

UKTD

Employer Guide **to successful Business Apprenticeships with UKTD**



Education & Skills
Funding Agency



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1. Welcome to UKTD

Thank you for choosing UKTD as your training provider. You have made an excellent choice in selecting work-based apprenticeships that are a cost-effective way of developing the skills within your business.

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

We also look forward to working with you and helping you to enhance your business, with a range of training solutions and opportunities to develop your workforce through the apprenticeship route.

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). From May 2017 19+ learners are still funded by the Government, but employers are required to pay 5% towards the cost of their apprenticeship. For further information and details please ask your UKTD Tutor or Regional Manager.

Safeguarding - UKTD are committed to promoting the safety and wellbeing of all our learners and will work with you and your staff to ensure that learner safety is paramount. Further information and guidance regarding safeguarding can be found at Section 13 of this guide - "Safeguarding your Apprentice".

If you have any questions or concerns, or require further information or support, your Regional Manager will be your key contact, with overall responsibility for managing the programme and for employer engagement.

We look forward to working with you, your staff and your apprentices.

Useful contact details for you to add

UKTD Tutor		
Internal Quality Assurer		
Regional Manager		

Our Vision

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

Mission Statement

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

Company Values

The shared values that we are guided by are:

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

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

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

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

Transparency – To be an open and transparent organisation, keeping people informed via our website, marketing materials, and most importantly through the Information, Advice and Guidance (IAG) that we provide. Through open dialogue with our customers, we welcome feedback and recognise the value this has to our business in helping us to improve how we work and the services we offer.

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

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

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

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

Experience – Our managers and staff have extensive knowledge and experience and are kept up to date through their Continuing Professional Development (CPD), standardisation and regular training. We have 20 years' experience of 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 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 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 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 is required
- Become the leading provider of hairdressing & business apprenticeships for employers throughout the UK by July 2023

To do this, UKTD will:

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

1. Ensure you are aware of Safeguarding and Prevent legislation (see Section 13 of this handbook for further information and guidance).
2. Give your apprentice a great induction (our UKTD Tutor will help): make them feel part of your team from the start and don't forget Safeguarding - ask for help if you need it.
3. Give your apprentice lots of opportunities to learn and practise the skills from the UKTD Pathway and Apprenticeship Standards, to ensure timely completion and readiness for end point assessment.
4. You must allow time for apprentices to meet with their UKTD Tutor, up to 3 hours every 4 weeks, for Functional Skills training, theory and assessment.
5. Check your apprentice's progress on OneFile e-portfolio and sign it off every month. This will enable you to track your apprentice's ongoing progress.
6. Attend regular reviews with your apprentice and UKTD Tutor; at least every 3 months or as needed.
7. Help your apprentice complete their course on time.
8. Celebrate your apprentice's achievements in order to keep him/her motivated.
9. Encourage staff to progress from one qualification to another and build their skills. UKTD offer a wide range of higher-level qualifications.
10. Pay at least the apprenticeship wage and if possible, the minimum wage or living wage.
11. Make sure your learner has a safe workplace and look after their general welfare. Report any injury or accident to us immediately.
12. Complete the feedback surveys to tell us and the Education and Skills Funding Agency (ESFA) what you think.
13. Ask us to help you find another apprentice or trainee (see Section 4 on page 11 - Recruiting an apprentice).
14. Tell us about any vacancies you may have as soon as possible, so we can assist with vacancy matching.

3. 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 up to 18 months to achieve a Level 2 in a business apprenticeship and up to another 18 months to achieve Level 3.

The content of all apprenticeships is set by your industry. You can add content to meet your business needs and make the apprenticeship bespoke and challenging for your apprentice.

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 so that's £178 a week for a 37-hour week. 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.

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

Apprentices must also have an apprenticeship agreement and commitment statement with their employer, which we can supply.

As the training provider, we will have a contract with you as the apprentice's employer, and each party will be responsible for ensuring that the apprentice progresses and achieves on time.

Apprenticeship qualifications

Apprenticeships are available at Level 2, 3 Ask your UKTD Tutor if you would like help finding apprentices for all areas of your business.

Apprentices will also have opportunities to do other qualifications that can enhance both their vocational qualification and your business at the same time. Our UKTD Tutors will be able to assist with this.

Why choose an Apprenticeship?

Research carried out on behalf of the National Apprenticeship Service gave the following results:

- 96% of employers that take on an apprentice report benefits to their business
- 72% of businesses report improved productivity as a result of employing an apprentice
- 92% of employers who employ apprentices believe apprenticeships lead to a more motivated and satisfied workforce
- 77% of employers believe apprenticeships make them more competitive

Employers have also said that apprentices bring fresh, innovative and creative ideas into a business, raise employee morale and reduce staff turnover.

An average apprenticeship completer increases productivity by £214 a week. These gains include increased profits, lower prices and better customer service.

Apprentices will gain 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.

Apprenticeship Incentive Payments for Employers

Apprenticeship Incentive Payments for employers of up to £1,000 are available for apprentices aged 16 to 18, providing you have fewer than 50 employees.

Incentive payments are paid in 2 instalments: £500 after the learner has completed 13 full live training weeks on programme (payable within 20 weeks of the programme start date) and £500 once the learner has completed 12 months of their programme (payable by 14 months of the programme start date).

UKTD as your training provider will claim this for you.

4. Recruiting an apprentice

Recruit an Apprenticeship Service

If you want to recruit an apprentice, UKTD will help you advertise the position for free on the National Apprenticeship Service's website.

To enable us to do this you must first register for a DAS account.

Stage 1 – Creating the Account

Create an Apprenticeship Service Account:

[How to register and use the apprenticeship service as an employer](#)

You will need:

- an email address you have access to
- the [Government Gateway](#) login for your organisation (or you can use the accounts office reference number and employer PAYE scheme reference number if your annual pay bill is less than £3 million)
- authority to add PAYE schemes to the account
- authority to accept the employer agreement on behalf of your organisation

Create an account to manage apprenticeships

You need to create or [sign in](#) to an apprenticeship account, then you'll be able to get funding to pay for apprenticeship training and assessment costs.

You'll use your account to:

- get apprenticeship funding
- find and save apprenticeships
- find, save and manage training providers
- recruit apprentices
- add and manage apprenticeships

[Create account >](#)

You will be asked to:

- create an account
- add a PAYE scheme on behalf of your organisation
- accept the employer agreement with the ESFA

Stage 2 – Adding the Provider and Setting Permissions

Once the account is set up you will be able to grant permission to UKTD to reserve funding and manage the apprenticeship set up process on your behalf as well as advertising new apprenticeship vacancies for your business:

UKTD UKPRN: 10007123

Add UKTD UKPRN Below

UK Provider Reference Number

▶ [What is a UK Provider Reference Number?](#)

A UK Provider Reference Number (UKPRN) is a unique, 8-digit number that identifies a training provider. Your training provider can tell you their UKPRN.

Continue

This is a screenshot from "[Your Training Providers](#)" section on DAS

Set permissions for UK TRAINING & DEVELOPMENT LIMITED

These permissions are on behalf of U K TRAINING & DEVELOPMENT LTD

Add apprentice records

This allows your training provider to add apprentice records. If you do not pay the levy, this permission also allows your training provider to reserve funding.

- Allow
 Do not allow

Recruit apprentices

This allows your training provider to create and manage job adverts. It also allows them to receive and manage applications.

- Allow
 Allow, but I want to review job adverts before they're advertised
 Do not allow

Continue

Once UKTD has been added as a training provider, you will need to give the following permissions for us to be able to advertise and manage the account (As seen on the left)

Once your account has been activated UKTD will:

- Finalise the set up your Apprenticeship Service account
- Reserve apprenticeship funds on your behalf
- Advertise your apprenticeship vacancy
- Find the right candidate with recruitment support
- Start training

Stage 3 – Recruiting an Apprentice

Vacancy Details		
Vacancy Title	Administration Apprentice	
Business Name		
Business Address & Postcode		
Do you have a DAS Account?	<input type="checkbox"/> Yes <input type="checkbox"/> No (please see guide on how to create at the end of this form)	
Contact Details for business owner for DAS registration	First Name	
	Surname	
	Position	
	Telephone	
	Mobile no (optional)	
	Email Address	
	Contact by email/mail/phone?	
	Website	
Full description What will the apprentice be doing?		
Brief Overview of the Job		
Number of positions available		
Weekly Wage		
Working Week (Days and Hours)		
Hours per week		
Future prospects description		
Contact name		

Vacancy Location	
Vacancy Location & Postcode	
About the Candidate	
Skills required	
Qualifications required	
Personal qualities	
Additional Detail	
Important Other Information (Optional)	
Key Dates	
Closing date for vacancy	
Interview start date	
Possible start date	

Almost half a million people use Recruit an Apprentice and Find an Apprenticeship to search and apply for vacancies.

The system enables vacancies to be seen and applied for nationally by thousands of potential learners who register on to the system, making it easy to attract and recruit.

We will also promote your vacancy and assist with job matching free of charge.

To place an advertisement FREE OF CHARGE please contact: your Tutor

or Tel: 01442 230130.

5. The Learner Pathway

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

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

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

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

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

Customer Service Level 2

Apprentice Initial Sign-Up Stage 1

- Employer creates an account on Apprenticeship service
- Initial assessment by UKTD Tutor
- Sign-up paperwork online
- Individual Learning Plan started
- Apprenticeship induction including Personal Development, Behaviours and Welfare, Employment Rights and Responsibilities, Equality and Diversity, Prevent and Safeguarding - self-study then starts



Sign Up Stage 2

- Recognised prior learning (RPL) discussed and planned.
- RPL completed and plan implemented
- Induction continued
- Employer and learner commitment completed
- 20% Off the job plan created and agreed
- End Point Assessment discussed and understood
- Learner theory and tasks started

4 Weekly Vocational Skills Visits by UKTD Tutor

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

Gateway for End Point Assessment

- 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 to continue learning with both the apprentice and employer.



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

6. 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).

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

We can also:

- Train your staff member as an in-placement assessor
- Train staff to become qualified adult education trainers
- Offer additional courses and qualifications

8. Employer responsibilities

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

Meet employment conditions:

- Enter into an Apprenticeship Agreement for a fixed term of at least the full length of the apprenticeship programme for at least 30 hours per week
- Ensure a minimum of 20% off-the-job training is delivered each week during working hours, in consultation with UKTD
- Give your 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 your UKTD Tutor of any unauthorised absences
- Make your apprentices aware of Health & Safety and Equal Opportunities Policies

Support your apprentice's learning and development

- Support your 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 your apprentice's progress
- Be involved in your learner's Individual Learning Plan and target setting
- Sign off your 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 your apprentice
- Hold current employers and public liability insurance, also vehicle insurance where appropriate
- Provide protective equipment (PPE) in accordance with statute and good occupational practice

Individual Learning Plan

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

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

9. Learner responsibilities

INDEPENDENT WORK

All learners are required to complete independent work as part of their qualification and may need support from their employer 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 towards their qualification.

Equipment learners need access to:

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

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

JOURNAL

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

- Whenever they complete 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.

EMERGENCY CONTACT DETAILS

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

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

10. Information, Advice & Guidance (IAG)

- along the way

Our IAG Service



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

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

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

PRIOR TO PROGRAMME

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



EMPLOYER REGISTER ON 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 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 EMPLOYERS TRAINERS AND UKTD TUTORS



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

AFTER PROGRAMME

CERTIFICATION AND AWARDS



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



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



SIGN UP FOR ADDITIONAL TRAINING OR NEXT LEVEL APPRENTICESHIP

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

11. NUS Apprentice extra card



NUS Apprentice extra card

About:

NUS Apprentice extra provides discounts in-store and online at your favourite brands, to help your 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 your place of study. Once you have followed all the above stages, your card will be sent to you in 10 to 14 working days.

Enjoy!

12. Safeguarding your Apprentice

UKTD Employer'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 support you, your staff and learners in understanding these responsibilities. We will do this through giving guidance, ongoing support and training.

As the employer of an apprentice, it is important that you understand your responsibilities and what safeguarding means to you and your learner.

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 you already have in place as part of your company's policies and procedures, but for many employers it is likely that there will be no extra arrangements to cover safeguarding. Any learners employed by you and 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 you about what you can do to ensure that your 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.

As an employer, what are your responsibilities?

- To understand what is meant by safeguarding and promote the welfare and wellbeing of all learners
- To be aware of your 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 care givers 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?

- All staff working closely with young people or adult at risk learners should understand and be alert to the possibilities of harm or abuse of any kind.
- If any member of staff has a safeguarding issue brought to their attention, they must treat it as a matter of urgency and contact our Designated Safeguarding Team as soon as possible, by phone or using the safelearner@uktd.co.uk email address.
- Staff should only inform and not investigate or offer advice. They can listen to the learner's concerns and then need to report the incident to a UKTD DSO following the guidance set out in Section 14 – [The '5 Rs'](#)
- Remember the main priority for all of us is to protect learners from harm and to ensure that every measure is in place to protect them.

UKTD Designated Safeguarding Team (DSOs)

Designation	Name	Contact Details
Lead Safeguarding Officer	Helen Blackburn	07875 665934 helen.blackbourn@uktd.co.uk
Local Safeguarding Officers (DSOs)	Helen Blackburn Regional Manager (East & West Midlands, Southwest) Debby Cramphorn- Arnold Regional Manager (East of England)	07875 665934 helen.blackbourn@uktd.co.uk 07875 665781 debby.arnold@uktd.co.uk
Dedicated Safeguarding Email Address	safelearner@uktd.co.uk	

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

Our Prevent Duty - protecting children from radicalisation

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

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

All UKTD staff receive Prevent training and if you have any questions or concerns, please let your 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 employers and doing 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 a learner does display one or more of these indicators this does not mean that the learner 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 proved 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

Free training for employers, mentors and trainers

As your chosen Training Provider, UKTD will provide advice, guidance and support in developing your apprentices and supporting your business.

As part of UKTD's commitment to ensuring the safety and wellbeing of all our learners and the employer's commitment to training and wellbeing, we are requesting that at least one member of your staff undertakes the responsibility of safeguarding contact and that the learner understands that if they experience any issues or problems, they can speak to this staff member as needed.

If you are happy to designate a member of staff to this role, please contact safelearner@uktd.co.uk to request further information and additional training.

13. The '5 Rs'

The steps to 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

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

In an emergency situation or out of hours, you can report an incident to the Police (if immediate action is needed) or contact your 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, please report the incident on a UKTD Safeguarding Incident Report (SIR) form and send to the safe learner email address: safelearner@uktd.co.uk. You will find a copy of the SIR Form at Section 19 of this guide.

iv) [Record](#)

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

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

v) [Refer](#)

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

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

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

14. Why choose UKTD as your training provider?

Programmes available

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

Awards and standards achieved

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

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

15. Using technology for learning and online safety

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

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

Helping learners to Stay Safe Online



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

[Top 10 Tips for Staying Safe Online:](#)

Created by Safety Net Kids -

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

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

16. Mental health & wellbeing support for learners

Introduction

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

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



Recognising the Signs

Warning signs might include:

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

Raising a Concern

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

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

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







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

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

Information and Resources

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



The following organisations also offer support:

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

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

Mental Health Support for Young People

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

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

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

Activities and Exercises

UKTD British Values & Wellbeing Activities

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

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



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

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

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

- **NHS Mood Self-Assessment**

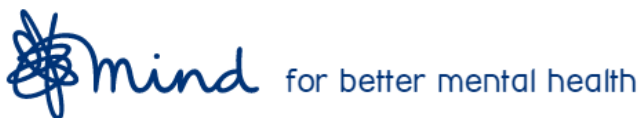
<https://www.nhs.uk/conditions/stress-anxiety-depression/mood-self-assessment/>

- **NHS 5 Steps to Mental Wellbeing**

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

- **NHS Wellbeing Audio Guides**

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




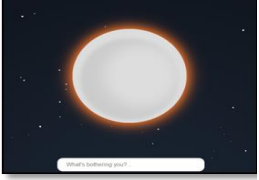


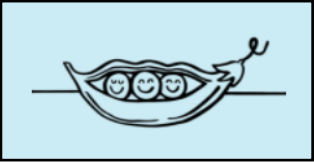
"What can I do to help myself cope?"

Including:

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

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

Practical Exercises

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

Anxious?

Do your apprentices
need help with their
mental health?

Depressed?

Stressed?

They're not alone.
We can help.



The Access to Work Mental Health
Support Service for Apprentices

0300 456 8210

www.remploy.co.uk/mentalhealthforapprentices

In partnership with

Department
for Work &
Pensions

Remploy in partnership
with MAXIMUS

If you have apprentices who are experiencing mental health difficulties at work, we can help.

The Access to Work Mental Health Support Service for Apprentices delivered by Remploy, funded by the Department for Work and Pensions, provides confidential support to help them remain in their apprenticeships. There is no charge to access the service.

Our advisers will help your apprentices with:

- Workplace support for nine months
- Coping strategies
- A wellbeing plan
- Workplace adjustments.

We're here to help

Your apprentices can qualify for this service if they:

- Are on an apprenticeship programme – attending, signed off sick or with an agreed start date
- Have a mental health condition (diagnosed/undiagnosed) that has resulted in absence, or is causing difficulties to remain in their apprenticeship.

Applications are subject to a decision by Access to Work advisers.

Just talk to us and we'll do the rest:

- 📞 **0300 456 8210**
- @ apprentices@remploy.co.uk
- 🌐 www.remploy.co.uk/mentalhealthforapprentices
- ✉ Remploy, 18c Meridian East
Meridian Business Park, Leicester LE19 1WZ

If you would like this information in a different format, please email communications@remploy.co.uk quoting Ref.R272-Oct18

17. Additional useful information

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

18. UKTD contact numbers

Job Title or Department	Telephone No:
UKTD Reception	01442 230130
Finance Department	01442 915827
Funding Compliance	01442 915825
Lead Designated Safeguarding Officer:	Helen Blackbourn – 07875 665934
Local Designated Safeguarding Officers:	<u>Helen Blackbourn</u> – 07875 665934 Regional Manager (East Midlands) <u>Debby Cramphorn-Arnold</u> – 07875 665781 Regional Manager (East of England)

19. SIR Report: (Safeguarding /Wellbeing or Prevent Incident Report)

Raising a concern for the 1st time

Name of UKTD Tutor / Employer:

Name of Learner:

Learner ULN:

Name of Placement:

Learner Age:

Start Date:

Completion Date:

Is learner on target:

Who raised the concern - this may not be the learner and could be yourself:

Name:

Date:

Time:

Your Designated Safety Officer:

Has the matter been reported to them?

1. Please indicate below in detail the concern raised by the learner or the cause for concern you have observed that could impact on the learner's wellbeing or safety:

SIR (Safeguarding / Wellbeing or Prevent Incident Report)

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

If the situation you are reporting requires support and advice, please contact your DSO or the Lead DSO for immediate support and advice, and after you have taken action complete the remainder of this report recording your actions.

Print Name:

Signature:

Position:

Date

END POINT ASSESSMENT

Acknowledgement:

All information provided by © Training Qualifications UK
General EPA Guidance for Apprentice

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.



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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.

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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

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03333 583 344 @epasupport@tqk.org epa.tqk.org



CUSTOMER SERVICE SPECIALIST

Funding Band: 6 (£4,000) **Duration:** 15 months **Level:** 3 **LARS:** 272 **Standard N°:** ST0071

1. THE APPRENTICESHIP

A Customer Service Specialist is a professional who deals with direct customer support within all sectors and organisation types. The role requires you to be an advocate of customer service, acting as a point of contact for more complex or technical customer service requests, complaints, and queries.

An Apprentice in the role of the Customer Service Specialist will often develop into a position of being the escalation point for complicated or ongoing customer problems. As an expert in your organisation's products and/or services, you will share your knowledge with your wider team and colleagues. This role requires you to gather and analyse data and customer information that influences change and improvements in service. This could be in many types of environment including contact centres, retail, webchat, the service industry or any customer service point.



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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 2 English and Maths



Portfolio of Evidence
with Mapping and Tracking Form

3. GATEWAY

In order to enter into the Gateway phase, the Apprentice will need to have acquired all the relevant Knowledge, Skills and Behaviour 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.



Functional Skills*

All Level 3 or higher Apprenticeship Standards require the Apprentice to have successfully completed Level 2 Functional Skills in both English and maths qualifications (or equivalent) in order to progress through Gateway to undertake End-Point Assessment.

As an End-Point Assessment Organisation (EPAO), Training Qualifications UK is required to see evidence of an Apprentice completing 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 3 or Higher 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 with Question and Answers

The Practical Observation is a 60-minute (+/-10%) observation of the Apprentice in their normal workplace performing a range of day-to-day activities in order to demonstrate their Knowledge, Skills and Behaviours.

★ **Distinction, Pass**



Work-Based Project with Interview

The Apprentice will submit a 2,500-word report on a project they have carried out. The topic of the project will be agreed at the Assessment Planning Meeting and carried out in the following two months.

The Interview will take place at least two weeks after the project submission date. It will last 60 minutes (+/-10%) and the Apprentice will be asked ten competency-based questions.

★ **Distinction, Pass**



Professional Discussion with Portfolio of Evidence

The Professional Discussion will last 60 minutes (+/-10%) and questions will be structured around the Portfolio of Evidence which the Apprentice will submit at Gateway.

The Portfolio will comprise between 10 and 15 pieces of evidence, which can include witness statements, customer feedback, and management feedback. The Portfolio itself is not directly assessed, but the quality of the Portfolio is essential for a successful Professional Discussion.

★ **Distinction, Pass**

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	Work-Based Project	Professional Discussion	GRADE
Pass	Pass	Pass	Pass
		Distinction	Pass
	Distinction	Pass	Pass
Distinction	Pass	Distinction	Pass
		Pass	Pass
	Distinction	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:

Should Apprentices choose to progress on a Customer Service career path, they may be eligible for further professional membership including management.

7. OCCUPATIONAL COMPETENCE

Upon completion of the Customer Service Specialist apprenticeship, the Apprentice will be eligible to join the Institute of Customer Service as an individual member at Professional level.

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More Information

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BUSINESS ADMINISTRATOR

 Funding Band: 8 (£5,000)
  Duration: 12-18 months
  Level: 3
  LARS: 196
  Standard N°: ST0070

1. THE APPRENTICESHIP

A business administrator will have, under their belt, a wide set of skills that could give them a prospective place in virtually every sector of work there is, in small and large businesses, in the public and private sectors. A business administrator may be able to work on their own or as part of a team developing, implementing, maintaining and improving administrative services. The skills, behaviours and knowledge they attain in their apprenticeship will ultimately direct them upwards towards the responsibilities of management and upper management. Their job will be to know their department, division and the business inside and out: to support and engage with different parts of the organisation and on occasion interacting with internal and external customers. It will be their job, wherever they are, to improve administrative efficiency by working within and across teams and resolving problems when they crop up. Flexibility will be the name of their game: successful apprentices will need to be able to develop a very wide set of skills that will help them in as many situations as possible.



“
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 2 English
and Maths



Business Project
Summary and
Disclaimer



Portfolio of Evidence
with Mapping and
Tracking Form

3. GATEWAY

In order to enter the Gateway phase, the Apprentice will need to have achieved all the relevant Knowledge, Skills and Behaviours 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 developed a range of resources for this Apprenticeship Standard to help the On-Programme Assessor and Apprentice to understand and complete Gateway and each End-Point Assessment component.



Functional Skills*

All Level 3 or higher Apprenticeship Standards require the Apprentice to have successfully completed Level 2 Functional Skills in both English and maths qualifications (or equivalent) in order to progress through Gateway to undertake End-Point Assessment.

As an End-Point Assessment Organisation (EPAO), Training Qualifications UK is required to see evidence of an Apprentice completing 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 3 or Higher 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:



Knowledge Test

The Knowledge Test consists of 50 multiple-choice questions. Each question will have four answers to choose from, one of which is correct. One mark will be awarded for each correct answer given.

The Apprentice will have a maximum of 60 minutes to complete the test.

★ Fail, Pass or Distinction



Project Presentation

The Apprentice will give a 10-15-minute presentation on a project they have submitted at Gateway.

The presentation will be followed by a 10-15-minute question and answer session.

★ Fail, Pass or Distinction



Portfolio-Based Interview

This is a structured interview between the Apprentice and their End-Point Assessor. The questions will be based around the Portfolio which the Apprentice submits at Gateway. The Portfolio itself is not directly assessed.

The Interview will last 30-45 minutes.

★ Fail, Pass or Distinction

6. APPRENTICESHIP CERTIFICATION

Once the End-Point 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.

7. OCCUPATIONAL COMPETENCE

On completion, the Apprentice may consider applying for positions that require some administration duties or using the apprenticeship as a gateway to pursue careers in management and senior support.

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THAT MEET THE NEEDS OF
LEARNERS AND EMPLOYERS

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:

Knowledge Test	Project Presentation	Portfolio-Based Interview	GRADE	
Pass	Pass	Pass	Pass	
	Distinction	Distinction	Pass	
Distinction	Pass	Pass	Pass	
		Distinction	Pass	
	Distinction	Pass	Distinction	Merit
		Distinction	Distinction	Distinction

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TEAM LEADER/SUPERVISOR



£ Funding Band: 7 (£4,500) ● Duration: 12-18 months ■ Level: 3 ★ LARS: 105 ♦ Standard N°: ST0384

1. THE APPRENTICESHIP

A Team Leader or Supervisor is a first-line management role, with operational and project responsibilities or responsibility for managing a team to deliver a clearly defined outcome. They provide direction, instructions and guidance to ensure the achievement of set goals. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities will vary, but the knowledge, skills and behaviours needed will be the same whatever the role.

Key responsibilities are likely to include supporting, managing and developing team members, managing projects, planning and monitoring workloads and resources, delivering operational plans, resolving problems, and building relationships internally and externally.



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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 2 English and Maths



Portfolio of Evidence
with Mapping and Tracking Form

3. GATEWAY

In order to enter the Gateway phase, the Apprentice will need to have achieved all the relevant Knowledge, Skills and Behaviours 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 developed a range of resources for this Apprenticeship Standard to help the On-Programme Assessor and Apprentice to understand and complete Gateway and each End-Point Assessment component.



Functional Skills*

All Level 3 or higher Apprenticeship Standards require the Apprentice to have successfully completed Level 2 Functional Skills in both English and maths qualifications (or equivalent) in order to progress through Gateway to undertake End-Point Assessment.

As an End-Point Assessment Organisation (EPAO), Training Qualifications UK is required to see evidence of an Apprentice completing 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 3 or Higher Apprenticeship Functional Skills guidance** on Verve EPA under the Support Materials.

4. END-POINT ASSESSMENT

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



Presentation with Question and Answers

The Apprentice will deliver a 20-minute (+10% variance) presentation based on a title provided by the End-Point Assessor following Gateway. The title will allow the Apprentice the opportunity to draw upon what they have learned and experienced during their apprenticeship.

The presentation will be followed by a 30-minute (+10% variance) question and answer session. The End-Point Assessor will ask a minimum of five questions, with one question for each of the assessment areas.

★ Distinction, Pass or Fail



Professional Discussion

The Professional Discussion is a structured, two-way dialogue between the Apprentice and their End-Point Assessor.

The discussion will be supported by the Portfolio of Evidence submitted by the Apprentice at Gateway. The Portfolio itself is not directly assessed.

Based on their review of the Portfolio, the End-Point Assessor will prepare a minimum of six competency-based questions to prompt discussions related to the Knowledge, Skills and Behaviours assigned to this component.

The Professional Discussion will last 60 minutes (+10% variance).

★ Distinction, Pass or Fail

5. GRADING

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

Presentation with Question and Answers	Professional Discussion	GRADE
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

6. APPRENTICESHIP CERTIFICATION

Once the End-Point 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.

7. OCCUPATIONAL COMPETENCE

On completion, the Apprentice may choose to register as Associate members with the Chartered Management Institute and/or the Institute of Leadership & Management, to support their professional career development and progression.

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SUPPORT FOR YOUNG PEOPLE

1) YoungMinds Website

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

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

Parent Helpline: 0808 802 5544

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

Looking after yourself

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



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.



Coronavirus and mental health

Tips, advice and guidance on where you can get support for your mental health during the coronavirus (COVID-19) pandemic



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.



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.childrensociety.org.uk/information/young-people/well-being/resources>

Mental health and wellbeing A - Z



Information for young people

Anger



Information for young people

Anxiety



Information for young people

Body image



Information for young people

Bullying



Information for young people

Depression



Information for young people

Emotional resilience



Information for young people

Identity



Information for young people

Loneliness



Information for young people

Mental resilience



Information for young people

Pregnancy



Information for young people

Self-esteem



Information for young people

Stress



Safeguarding Reporting Services

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

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

Safeguarding Children

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

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

Safeguarding Adults

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

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

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

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OFF-THE-JOB TRAINING GUIDANCE

Apprenticeships - 20% off-the-job training guide

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

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



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



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



Apprenticeships - 20% off-the-job training guide

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

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



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

Apprenticeships - 20% off-the-job training guide

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

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

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



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

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

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

Alternatively, you can:

Telephone: **01442 230130**

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

Or find us on:

Facebook: **UK Training & Development**

Twitter: **@UKTDHemel**



Apprenticeships - *The way to go...*

