



# Adult Social Care

## Learner Charter & Induction Handbook

A guide to your training





# Customer Service Charter

Thank you for choosing GP Strategies to deliver your training. This Customer Service Charter describes our service standards and guarantees.

We truly want to provide our learners and employers with excellent quality service. If you have any feedback at any time, and especially if our service falls short of your expectations, we want to know about it.

Much of the value we include in our service has come directly from our learner's and employer's suggestions. We welcome yours. You may find it useful to refer to this Charter when providing any feedback.

## Our service standards

When you communicate with GP Strategies we commit to:

- Be courteous
- Be responsive to your needs
- Treat you equally, fairly and professionally
- Provide you with timely verbal or written feedback that is clear, concise, accurate, and complete
- Demonstrate professional competence
- Act on your complaints in the quickest time possible
- Use your feedback to improve our services

Training delivery service commitments:

- Carry out remote learner visits at a minimum of four weeks and face to face learner visits at a minimum of 12 weeks
- Engaging our employers within the learning process
- Responding directly with any queries or complaints within a two day period
- Retaining confidentiality at all times with any issues brought to our attention

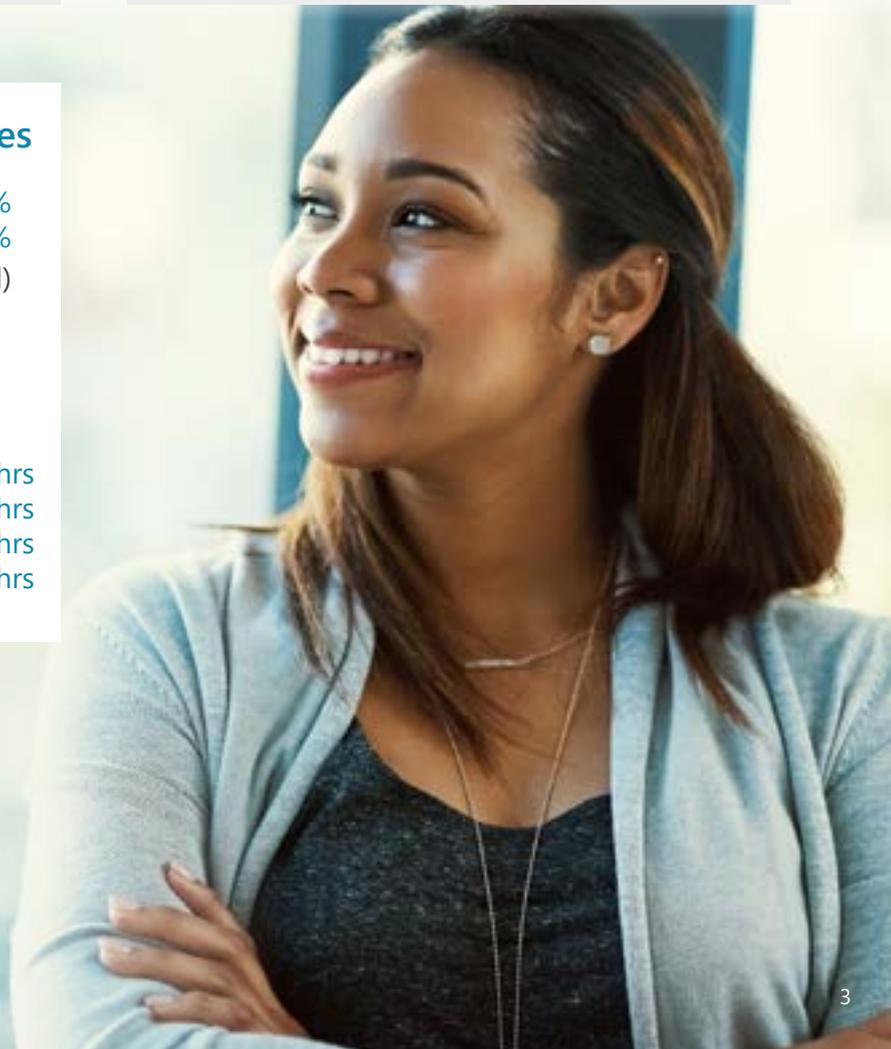
## Customer service targets/objectives

Employer satisfaction target	95%
Customer service visit target (each learner visited within an 8 week period)	90%

## Timeliness of our response to customers

Initial response to face-to-face queries	24 hrs
Initial response to website queries	48 hrs
Response to telephone queries	24 hrs
Response to email queries	48 hrs

## Core value - Delivering quality services and products



# How your Programme is Funded

Your programme will be funded by one or more of our funding partners:

## The Education & Skills Funding Agency (ESFA)



The Education & Skills Funding Agency funds adult Further Education (FE) and skills training in England. It forms part of a network of organisations in England who commission, manage and promote training for adults and young people. The ESFA funds Apprenticeships, work placed and classroom based learning programmes throughout England for learners aged 19 and above including Apprenticeships for 16-18 year olds. If you are enrolled onto an ESFA funded programme this is match funded by the European Social Fund (ESF).

The ESFA also funds traineeships programmes for 16-18 year olds and 19-24 year olds unless part of a devolved local authority.

## European Social Fund (ESF)



You may be enrolled onto a specific ESF project which will be funded by the European Union or if you are engaged onto any of our ESFA programmes, including Apprenticeships, then this will be matched funded by ESF.

# Training Programmes

This section gives you information about the different training programmes we offer.

## Regulated Qualification Frameworks (RQF)

The number of unskilled jobs this country needs is falling. People looking for jobs in the future will need industry recognised skills, knowledge, behaviours and qualifications.

The RQF is a qualification system that's good news for both employers and employees as it is the national system in place for recognising skills and qualifications.

Each qualification is measured by size, level of difficulty (this is termed as the Total Qualification Time (TQT)) and how long typically a qualification takes to study and be assessed for.

The names of the qualifications in the RQF tell you three things:

- The level shows how difficult it is - Level 1 to 8
- The size shows how long it takes - Award/Certificate/Diploma
- The title shows what is about - Retail/H&S/Management etc

The flexibility of the system allows learners to gain qualifications at their own pace along routes that suit them best and provide a more flexible route to gaining full or part qualifications.

# Apprenticeships

An Apprenticeship is an industry led work-based learning programme designed by employers for employers, aimed at increasing the skills, knowledge and behaviours of the workforce.

The aim of Apprenticeships is to equip the UK's workforce with the skills necessary to enable businesses to compete productively and effectively in today's global market.

Apprenticeships follow a standard structure comprising of a set of industry specific core requirements relating to the skills, knowledge and behaviours required by the industry, plus Maths and English. Additionally, some Apprenticeships include the achievement of qualifications, accreditations and specialisms recognised by the sector as a standard requirement of the workforce.

There are different levels of Apprenticeships available ranging from Level 2 to Level 7. Level 6 and 7 are at degree and masters level which enables learners to potentially progress with your professional development via Apprenticeships at the highest level.

As an apprentice, you are entitled to receive 20% of your allotted Apprenticeship time as 'off the job' training which is delivered jointly through GP Strategies and your employer. We provide opportunities for off the job training through a series of Apprenticeship CPD related learning activities which are planned, tracked and monitored throughout the duration of the Apprenticeship to ensure your allocation is met.



## Apprenticeship programme contents

Although all Apprenticeships follow a standard skills format, the individual requirements of each differ according to the needs of the industry/business sector.

The government has completed a review of all Apprenticeship Frameworks and as a result all frameworks will be replaced with a revised set of apprenticeship standards that will be introduced in August 2020, GP Strategies will work with you to introduce Apprenticeship Standards into your organisation.

To learn more about the industry specific Apprenticeship requirements please refer to our series of sector specific apprenticeship fact sheets and website. The chart overleaf outlines the operational differences between the Apprenticeship Frameworks and Apprenticeship Standards.

## Aims of the Apprenticeship

- To provide a quality vocational based route for a progressive career
- To offer an alternative to full-time study for those who have the ability and motivation to go on to higher qualifications
- To provide a training standard that is broad enough to guarantee progression, quality and consistency
- To be flexible enough to meet the needs of a wide range of industry and commercial sectors
- To benefit employers by upskilling the existing workforce and attracting well-motivated people to industry
- To ensure the continuous professional development of people within industry and commerce meet the ever changing and challenging demands of a local and global economy

# Apprenticeship Frameworks and Apprenticeship Standards

## Frameworks

Intent - Initial Assessments



Implementation - Assessment, On The Job Training and Off The Job Training

- QCF's and/or technical certificates
- Mandatory qualifications
- Maths and English
- Personal learning and thinking skills
- Employment rights and responsibilities



Impact - Completion and Certification



Impact - Occupational Competence



Frameworks focused on the gathering of evidence and ongoing assessment.

## Standards

Intent - Design and Contracting with Employers



Intent - Initial Assessments



Implementation - On The Job Training and Off The Job Training

- Qualifications are not mandatory in all standards, although some standards do include them
- Individual plans and progress checking to prepare for the Gateway to End Point Assessment
- Maths and English



Impact - Gateway



Impact - End Point Assessment



Impact - Completion and Certification



Impact - Occupational Competence



Standards focus on learning and preparing for assessment culminating in a independent assessment at end of programme were it is seen by employers to be most effective.

## Benefits to you

- Gain more confidence in what you do at work through developing your skills, knowledge and behaviours
- Gain qualifications and/or certificates that are recognised by the industry within which you work
- Develop your maths and English skills
- Increase opportunities for promotion to management level and above through the pathway to higher level Apprenticeships and education
- Increase your earning power
- Supports progression and social mobility

# The Learning Journey

## Programme design, health, safety and welfare appraisal

We will work with your employer to ensure we are providing training that is right for you and the organisation.

## Induction, health, safety and welfare risk assessment inclusive of COVID-19, safeguarding, equality and diversity

We will provide you with an induction to GP Strategies and your training programme and will work with your employer to broaden your understanding of the organisation, the working environment and your knowledge on how to stay safe both within and outside of the workplace, including risks and the arrangements in place by your employer to limit those risks relating to COVID-19.

We will carry out a health, safety, welfare and safeguarding risk assessment with you and your employer to ensure that suitable arrangements are in place to ensure your training takes place within a safe and secure working environment. Initially and throughout your time on programme we will provide you with information and support on the following subjects:

- Keeping yourself safe
- Safety online
- Bullying and abuse
- Sexual exploitation
- Radicalisation and extremism
- Social awareness
- Good mental health
- COVID-19 PPE
- COVID-19 How to minimise risk and how to stay safe
- COVID-19 How to stay safe in high risk areas

## Intent - Initial assessment, information advice and guidance

We will work with you and your employer to identify the programme most appropriate to your job role and career pathway, and put together a package of blended training, assessment and support that will allow you to achieve your training programme at a pace that is right for you and your employer.

## Intent - Maths, English and ICT initial assessment

We will assess your current knowledge of Maths, English and where required ICT to determine how much you know and work with you to develop your knowledge to level 2 and beyond.

## Cognassist Neurodiversity Assessment

Each of our brains is unique and we all function differently. Through the Cognassist Neurodiversity Assessment you will be able to find out more about how your brain functions. You will get information about where your strengths lie, and also areas that could be developed further, we will work with you to identify how this support impacts positively on your training particularly around Personal Development, Attitudes and Behaviours.

## Vocational skills scan

We will work through a vocational skills scan with you to determine the starting point for your training programme, plan your training and where applicable determine the qualification units that best suit your professional development.

## Recognition of prior achievement or learning RPA/RPL

RPA/RPL can help you consider the career pathway options available and make an informed choice about the direction to take and programme starting point. It will benefit you in the following ways:

- We will work with you to identify if any of your previous achievements or experience will contribute towards your training
- You will have the opportunity to reflect on what you have achieved up to this point in your profession in so far as your experiences in terms of learning and skills
- It will help to recognise your strengths and value your achievements
- During your initial assessment your skills coach/trainer will explore your RPA/RPL and how to build on this learning to meet your personal and career goals

We will confirm your achievements through accessing the government Personal Learning Record database.

- Your skills coach/trainer will review any certificates you may have achieved prior
- RPA/RPL can be used to shorten the normal period of learning by evidencing your existing knowledge, skills and understanding required for a particular part of your programme or qualification
- It will be used to identify areas of competence and areas requiring further study

## Learning agreement and commitment statement

Your skills coach/trainer will work with you and your employer to put together a Learning Agreement and Commitment Statement. This will take into consideration the outcome of the initial assessment and programme design and will outline the training, assessment and support arrangements in place to support you to the point of achievement. These documents will act as a route map to how your programme will be achieved and will be reviewed by you your trainer/assessor and your employer throughout your time on programme.

## Training delivery, assessment, feedback and planning

In partnership with your employer we will deliver your 20% off the job training entitlement, carry out any assessment and support as described within your Learning Agreement and Commitment Statement. We will aim to use a variety of training and assessment methods to ensure your progress is maintained in line with your plan which will include face to face visits, virtual visits, e-learning, training, assignments, workbooks, project work, virtual group learning, face to face group learning conducted on site or at one of our training centres and CPD events organised/delivered by your employer. Your skills coach/trainer will provide you and your employer with detailed feedback on your progress at the end of each session and update your Commitment Statement with your achievements.

## Learner reviews

We will review progress with you and your employer as a minimum every 12 weeks; this can be more often depending upon your programme. This gives all parties the opportunity to review achievements, progress and future planning.

These sessions are also used to discuss with your skills coach/trainer any other matters related or non-related to your training on which you may require support, information or advice. Alternatively you can visit our contact page on our website and access our programme support services.

## Gateway meeting

If you are working towards one of the Apprenticeship Standards the knowledge, skills and behaviours you have learned on programme will be tested by an independent End Point Assessor, to check your readiness for the End Point Assessment you, your employer, trainer/assessor

and workplace supervisor/mentor/manager will have a Gateway meeting. During this meeting all present will have the opportunity to discuss your progress and check that the requirements of the Apprentice Standard have been achieved, you will then be referred for your End Point Assessment.

## End Point Assessment

If you are working towards one of the Apprenticeship Standards what you have learned on your training programme will be tested by an independent End Point Assessor. The arrangements for End Point Assessment will be agreed at the Gateway meeting and will take place at a time and date that is convenient to both you and your employer.

The End Point Assessment consists of a series of activities which may include knowledge tests, professional discussions, observations in the workplace and evaluation of the evidence that you have built up whilst on programme.

The Assessment will be carried by someone who is qualified to do so and has not had any input to your on programme training and learning activity. The End Point Assessment organisation is selected by your employer. Towards the end of your time of programme your GP Strategies' skills coach/trainer will prepare you for End Point Assessment so that you can confidently showcase what you have learned.

The outcome of your End Point Assessment will determine whether or not you have met the standard necessary to achieve your apprenticeship and will be graded either Pass/Distinction/Fail (and in some cases Merit). Should you not meet the required standard your employer will re-arrange a further test at a later date once you have strengthened the areas requiring further work. If all tests area passed your certificate will be sent directly to your employer.

## Progression career pathway review

At the end of your training programme we will conduct an end of programme interview with you and your employer once you have successfully completed all the required components. We will also take this opportunity to provide you with information, advice and guidance on the opportunities available to you for progression onto a higher level and inform you of when you can expect receipt of your certificates which is usually up to 12 weeks after we make the qualification requests through the awarding End Point Assessment organisation.

# | Achieving your Apprenticeship

## Knowledge

Vocational knowledge is delivered through a variety of methods including one to one sessions with your skills coach/trainer, assignments, e-learning, workbooks, research and some training which may be delivered by your employer as part of your ongoing continuous professional development (CPD). For some Apprenticeships knowledge will be acquired through delivery of specific knowledge qualifications. As an apprentice 20% of your time on programme will be allocated to off the job training. We will ask you to keep a log of all training you do with your employer; your trainer/assessor will plan and monitor the progress of this training with you throughout your time on programme and provide you with feedback.

## Skills and vocational competence

This is demonstrated through observation of your work practice and the collection of evidence and witness testimonies that demonstrate your ability to carry out tasks to the appropriate standards within the workplace; your trainer/assessor will observe you in the workplace and provide you with feedback on your progress.

## Behaviours

These are a set of industry specific personal attributes and behaviours which include professionalism, honesty, integrity, reliability, positivity that are expected of employees when carrying out their roles. Your skills coach/trainer will support you to understand these behaviours and observe you applying these behaviours in practice in the workplace and provide you with feedback on your progress.

## Maths, English and ICT

Maths and English functional skills at either level 1 or level 2 are a requirement of all Apprenticeships with some requiring the additional achievement of ICT functional skills. Your skills coach/trainer will assess your maths, English and ICT skills at the beginning of your programme and put together a training plan to enable you to gain the knowledge and practice necessary to achieve your functional skills qualifications.

## Qualifications and industry recognised certificates

Some Apprenticeships require you to achieve vocational qualifications that demonstrate you have met the standard required, additionally some industries have included the achievement of industry specific certificates and awards that are recognised within their industries as being key to the job role. Your skills coach/trainer will work with you to plan the training, support and assessment necessary to achieve any qualifications required.

## The Learning Hub

The Learning Hub is where you will be able to access the tools, resources and information required for your programme induction and apprenticeship learning plan. You will be sent a log in email on starting your programme and from there you will complete your induction and work with your skills coach to access the resources necessary to develop your knowledge, skills and behaviours to the standard required within your apprenticeship. You will have access to a community hub where you can share information with other apprentices. We will check your progress at intervals throughout the programme to ensure your learning is progressive, timely and sequential and provide you with certificates for each learning block achieved. The learning hub also provides you with a wide range of resources on safeguarding, safety, mental health, COVID-19 and other welfare related topics to assist you to stay healthy and safe throughout your apprenticeship.

# Building your Portfolio of Evidence with e-track

Improving engagement and motivation is a key factor in increasing recruitment, retention and performance of learners. Moving away from old-fashioned paper-based delivery model and making information available online is a more efficient and effective way of engaging with learners, keeping them motivated and on track to achieve their qualification.

## Introducing e-track

By offering remote learner access to your portfolio, e-track enables us to effectively engage with learners. Once you have accessed the site, you can see progress information, communicate with your skills coach/trainer and even submit evidence for consideration. Evidence submitted may be mapped to the qualification standards. These mappings are then reviewed and amended by your skills coach/trainer before accepting. Learning materials may be added to your qualification, which will be available to download. The system also allows the portfolio to be downloaded, either during the programme or on completion.

## The benefits

- Improves engagement
- Increases enjoyment of learning
- Helps you to achieve quicker/complete earlier
- Increases retention
- Enables effective discussion with skills coach/trainer rather than spending time filling in forms
- Increases the quality of information gathered
- Instant access to course material
- Immediate communication with skills coach/trainer
- Enable you to track your own progress
- Learner records can be stored electronically rather than in a paper file

Our e-track electronic assessment tool will enable you to store your work, track progress and work with your skills coach/trainer to process and assess the evidence required to complete their award. You can utilise this process through the designated learner log on facility available on request through our assessment team.

By using e-track, you will have 24/7 access to your portfolio which will enable you to process work to your skills coach/trainer continuously rather than at pre-designated visit times, which in turn, will allow you to progress quicker through to final achievement.

## Collecting evidence

Our skills coach/trainer and support workers will work with you to collect evidence that proves you can do the job. This evidence will vary depending on your individual working circumstances and environment. Whatever the evidence is the following criteria must be applied. Your evidence must be

- Valid - relevant to the element or unit being assessed
- Authentic - clearly been produced by you the learner
- Current - the evidence must show your competence when you are assessed
- Sufficient - evidence must show that your competence will continue in the future

## How to record evidence

**Mobile phones** can be a great way to provide evidence. If the mobile has a camera function photos can be taken of work completed and if it has a voice recorder, your manager can give a testimony to say that the work has been completed to the required standard.

The **bluetooth** function will help send evidence to e-track. If you are not sure what to do, the skills coach/trainer is here to help.

**Digital cameras** can not only take pictures of work but can also be used to video work you are doing - this is a great form of evidence.

Not only can it be used to store your favourite music, an **MP3 player** is also great to record work conversations and testimonies as evidence towards your qualification.

You can respond to questions and complete storyboards by **email**. No reams of paper and easy to respond to.

## Different forms of evidence

**Observations** - Your skills coach/trainer will watch you carrying out your normal job role. This can be either at a face to face visit or remote audio video call via WhatsApp or other technological means. The type of training programme you are doing will determine the amount of observations required.

**Product** - These are copies of things you use to do your job e.g. a print out of a report you have worked on, a document you have produced or figures given to you by another department that you need to do your job. You need to explain to your skills coach/trainer how this evidence is used and how it applies to your job role.

**Case studies/history** - A case study/history is a reflective account of an actual event which you have written or put on a voice recording which demonstrates that you have acquired a particular level of knowledge and skill.

**Employer or witness testimony** - An employer or witness is used as evidence to explain how you have carried out certain tasks and the standard you have achieved.

**Personal statements/reflective accounts** - A description from you on the processes/procedures used reflected within your programme.

**Assignment/projects/workbooks** - Evidence produced by you that is based around the requirements of the programme – this can be non-work related.

**Guided discussions** - A structured review of practice conducted between you and your assessor which identifies and explores key areas of competence.

**Questioning** - Written or oral questions completed by you that allows your assessor to check your knowledge and understanding of the requirements of your programme.

**RPA/RPL** - Recognition of prior learning or achievement. Your skills coach/trainer will check this during your initial assessment



## GP Strategies staff

Some of the staff involved in the delivery and assessment of your training or who you may come into contact with during your time on programme:

- Recruiter
- Skills Coach
- Internal Quality Assurer
- Information, Advice and Guidance Advisor
- Customer Service Advisor
- IAG Advisor
- Remote Taught Session Tutor
- Learning Support Mentor

### External authorities

- Ofsted Inspection – government training and education inspection team
- Education and Skills Funding Agency Auditor
- ESF Auditor
- External Quality Assurance Organisations
- Specialist training provider

# Complaints and Grievance Procedure

We will give all complaints our full attention and record the outcomes, if the event of you having a complaint or query about any aspects of the level of service received, please follow one of the reporting options below or visit the GP Strategies website [www.gpstl-apprenticeships.co.uk](http://www.gpstl-apprenticeships.co.uk).

If you have a complaint or grievance against another related party and you cannot settle it through informal discussion, you should follow the complaints and grievance procedure below. Our aim is to resolve all complaints and grievances within 21 working days. We will give all complaints our full attention and record the outcomes.

In circumstances where a complaint is not resolved through GP Strategies' normal complaints procedure, the complaint may be escalated to the Education and Skills Funding Agency (ESFA).

**Apprenticeship Helpdesk:** 08000 150 400  
**Email:** [nationalhelpdesk@apprenticeships.gov.uk](mailto:nationalhelpdesk@apprenticeships.gov.uk)

## Stage 1

If you have a complaint or grievance, you should first raise the matter with your skills coach/trainer, either verbally or in writing. You should do this immediately you identify any concerns. We will respond to your complaint or grievance within two working days of receipt.

## Stage 2

If you cannot reach a satisfactory solution, or if your complaint or grievance is against that person, you should move on to the second stage and contact the centre manager either verbally or in writing and they will discuss the issues with everyone concerned and inform you of the outcome. We will respond to your complaint within two working days of receipt.

## Stage 3

If the centre manager cannot resolve the matter satisfactorily, or if your complaint or grievance is against them, you should move on to the third stage and contact the Vice President or Director of Quality either verbally or in writing who will investigate your complaint or grievance and inform you of the outcome and final decision.

We will respond to your complaint within two working days of receipt and aim to inform you of the final decision within 21 working days from the date of your initial complaint.



**Head of Customer Service:** 0161 429 2460  
**Email:** [GPSTLcomplaints@gpstrategies.com](mailto:GPSTLcomplaints@gpstrategies.com)

## Appeals Procedure

This procedure aims to make sure that you have equal access to a procedure for sorting out any disputes that arise from the way we design, deliver and assess our training programmes. We will provide fair and thorough assessment services that consistently meet awarding body, regulatory organisation and sector skills authority requirements and standards.

Any interested person or group, learner, employer monitoring agency or awarding authority can appeal against any of our assessment decisions on the grounds of achieving competence or recognition of prior learning or achievement (RPL/A).

If an assessment decision, judgement or certificate claim is made that any party is unsatisfied with they have the right to appeal direct to the trainer/assessor/tutor who carried out the assessment (Stage 1).

### Stage 1

The appeal must be in writing and clearly indicate the points of disagreement and the evidence to substantiate any such claim. If any party is not satisfied with the outcome of their Stage 1 appeal they can move to Stage 2 and inform the Internal Quality Assurer.

### Stage 2

The appeal must be in writing to the Internal Quality Assurer and be accompanied by all documentation used at Stage 1. The Internal Quality Assurer will investigate and inform on the outcome. If any party is not satisfied with the outcome of their Stage 2 they can move to Stage 3.

### Stage 3

This appeal must be in writing to the Director of Quality and be accompanied by all documentation used at the previous stages of appeal. The Director of Quality will conduct an independent assessment of the appeal and inform on the outcome. If any party is not satisfied with the outcome of their Stage 3 appeal and they have exhausted all centre appeals procedures they can move to Stage 4 and inform the awarding organisation or regulatory authority.

### Stage 4

The appeal must be in writing to the Awarding Body Compliance Manager and be accompanied by all documentation used at the previous stages of the appeal. There must be evidence that all centre internal appeals procedures have been followed. An investigation will be undertaken on behalf of the awarding organisation and the decision of the appeals investigation will be final. In some instances a fee is payable for an awarding organisation appeal which will be refunded if the appeal is upheld.

### Appeals resolution time frame

- Stage 1 and Stage 2 within 15 working days
- Stage 3 within 25 working days of initial appeal date
- Stage 4 dependent upon awarding organisation protocol

### End Point Assessment organisation appeals

If an appeal is being made against an End Point Assessment then the policies of the individual End Point Assessment organisation must be followed. These policies can be accessed via the End Point Assessment organisation's website.

## Disciplinary procedure

In line with what we expect from our learners, we will inform any learner if they do not meet the levels of conduct that we expect. If they continue in failing to meet the level of conduct, we may ask them to leave the programme. If any learner verbally or physically abuses, bullies or assaults any of our staff, fellow learners or colleagues, we will ask them to leave the programme. In all other areas we expect learners to follow their employer's code of conduct, regulations and standards.

# Learner Charter and Learning Agreement

## What we expect from our learners

You should already be carrying out most of the activities associated with the learning programme you have chosen to follow.

In partnership with your employer, we will design a learning programme to meet the needs of both you and your organisation.

By enrolling to one of our training programmes we expect you to comply with the following:

- Be fully committed to completing your training programme within the agreed time frame as outlined within your learning agreement and commitment statement
- Be self-motivated and enthusiastic about your work
- Use the e-Track electronic assessment system to process your work and review progress
- Keep your work and portfolio information safe and available for assessment/review/ inspection at each visit
- Use the GP Strategies Learning Hub to access resources and ensure your progress is in line with the requirements of the curriculum
- Work towards the timescale of activities and overall achievement as outlined within your learning agreement and commitment statement and the learning curriculum
- Ensure all off the job training is undertaken in a timely manner as directed by us or your employer
- Maintain an up to log book of all off the job training and CPD completed between skills coach/trainer visits and any training that takes place during these visits
- Behave professionally when dealing with our organisation, making sure you keep to the agreed appointments
- Act in line with your organisation's values, behaviours, policies, procedures and practices
- Act in line with GP Strategies' values, behaviours, policies, procedures and practices and uphold our organisation's Code of Conduct
- Treat everyone with respect, regardless of differences in religion or belief, ability, race, gender, gender identity and age of sexual orientation
- Not to use foul or abusive language or demonstrate harmful behaviours of any kind including bullying towards peers, work colleagues or those responsible for their training

- Demonstrate good practice relating to equality, diversity, safeguarding and health, safety and welfare, and report any accidents, incidents or concerns immediately to your employer and GP Strategies' representative
- Follow health and safety rules, including COVID-19 arrangements at all times including in the workplace and at GP Strategies training centres
- Take care of any safety or other type of equipment that is made available to you
- Report any accidents, incidents or concerns to your employer and GP Strategies
- Do not enter any prohibited areas or use prohibited machinery or equipment as instructed
- Follow the no smoking policy of your organisation and our training centres
- Prepare adequately for the Gateway meeting and End Point Assessment
- Attend End Point Assessment tests as agreed with the EPA organisation

## What you can expect from us

- Commit to supporting you in basic Maths, English and ICT as part of your learning
- Carry out a training need analysis of your CPD aligned to the requirements of the Apprenticeship linked to the 20% off the job training entitlement
- Provide you with an induction to your programme and initial and ongoing information, advice and guidance
- Organise an initial assessment of your training needs in relation to your job role and the needs of your company and create an agreement and commitment statement
- Work with you to plan the training and support required to enable you to successfully achieve your training programme aims and objectives
- Provide the resources need for you to meet the requirements of your programme
- Assess your competence against skills and behaviours and organise regular sessions/ visits with you
- Provide you with details of support staff who will act subject matter mentors
- Assess your competence against pre-determined qualifications as required
- Prepare you for external tests
- Conduct risk assessments, support you to understand safeguarding, how to adopt safe practices, keep yourself safe, recognise harmful behaviours and how to report any identified issues or concerns

- Raise your awareness of the government's 'Prevent Duty' to tackle radicalisation and extremism, of knife and gang crime, how to stay safe online and how to report concerns
- Raise your awareness of COVID-19, how to keep yourself safe and limit risk
- Provide you with support on equality and diversity issues
- Raise awareness of mental health
- Investigate any issues reported to us around health, safety, safeguarding, bullying or harmful behaviours
- Provide a safe, supporting and secure learning environment
- Where appropriate inform your carers, parents or guardians on the outcome of the health, safety and welfare risk assessment, accidents or incidents
- Carry out independent and regular quality assurance observations and checks of the standard of our training and assessment to ensure consistency and that you receive the best possible training and support
- Submit your work to the awarding organisation and/or EPA organisation for certification and testing where applicable
- Arrange and invigilate tests where applicable
- Prepare adequately for the Gateway meeting and End Point Assessment

## What we expect from your employer

- Provide learners with a comprehensive induction to the organisation inclusive of health, safety, welfare and COVID-19 arrangements
- To ensure learners are issued with the organisation's policies and procedures, specifically those relating to safeguarding and health and safety
- To allow learners sufficient time and opportunity to access and complete their 20% off the job training entitlement and fulfil the requirements of their commitment statement
- To allow learners sufficient time with their skill coach to complete virtual and face to face visits and tutorials
- Identify a supervisor and mentor responsible for the learner's direction and support
- Allow learners to attend our centres for training sessions and tests where required
- To provide witness statements and testimonies to confirm learner competence
- Practice high standards of health, safety and welfare and observe good equality and diversity practices
- Report all accidents, incidents, events and concerns involving learners to GP Strategies and where applicable, to the regulatory authority

## Terms and Conditions

We expect you to follow the terms and conditions stated by your employer

- Timekeeping and attendance
- Hours of work
- Sickness, holiday and absence arrangements
- Standards of dress
- Company rules and regulations
- Minimum wage
- Working time regulations
- Health and safety and equality and diversity

### Attendance

Depending on how your programme is funded, you or your employer may need to fill in various documents to confirm your attendance at work. If you are given attendance monitoring documents, you will need to make sure that all the information is correct and that you provide this information as necessary. Employers must tell us about any learner's absence, including sickness, holiday and unauthorised absence from work.

### Long-term absence

Your funding may be affected if you are absent from work for a long time. You must tell us if you are, or are expecting to be, away from work for more than two weeks so we can arrange to continue your funding when we have confirmed that you have returned to work.

### Appointments

If we are to work effectively and efficiently, it is important that you make every effort to keep the appointments arranged with your assessor. If you cannot keep an appointment, please contact our office as soon as possible to make other arrangements.

## Materials

You should keep workbooks, portfolios and programme information safe and make sure the relevant material, assignments and records are available for your assessor during assessment visits.

## Change of circumstances

You must tell us immediately about any change in your circumstances that may affect your programme (such as resignation, redundancy, termination (sacking), re-assignment or relocation).

## Equality and diversity

We are committed to promoting and developing equality and diversity within everything we do. We have adopted a zero tolerance approach to any form of discrimination, harassment or bullying and we expect our learners and employers to do the same.

## Bullying and harassment

Bullying and harassment by one person to another will not be tolerated in any form including texting, email or any social networking sites. To protect individuals from this we have a Bullying and Harassment Policy which is implemented through the Grievance Procedure.

If you believe you are the victim of bullying or harassment you should seek help from your skills coach/trainer (or GP Strategies contact) who will guide you through the procedure. When you have finished your induction, you will be asked to complete the back page of this booklet with the names, email addresses and telephone numbers of these contacts.

If you have any concerns around fair treatment you should first contact your skills coach/trainer. He or she will investigate your concerns in line with the appropriate centre training manager.

If necessary the training manager will investigate the matter further, in line with our Vice President. If you are not happy with their response your concerns will be passed to the next level - Senior Vice President.

We aim to respond to your concerns within five working days and tell you what action we will take. After we have investigated a complaint, we will write to everyone involved to explain the outcome.

## Equality and diversity training

To help develop your knowledge of equality and diversity issues you will be given support by your skills coach/trainer in a variety of ways.

When you first start your programme you will be asked to complete the assignment 'Equality and Diversity - How much do you know?' Your skills coach/trainer will guide you through this and identify any areas where you require support. Equality and diversity will be expanded upon throughout your training through the use of e-learning, discussion, guidance and questioning.



# Safeguarding Learners

Safeguarding learners is one of our highest priorities and our aim is to provide and maintain an environment where all learners are safe, feel secure and are encouraged to talk about their concerns.

Safeguarding will also be a key part of your role as an Adult Social Care Practitioner. As well as teaching you about safeguarding in the context of the Adult Social Care setting, we will ensure that you understand how to keep yourself safe both in and out of the working environment and online.

Your welfare is important to us and we understand that trying to juggle work and study on top of a busy home/social life can be challenging at times. Don't worry, whatever the challenge or concern, we are here to support you and offer advice and guidance. We take our responsibilities towards safeguarding learners very seriously and are committed to working with you to support this.

Safeguarding will be a key topic covered both at induction and throughout your programme through the use of e-learning, discussion and questioning, enabling you to develop the skills needed to stay safe and healthy, maintain good mental health and recognise abusive and harmful behaviours.

Safeguarding Champions and Safeguarding Leads are available at each training centre and are experienced in dealing with safeguarding issues. They can be contacted at any time if you are worried or have any concerns about any aspect of your health, safety or welfare.

Your employer has overall responsibility for safeguarding in your workplace and we are responsible for making sure that you, as our learner are working and training in a safe and healthy environment.

During your induction, we will ask you to confirm that your employer has provided you with the information you need on safeguarding, health, safety and wellbeing and how to conduct yourself in the work place (staff code of conduct).

Please remember that you have a legal duty to act in a safe and responsible way at all times. If you are not sure about any of your responsibilities, please make sure you ask.

## The Prevent Duty

As part of our safeguarding commitment to you, we want to ensure that you understand how to identify when a person may be displaying extremist or radical behaviour.

The Prevent Duty was introduced in 2015 as part of The Counter Terrorism and Security Act and places a 'responsibility' on specifies authorities, including training providers to equip their learners with the knowledge and understanding of how to prevent people from being radicalised and drawn into terrorism.

Terrorism is an action that endangers life or causes serious damage or disruption. It is intended to influence government or to intimidate the public with the intention of advancing a particular cause, e.g. political or religious.

Trying to define terrorism can be difficult and controversial but it usually includes:

- Mass intimidation - trying to make people scared to go about their everyday or normal life
- Unlawful violence or the threat of violence against the public
- Violence intended to change a law, culture or political system, or to change how people think or act

This means that we all have to work together to understand the factors that can lead to a person being radicalised and the signs that they may be at risk. We will help you to understand The Prevent Duty and ensure that you know how to report concerns.

## Fundamental British Values

Successful implementation of The Prevent Duty is vital for maintaining a safe and fair place to live, work and study. An important part of this is to promote the fundamental British Values which are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths and beliefs, and those with no faith

We will work with learners during their time on programme to broaden their understanding of what British Values mean. In your discussions with learners, it would be helpful to identify how these values are embedded into your workplace values. For example, the staff code of conduct is an example of how the 'rule of law' is applied!

Please see links below to useful websites and resources to support Safeguarding, Prevent and British Values.

### Useful Safeguarding websites:

[Safeguarding & Prevent Duty - A Guide for Employers - Asset Training](#)

[Keeping children safe in education \(publishing.service.gov.uk\)](#)

[Prevent for Further Education and Training Complying with the Prevent Duty \(preventforfeandtraining.org.uk\)](#)

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

### GPSTL Designated Safeguarding Lead

Simon Beech  
email: [safeguardingreporting@gpstrategies.com](mailto:safeguardingreporting@gpstrategies.com)  
Mobile: 07826 941786



## COVID-19

We will provide you with training and resources that will raise your awareness of COVID-19 and how to minimise risk to yourself, your family and working colleagues.

We will conduct a risk assessment with you and your employer to ensure COVID-19 working arrangements are in place and that you have received training in how these arrangements effect you with your day to day routines.

GP Strategies has a COVID-19 Crisis Management team whose contact details can be found on page 18 of this document for you to contact should you have any concerns. Alternatively you can contact your Skills Coach directs.

When you log onto the Learning Hub induction you will have access to a number of useful Safeguarding, Diversity, Prevent, Mental Health, COVID-19 websites and training resources.

### Useful COVID-19 websites:

COVID-19 How to use PPE - [youtube/ozY50PPmsvE](https://www.youtube.com/watch?v=ozY50PPmsvE)

COVID-19 Working in high risk settings - [www.skillsforhealth.org.uk/covid-19-course](http://www.skillsforhealth.org.uk/covid-19-course)

COVID-19 How to limited infection - <https://content.greymatterlearning.co.uk/learning/Coronavirus-Public-Version/index.html#/lessons/8BDD3vq4awJpx3hQzu8BQCNp2st2gUiz>



# Every Learner Matters – Help Learners Achieve More

We fully support the implementation and achievement of the government's five outcomes of 'Help Learners Achieve More' and have practices in place to extend this commitment to you throughout your time in training. The following information shows how your learning journey is linked to achieving these outcomes.

**Being healthy** - we achieve this by ensuring you stay safe at work, provide you with information on how to stay safe and issue you with information of living healthily and making healthy life style choices.

**Staying safe** - we achieve this by equipping you with the skills, knowledge and support to recognise and report abusive behaviours.

**Achieve economic wellbeing** - we achieve this by providing you with career information advice and guidance, encourage career progression and supporting you to expand and effectively use your personal, learning and thinking skills within your job.

**Making a positive contribution** - we achieve this by inviting you to become involved in our sponsored charity events and involving you in focus groups to review the effectiveness of the programmes we offer.

**Enjoying and achieving** - we achieve this by providing you with a learning environment that gives you opportunity for you to develop, be challenged, and achieve your full potential whilst celebrating your own and our success at a regional and national level.

## Quality Assurance

### How you can make a difference

We will be asking you to let us know what you think about the training and support we are providing at the:

- Programme - mid
- Programme - end

Additionally in December each year we produce a report that lists our strengths and those areas which we need to improve. This is called a 'self-assessment' report and is posted on our website [www.gpstl-apprenticeships.co.uk](http://www.gpstl-apprenticeships.co.uk).

We also host a series of programme review team meetings throughout the year at each of our centres. These meetings allow us to listen to the views of different groups involved in our training and to look at new areas for development and improvement. If you would like to take part in this meeting please contact your skills coach/trainer.



# Celebrations and Awards

## Employer and learner of the month awards

We will be nominating and awarding monthly local GP Strategies centre awards in recognition of learners' achievement and employers' support throughout the year.

These awards will be reviewed by our senior management team on an annual basis and the most outstanding achievements will be recognised regionally at an annual gala evening event.

Listed are some of the skills and qualities the Skills Coach/Skills Trainer will be looking for:

### Employer

- Exceptional support given to your learner
- Encouragement and motivation towards your learner's achievement
- Attendance and involvement in our local initiatives (for example, quality forum)
- Diversification of the workforce through training and development
- Supporting social mobility
- Supporting exceptional learner career progression and CPD

### Learner

- Achieving full-time employment through exceptional work commitment and career progression
- Active involvement in our initiatives (for example, quality forum)
- Achieving highest level of performance outcomes through distinctions
- Achieving promotion through exceptional commitment to CPD
- Acting as an in-house mentor to new employees or as an apprentice ambassador to newly trained apprentices
- Overcoming difficulties, challenges and/or barriers to learning and going on to succeed in achieving their training objectives

## Annual celebration event

Each year we have an awards celebration event to reward the commitment, achievement and success of our learners.



# National Information Helplines and Websites

## Benefit Advice

0800 055 6688

## Childline | Knife Crime, Guns and Gangs

0800 1111

## Childrens' Rights

0800 616 101

## Citizens Advice

08444 111 444

## Connexions

0808 001 3219

## Disability Services

0800 882 200

## Drug and Alcohol Services

0800 776 600

## Eating Disorders

0845 634 1414

## Gay and Lesbian Groups

0845 330 3030

## Money Advice Service

0800 138 7777

## Homelessness

0808 800 4444

## JobCentre Plus

0845 606 0234

## Mental Health (MIND)

0845 766 0163

## Money Advice Service

0800 138 7777

## National Self Harm Network

0800 622 6000

## Police

0800 321 000

## Refuge Services (Domestic Violence)

0808 2000 247

## Samaritans

0845 790 9090

## Young Parents

0808 802 0925

## Reporting suspected terrorism or extremism online

[www.met.police.uk/tua/tell-us-about/ath/possible-terrorist-activity/](http://www.met.police.uk/tua/tell-us-about/ath/possible-terrorist-activity/)

## Key GP Strategies Contacts

Activity	Name	Email address and telephone number
Lead Safeguarding, Prevent and COVID-19 Crisis Management	Sharron Symon	ssymon@gpstrategies.com 07789984150
Lead Equality and Diversity Contact	Paul Cooper	0161 429 2460
Head of Customer Services	Paul Cooper	0161 429 2460

## Centre Numbers

### Lancashire and Blackpool

01253 603850

### South West and Bodmin

08454 600 700

### Scotland and Glasgow

0141 552 4761

### London and Greenwich

0330 1000 610

### Yorkshire North, South and the North East

01422 438 630

### Scotland Paisley

0141 842 8850

### Stockport

0161 429 2460

### Warrington and Cheshire

01925 412 840





For free recruitment and all of your training needs contact us today  
0330 1000 610 | [www.gpstl-apprenticeships.co.uk](http://www.gpstl-apprenticeships.co.uk) | [apprenticeshipsUK@gpststrategies.com](mailto:apprenticeshipsUK@gpststrategies.com)

GP Strategies – committed to equality and valuing diversity

