

# Apprenticeship Handbook 2024-25



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# Welcome

Name	
Apprenticeship Standard	
Employer	

***Congratulations*** - your journey begins...

As an apprentice you have the opportunity to earn as you learn. You will gain invaluable real-life experiences and take a journey where you will work with experienced colleagues and Skills Trainers who are here to guide and support you at every step, from your induction and sign up through to achieving your final Apprenticeship Certificate.

***Welcome from the team***

*Thank you for joining us and congratulations on starting your apprenticeship with West London College.*

*You are taking the first steps towards a bright and prosperous future building the foundations for a long and successful career.*




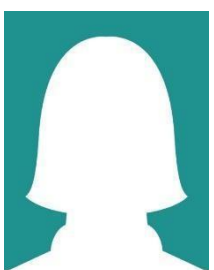

*Apprenticeships are at the forefront of the government agenda and essential to the economic development of the country. The apprenticeship programme you are now embarking on will be the backbone of future generations.*

*We hope that the link between your qualifications and job will give you the skills that you need to achieve your goals. We are here to help and support you, as when you succeed we succeed we want you to **Strive for success and aspire to greatness with confidence.***

*Good Luck!*

***Ryan McCann***  
***Director of Apprenticeships***

# Meet the Team

	<p><b>Matt Fawcett</b> Deputy Principal <a href="mailto:m.fawcett@wlc.ac.uk">m.fawcett@wlc.ac.uk</a></p>
	<p><b>Ryan McCann</b> Director of Apprenticeships <a href="mailto:r.mccann@wlc.ac.uk">r.mccann@wlc.ac.uk</a></p>
	<p><b>Daljit Bains</b> Director of Business Development and Partnerships <a href="mailto:d.bains@wlc.ac.uk">d.bains@wlc.ac.uk</a></p>
	<p><b>Rizwana Kosser</b> Business Development Improvement Manager <a href="mailto:r.kosser@wlc.ac.uk">r.kosser@wlc.ac.uk</a></p>
	<p><b>Danielle Duncan-Yarde</b> Apprenticeship Officer <a href="mailto:d.duncan-yarde@wlc.ac.uk">d.duncan-yarde@wlc.ac.uk</a></p>

Department and contact name	Number and email
Your Skills Trainer / Tutor:	T: E:

Safeguarding & Prevent Lead: Ryan McCann	Email: <a href="mailto:r.mccann@wlc.ac.uk">r.mccann@wlc.ac.uk</a>
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# Centres and Resources

All of the different colleges that make up West London College have resources and facilities to support your learning. To access these facilities, you will need a student ID badge. Your Skills Trainer will be able to provide you with more information

## EALING GREEN COLLEGE

📍 The Green  
Ealing  
London  
W5 5EW  
United Kingdom

✉ [lis@wlc.ac.uk](mailto:lis@wlc.ac.uk)  
☎ 020 8741 1688

## HAMMERSMITH & FULHAM COLLEGE

📍 9 Gliddon Road  
Hammersmith  
London  
W14 9BL  
United Kingdom

✉ [lis@wlc.ac.uk](mailto:lis@wlc.ac.uk)  
☎ 020 8741 1688

## SOUTHALL COMMUNITY COLLEGE

📍 Beconsfield Road  
Southall  
Middlesex  
UB1 1DP  
United Kingdom

✉ [lis@wlc.ac.uk](mailto:lis@wlc.ac.uk)  
☎ 020 8741 1688

### College facilities and enrichment for apprentices

As an apprentice, you have just the same access to college facilities and services as any of our full- or part-time students. Just as a reminder, some of these facilities include:

- Access to extensive careers information, advice and guidance, including progression opportunities
- Full access to our Learning Resource Centre, including loans of hard-copy as well as e-books
- Our café, which has a large selection of food and drinks, with choices for all cultures
- Opportunities to book hair and beauty treatments at very reasonable prices
- College restaurant, serving two- and three-course meals
- Enrichment activities and events, including Black History Month

Find out more from your tutor, or from our website

here: <https://www.wlcstudentportal.co.uk/>

# Your commitment to the Apprenticeship

The **Training Plan** is a key document that you would have signed at the start of your Apprenticeship. This outlines the commitment you are making throughout your apprenticeship, together with the College and your employers' commitment.

## **Positive attitudes, behaviours and demonstration of skills**

**Attendance** – you are expected to attend work on time and leave at the agreed time. Any appointments need to be arranged out of working hours or agreed with the manager supervisor. Attendance off site at college or the agreed leaning site also needs to be attended at the agreed times.

Non-attendance without notification and reasonable reason could result in disciplinary from your employer as this is time you are being paid for.

**Punctuality** – you are expected to attend all timetabled sessions in college and work on time. If there are any delays these need to be reported via email, call or text to the employer (as per the procedures the Tutor / Assessor at college).

**Commitment** – be ready to learn and progress through the Apprenticeship and be willing to be flexible and communicate when any issues or concerns arise.

**Behaviour** – respectful to all employers, staff, peers in way we communicate and treat the environment. To dress appropriately, always wear your ID badges to wear the correct PPE and/or uniform if required and also abide by the college dress code (no hoodies or cap/hats indoors). Smoking / vaping in designated areas only.

**Progress** – to develop and maintain professional habits and behaviours and meet deadlines set. Submit high quality work and demonstrate personal responsibility, pride and ambition. To reflect and respond to feedback as well as progress on the agreed SMART targets set at review. Work with your assessor and employer to identify any extra support or experiences needed.

As an Apprentice you are a learner of the college and are therefore encouraged to partake fully in student life including using the college facilities and getting your student discounts using your NUS student card.

We have a responsibility for your safeguarding in the college and in the work place. We have a dedicated apprentice liaison officer and safeguarding officers who you can contact (details in the contact list).

We will provide through our team the best possible quality standards for your learning journey providing a safe and secure environment where you can work and achieve. We promote our values and ethos of supporting you in believing and achieving your ambitions in an inclusive and focused setting and helping you to reach the end goal with



# Our commitment to you

The **College** is committed to support you in your Apprenticeship. We will:

- Check the eligibility of the Apprentice (right to work in England, not ask to contribute financially, not undertaking any other training)
- Conduct checks with the employer (offer of free Recruit an Apprentice service, having a contract in place, having a signed Apprenticeship Agreement, allow the Apprentice to complete minimum 6 hours a week off the job training)
- Devise a delivery plan for training that takes account of initial assessment of pre-existing knowledge, skills and behaviours, the current English and maths level, minimum off the job requirements.
- Negotiate a price with the employer including deductions for prior learning and obligations for co-investment
- Administer the programme including required paperwork (individualised learning record (ILR))
- Ensure Employer Contribution payments are collected and recorded on the Apprentice's ILR and that there are no delays with the processing of any incentive payments which the employer is eligible to receive.
- Manage/provide the off the job training as detailed in the plan of training, including providing learning materials, regular Progress Reviews and agree with the employer when the Apprentice is ready for EPA
- Monitor the Quality Assurance of the delivery by the Training Provider through regular meetings, audits and observations of teaching, learning and assessment.
- Be responsible for resolving any issues or disputes between the Employer and the Training Provider.

# Your employer's commitment

Your **Employer** has committed to supporting you with your Apprenticeship:

**Contract** – The employer will issue you with a contract of employment as an Apprentice in which your number of working hours must be 30 hours or more a week. If you work fewer than 30 hours per week, you can still undertake an apprenticeship, but the duration of the Apprenticeship may need to be extended. Your contracted hours as an apprentice will also include your paid study time.

**Pay** – You will be paid during the Apprenticeship; the level of pay will be decided by your employer and should be detailed in your contract. The legal requirement is that your employer meets at least the minimum wage and you should receive an itemised pay statement.

The current minimum wage is £6.40-£11.44 or over per hour depending on your age.

**Working hours** – Apprenticeship hours of work will be your normal hours of work and training hours as part of the Apprenticeship (usually 1 day a week)

**Holiday** – Entitlement is from the first day of employment, which should also be indicated in the employment contract. The minimum is currently 20 days including bank holidays and is dependent on the hours worked. Your holiday should not be taken during term time where possible so not to delay any progress in achieving your qualifications and any exams. The Advisory, Conciliation and Arbitration Services (ACAS) offers free, confidential and impartial advice on all employment rights issues.

**Induction and Health & Safety** – Workplace induction needs to be conducted to all new apprentices with information regarding the company's policies and procedures to include Health & Safety, welfare, Equality & Diversity, terms and conditions of employment and when and how training will be provided. (Your Assessor will check that your induction has been completed and covers all the requirements).

**Provide training at work** – Your manager, supervisor and or mentor will need to ensure that you get every opportunity to progress through your Apprenticeship gaining experience and opportunity to learn supporting you through the learning outcomes and specific targets agreed in your action plans and reviews.

***If any of the above has not been put in place, please inform your inductor, tutor or skills trainer.***

# Induction

The **induction** is a vital part of the stepping stone to success; at this point you are made aware of the journey you will be taking from signing on the dotted line to celebrating completion and being awarded your certificates. There will also be an induction with the employer when your Skills Trainer visits you on site within 3 months of you starting the framework

When you attend the college induction you will:

- Know the different people involved in you reaching your goal are identified as well as their role - including a 1:1 with a team member
- Complete relevant documentation including a maths and English diagnostic.
- Be aware of the rules and regulations in relation to the learning and training including understanding the framework.
- Will understand the health and safety, safeguarding, equality and diversity, prevent and fundamental British values.
- Introduction the electronic portfolio - OneFile
- Receive a start date and timetable and college student pass

You will also complete an Induction programme on One-File. This will take you through some of the wider aspects of being an Apprentice, such as keeping you safe, preventing radicalization and understanding fundamental British Values (FBV). This will take approximately 6 weeks to complete online.

At the end of the 6 weeks, your Skills Trainer will complete a '**Right Choice**' Review to confirm that you are on the right programme session.



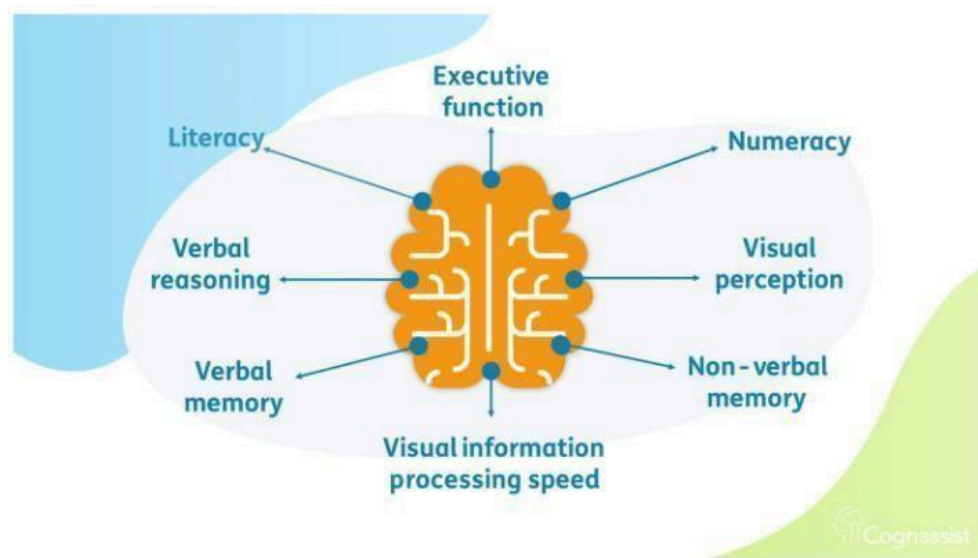
# Cognassist – helping you learn

Every person has their own way of thinking. It's important to acknowledge that we all learn and process information differently. We use a programme called Cognassist to identify and support these differences, helping individuals to reach their full potential.

A simple assessment enables your tutors to identify hidden learning needs, personalise support and transform learner attainment. We assess all apprentices, with the aim that no learner is left behind.

As part of your 6-week induction process, we will support you with an assessment through Cognassist and recommend a programme tailored to your individual needs, if required, to help you reach your full learning potential. Cognassist is all about increasing opportunities for you, and removing barriers in education.

Apprentices are assessed in eight key domains to build a picture of how best you can be supported:



All apprentices need to look out for an assessment invitation via email (including checking your 'junk' and 'spam' folders) – you will have a deadline of seven days for completion of the assessment. You will then discuss your individual results with your tutor/skills trainer, and plan how to use Cognassist to best effect for the duration of your apprenticeship programme. You will need to access the software on a weekly basis, and your tutor/skills trainer will work with you to track and monitor progress

Just some of the comments from existing Cognassist users:

'Cognassist's strategies help in both my work and in my everyday life. I like that it's easy and simple to use and has everything I need to succeed. I'd recommend the platform to anyone who wants to improve their learning.'

'Cognassist has really helped me develop my organising and timing skills'.

# Off-the-job training

**You must complete at least 6 hours a week of your total Apprenticeship time in off- the-job training if you are in a full-time role. This includes:**

- Taught sessions
- Professional Discussions
- Work Products
- Workshops
- Observations
- Performance reviews
- Practical assignments
- Witness Testimonies
- Direct Questioning

Through training you will develop and / or enhance a range of skills to build on your knowledge and understanding within an identified job role. To do this you will need to be exposed to a range of learning opportunities in college and the work place. The opportunities may come from staff meetings, discussions with peers, job shadowing, peer support, training at work training at college. You will have the opportunity to gain other related qualifications through work based Continual Professional Development and part of the college provision such as Food Safety, First Aid, Health and safety, Manual Handling and such like.

For you to benefit from the training it is important that all training is planned in and co-ordinated, it will also in most cases form part of the outcomes of the Apprenticeship and you should link these in to form evidence where appropriate. Your Skills Trainer will be able to guide you.

In addition to gaining the hands-on learning experience you will also have your study days, which could include attending sessions weekly at college, block release to college or study release at work where the Skills Trainer/ Tutor will come in to work to provide you with training on your work site (suitable accommodation needs to be available). Your training days should be agreed at least termly. Your Functional Skills will be 'frontloaded' so can be achieved, if needed, in the first 3 months.

# On-the-job training

You will also develop knowledge, skills and behaviours whilst working on the job. This will be essential in building your competency in the specific occupation you have chosen.

# Who's Who

Who are the people involved in the teaching, training and assessing, their roles and responsibilities?

## **Tutor / Teacher**

Your tutor/teacher will be allocated to you from the college for your session at college and will be responsible for the teaching of the technical/knowledge elements of the Diploma. For some of you this will be the also be your Assessor.

## **Skills Trainer**

The Skills Trainer is your main point of contact, their role is to support and guide you through your Apprenticeship. They will be sector-competent and have relevant experience. It is important that a good working relationship is built with your Skills Trainer based on honesty and mutual respect with communication being key at all times. They will also be in contact with the employer as the Apprenticeship needs everyone's input and involvement.

The Skills Trainer will visit you in the workplace throughout your Apprenticeship to complete reviews, assessments and to support you with the theory units. Some Apprentices will have a separate teacher/tutor to guide them through the mandatory theory units which will be taught in college and others will have a Skills Trainer who will work with them on site to cover the Apprenticeship. Some of your sessions will be one to one and others in groups, depending on how many Apprentices there are and their area of study.

## **Internal Verifier / Internal Quality Assurer**

The Internal Verifier / Internal Quality Assurer is there to support the tutor and Assessor and their role is to ensure that you meet the standards of your Apprenticeship as set by the Sector Skills Council and the Awarding Bodies. You may meet your IV / IQA in your workplace or at college at least once, they may contact you directly for a meeting to discuss your progress, support your assessor with pastoral needs you may have or for your feedback.

## **Work place mentor /supervisor**

The work place supervisor should remain the same through your apprenticeship but your mentors may be different because of the trades they specialise in depending on the sector. Their role is to guide and support you through the Apprenticeship.

## **Apprenticeship Officer**

The role of the Apprenticeship Officer is to monitor your progress and will work closely with you the learner, the tutors and the Skills Trainer to support them and will be monitoring your progress through the Apprenticeship.



# Reporting Absence

It is your responsibility to inform your employer, tutor and Skills Trainer of any absence (sickness, long term sickness, appointments and holidays).

## Absence from College

All learners are required to attend all planned and timetabled assessments, including examinations. Failure to attend an exam will result in the associated costs being recharged to the learners.

If you are not able to attend College you will need to let your tutor and Skills Trainer know. Attendance during off the job training needs to remain high at all times.

Your employer will be notified on a daily basis by text of any unauthorised absence or lateness.

## Absence from Work

Your employer will notify you of their systems for recording your holidays and any absences. You will be required to follow these procedures for all absences. Failure to comply with your employers procedures could result in a warning or dismissal.

## Absence from Assessment Visit

Your assessor should be notified if you are unable to attend your assessment visit on the morning of the visit at the latest.

Cancelled appointments will flag a risk and your employer will be notified.

Your Skills Trainer will record all details of all absences and this will be reported in your review.

## Unauthorised Absences

If you do not notify your employer, tutor or training Skills Trainer that you will not be in work or at College, this absence will be recorded as unauthorised. You may find that your employer will not pay you for your unauthorised absence. If you continue with unauthorised absences, your employer may withdraw from your apprenticeship or terminate your employment.

## Authorised Absences

If you are going to be off sick for more than 21 days, you will need to let your training assessor and tutor know as soon as possible. This is because you are allocated a period of time to complete your Apprenticeship and long-term sickness will have an impact on this. To make sure that you do not lose any time on your Apprenticeship, you will be temporarily withdrawn until you notify your training assessor to advise otherwise. We will then re-start your training.

Campus	Attendance line number
Ealing Green College	020 8231 6065
Hammersmith & Fulham College	020 7565 1293 / 020 7565 1294
Southall Community College	020 8231 6162

# Health, Safety & Welfare

All workers have a right to work in places where risks to their health and safety are properly controlled. Health and safety is about stopping you getting hurt at work or ill through work. Your employer is responsible for health and safety, but you must help.

## What Employers Must Do For You

- Decide what could harm you in your job and the precautions to stop it. This is part of risk assessment.
- In a way you can understand, explain how risks will be controlled and tell you who is responsible for this.
- Consult and work with you and your health and safety representatives in protecting everyone from harm in the workplace.
- Free of charge; give you the health and safety training you need to do your job.
- Free of charge, provide you with any equipment and protective clothing you need, and ensure it is properly looked after.
- Provide toilets, washing facilities and drinking water.
- Provide adequate first-aid facilities.
- Report major injuries and fatalities at work to HSE Incident Contact Centre: 0845 300 9923. Report other injuries, diseases and dangerous incidents online at [www.hse.gov.uk](http://www.hse.gov.uk).
- Have insurance that covers you in case you get hurt at work or ill through work. Display a hard copy or electronic copy of the current insurance certificate where you can easily read it.
- Work with any other employers or contractors sharing the workplace or providing employees (such as agency workers), so that everyone's health and safety is protected.

## What You Must Do

1. Follow the training you have received when using any work items your employer has given you.
2. Take reasonable care of your own and other people's health and safety.
3. Co-operate with your employer on health and safety.
4. Tell someone (your employer, supervisor, or health and safety representative) if you think the work or inadequate precautions are putting anyone's health and safety at serious risk.

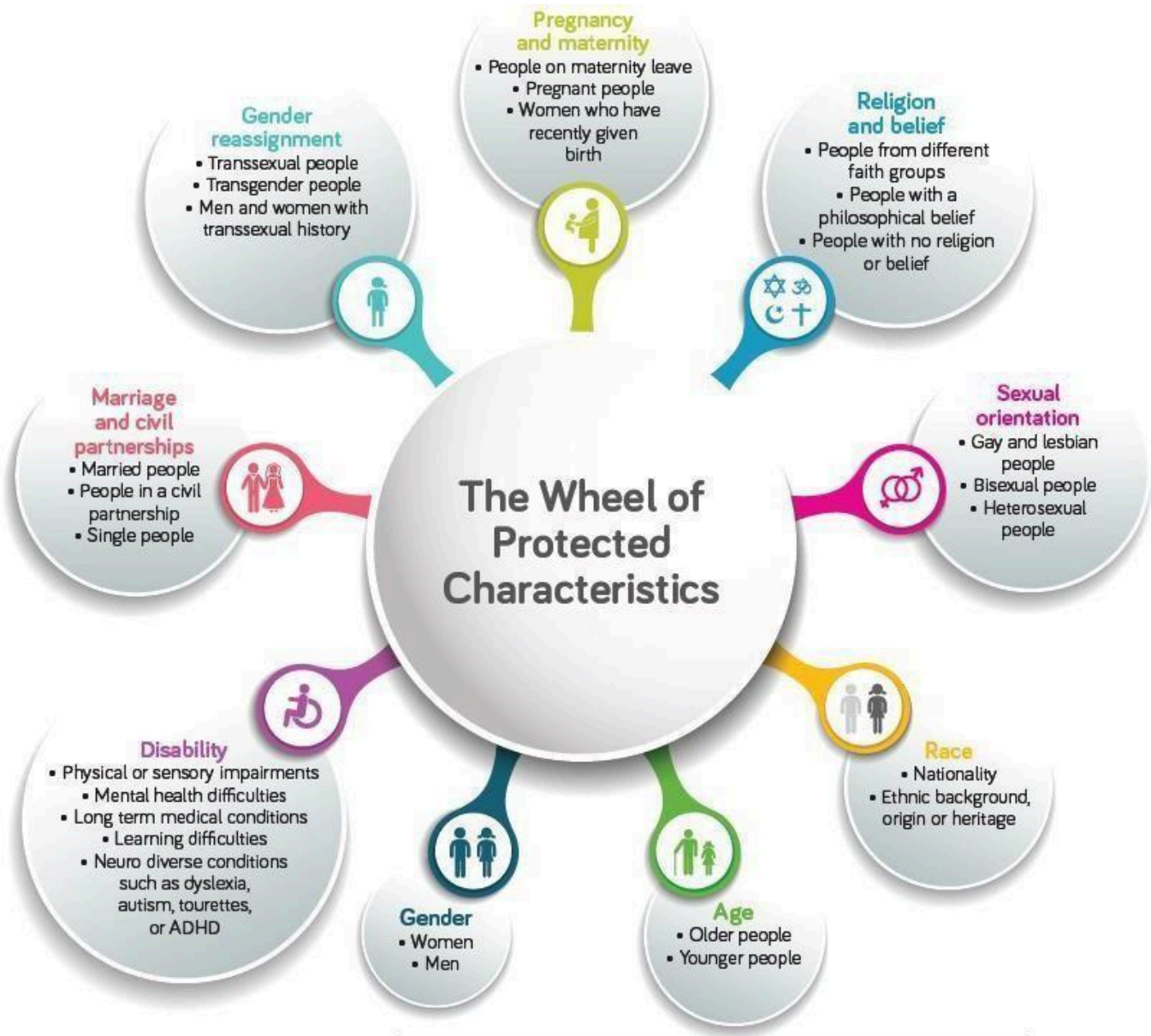
## If There Is A Problem

1. If you are worried about health and safety in your workplace, talk to your employer, supervisor, or health and safety representative.
2. If, after talking with your employer, you are still worried, you can find the address of your local enforcing authority for health and safety and the Employment Medical Advisory Service via HSE's website: **[www.hse.gov.uk](http://www.hse.gov.uk)**



# Equality & Diversity

We have a wide range of strategies to support the Apprentice and the employer during your programme to ensure that every Apprentice receives an equality of opportunity.



# Keeping safe and well

## Health & Wellbeing

It is important to stay healthy and know the right way to treat your body. Staying healthy physically can help you stay healthy emotionally too. If you are eating the right food and keeping fit, your body will be strong and help you to cope with stress and also fight illness.

Eating well and taking regular exercise will also help you stay in good health later in life. Sleeping is also a really important way to stay healthy. Having late nights can leave you feeling tired the next day. It can be difficult, but try to have at least 6-8 hours sleep each night.

Smoking, drinking alcohol and taking drugs can harm your health and cancel out the effects of a good diet and exercise. Doing these things can lower the immune system and cause mental health problems too.

## Useful Websites

**Change For Life** [www.nhs.uk/change4life](http://www.nhs.uk/change4life)

**NHS** [www.nhs.uk/Livewell/Goodfood](http://www.nhs.uk/Livewell/Goodfood)

**Child line** [www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/drugs/](http://www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/drugs/)

**F.R.A.N.K.** [www.talktofrank.com](http://www.talktofrank.com)

## Substance Misuse and Addiction

The difference between substance abuse and addiction is very slight. Substance abuse means using an illegal substance or using a legal substance in the wrong way.

You can abuse a drug (or alcohol) without having an addiction. People can get addicted to all sorts of substances. When we think of addiction, we usually think of alcohol or illegal drugs. But people become addicted to medications, cigarettes, even glue! And some substances are more addictive than others. Drugs like crack or heroin are so addictive that they may only be used once or twice before the user loses control.

Addiction means a person has no control over whether he or she uses a drug or drinks. Someone who is addicted to cocaine has grown so used to the drug that he or she has to have it. Addiction can be physical, psychological, or both.

Many people think they can kick the problem on their own, but that rarely works. Find someone you trust to talk to. If you can't talk to your parents, you may want to approach a relative, doctor, tutor, training assessor or counsellor.

## **What Is Terrorism, Extremism and Radicalisation?**

The current UK definition of terrorism is given in the Terrorism Act 2000. This defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

## **What Do I Do If I Suspect Someone Is Becoming Radicalised or Involved In Extremism?**

Reporting it to someone: a manager at work, your Skills Trainer, a parent or relative or even speak to your local police about your concerns.

### **Useful Contacts**

**Anti-Terrorist Hotline** 0800 789 321

**Police** 101

### **Forms of Abuse**

Abuse can mean a lot of different things such as neglect, physical, emotional or sexual abuse. It is not always easy to know if you or someone you know is being abused, but the important thing to remember is that no-one has the right to hurt you or make you do anything that feels wrong.

- *Neglect means not being looked after properly*
- *Physical abuse is when someone deliberately hurts or injures you*
- *Bullying*
- *Emotional abuse*
- *Sexual abuse*

## **Cyber Bullying & Being Safe Online**

Facebook, Twitter, Instagram and the internet are great ways to connect with your friends, family and learn new things. It is also important to stay safe and make sure you do not share things that could put you in danger. If you are worried about how much of your life is online you can take steps to be safer. Here are some top tips to keep you safe online, free from cyber bullying, online grooming and sexting:

- *Be careful what you share online*
- *Think before you post*
- *Be careful who you chat to*
- *Never share or reveal your passwords*

# Safeguarding & Prevent – Help and Support

Everyone needs help sometimes - if you are struggling for any reason, reach out to the college safeguarding team and we will support you.

Reason for support might include:

- issues with mental health
- substance misuse
- bullying
- suffering from abuse
- worried about a friend or colleague
- online safety
- sexual assault or harassment

Whatever the reason, let us know and we will help however we can. You can get in touch several ways:

- Email us at [safeguarding@wlc.ac.uk](mailto:safeguarding@wlc.ac.uk)
- Ring us on the safeguarding mobile number 07824 383 638 / 07500 100 073
- Fill in this short referral form [HERE](#)
- Speak to your Skills Trainer and they will make sure to get in touch with us

# Staying Safe Online

It is important to remember to keep safe when online accessing distance learning courses, this includes:

- **Think before you post**

Don't upload or share anything you wouldn't want your parents, carers, teachers or future employers seeing. Once you post something, you lose control of it, especially if someone else screenshots or shares it.

- **Don't share personal details**

Keep things like your address, phone number, full name, college and date of birth private, and check what people can see in your privacy settings. Remember that people can use small clues like a school logo in a photo to find out a lot about you.

- **Watch out for phishing and scams**

Phishing is when someone tries to trick you into giving them information, like your password. Someone might also try to trick you by saying they can make you famous or that they're from a talent agency. Never click links from emails or messages that ask you to log in or share your details, even if you think they might be genuine. If you're asked to log into a website, go to the app or site directly instead.

- **Think about who you're talking to**

There are lots of ways that people try to trick you into trusting them online. Even if you like and trust someone you've met online, never share personal information with them like your address, full name, or where you go to college. Our Assessors and support teams will only contact you via the platform or a West London College email address (ending in wlc.ac.uk)

- **Keep your device secure**

Make sure that you're keeping your information and device secure.

- **Never give out your password**

You should never give out your password or log-in information. Make sure you pick strong, easy to remember passwords. Please change your password after you have received the generic log in details to the platform.

- **Cover your webcam**

Some viruses will let someone access your webcam without you knowing, so make sure you cover your webcam whenever you're not using it.

For more information, please visit:

<https://staysafeonline.org/stay-safe-online/>

# General Information

## **Plagiarism**

Remember that copying work from the internet, a book, college booklet, or from another student is plagiarism. Exam boards check carefully for plagiarism and, if they find you have plagiarised work, your entry for the whole subject may be cancelled. Work should be submitted through turnitin to confirm it is authentic

[https://www.turnitinuk.com/login\\_page.asp](https://www.turnitinuk.com/login_page.asp)

## **Student Card / NUS card**

On your first visit to a college centre visit reception to receive your student card. Your student card should be worn at all times and you may be asked to show this to a member of college staff at any time.

## **Learner Voice**

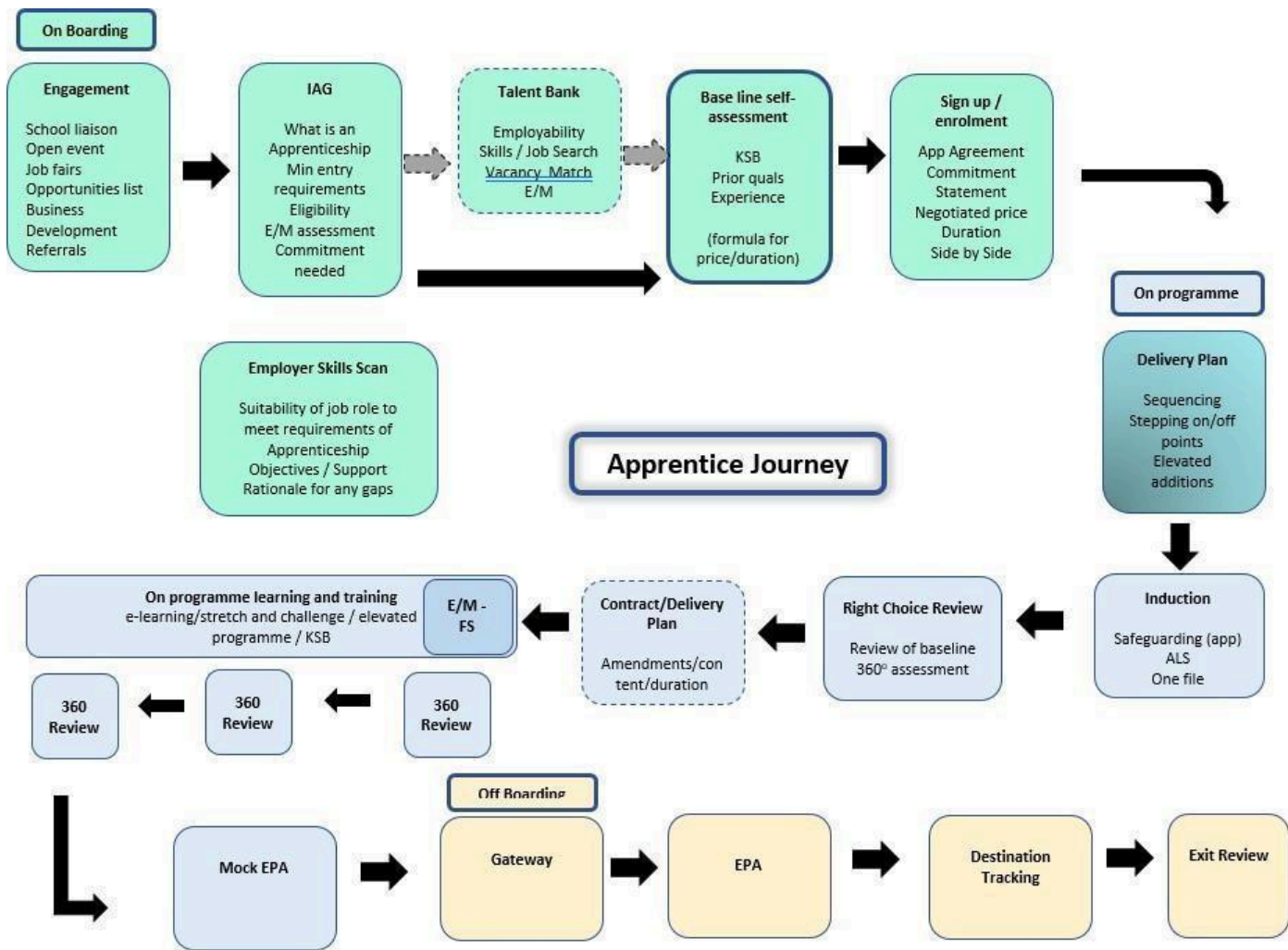
You will be contacted at various stages of your programme to give feedback on your experience. If there is something you wish to discuss, contact the relevant delivery leader

## **Complaints Procedure**

Information is available on our website outlining the complaints procedure. Apprentices should contact a member of the management team if they require help with this procedure. See link below for the official complaints form:

<https://www.wlc.ac.uk/about-us/complaints-comments-and-suggestions/>

# The Apprenticeship Journey



# Your Programme

**Progress review meetings**, these will be conducted with your Skills Trainer and should take place every 3 calendar months, there may be a variation on this depending on how you are getting on, but these meetings should not exceed 3 calendar months. The meeting will take place in the work place facilitated by the Skills Trainers where you the employer (line manager) and Skills Trainer review your progress towards the apprenticeship programme.

This is an opportunity for the Skills Trainer to discuss with you and the employer all elements of the Apprenticeship, take on board your feedback as well as the employers, identifying progress, achievements, opportunities to meet the practical criteria and attendance at college and work.

The information discussed and feedback gained is then feed into the SMART targets to identify the training and learning to be completed by the next meeting to keep you on track for a timely completion to be gained. A copy of the review will be shared with you and the employer and is signed off by all.

In-between the reviews if you have any questions or concerns you must contact your Skills Trainer for whom you will have a mobile number and email address alternatively you can contact the relevant person from the contact list, please do not wait until your meeting date. If you need to make a change to an appointment please call text and or email as soon as possible.

**Functional Skills** will be 'frontloaded' meaning that this part is worked on first, for those who have achieved the mandatory levels C to A\* in Maths, English and ICT (ICT may not be needed for all Apprenticeships and levels) you have the opportunity to participate and further develop your skills.

- Maths - one exam
- English - one exam for reading, one exam for writing and one assessment for speaking and listening
- ICT (where appropriate for the standard) - one exam

The sessions can be based in the college or will be provided by your Skills Trainer in the workplace or your allocated college day. Online resources are available on BKSB and also through our on-line learning platform, Century Tech.

You must provide a copy of your certificates which will be proof to achievement.



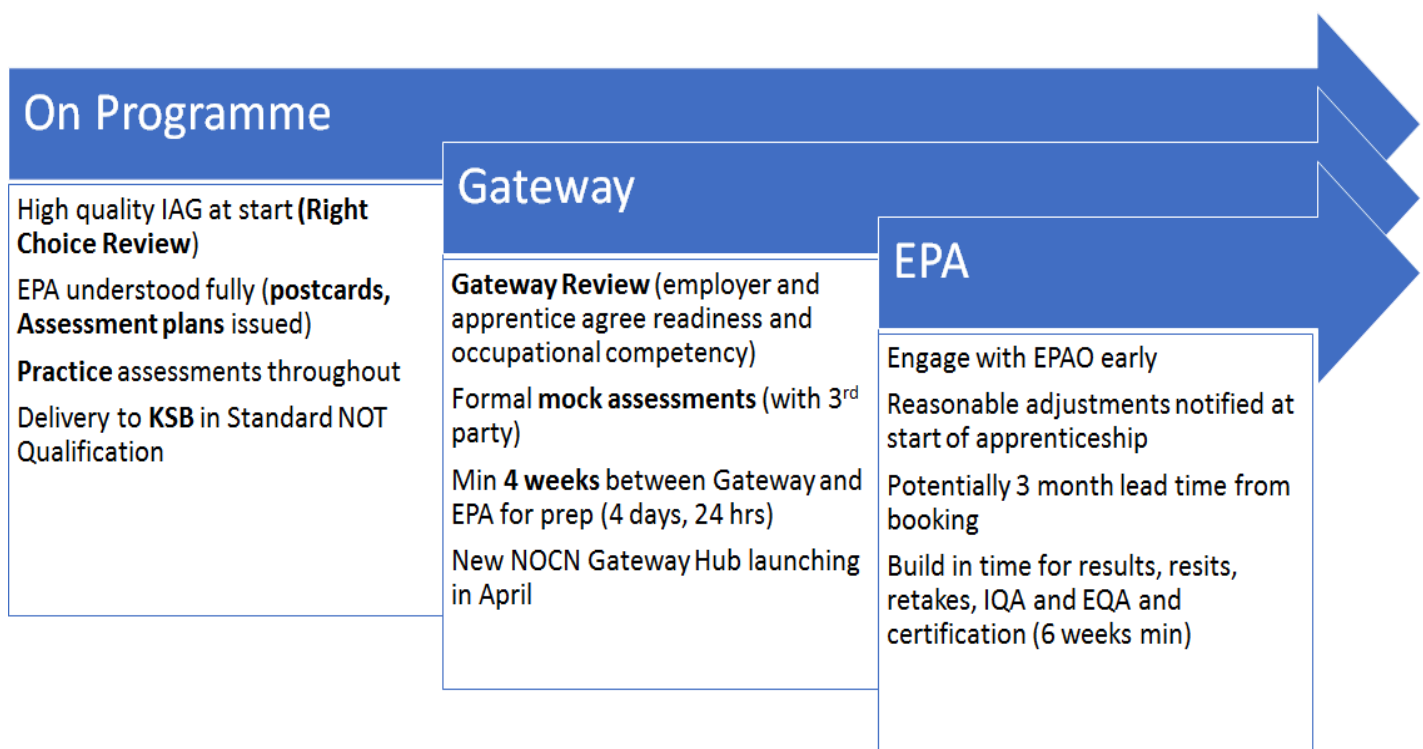
# End Point Assessment (EPA)

The assessment is a final '**End Point**' **assessment** carried out by an independent 'End Point Assessor' who is not connected to the College. You will work with your Skills Trainer to provide evidence of meeting the outcomes to your qualifications. Your progress and targets will be mapped on OneFile and new ones set in your reviews and against your Individual Learning Aims.

To qualify for an End Point Assessment, you have to meet the minimum requirements to pass through the 'Gateway'. This might mean completing mandatory qualifications, passing English or maths exams or developing your understanding of the skills knowledge and behaviours within your apprenticeship

Once you, your Skills Training and your employer feel that you are ready to progress to end point assessment, this will be booked and a date given for when it will take place.

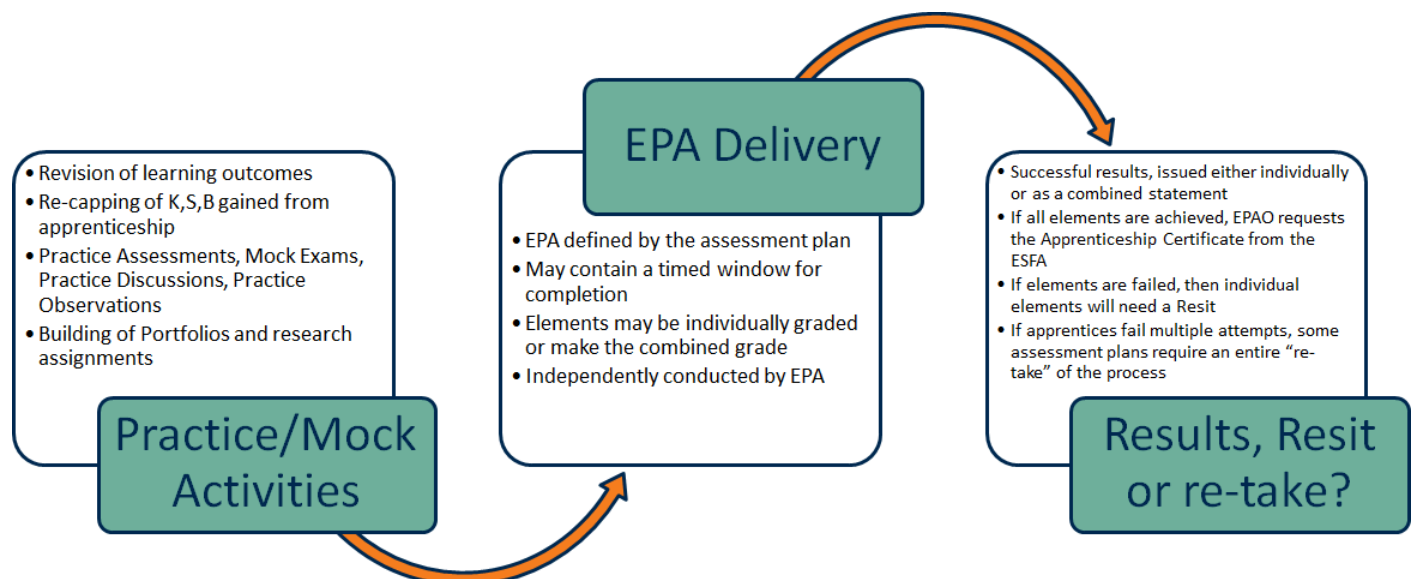
**There are three distinct stages in working towards a successful EPA**




## Types of End Point Assessments include:

<b>Professional discussion</b>	A one-to-one conversation with an assessor who will ask questions about the knowledge, skills and behaviours you have acquired
<b>Presentation</b>	A formal presentation (with specified time limits) to an assessor on a specific topic
<b>Portfolio</b>	A manual or electronic portfolio of evidence on the knowledge, skills and behaviours developed
<b>Journal / Log book</b>	A record, kept by the Apprentice of the skills knowledge and behaviours developed
<b>Showcase</b>	A practical task to showcase your technical skills in front of an assessor with a specified time limit
<b>Multiple choice exam</b>	An exam with multiple options, covering one or more topics
<b>Synoptic exam</b>	An exam that covers all knowledge, skills and behaviours from the Apprenticeship

## The EPA Journey for Apprentices:



You will receive a post-card at Induction, giving you the exact details of your End Point Assessment method and a target date that you will be working towards



**Team Leader / Supervisor**  
(Level 3)

**Team Leader / Supervisor (Level 3)**

**What does a Team Leader / Supervisor do?**  
A team leader/supervisor is a first line management role, with operational/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.

**What qualifications will be gained?**


- ✓ L2 English
- ✓ L2 Maths

**The End Point Assessment for this role**

The End Point Assessment (EPA) is the final part of the Apprenticeship and is a test of the knowledge, skills and behaviours developed. To pass through the 'Gateway' and be booked in for an EPA, all the mandatory components of the Apprenticeship must be achieved.

- Assessment of knowledge through a test using scenarios (30%).
- Assessment of competency through competency based interview (30%).
- Assessment of portfolio of evidence (20%).
- Continuing Professional Development Log professional discussion/question and answer session (20%).

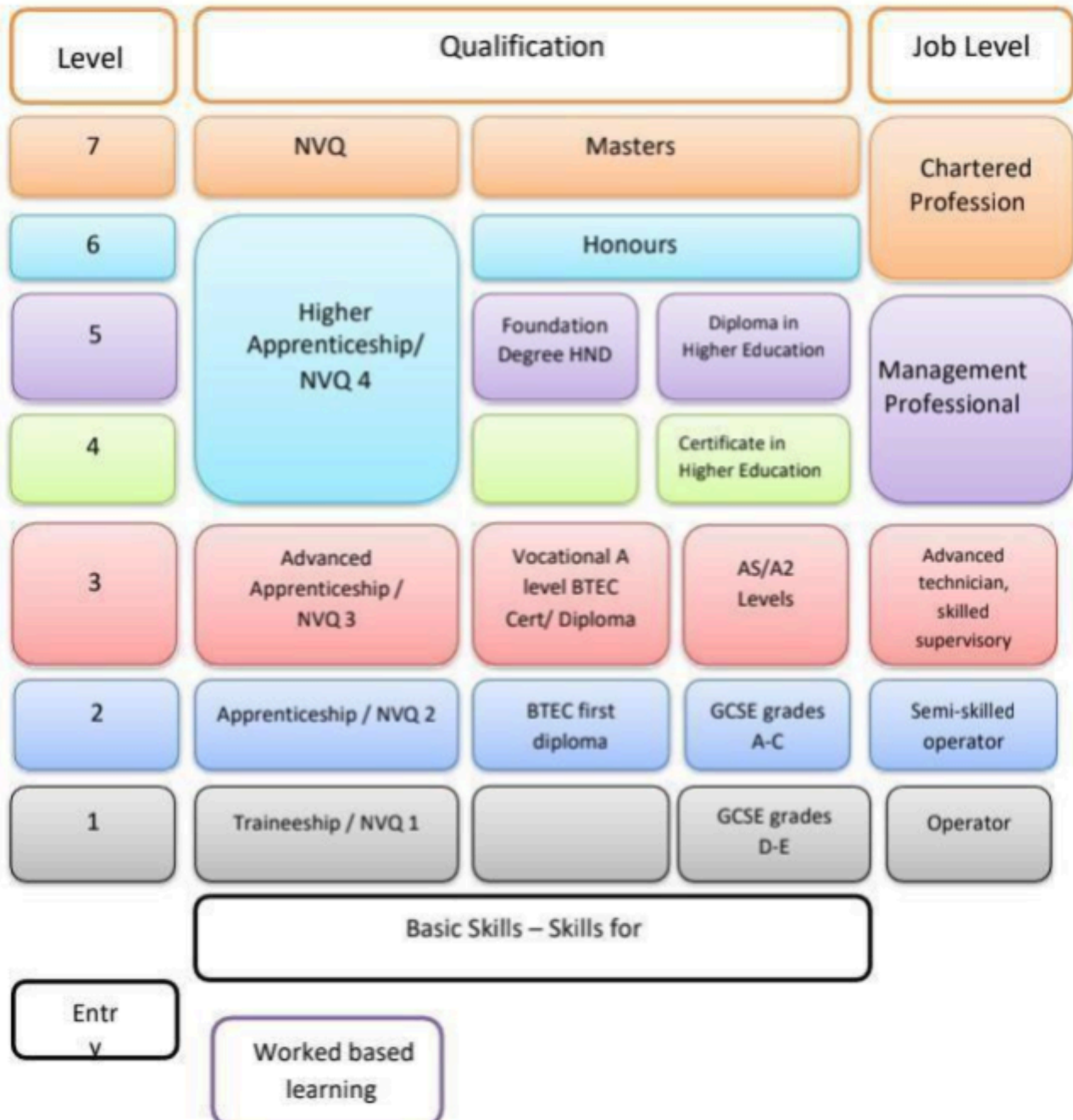
**Student's Name:**

 **End Point Assessment Date:**

# The next step

## What can I do with an Apprenticeship?

Probably the most important question, the answer is below; you can choose the route that suits you and your personal ambitions. The opportunities are evolving continually.



## Traffic Light Skills Audit

Use this questionnaire to identify which skills you have already mastered and which ones you still need to work on. Remember, only you will see this so be as honest as you can.

Key	X No – I really need to work on this	X Not entirely sure – I could still improve	X Yes – I'm really confident I can do this
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### Time and Self-management

I am able to organise my time so that I comfortably meet all my deadlines for assignments			
I know exactly where to go for help and support if I have difficulty completing a task			
I keep a diary or calendar so that I always know when I have to attend lectures, seminars and other key dates			
I arrive on time for classes, appointments and meetings			
I am aware of the things that cause me to waste time and am able to avoid them when I have work to complete			
I have future targets in mind regarding my education (and career) and use these to help me focus on current tasks			

### Critical thinking and problem solving

I am able to use different methods for exploring a problem (academic and non- academic), such as considering different points of view or options			
I am able to consider a range of alternative solutions to a problem and predict the best one in the given circumstances			
I am able to break down a complex problem (e.g. an assignment, a seminar question or where to live) into simple parts			
I am able to work productively with others to solve problems			
I know how to find out what is expected of me in a particular assessment task			

### Oral Communication

In group discussions, I listen to others and I value and respond to their contribution even if I do not agree			
I am confident that I can contribute ideas and opinions to a group discussion			
I think of relevant follow-up questions as people are speaking and ask them once they have finished			
I am confident explaining new concepts to other people			

I would be confident in giving a presentation to my peers			
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<b>Written Communication</b>			
I am confident that I can structure an assignment in paragraphs and using signposting language (however, firstly) in order to communicate my ideas effectively			
I am confident that I can write in an appropriate academic style for my subject			
I am confident that my written work has no grammatical, punctuation and spelling errors before I submit it			
I have an effective method for organising and planning the information that I want to put into a written assignment such as an outline plan or a 'mindmap'			
I understand what plagiarism is and how to avoid it by clearly referencing my work			
I can use sources effectively to make my argument convincing and show that I am well-informed about the topic			
I am confident that I know the correct format and style for formal letters and documents, such as covering letters and CVs			
I am able to produce useful and meaningful written notes from a lecture, presentation or demonstration that capture the key points			

<b>Information Literacy: Reading</b>			
I am confident in gathering information from a wide variety of sources such as books, journals, on-line data-bases and the internet.			
I think about what I need to find out before I start reading (am I reading to verify facts, to understand a subject in general or to analyse a particular argument?)			
I make useful, easy to follow notes while I am finding information for an assignment or project			
I can identify the points in a text which convey the author's main arguments and distinguish these from supporting examples and references			

<b>Numeracy</b>			
I am confident that I have the numerical and statistical skills needed to succeed on my course			
I am able to interpret information presented in graphs, charts, tables and diagrams.			

# How can I develop these skills?

<p><b>Time and Self-management</b></p> <ul style="list-style-type: none"> <li>• Prioritise and manage time to get a work/study balance</li> <li>• Use feedback from tutors to set targets and improve</li> <li>• Find a study partner or study group to help motivate each other</li> <li>• Join a sports team or society to encourage motivation (training/preparing for an event or organising life around fixtures/events)</li> <li>• Attend ASK workshops or use ASK resources on time management and study</li> <li>• Do work experience/work placement/volunteering</li> </ul>	<p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>• Complete assignments in a methodical way by reading the question, considering what information you need to answer the question, researching, exploring alternative ideas and communicating your ideas effectively</li> <li>• Contribute effectively to group projects on your course</li> <li>• Share a flat – successfully (paying bills, organising housework etc)</li> <li>• Join a student society to get experience organising activities and events</li> <li>• Attend ASK workshops or use ASK resources on critical thinking. Do work experience/work placement/volunteering</li> </ul>
<p><b>Oral communication</b></p> <ul style="list-style-type: none"> <li>• Contribute effectively in seminars and group discussion</li> <li>• Talk about the ideas presented to you on your course with a study partner/group</li> <li>• Practise your presentation skills and get some feedback for your assignments or a job interview</li> <li>• Become a student rep to improve your listening and communication skills</li> <li>• Attend student union events that involve meeting new people Take part in team sports or other activities that involve group work e.g. a band, student societies</li> <li>• Attend ASK workshops or use ASK resources on presentation and communication skills</li> <li>• Do work experience/work placement/volunteering</li> </ul>	<p><b>Written communication</b></p> <ul style="list-style-type: none"> <li>• Complete assignments and look carefully at any feedback to find any areas for improvement</li> <li>• Get feedback on your writing from your study partner/group or from ASK</li> <li>• Read widely to see good examples of writing in your subject</li> <li>• Practice writing informally on a blog or in a diary</li> <li>• Attend ASK workshops or use ASK resources on academic writing.</li> <li>• Do work experience/work placement/volunteering</li> </ul>

**Information literacy**

- Do thorough research for your assignments, using a range of library resources
- Know who your Subject Liaison Librarian is and how to contact them if you need help
- Read widely, from your reading list and beyond, to experience a range of approaches to your subject
- Talk about your reading with your study partner/group
- Take notes that are informative and useful.
- Practice using different note making styles to find one that suits you
- Attend ASK workshops or use ASK resources on reading, notetaking and critical thinking skills
- Do work experience/work placement/volunteering that involves working with information

**Numeracy**

- Complete any assignments that require numerical skills
- Practice your skills using example problems and discuss these with your study partner/group
- Attend ASK workshops or use ASK resources on maths, numeracy and statistics
- Do work experience/work placement/volunteering that involves working with numbers.



# Assessment & Appeals

## Assessment Appeals Procedure

The Apprentice has right of appeal should he/she feel that there have been inconsistencies during the processes and procedures of their assessment. The assessment organisation should have a clearly defined route of appeal should any Apprentice have reason to complain. The characteristics of an appeal structure should include:

- Access to fair and reliable assessment
- Clear and prompt response times
- Stages that provide all parties with the opportunity to put their case
- Clear outcomes
- Constructive feedback
- Relation to the Apprentice's assessment need
- A formal recording system
- Evaluation of appeals

The appeals procedures will comprise three stages. It is important that these stages are followed and all parties are aware of the outcome at each stage.

### STAGE 1: Assessor and Apprentice

Where an Apprentice disagrees with the assessment given, he/she must discuss the reason for this with the assessor concerned as soon as possible. In most circumstances, this will be immediately after receiving the assessment decision. The assessor must consider the Apprentice's explanation and provide an immediate response through a clear written explanation/reiteration (as appropriate) of the assessment decision following a re-evaluation of the evidence. Amendment to the Apprentice's assessment record, if appropriate.

If the Apprentice agrees with the decision thus provided, then the appeal need not proceed further. Where the Apprentice remains unhappy with the decision reached, the appeal must proceed to stage 2.

### STAGE 2: Internal Verifier

The assessor concerned must bring forward to the nominated internal verifier within 24 hours of the appeal being raised:

- The original assessment record and Apprentice's evidence, where appropriate
- The written explanation/reiteration or the assessment decision

The internal verifier must reconsider the assessment decision and this will normally involve an evaluation of:

- The Apprentice's evidence and associated records
- The assessor's rationale for the decision
- The opinion of another assessor

- The opinion of the Apprentice

In doing so, the internal verifier must complete section 2 of the Apprentice appeal form and provide the Apprentice with the reconsidered decision within five working days of receiving the appeal. Where the Apprentice remains unhappy with the reconsidered assessment decision, the appeal must proceed to stage 3.

### **STAGE 3: Appeals Panel**

Where a Apprentice remains unhappy with the decision made at Stage 2, he/she will have the right to forward their case to the Appeals Panel. The internal verifier concerned at Stage 2 must forward the following details the co-ordinator:

- The written explanation/reiteration of the assessment decision
- Assessment record sheet(s)
- Any written comments of the internal verifier (perhaps providing background details)

The co-ordinator must convene within ten working days of Stage 2, with a panel comprising of the:

- Co-ordinator him/herself
- Apprentice
- Original assessor
- Plus a representative of the Apprentice, if requested by the Apprentice.

The panel must reach a decision and inform the Apprentice of the result within five working days, both orally and in writing.

### **STAGE 4: If No Resolution Can Be Reached**

As a final stage of the centre's appeal procedure for internally marked assessments, the centre may contact the awarding body if the Apprentice does not feel their appeal has been resolved. An EQA will review the assessment and make a judgement.

# Key Documents

## Timetable

Start Date	
End Date	
Functional Skills teaching day	
Functional Skills location / room	
Main Qual teaching day	
Main Qual Location /room	

# Induction Checklist

- ☐ Welcome / Introductions to Skills Trainers & key contacts
- ☐ Google Classroom Induction programme
- College values / code of
  - conduct Attendance /
  - Punctuality Equality and
  - diversity Safeguarding and
  - e-safety Health and Safety
  - Additional learning support
  - Feedback and complaints
- ☐ Apprenticeship Handbook
- ☐ Timetable
- ☐ Introduction to Onefile and profile set up
- ☐ Introduction to EPA
- ☐ Collect ID badge (if applicable)
- ☐ Introduction to Apprenticeship behaviours (taught session)
- + Right Choice Review (following induction)

## NOTES:
