



*“Giving you the advantage”*

# Learner Handbook

If you would like this Learner Handbook in another language or in larger print please contact:

01623 499200

or

email [samanthaw@skillsuk.org](mailto:samanthaw@skillsuk.org)



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## ***Introduction***

Welcome to your training programme with Skills UK Ltd. We are pleased that you have chosen, along with your employer, to demonstrate your commitment to learning by undertaking a programme of study with us. This guide will provide all the necessary information and tools that you will need to help you complete your training programme.

## ***NVQ Competence Based Qualifications (QCF)***

NVQs are based on National Occupational Standards (NOS). These standards define the competencies, knowledge and understanding needed in a given occupation, and identify outcomes that can be assessed.

NOS are set and designed by the relevant sector body - either a Sector Skills Council or a standards setting body recognised by the government.

There are NVQs at different levels, ranging from 1 to 5, depending on the sector. This allows learners to study at a level that's appropriate to their job role and level of experience, and progress accordingly.

## ***Vocational qualifications (BTEC)***

Vocational qualifications (VQs) are work-related qualifications. They're designed to allow you to learn in a way that suits you, and give you the skills that employers are looking for. BTECs are industry-led qualifications designed to help you learn more about a particular area of work.

## ***Funding your Qualification***

Where funding is available, this will be provided by the Skills Funding Agency or the European Social Fund, or both (subject to eligibility criteria).

## ***Your Learning Agreement***

Before you enrol with us, you need to have read this Learner Handbook, which also contains the Learner Charter, which together comprises your "learning agreement". By signing the Individual Learning Record (ILR), you are confirming that you are willing to undertake the course and adhere to the requirements of you as a learner. We ask that you agree to stick to our company rules, attend your meetings with your assessor, undertake sufficient private study to maintain progress on your learning programme, and complete and submit coursework by agreed deadlines. It also gives you rights as a learner – rights to receive unbiased advice and guidance at every stage of your time with us.

## ***Undertaking a NVQ competence based and/or BTEC qualification***

Subject Assessors will support your learning through teaching, assessing your progress in the subject, regularly discussing your work with you and setting targets. Your Assessor records full information about your progress in the subject, your attendance and your achievements.

You will be introduced to your assessor at the beginning of your course. He/she will support you in all aspects of your course.

## **How long does it take to achieve an NVQ competence based qualification?**

A learner may begin their NVQ at any time, provided the necessary preparations and plans have been made. There is no limit on the time a learner may take to gain the whole qualification or individual unit(s). Some learners will take longer than others, depending on their understanding of the award, their work setting and personal circumstances. Learners do not have to achieve their NVQ all at once; unit accreditation is available for those wishing to achieve an NVQ unit by unit over a period of time.

## **How long does it take to achieve a BTEC qualification?**

The time taken to complete a BTEC is dependent on the size and level of the qualification. BTECs are not purely exam-based qualifications. They include real-life, work-based case studies, projects and assessments, which contribute to achieving each unit studied.

Each BTEC is made up of units. The number of units is dependent on the level and size of BTEC being studied. The different sizes of BTEC qualifications vary at each level; the smallest is an Award, the next size is a Certificate and the largest is a Diploma. Each focuses upon the understanding, skills and knowledge needed for a sector, area of expertise or professional development.

### **Who will be involved in your NVQ and/or BTEC qualification:**

- **You** – with your assessor's help and guidance, you should take responsibility for collecting and indexing your evidence in support of your claim to competence.
- **Your Assessor** – is responsible for helping you to identify opportunities to prove your competence and produce evidence that your work matches the appropriate standards. Your assessor, who is qualified as an assessor and has experience in your area of work, will judge your performance and other evidence to check that it meets the national standards.
- **The Internal Quality Assurance Person** – is responsible for ensuring quality and consistency of assessment decisions throughout the centre.
- **The Standards Verifier** – is appointed by the Awarding Body to monitor the quality of assessment decisions and verification processes within the Centre, ensuring that it meets national standards.

## **NVQ competence based qualification: Evidence and Examples**

### **P = Personal Statement**

A personal statement can be used to give a brief explanation of a piece of evidence such as the paperwork that is used to show how you communicate with colleagues or it could be used to record your experience of something, such as handling a specific situation.

### **WP = Work Products**

The term "work product" refers to evidence produced by the learner during work practice or during the duration of the course. Work products could be risk assessments, daily reports, minutes from meetings, leaflets, rotas and so on. The exact nature of this evidence will depend

on what you do at work. Care must, however, be taken to maintain confidentiality when using work products. All names and personal details need to be removed from the work products before you place them in your portfolio.

Your assessor can view the original copy and complete a form to testify that she/he has viewed the work product stating the specific criteria within the unit you have provided evidence for.

Note that a blank form alone does not demonstrate competence or knowledge as the evidence has to be reliable and authentic that the work product is for the learner. To ensure authenticity, the products may need to be countersigned by a person in a position of responsibility who is able to vouch that the products are all your unaided work.

### **O = Observation**

Your assessor will directly observe your performance in the workplace. This will be the most common method used in assessing the NVQ. Your assessor will record what tasks you have performed and to what standard. Observation can be organised in a variety of ways:

- your assessor continuously working alongside you
- your assessor arranging to work alongside you at specific times
- your assessor planning to visit when particularly relevant activities are scheduled
- your assessor arranging for particular activities to take place

You will be able to supplement direct observation of performance with other types of evidence, eg personal statements or witness testimonies. It is also possible to use tape recordings or other technologies to record performance, should the presence of your assessor not be possible. Observation by an assessor is considered to be the most valid and reliable method of assessment and there will be many naturally arising opportunities for you to use this technique.

### **WT = Witness Testimony**

When your assessor is not available to observe you carrying out a certain aspect of your job, a witness testimony can be completed by another person to comment about your performance. Witness testimonies should only be used as supporting evidence. The assessor would normally supplement this type of evidence with questioning.

### **Q&A = Questions and Answers**

You have to prove that you have the required knowledge and understanding for each unit within your NVQ. You will often demonstrate it through the production of evidence, though in some cases this will not be possible. Your assessor will use questioning as the ideal way of proving whether or not you have the necessary knowledge and understanding. Questions can be given in many forms such as short-answer questions, projects, multiple-choice tests, case studies, or assignments. There may be more emphasis on questioning to prove knowledge in areas where evidence is generated through practical working activities, and where there may be no product evidence.

Questioning is a powerful means of checking the knowledge and understanding that lies behind performance. It is also a useful tool for exploring why you acted in a certain way, or to identify what you would have done if circumstances had been different.

### **S = Simulation**

Simulation should only be used where it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame. Simulations will usually

deal with contingencies such as unexpected problems, emergencies, or other incidents which will not necessarily occur frequently.

### ***RPL = Recognition of Prior Learning***

Evidence relating to past performance can be used as well as that relating to current performance. In recent years, the concept of accrediting prior learning (APL) has developed as a way of ensuring that the past experiences and learning of mature people is recognised and validated. Nevertheless, it must be remembered that NVQs are awarded on the basis of assessment of performance against standards. The competence basis of NVQs means that evidence must always relate to performance, not just knowledge. The evidence of such performance must always be valid and relevant to specific standards.

### ***EWE = Expert Witness Evidence***

Occupationally competent people with expertise in specific units of the NVQ, can give a professional opinion as to your competence. Their professional role must involve evaluating the everyday practice of staff. Expert witnesses contribute to the evidence of competent performance in the workplace, especially where there are no occupationally competent assessors for specific option units.

### ***PD = Professional Discussion***

A professional discussion is a structured review of practice conducted between you and a person making a judgement on your competence which identifies and explores key aspects of competence not readily manifested by product evidence.

### ***EI = Evidence Index Number***

An *Index of Evidence* sheet should be completed and filed immediately before the actual pieces of evidence in the portfolio. Enter the evidence number in the first column, give a brief description of each piece of evidence in the second column, and explain where the evidence can be found in the third column. You must also give details of all the units, outcomes or achievement criteria that the evidence relates to. The last column is for completion by the Internal Quality Assurance person only.

### ***Getting Started***

#### ***Individual Learning Plan (ILP)***

We know it's obvious but we'll state it anyway! YOU NEED A PLAN... At your induction you will start to develop your Individual Learning Plan. This states exactly what you want to achieve and how you intend to achieve it. It includes details of the course that you have chosen, any examination or tests that you need to take and checks out your career goals. At later meetings with your assessor you will review your progress towards your goals and together you will develop an action plan for the next stage of your learning. Your exit review will also detail progression routes for you on completion of your programme.

We understand that work and life springs surprises on us from time to time, which means we have to alter our plans. All we ask is that you revisit your ILP, make changes and let your assessor know.

#### ***Where to Start:***

Step 1: Discuss and agree an Individual Learning Plan with your assessor.

Step 2: Commence the collection of evidence and/or activities.

Step 3: Complete the work based assignments and once marked by your assessor print them for your portfolio.

Step 4: Liaise with your assessor regularly.

Step 5: Your assessor will assist you with the layout and presentations of your portfolio.

### **Malpractice by Learners**

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Skills UK will not accept plagiarism or malpractice of any nature. This list is not exhaustive and other instances of malpractice may be considered by Skills UK at its discretion:

- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including use of ICT to aid copying)
- Deliberate destruction of another's work
- Taking and using another's thoughts, writing etc, as one's own
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment or test

### **Appeals Procedure**

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If you are in disagreement with your assessor concerning your work or assessment, you have the right to refer the matter to the Internal Quality Assurance Person for your programme. You can access a copy of the Appeals Procedure by contacting Samantha Woolley, Operations Manager, on **01623 499200** or email [samanthaw@skillsuk.org](mailto:samanthaw@skillsuk.org).

If you feel that any of your work has been assessed inaccurately or unfairly by one of your assessors, you may use the Company Appeals Procedure to have this work reassessed. You should start this process as soon as possible and certainly within 10 days of receiving the assessments from your assessor.

This is the process which will be used:

#### **Stage 1**

You should first of all appeal to the assessor who made the original decision and who provided you with feedback. The assessor will discuss with you the reasons for making their assessment decision.

#### **Stage 2**

If you are still not satisfied with this decision, your assessor will refer the matter to their nominated Internal Quality Assurance person or to the Programme Coordinator for your programme of study. This person will re-assess your work against the standards set by the Awarding Body and will communicate their decision to you and to your assessor.

#### **Stage 3**

If you are still not satisfied after Stages 1 and 2 of the procedure have been completed, the Programme Co-ordinator or Internal Quality Assurance Person will organise an Appeals Panel for consideration of your appeal.

The Appeals Panel shall meet within the next 10 working days.

**The decision of the Appeals Panel will be final as far as the Company is concerned.**

#### **Stage 4**

If you are still not satisfied with this decision, you have the right to contact the Awarding Body for your qualification and request that they investigate the matter further.

### **Additional Learning Support**

At Skills UK Ltd we believe that all learners are equally valuable. We also recognise that some learners may need support if they are to be successful. We offer a wide range of services to meet the individual needs of learners. For example, some may require support with a specific disability that may be associated with their learning needs, health or mobility. For others it may be a personal or emotional situation that is causing concern.

We will discuss these needs at in a confidential manner, to agree what would be the best type of support for you. This may include:

- Mobility, health or personal care support
- Specialist support for visual or hearing impairment
- Transport
- Specialist assessment, for example Dyslexia
- Skilled staff using strategies to modify challenging behaviour
- One to one additional learning support with subject Assessors.

If you think you may need support whilst you are on your training course or require further information contact the: **Learner helpline on 01623 499200.**

### **Information, Advice, Guidance and Support Services**

Skills UK Ltd offers a range of services to current and potential learners at our centres and to our customers in the workplace.

#### **We aim to:**

- Enable you to maximise your chances of success by choosing the most appropriate options in learning and at work to suit your needs
- Support you during your learning/training with specialist advice and guidance in all aspects of learning and work
- Help you to progress in learning and at work by developing your ability to learn and develop transferable skills and gain new qualifications
- Help you to develop life long career management skills to assist you in making choices now and in the future
- Meet the needs of employers by providing information and advice related to business training needs
- Promote and support equality of opportunity by provision of services to meet the needs of all, regardless of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion, or belief, sex or sexual orientation.

#### **We offer:**

- Initial information, advice and guidance on learning options, qualification pathways, support with learning, funding, childcare and travel

- On-going information, advice, guidance and support on learning and work issues through your assessor, assessment, support services, careers events, resources and through access to specialist organisations such as the National Careers Service: <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>
- Information, advice and guidance on progression routes including Further/Higher Education, employment, volunteering and work-based learning

### **We will:**

- Maintain and publicise up to date information on all of our course programmes and support services
- Maintain up to date, relevant careers resources on the range of post 17/18 and adult options available, including access to IT based careers packages
- Use trained and experienced staff to provide personal advice
- Respond to all enquires promptly, within 5 working days as a maximum
- Refer to other learning providers and specialist organisations such as National Careers Service, Jobcentre Plus etc..., if we are not able to meet your needs in full
- Offer our services in accordance with national guidelines and standards in information, advice and guidance

### **Information, Advice and Guidance services can be accessed via:**

- our main enquiry line 01623 499200
- our website – [www.skillsuk.org](http://www.skillsuk.org)
- course information profiles and service leaflets
- a range of open events at various locations including partner organisations
- National Careers Service - [www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)

The Information, Advice and Guidance (IAG) Directory provides information about organisations which can help if you require further support. The IAG directory can be found on the website [www.skillsuk.org](http://www.skillsuk.org), or you can request a hard copy by contacting Samantha Woolley, Operations Manager, on **01623 499200** or email [samanthaw@skillsuk.org](mailto:samanthaw@skillsuk.org).

## **Feedback on our services**

We regularly seek feedback on our services to ensure that our services are continuously developed and improved.

### **We Value Your Comments**

We are committed to providing a quality service. You are in the best position to judge how we are doing. Please feel free to complete a Compliments and Comments Form at anytime during your progress. You can do this at [www.skillsuk.org](http://www.skillsuk.org) and follow the links to 'Contact Us'.

What you think about your course is important to us. We survey our learners twice to get their views. If you get asked to complete a learner survey please take the time to tell us exactly what you think. We use your answers to help us change and improve our service.

## **Complaints procedure**

### **Procedure - How to make a complaint or grievance at Skills UK Ltd**

In the first instance all complaints or grievances will be dealt with by your Subject Assessor who will attempt to deal with the matter after making such consultations as are necessary. Every opportunity will be given for the complaint/grievance to be stated and thoroughly discussed. As appropriate, further investigation may take place and action taken. It is important not to let problems get too big or out of hand. Report the problem straight away. There is a **Complaints Form** available from your Subject Assessor which should be returned to Skills UK Limited. This form is also available on our website [www.skillsuk.org](http://www.skillsuk.org).

If the complaint or grievance relates to a Learner's immediate assessor, the grievance may be raised with the next level of management. In this instance, Learners are asked to contact the Operations Manager via the Helpline 01623 499200 or via the website.

If still dissatisfied, the complainant may appeal and refer the matter to the Directors who will investigate the matter and respond verbally or in writing within three weeks (fifteen working days). The Directors will make arrangements for a complaints/grievance appeal hearing at which the Learner will have the right to be accompanied and to make submissions for consideration. The Directors will give a decision within 10 working days unless extended by mutual consent. The Directors' decision is final and the grievance procedure is exhausted following this stage.

Our commitment is to treat every complaint seriously and deal with it sympathetically and confidentially. We will always do all we reasonably can to sort out the complaint fairly and to your satisfaction, although there may be times when we cannot do exactly what you want. If you are not satisfied with any aspect of the service or support you get from us, please:

- write, call or e-mail using the information supplied on the 'Contact Us' page of the website [www.skillsuk.org](http://www.skillsuk.org)
- explain what has gone wrong and why you are not satisfied
- say what you would like us to do about it

You can view our Complaints policy online at [www.skillsuk.org](http://www.skillsuk.org), or obtain a hard copy from Samantha Woolley on **01623 499200**, [samanthaw@skillsuk.org](mailto:samanthaw@skillsuk.org).

### **Taking the matter further**

If you are not satisfied with Skills UK Ltd's response or the Centre Directors' response to complaint/grievance, you may complain to the Skills Funding Agency or in some special circumstances, to the Secretary of State for Education and Skills.

The Skills Funding Agency normally expect such complaints to be made within 3 months after a Training Provider has concluded its own complaints procedure. Skills UK will issue you with the Skills Funding Agency's publication 'Complaints about Providers of Education and Training' which details the contact numbers of the Area Relationship Team which will handle your complaint. You can find further information about the Skills Funding Agency complaints procedure on the SFA website [www.skillsfundingagency.bis.gov.uk](http://www.skillsfundingagency.bis.gov.uk)

## **Learner Safety**

Throughout your time with Skills UK Ltd we want you to be able to achieve your chosen qualification in a safe, secure and fun environment. All our staff are DBS checked and all our training venues are risk assessed. If you have any concerns regarding safety or you have an

idea about making your learning environment a safer place then contact your assessor or the office on **01623 499200**.

***AS a learner you are entitled to:***

- Learning that takes place in a safe healthy and supportive environment;
- A health and safety learning plan with objectives for you to achieve;
- Competent supervision and support for your health and safety;
- Appropriate and timely information, instruction and training;
- A health and safety induction when starting the programme and when in any new workplace (including being shown round and have pointed out any health and safety matters, facilities etc.)
- Information and training on the significant findings from a providers and/or employers risk assessment and on the control measures;
- Regular reviews and assessment of health and safety understanding and practical application;
- Personal protective equipment and clothing when required free of charge to the learner;
- Information in respect of what to do in the case of an emergency or in the case of an accident or ill-health;
- Information on the providers and/or employers health and safety policies and procedures;
- Suitable and proper equipment and materials to use if part of the learning programme;
- Information on any restrictions or prohibitions that apply to you in terms of processes, equipment, areas, vehicles etc.
- Be consulted on health and safety matters and participate in health and safety decisions as they affect you and your learning programme;
- Report any dangerous situations or occurrences and how to refuse to do something if you feel it is putting you in danger

***As a learner you are responsible for:***

- Co-operating with your provider and/or employer for reasons of health and safety;
- Following the health and safety rules or procedures;
- Following the information, instruction and training you are provided;
- Not doing anything that would put you or other persons at risk;
- Contributing to health and safety by reporting defects, dangerous situations or where you think health and safety can be improved;
- Co-operating with you supervisor and following instructions given;
- Observing any prohibitions or restrictions that apply to you;
- Reporting any bullying or harassment to you;
- Wearing when required any necessary personal protective equipment and clothing;
- Not damaging or misusing anything provided for purposes of health and safety;
- Keeping your work area clean and tidy;
- Participating in any necessary health and safety training e.g. fire drills;
- Following any health and safety training plan.



## **Security**

We take the security of you and your belongings very seriously. We need you to help us make sure that your learning environment stays a secure and friendly place for all learners.

You are responsible for the safe keeping of your property such as purses, mobile phones and bags – keep these with you at all times and never leave them unattended in a public area or classroom. Skills UK Ltd is not responsible for the loss or theft of your belongings whilst you are on your chosen programme.

If you visit our centre all vehicles are parked at the owners risk and Skills UK Ltd will not be responsible for any damage or theft whilst you are on our site. Finally, if you think that you have lost something at our centre please contact your assessor immediately.

## **Safeguarding Policy Statement**

Safeguarding is designed to help protect children, young persons and vulnerable adults from abuse. The authority who is responsible for the protection of these individuals is the Disclosure and Barring Service. This is the authority who issues the DBS check to ensure that everyone who will come into contact with vulnerable persons do not present a threat to them.

### **Definition of Abuse:**

Abuse is any behaviour towards a person that deliberately or unknowingly causes harm, endangers life or violates their rights.

There are many forms of abuse, some are more difficult to identify than others:

- Physical – hitting, pushing, pulling, kicking etc
- Sexual – sexual acts, grooming, forcing to watch pornography
- Psychological – Repeatedly being made to feel unhappy, humiliated, afraid or devalued by others
- Financial or material – stealing or denying access to money or possessions
- Neglect – not looking after a person's everyday needs
- Discriminatory – not respecting a person's beliefs, religion, ability, disability, gender etc

Skills UK believes that children/young people and vulnerable adults have rights as individuals and should be treated with dignity and respect. Skills UK will strive to provide a safe environment for all learners while they are training with us.

It is everyone's duty to report any concerns they have about Safeguarding to the Designated Safeguarding Officer (Craig Flynn), local social services or the Police.

### **Skills UK's policy and procedures are based on the following principles:**

- The welfare of young people and vulnerable adults is of primary concern
- All young people and vulnerable adults, whatever their age, culture, disability, gender, language, racial origin, socio-economic status, religious belief and/or sexual identify have the right to safeguarding from abuse
- All incidents of alleged poor practice, misconduct and abuse will be taken seriously and responded to swiftly and appropriately

- It is everyone's responsibility to report any concerns about abuse to the Designated Safeguarding Officer (Craig Flynn), and the responsibility of the Social Services Department and the Police to conduct, where appropriate a joint investigation
- All personal data will be processed in accordance with the requirements of the Data Protection Act 1998.

If you wish to discuss this policy further or have any issues you would like to discuss please contact Skills UK Ltd Safeguarding Officer Craig Flynn on 07545 066 437.

For further information please see:

[www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children](http://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children)  
[www.gov.uk/government/organisations/disclosure-and-barring-service](http://www.gov.uk/government/organisations/disclosure-and-barring-service)

## **E-Safety Policy Statement**

Skills UK recognises the benefits and opportunities which new technologies offer to teaching and learning. We provide internet access to all learners and encourage the use of technologies in order to enhance skills, promote achievement and enable lifelong learning. However, the accessibility and global nature of the internet and different technologies available mean that we are also aware of potential risks and challenges associated with such use. Our approach is to implement appropriate safeguards within the Company while supporting staff and learners to identify and manage risks independently and with confidence. We believe this can be achieved through a combination of security measures, training, guidance and implementation of our policies.

### **Social Networking Safety**

The internet is filled with websites allowing you to connect with friends, share information and upload your personal photographs. As useful and attractive as joining Facebook, Flickr and other similar websites can seem, there are also potential downsides. **One key thing you must always remember is that social networking sites ensure that information about you is permanently and freely available.** By actively using these websites you create a record that will follow you throughout your life. When you are updating that shot of your friend in that humorous situation – stop and think! What would a future employer or family member think?

You can obtain a copy of the E-Safety Policy and Learner Internet Safety Guidelines from your Assessor or our website [www.skillsuk.org](http://www.skillsuk.org).

For more information on online safety go to:

- [www.internetmatters.org](http://www.internetmatters.org)
- <http://www.bbc.co.uk/webwise/0/>
- [www.ceop.gov.uk](http://www.ceop.gov.uk)

## **British Values Statement**

### **Promoting British values**

Skills UK recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. We also understand the vital role it has in ensuring that groups or individuals within Skills UK are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

The four British Values are:

1. Democracy
2. The rule of law
3. Individual liberty
4. Mutual respect and tolerance of those of different faiths and beliefs

The examples that follow show some of the many ways Skills UK seeks to embed British values:

#### **1. Democracy**

Democracy is based on the idea that everyone should have equal rights and be allowed to participate in making important decisions. The principle of democracy is consistently being reinforced at Skills UK, with democratic processes being used within our teaching and learning practices. Learners are given their right to voice opinions and vote on best practice. All our learners are given a voice to make decisions about their learning via our IAG/review process; completion of our online comments form; or via completion of our learner surveys.

#### **2. The Rule of Law**

The importance of laws – all learners are informed of the rules and expectations of Skills UK. Learners will be taught the value and the reasons behind laws that govern and protect us in the UK, the responsibilities that this involves and the consequences when laws are broken. This could be laws of the Road, Health and Safety at Work, criminal activity or Local Byelaws.

#### **3. Individual Liberty**

At Skills UK, learners are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Learners are encouraged to know, understand and exercise their rights and personal freedoms, including freedom of speech, and are advised on how to exercise these safely, for example through e-safety. Skills UK has a robust anti-bullying culture and has in place a learner charter which can be found at the end of this booklet.

#### **4. Mutual Respect and tolerance of those of different faiths and beliefs or no religious beliefs**

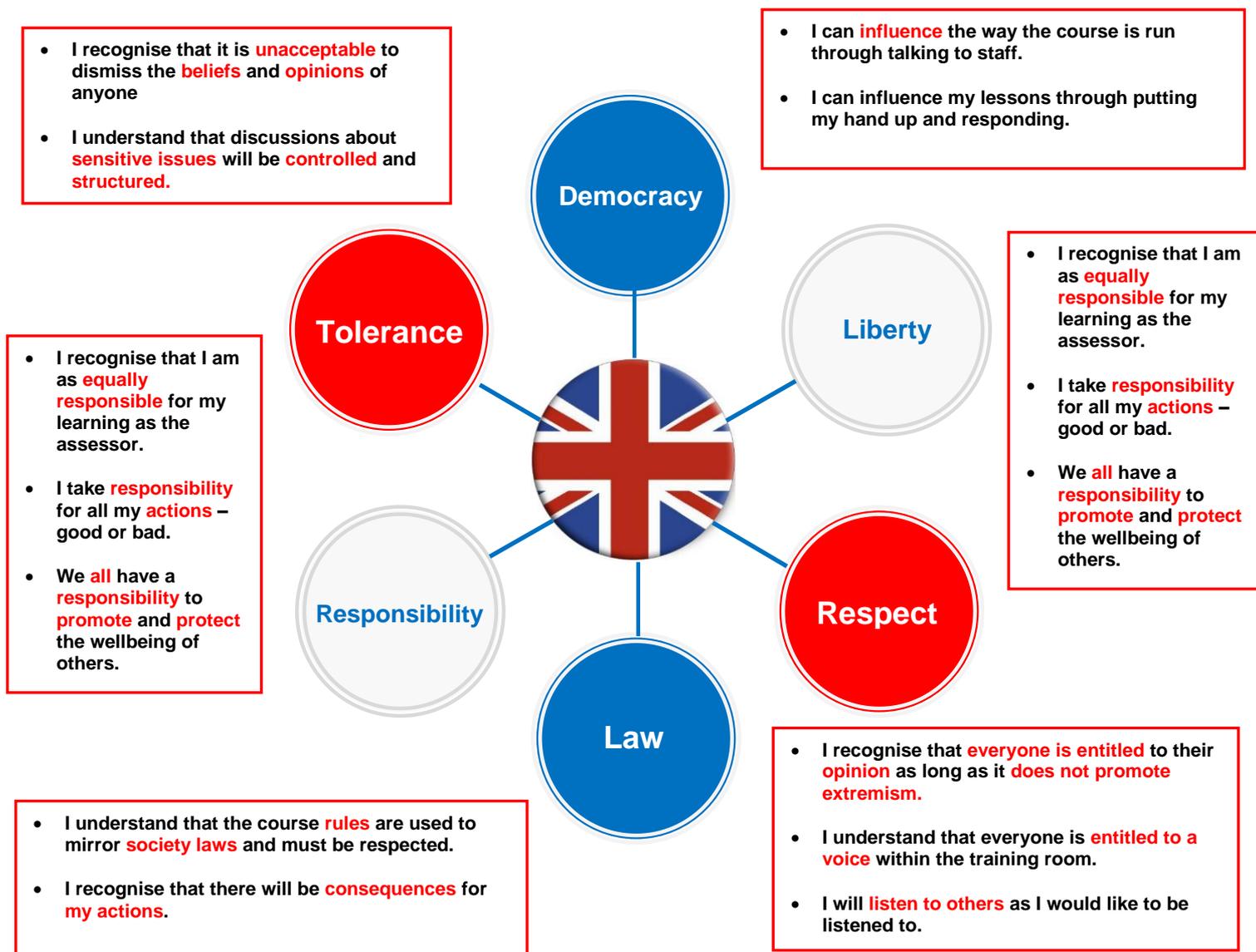
Respect is a strong part of Skills UK's learning culture and is part of its values. All Skills UK's learners must treat each other with respect and understand their place in a culturally

diverse society. Mutual respect is embraced throughout the curriculum by providing the opportunity for learners to express their views in a safe environment.

Skills UK strives endlessly to ensure that its learners leave Skills UK with the strongest foundation of values upon which to build a successful life and make a successful contribution to our society.

**In readiness for Life in Modern Britain (British Values), we will:**

- Enable learners to develop their self-knowledge, self-esteem and self-confidence
- Enable learners to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage learners to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality and to society more widely
- Enable learners to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling learners to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.



# British values

## Democracy

- Your opinion counts



## Individual liberty

- Freedom of speech



## The rule of law

- No one is above the law
- Laws protect everyone
- Innocent until proven guilty



## Mutual respect and tolerance

- All backgrounds and cultures
- All ages
- All genders and sexualities
- All religions and beliefs



For further information go to: <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

## **PREVENT Policy Statement**

The current threat from terrorism and extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children, to involve them in extremist

activity. From July 2015, Skills UK have a duty under law to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Prevent duty aims to identify and report any activity that is aimed at drawing people into terrorist activity via radicalisation. Radicalisation is defined by the UK Government within this context as “the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups”. The most common manner for radicalisation is through social media and the internet, although personal contact such as at rallies, meetings and chance meetings can also be opportunities for radicalisation activity. There are many far right parties active in the UK, these include;

- National Front
- National Action
- English Defence League
- Britain First

The aim of Skills UK’s Prevent Policy is to create and maintain a safe, healthy and supportive learning and working environment for our learners, staff and visitors alike. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for learners. We further recognise that if we fail to challenge extremist views we are failing to protect our learners from potential harm. As such the Prevent agenda will be addressed as a safeguarding concern.

As part of wider safeguarding responsibilities, Skills UK staff are DBS checked and trained in recognising the signs of Safeguarding and Radicalisation issues and will be alert to:

- Disclosures by learners of their exposure to the extremist actions, views or materials of others outside of the Company, such as in their homes or community groups, especially where learners have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Learners accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner colleges, local authority services, and police reports of issues affecting learners in other colleges or training providers.
- Learners voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or hate crime terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious, in line with our equality and diversity policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

It is everyone’s duty to report any concerns regarding radicalisation. Any learners who have information regarding suspected terrorist activity should report this to **Craig Flynn, Safeguarding Officer 01623 499200/07545066437, the Police or the Anti-Terrorist Hotline on 0800 789 321**. If someone is believed to be vulnerable to, and at risk of being drawn into, radicalisation they should be referred to the Channel Panel. This can either be done via the Police locally or through Skills UK Safeguarding Officer - Craig Flynn on 01623 499200/07545066437.



For further information go to:

[www.gov.uk/search?q=prevent&show\\_organisations\\_filter=true](http://www.gov.uk/search?q=prevent&show_organisations_filter=true)

## **Equality and Diversity Policy Statement**

Skills UK works hard to make sure that you have your individual needs met regardless of age, disability, family responsibility, marriage and civil partnership status, race, disability, colour, ethnicity, nationality, religion or belief, gender assignment, sexual orientation, pregnancy and maternity, political activity, unrelated criminal convictions, or other relevant criteria by upholding the Equality Act 2010.

The Equality Act 2010 has three main aims:

- to simplify, streamline and harmonise the law
- to strengthen the law
- to support progress in promoting equality and achieving year on year improved outcomes

You can obtain a copy of the Equality Act 2010 from your assessor or alternatively you can access information to read from the following website link: [http://www.equalities.gov.uk/equality\\_act\\_2010.aspx](http://www.equalities.gov.uk/equality_act_2010.aspx).

## **Data Protection Policy Statement**

Data Protection Act 1998 – The information you supply will be used by the Skills Funding Agency, an Executive Agency of the Department for Business, Innovation and Skills, to issue you with a Unique Learner Number (ULN), and to create your Personal Learning Record. For more information about how your information is processed and shared refer to the Extended Privacy Notice available on [www.Gov.UK](http://www.Gov.UK). The SFA is responsible for funding, planning and

encouraging education and training for young people and adults in England and is registered under the Data Protection Act 1998.

The information you provide will be shared with other organisations for the purpose of administration, careers and other guidance, and statistical and research purposes. Other organisations with which we will share information include, the Department for Education, educational institutions and organisations performing research and statistical work on behalf of the SFA or its partners.

The SFA is also a co-financing organisation and use European Social Funds from the European Union to directly or indirectly part-finance learning activities, helping develop employment by promoting employability, business spirit and equal opportunities, and investing in human resources.

At no time will your personal information be passed to organisations for marketing or sales purposes. From time-to-time learners are approached to take part in surveys by mail and phone, which are aimed at enabling the SFA and its partners to monitor performance, improve quality and plan future provision.

## ***Sustainable Development Policy Statement***

Sustainable development is about promoting the health and wellbeing of the environment, economy and people. It means helping us all live and work in a way that doesn't threaten our planet now or in the future. Skills UK is fully committed to sustainable development and the importance of ensuring that all our learners leave us with a greater understanding of the need for economic growth while protecting the environment. If you would like further information on Sustainable Development or to access Skills UK's policy on Sustainable Development, please contact us **on 01623 499200**.

## ***Skills UK Ltd Values***

- You and your future are the reasons why this company exists.
- Aggressive or violent behaviour is unacceptable. Think twice before you act.
- Use of offensive language is upsetting to hear, but more so to be a victim of. Don't use it!
- Respect others for who they are, including their differences and different needs.
- Everyone has the right to be heard and the right to feel safe. Bullying is unacceptable.
- Every learner is valued equally and we constantly seek new ways to support you.
- Learning transforms lives, use it to transform your life.

### ***What we expect from you***

When you enrol you agree to meet the rules of Skills UK Ltd. They apply to ALL learners whilst enrolled on a training programme with Skills UK Ltd. You will take responsibility for your learning. You can do this by making sure you attend meetings with your assessor as planned, arrive on time, meet agreed deadlines for handing in your work and take part in all activities on your training programme. You must:

- Carry out all reasonable requests from members of staff.
- Show respect to other learners, staff and visitors and recognise the rights of others to "equal opportunities". You should ask questions and seek advice if you are unsure about what is expected of you or if you are having difficulties that are getting in the way of your studies.
- Follow company Health and Safety regulations as well as other company regulations.

- You must agree to act at all times with thought for your own safety and that of others.
- Ensure your mobile phone is off during all teaching sessions.
- You must abide by the company disciplinary procedures.
- NOT be in possession of, or under the influence of, any alcohol or illegal drugs whilst undertaking your training/assessment.

### **Unacceptable behaviour**

The following examples are deemed unacceptable behaviour:

- If you fail to meet any of the rules, which includes not meeting the Health and Safety regulations or any other regulations, rules, guidelines or policies of the company.
- Any failure to follow reasonable instructions from a member of staff.
- Any behaviour which is racially or sexually offensive to those with learning and/or physical disabilities.
- Any behaviour which causes offence or distress to another learner or member of staff.
- Any bullying, intimidation, taunting, verbal abuse or the use of violence towards any person.
- Being in possession of, or under the influence of, alcohol or illegal drugs whilst on the learning programme.
- Deliberately or by negligence (not taking care of) causing damage to any training buildings, equipment, books or furnishings or anything that belongs to another person.
- Any criminal or other dishonest behaviour or any behaviour that could bring Skills UK Ltd into disrepute.
- Any unauthorised interference with software or data belonging to or used by Skills UK Ltd.
- Please talk to your assessor or any member of the Skills UK Ltd team if you are having any problems that may affect your behaviour on your programme.

## **Learner Charter**

### **Our promise to you...**

We are committed to giving you the chance to learn at a time, place and speed that suits you.

Our promise tells you:

- what you can expect as a Skills UK learner
- what we would like you to do for yourself and other Skills UK learners
- what you should do if you want to make a complaint

Most importantly, all Skills UK employees have been carefully chosen and have promised to do all they can to give everyone equal opportunities and to give you a great service.

### **Before you become a Skills UK Ltd learner, we will:**

- give you a friendly welcome
- ask you what you want to do and what you hope to achieve
- give you information about our courses and help you choose the right one for you (if there is a taster of the course you are interested in you can try it out)
- tell you about the support that will be available to you as a learner of Skills UK Ltd
- tell you about course fees and, if you need help to pay, show how you might get help with the costs
- tell you about other services that will be available to support you if you so require.

### **Once you have decided to become a Skills UK Ltd learner, we will:**

- enrol you on the course you have chosen

- tell you who your personal assessor is
- help you to develop your personal learning plan
- tell you who to contact if you have any problems
- give you advice and help you to decide what to do next when you reach the end of your course

**As a Skills UK Ltd learner, we ask you to** be a responsible learner, and you need to make the following commitments to Skills UK:

- show respect and consideration for other learners and Skills UK staff
- understand and comply with Skills UK's Regulations, Awarding Body Regulations and Codes of Conduct as they relate learners
- conduct yourself at all times in a responsible and orderly manner and avoid any behaviour which disrupts the normal working at Skills UK
- study conscientiously, attend punctually all workshops, complete all assignments, and work as required
- maintain regular contact with your tutors/assessors, notifying them if you are experiencing any difficulties, and obtain the necessary advice to help you succeed in your chosen programme of study
- respond to reasonable requests from staff without undue delay
- contribute, to the best of your ability, to the development of Skills UK and to the enhancement of its reputation by advising us where improvements can be made
- set aside a reasonable amount of time each week to study
- return any documents we ask you to fill out
- tell us how we can improve the quality of your Skills UK experience. If you are ever unhappy with any aspect of our service, let us know so that we can do our best to put it right.

We are committed to giving you the best possible service. Please refer to our website **[www.skillsuk.org](http://www.skillsuk.org)** where you can view our policies online and find details on all the facilities and services available to you as a learner.

If you are not satisfied with any aspect of the service or support you get from us, please:

- write, call or e-mail using the information supplied on the 'Contact Us' page of the website [www.skillsuk.org](http://www.skillsuk.org)
- explain what has gone wrong and why you are not satisfied
- say what you would like us to do about it

If you have difficulty accessing or locating any information you need or you want to obtain a hard copy, please contact Samantha Woolley, Operations Manager on **01623 499200** or email [samanthaw@skillsuk.org](mailto:samanthaw@skillsuk.org).





## Key Company Contacts

If you have an issue whilst learning with Skills UK please contact us on:

**☎ 01623 499200**

If you feel unsafe at work or whilst training, or are being bullied, treated unfairly or abused please speak to:

**Safeguarding /Equality/PREVENT Officer: Craig Flynn ☎ 07545066437**

**ANTI TERRORISM HOTLINE 0800 789 321**

If you wish to discuss any aspects of safety (including e-safety) please speak to:

**Health and Safety: Lynne Shetliffe ☎ 07702161208**

If you wish to discuss personal issues affecting your course, finance, absence, holidays or progression options please speak to:

**Learner Support Advisor: Jackie Carlin ☎ 01623 499200**

or visit our IAG Directory at [www.skillsuk.org](http://www.skillsuk.org)

Skills UK Head Office: 01623 499200

Alternatively you may contact the Directors directly on:

**Lynne Shetliffe ☎ 07702161208**

**Christine Bell ☎ 07850531031**