner Level 2**

Customer Service Practitioner builds a foundation for learners. Once learners have achieved Level 2, they can progress to Level 3, which will enable them to further develop their skills and knowledge.

### **Customer Service Specialist Level 3**

Customer service specialist Level 3 is designed for people who have been working in the customer service industry for at least 18 months and are looking to move into a higher qualified role.

### **Business Administrator Level 3**

Business Administrator Level 3 is designed for people who have been working in an administration role for at least 18 months and are looking to move into a higher qualified role.

### **Team Leader/Supervisor Level 3**

Team Leader/Supervisor Level 3 is designed for people who are working in a team leader or supervisory role and are looking to develop higher level skills.

### **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 your apprentice in achieving their own aspirations, as well as supporting and improving your 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 wider 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 between yourself, the learner and your 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 work-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).

## 5. 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 workplaces 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 6 hours training each week, by agreeing to 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.

## **6. 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 6 hours 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.

## 7. Learner responsibilities

### **INDEPENDENT WORK**

All learners are required to complete independent work as part of their qualification and may need support from their workplace 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 **6 hours** each working week. This is on their e-portfolio on OneFile. They need to record:

- Whenever they complete 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.
- Courses they have attended.
- When representatives go to their workplace from external manufacturers.

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.

## 8. 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**

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



WORKPLACE 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 WORKPLACE 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.**

## 9. 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!

## 10. 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](mailto: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](mailto: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 <a href="mailto:helen.blackbourn@uktd.co.uk">helen.blackbourn@uktd.co.uk</a>
Local Safeguarding Officers (DSOs)	Helen Blackburn Regional Manager	07875 665934 <a href="mailto:helen.blackbourn@uktd.co.uk">helen.blackbourn@uktd.co.uk</a>
Dedicated Safeguarding Email Address	<a href="mailto:safelearner@uktd.co.uk">safelearner@uktd.co.uk</a>	

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.

**Mutual Respect**



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

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

## 11. 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](mailto: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](mailto: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](mailto: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.



## **12. 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 Business, 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 business 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](http://www.ofsted.co.uk))

## 13. 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](mailto:safelearner@uktd.co.uk).

## 14. 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:

	<b>Childline</b> – <i>"A safe place to talk - Online, On the Phone, Anytime"</i> Call free on 0800 1111 or get in touch online <a href="https://www.childline.org.uk">https://www.childline.org.uk</a>
	<b>NSPCC</b> – <i>Contact their helpline if you are worried about a child</i> <a href="https://www.nspcc.org.uk/what-you-can-do/report-abuse">https://www.nspcc.org.uk/what-you-can-do/report-abuse</a>
	<b>The Mix</b> – <i>Essential support for under 25s</i> 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.
	<b>Samaritans</b> – <i>"Whatever you're going through, call us free any time, from any phone"</i> Call free on 116 123 <a href="https://www.samaritans.org/how-we-can-help-you">https://www.samaritans.org/how-we-can-help-you</a>
	<b>Mind</b> – <i>Offer information and support on a range of subjects that affect mental health</i> <a href="https://www.mind.org.uk/information-support/guides-to-support-and-services">https://www.mind.org.uk/information-support/guides-to-support-and-services</a>

	<p><b>Papyrus</b> – “We exist to reduce the number of young people who take their own lives”</p> <p><a href="https://www.papyrus-uk.org/help-advice">https://www.papyrus-uk.org/help-advice</a> - Lots of help and advice available including 'Places to turn for help' including Hopelink UK.</p>
	<p><b>HopelinkUK</b> - a confidential support and advice service for:</p> <ul style="list-style-type: none"> <li>• Children and young people under the age of 35 who are experiencing thoughts of suicide</li> <li>• Anyone concerned that a young person could be thinking of suicide</li> </ul> <p><b>Opening hours</b> - 9am to midnight every day of the year</p> <p> <b>Call: 0800 068 4141</b></p> <p> <b>Text: 07860039967</b></p> <p> <b>Email: <a href="mailto:pat@papyrus-uk.org">pat@papyrus-uk.org</a></b></p>
	<p><b>Frank</b> – Offer confidential information and advice about drugs and substance abuse, whether it's for you or someone else.</p> <p><b>0800 7766 00</b> (24 hours, won't show up on your phone bill)</p> <p><a href="https://www.talktofrank.com">https://www.talktofrank.com</a></p>
	<p><b>Beat Eating Disorders</b> - We are here to support people who have or are worried they have an eating disorder.</p> <p><b>Helpline: 0808 801 0677</b></p> <p><a href="https://www.beateatingdisorders.org.uk">https://www.beateatingdisorders.org.uk</a></p>
	<p><b>Shelter</b> – 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><a href="https://england.shelter.org.uk/get_help">https://england.shelter.org.uk/get_help</a></p>
	<p><b>Refuge</b> - Offer emotional support and help women escape abuse</p> <p>Free 24-Hour National Domestic Violence Helpline - 0808 2000 247</p> <p><a href="http://www.refuge.org.uk/get-help-now">http://www.refuge.org.uk/get-help-now</a></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><b>YoungMinds</b> – Promote good mental health to children and young people and offer information on feelings and symptoms.</p> <p style="text-align: right;"><b><u>Parents Helpline</u></b> – call 0808 802 5544</p> <p><a href="https://youngminds.org.uk/find-help">https://youngminds.org.uk/find-help</a></p> <p><a href="https://youngminds.org.uk/find-help/looking-after-yourself">https://youngminds.org.uk/find-help/looking-after-yourself</a></p>
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**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>


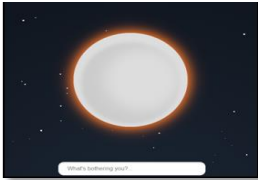


*"What can I do to help myself cope?"*

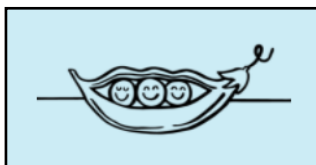
**Including:**

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



Create your ideal safe  
room

- **Childline** – build your happy place  
<https://www.childline.org.uk/toolbox/games/build-your-happy-place>



## 15. 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	<a href="http://www.ltai.info/about">www.ltai.info/about</a> <a href="http://www.gov.uk/government/publications/channel-guidance">www.gov.uk/government/publications/channel-guidance</a> or contact your UKTD Designated Safety Officer
Internet safety	See link	<a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety">www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety</a>
Any apprenticeship issues	Gov.uk	<a href="http://www.apprenticeships.org.uk">www.apprenticeships.org.uk</a> <a href="http://www.gov.uk/topic/further-education-skills/apprenticeships">www.gov.uk/topic/further-education-skills/apprenticeships</a>
Tools and guidance for business	Gov.uk	<a href="http://www.gov.uk/browse/business">www.gov.uk/browse/business</a>
Employment issues	Gov.uk ACAS	<a href="http://www.gov.uk/browse/employing-people">www.gov.uk/browse/employing-people</a> <a href="http://www.acas.org.uk">www.acas.org.uk</a>
Help resolving employment issues	ACAS Helpline	<a href="http://www.acas.org.uk">www.acas.org.uk</a> 0300 123 1100
Pay & work rights issues	Gov.uk Helpline	<a href="http://www.gov.uk/pay-and-work-rights">www.gov.uk/pay-and-work-rights</a> 0800 917 2368
Health and Safety issues	HSE Information: Health and Safety at work.	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Tax guidance	HM Customs and Revenue	<a href="http://www.hmrc.gov.uk/">www.hmrc.gov.uk/</a>
Data guidance	Information Commissioner's office	<a href="http://ico.org.uk">http://ico.org.uk</a>
Discrimination	Gov.uk Discrimination	<a href="http://www.gov.uk/discrimination-your-rights/types-of-discrimination">www.gov.uk/discrimination-your-rights/types-of-discrimination</a>

## 16. 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

### What is end-point assessment?

The new end-point assessment (EPA) is one of the biggest changes in recent years.

Instead of being assessed continually throughout your course, all apprentices (on new standards) now have to complete an end-point assessment to complete their qualification. The EPA is designed to test whether each apprentice has gained the skills, knowledge and behaviours outlined in the standard, and grade each learner according to their performance.

### How will the EPA work?

When you are ready to take the EPA, your employer will put you forward for the assessment. Each EPA is different, so the requirements for each assessment are laid out in the apprenticeship standard.

All EPAs must follow these rules:

They must be delivered by an independent end-point assessment organisation, with no affiliation to the employer or training provider involved in the apprenticeship.

All end-point assessment providers must be approved by the ESFA before being added to the Register of Apprentice Assessment Organisations (RoAAO).

When an employer takes on an apprentice, they can select the end-point assessment organisation (EPAO) from the register and then confirm their selection with their training provider.

Most EPAs will be graded.

The apprentice cannot achieve their apprenticeship without passing the end-point assessment.

### What will the EPA look like?

The EPA is outlined in the assessment plan for each standard. The assessment plan must explain what's being assessed, how the apprentice will be assessed, and who will carry out the EPA – as well as indicate the quality assurance measures in place.

The EPA can take a range of forms:

Tests

Examinations

Professional discussions  
Workplace observations  
Portfolio of work  
Assignments  
Assessment of work outputs

## **Who will the EPA affect?**

### Learners

The EPA has big impact for learners. Many apprentices choose vocational training over an academic course as it aligns with their practical strengths. By making the EPA mandatory for every apprenticeship, some learners may struggle to pass their course and could even be discouraged from applying in the first place. Others will be motivated by the grading system, encouraging them to work hard to achieve a pass, merit or distinction.

### Employers

Employers have to work closely with their training provider to monitor the progression of their apprentices. If learners aren't prepared for the EPA and fail, employers may be charged extra for retakes. This means the employer will need to negotiate re-sit fees with their end-point assessment provider. With a digital e-portfolio employers can track their learners' progression throughout their course, ensuring they're not scheduled to sit to the EPA before they're ready.

### Training providers

Training providers will have to collaborate with the EPA provider to ensure their delivery matches the assessment plan outlines in the standard.

## **How can I find information on the EPA for my qualification?**

You can ask your UKTD tutor for the apprenticeship standard and assessment plan for the course you are doing. These documents contain a good overview of your course content and EPA. TQUK and City and Guilds have some excellent fact sheets on their website on the link at the bottom of this section. We have included some of the information from their Business Administrator Level 3 factsheet.

Example information on the next page is for Customer Service Practitioner Level 2 (taken from TQUK website)

[Customer-Service-Practitioner-Factsheet.pdf \(tquk.org\)](#)  
[Customer Service Practitioner Apprenticeship Standard with TQUK](#)  
<https://www.onefile.co.uk/explore/education/introducing-the-end-point-assessment/index.html>  
<https://www.cityandguilds.com/apprenticeships/emerging-standards>

## APPRENTICESHIP FACTSHEET (ENGLAND ONLY)

# CUSTOMER SERVICE PRACTITIONER



£ Funding Band: 5 (£3,000) ⌚ Duration: 12 months 📊 Level: 2 ★ LARS: 122 📄 Standard N°: ST0072

### 1. THE APPRENTICESHIP

A Customer Service Practitioner is the front face and, in many cases, the first point of contact a customer has with a company. The Apprentice's *raison d'être*, as a Customer Service Practitioner, will be interacting with customers, getting to know their issues and concerns and resolving those problems with high quality products and services delivered from the workplace, digitally or by travelling in person to the customer's location. Their interactions may be one-time events, resolving one-time anomalous problems, or they could be more routine, dealing with orders, payments, transfers, offering guidance and support, sales, after care, service recovery or gaining information for the company by attaining customer feedback.

A successful Apprentice will be a representative of the company and as such will be a major factor in how customers formulate their opinion of the company and the larger brand. Their knowledge, skills and behaviours will all contribute to delivering the best possible service they can to their customers and to meet and exceed their organisation's standards and goals within appropriate regulatory frameworks. The Apprentice will have a plethora of domains they could possibly interact with customers in, including face-to-face, telephone, post, email, text and social media.



“  
**WE ARE HERE  
TO HELP  
APPRENTICES  
BEE WHAT THEY  
WANT TO BEE**”

### 2. ON-PROGRAMME

The Apprentice must have completed all on-programme elements in order to begin End-Point Assessment:



20%  
**Off-the-Job  
Training**



**Functional Skills\*** Level  
1 English and maths and  
attempt to complete Level 2



**Showcase** to  
underpin the  
Interview

The End-Point Assessment (EPA) can only be triggered after twelve months of starting the apprenticeship and is dependent on when the Employer and Training Provider decide the Apprentice is ready.

#### Functional Skills\*

All Level 2 Apprenticeship Standards require the Apprentice to have successfully completed Level 1 Functional Skills in both English and maths qualifications (or equivalent) in order to progress through Gateway to undertake End-Point Assessment. Apprentices will also need to have at least attempted Level 2 Apprenticeship Standards.

### 3. GATEWAY

In order to enter into the Gateway phase, the Apprentice will need to have passed all the relevant Knowledge, Skills and Behaviour criteria as set out in the Apprenticeship Standard. After a meeting between the Apprentice, Employer and Training Provider, it will be the Employer's decision to place an Apprentice through End-Point Assessment. The Apprentice must have completed all on-programme elements in order to begin End-Point Assessment.

#### Resources

Training Qualifications UK has designed and developed a range of resources for this Apprenticeship Standard to help the Assessor and Apprentice in tracking progress of key Gateway components.



As an End-Point Assessment Organisation (EPAO), Training Qualifications UK is required to see evidence of an Apprentice completing or attempting the relevant Functional Skills qualification assessments where necessary in order to verify Gateway requirements have been met. To find out what evidence Training Qualifications UK will accept for this Apprenticeship Standard, see our **Level 2 Apprenticeship Functional Skills guidance** on Verve EPA under the Support Materials.



#### 4. END-POINT ASSESSMENT

The synoptic End-Point Assessment will consist of **three** components. In order to pass the apprenticeship, the Apprentice is required to pass each component:



##### Practical Observation

An observation of the Apprentice in their workplace to observe normal work duties. The observation will last a minimum of one hour and a maximum of two hours.

Any requirements in the standard not included in the Observation will be included in the Professional Discussion.

★ Distinction, Pass or Fail



##### Professional Discussion

A 60-minute Professional Discussion between the Apprentice and their End-Point Assessor. It will be structured to draw out their enthusiasm, energy, competence and excellence.

The discussion is designed to:

- Confirm and validate the quality of the Apprentice's work
- Explore their work in more detail
- Discuss how they may act in certain scenarios if they haven't occurred in the Practical Observation
- Provide an opportunity to ask questions regarding personal development

★ Distinction, Pass or Fail



##### Apprentice Showcase

The Apprentice will submit either a written report of up to 3,000 words or presentation of up to 35 slides. This will be submitted at Gateway. Following End-Point Assessor allocation, the Apprentice will undertake a 30-minute Showcase Interview covering the submitted showcase.

★ Distinction, Pass or Fail

#### 5. GRADING

Once the **three** assessment components are completed, the Apprentice will be provided with an overall grade for their apprenticeship using the following grading table:

Practical Observation	Professional Discussion	Apprentice Showcase	GRADE
Pass	Pass	Pass	Pass
		Distinction	Pass
	Distinction	Pass	Pass
		Distinction	Pass
Distinction	Pass	Pass	Pass
		Distinction	Pass
	Distinction	Pass	Pass
		Distinction	Distinction

#### 6. APPRENTICESHIP CERTIFICATION

Once the Assessor verifies the Apprentice has successfully completed all the End-Point Assessment components, Training Qualifications UK will initiate the certification process. Working with the Education & Skills Funding Agency, we will ensure the Apprentice receives their certificate in recognition of completing their apprenticeship.

##### Progression:

This apprenticeship provides an ideal entry into the occupation and supports progression within the sector. The Customer Service Specialist Apprenticeship Standard provides a potential progression route within this vocation.

#### 7. OCCUPATIONAL COMPETENCE

Your actions will influence the customer experience and their satisfaction with your organisation. You will be able to demonstrate excellent customer service skills and behaviours as well as product and/or service knowledge when delivering to your customers.

**“WE PROVIDE QUALIFICATIONS THAT MEET THE NEEDS OF LEARNERS AND EMPLOYERS**

##### Why choose Training Qualifications UK?

We're an End-Point Assessment Organisation for the 21st Century. While some are happy with traditional methods, we look for new ways of working to push the industry, our customers and their Apprentices forwards. We do this with a personalised approach to account management built around your needs, quick and responsive service that aims to respond to enquiries within 24 hours, and innovation that delivers efficiency through technology.

##### With us, you'll get:

1. Expert, tailored End-Point Assessment support
2. Assessor and Apprentice learning resources
3. Access to our straightforward Apprentice management system, Verve EPA
4. A clear and fair pricing structure
5. Marketing and social media support to share your success

##### More Information

For more information on this Apprenticeship Standard, visit [The Institute for Apprenticeships](https://www.tq.uk). Already working with Training Qualifications UK? Contact your dedicated Client Relationship Officer to find out more about this Standard and others. If you're new to Training Qualifications UK, you can get in touch through the below channels.

☎ 03333 583 344 @epasupport@tq.uk.org 🌐 epa.tq.uk.org 📱 📧 📞

### 1) YoungMinds Website

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

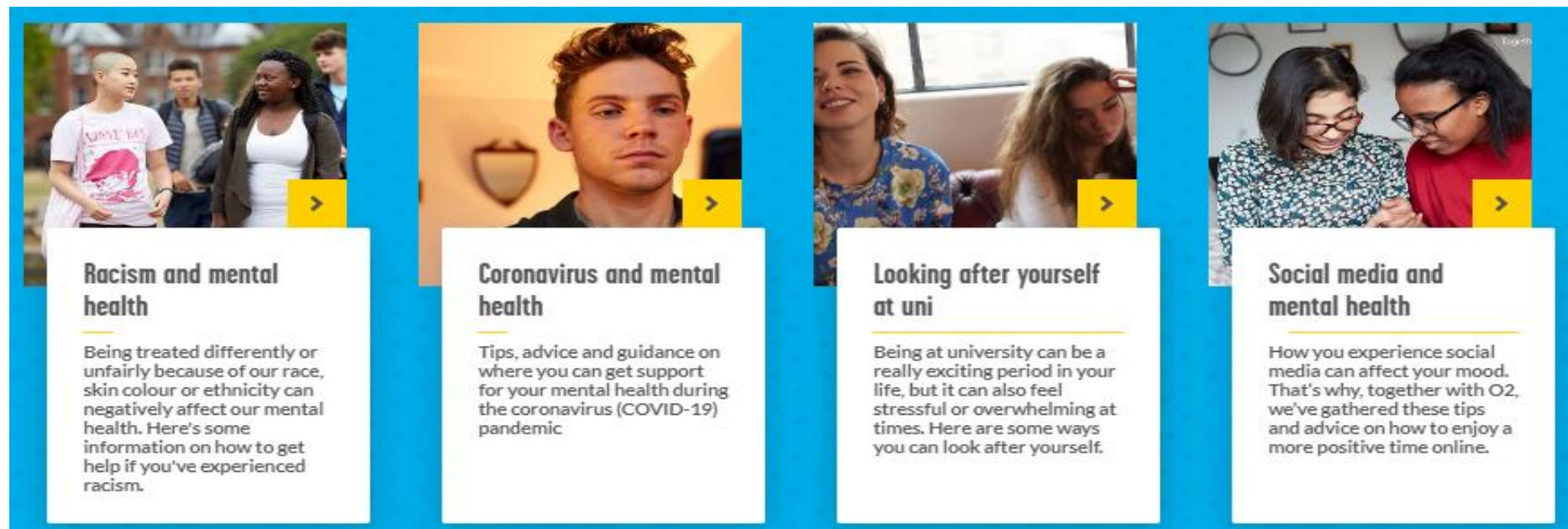
Making sure young people get the best possible mental health support and have the resilience to overcome life's difficulties.

**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, each with a photograph at the top and a text box below. The cards are set against a blue background. Each card has a yellow arrow pointing right in the bottom right corner of the photo.

- Card 1:** Photo of three young people (two women and one man) walking outdoors. Text: **Racism 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.
- Card 2:** Photo of a young man looking directly at the camera. Text: **Coronavirus and mental health**  
Tips, advice and guidance on where you can get support for your mental health during the coronavirus (COVID-19) pandemic.
- Card 3:** Photo of two young women sitting and talking. Text: **Looking after yourself at uni**  
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.
- Card 4:** Photo of two young women looking at a phone together. Text: **Social media and mental health**  
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
<b>BEDFORDSHIRE</b>			
Bedford Integrated Front Door	01234 718700	0300 300 8123	<a href="mailto:multiagency@bedford.gov.uk">multiagency@bedford.gov.uk</a>
Central Bedfordshire Access and Referral Team	0300 300 85 85	0300 300 8123	<a href="mailto:cs.accessandreferral@centralbedfordshire.gov.uk">cs.accessandreferral@centralbedfordshire.gov.uk</a>
Luton Multi-Agency Safeguarding Hub (MASH)	01582 547653	0300 300 8123	<a href="mailto:mash@luton.gov.uk">mash@luton.gov.uk</a>
<b>BERKSHIRE</b>			
Bracknell Forest Area: Multi-Agency Safeguarding Hub	01344 352005	01344 786543	<a href="mailto:mash@bracknell-forest.gov.uk">mash@bracknell-forest.gov.uk</a>
Reading Children's Single Point of Access	0118 937 3641	01344 786543	<a href="mailto:csboa@brighterfuturesforchildren.org">csboa@brighterfuturesforchildren.org</a>
West Berkshire Contact Advice Assessment Service	01635 503090	01344 786512	<a href="mailto:child@westberks.gov.uk">child@westberks.gov.uk</a>
Windsor & Maidenhead Multi-Agency Safeguarding Partnership	01628 683150	01344 786543	<a href="mailto:Safeguarding.Partnership@rbwm.gov.uk">Safeguarding.Partnership@rbwm.gov.uk</a>
<b>BUCKINGHAMSHIRE</b>			
Bucks Safeguarding Children Partnership (First Response Team)	01296 383962	0800 999 7677	<a href="mailto:secure-cypfirstresponse@buckscc.gov.uk">secure-cypfirstresponse@buckscc.gov.uk</a>
Bucks Education Safeguarding Advisory Service (Tracey Ireland)	01296 382817		<a href="mailto:Tracey.Ireland@ Buckinghamshire.gov.uk">Tracey.Ireland@ Buckinghamshire.gov.uk</a>
Milton Keynes Multi-Agency Safeguarding Hub	01908 253169	01908 265545	<a href="mailto:children@milton-keynes.gov.uk">children@milton-keynes.gov.uk</a>
<b>CHESHIRE</b>			
Cheshire West & Chester Integrated Access and Referral Team	0300 123 7047	01244 977277	<a href="mailto:i-ART@cheshirewestandchester.gcsx.gov.uk">i-ART@cheshirewestandchester.gcsx.gov.uk</a>
Cheshire East Safeguarding Children's Partnership	0300 123 5012	0300 123 5022	<a href="mailto:CESCP@cheshireeast.gov.uk">CESCP@cheshireeast.gov.uk</a>
Halton Integrated Contact and Referral Team (iCART)	0151 907 8305	0345 050 0148	<a href="mailto:contactandreferralteam@halton.gov.uk">contactandreferralteam@halton.gov.uk</a>
Warrington Children's Safeguarding/Social Work Team	01925 443322	01925 444400	<a href="mailto:safeguardingpartnerships@warrington.gov.uk">safeguardingpartnerships@warrington.gov.uk</a>
<b>ESSEX</b>			
Essex Children & Families Hub - ask for Priority Line	0345 603 7627	0345 606 1212	<a href="mailto:Emergency.DutyTeamOutOfHours@essex.gov.uk">Emergency.DutyTeamOutOfHours@essex.gov.uk</a>
<b>GLOUCESTERSHIRE</b>			
Gloucestershire Children & Families Services Helpdesk	01452 426565	01452 614194	<a href="mailto:childrenshelpdesk@gloucestershire.gov.uk">childrenshelpdesk@gloucestershire.gov.uk</a>



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

## Safeguarding Adults

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

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

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

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



## 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](http://www.uktd.co.uk)

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## Apprenticeships - *The way to go...*

