



LEARNER HANDBOOK

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INTRODUCTION

This apprenticeship handbook will cover all the information for you to refer to during your training. This will include the contact information for the relevant Clear Quality apprenticeship staff that will help you along your learning journey and achievement of your chosen training programme.

If you have questions/queries or require any further information regarding your training programme, your Trainer will be happy to help!

CONTACT DETAILS

Clear Quality Ltd:

Manvers House, Wath-Upou Dearne
Rotherham, S63 7JZ
TEL: 01709 918501

Emergencies, Appeals & Complaints:

Debbie Whitehead & Beth Rhodes
Debbie.whitehead@clearquality.co.uk
Beth.rhodes@clearquality.co.uk

Designated Safe Guarding Lead & Mental Health First Aider:

Ed Rhodes
Ed.rhodes@clearquality.co.uk

Health & Safety Representative:

Darren Forder
Darren.forder@clearquality.co.uk

Department for Education (ESFA):



ROLES AND RESPONSIBILITIES

Clear Quality Ltd

Clear Quality are responsible for the course delivery and for the support and guidance of the learner.

End Point Assessment Organisation

The end-point assessment (EPA) is an independent evaluation of the knowledge, skills and behaviours that you have attained during the course of your apprenticeship, which confirms that you are occupationally competent. Your trainer will provide more information on this, during information, advice and guidance (IAG) sessions prior to the start of your training.

Awarding/Certification Body

The awarding body awards the qualification certificates. They provide support and guidance on qualification delivery and assessment.

Institute for Apprenticeship

The institute for apprenticeships ensure high-quality apprenticeship standards and advises Government on funding for each standard.

Department for Education (ESFA)

The ESFA brings together the former responsibilities of the Education Funding Agency (EFA) and Skills Funding Agency (SFA) to create a single agency accountable for funding education and skills for children, young people and adults.



INFORMATION, ADVICE AND GUIDANCE FOR LEARNERS

Learner Outcomes

Learners recognise and understand the progression opportunities available, raising their aspirations to undertake more learning and/or to achieve promotion. Learners feel respected through being treated fairly and their contributions being valued. Learners are provided with a safe and supportive learning environment, particularly through the promotion of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs, and know they have a voice that will be listened to should any concerns arise. Delivery methods and resources motivate learners to want to achieve their qualification on time. Learners understand that training leads to recognised qualification(s) and that the service helps learners to improve themselves, their work processes and their company's performance.

Equipment

As well as the teaching resources provided by Clear Quality Ltd, the trainers liaise with the employers/external companies, as applicable, to ensure that there is access to the necessary resources

IAG Pack

An Information, Advice and Guidance pack will be issued out to the learners. This will give them a chance to review the course in full and the commitment they are making before any funding is drawn down. The pack includes: an IAG video, the IAG questionnaire form, the apprenticeship standards, the EPA plan, an example timetable, the enrolment form, and the Learners' BKSB Maths and English assessments.



Prior to Enrolment

Training supports each company's specific needs and leads to business benefits, so that bespoke training is developed through discussion with employers. Clear Quality Ltd liaises with learners and employers to identify the appropriate training to be taken, to suit each learners' abilities and job role. Learners understand where their training will take place, and that it will lead to recognised training, develop employability skills and should improve company business performance.

Support, Progress, Goals and Attendance

Trainers strengthen on-programme support. Clear Quality Ltd trainers work flexible hours to suit learners. The training is planned around production commitments, holidays, sickness and learner shifts. Learning goals are designed to meet qualification requirements, linked to company performance measures too, which helps learners in their job roles. Learners can progress onto higher level qualifications, and receive good quality information, advice and guidance regarding progression opportunities. Learners develop exceptional personal, social and employability skills. Learners are supported to develop literacy and numeracy skills to help at work, to make it easier in current and/or future studies, and in day-to-day life. Clear Quality Ltd is committed to the promotion of the fundamental British Values of Democracy, the Rule of Law, Individual Liberty, and Mutual Respect and Tolerance for those with different faiths and beliefs and to addressing any radicalisation concerns.

A break in learning is available on request for up to 3 months. However, non-attendance of 3 sessions will result in a review with the learners' employer and could lead to being removed from progression.



Admission to Programme

After the enrolment documents are complete and the learners understand what the course is about, and what support is available to them. An individual planned programme of progression is created and responsibilities of all parties are confirmed. Initial assessments are used to identify starting points and to identify any support needs for the intended programme. The results are used to make recommendations about whether a learner has the necessary literacy and numeracy skills to succeed with their chosen qualification(s).

Individual Support

Support is provided to learners in the respect of individual needs, and are expected to study according to the agreed plans as agreed with the trainer. Learners are expected to attend all sessions and to behave in a professional manner at all times. Record of Attendance records are kept to record attendance.

Personal Learning Record (PLR)

A Unique Learner Number (ULN) is assigned to every learner and it is used to create and update your Personal Learning Record, as required by the Education and Skills Funding Agency. Your participation and achievement data is stored through these records. It is used to assess any previous learning you have completed to assist us to individualise your programme.



On-Programme Support, Delivery, Assessment and Achievement and Learner Feedback

1. Individual Learning Plan (ILP)

Individual Learning Plans (ILP) are used to: record initial assessment results, recognition of prior learning, to plan the delivery of the whole training programme, gain agreement to the plan and to capture support arrangements. It is kept up to date throughout the programme from induction onwards during meetings with your trainer.

2. Progress Reviews

Often incorporated your progress against learning milestone timelines, a progress review is a one-to-one meeting during your overall progress is reviewed. Here you can raise any concerns or discuss any special requirements you as a learner may have. As a result, learners are clear about their progress, they should be motivated to achieve the qualification and should be able to complete on time, as scheduled.

3. Other On-Programme Support

Informal feedback is given out regularly, both written and verbal, to support the learners. This should make the learners feel supported and motivated to make progress but to also feel confident they can meet assignment deadlines.

6. Exit Reviews

On the completion of a training programme, an exit review is conducted in order to encourage reflection of the learning experience, and to discuss progression possibilities on a one-to-one basis. This helps learners to recognise and understand the opportunities available, raising aspirations to undertake more learning and/or to achieve promotion.



5. Internal and External Quality Assurers

When awarding body qualifications have been undertaken. Trainers pass completed portfolios to an *Internal Quality Assurer (IQA)*. IQA's sample to check that sufficient evidence exists, as well as checking that the assessment process was followed. *External Quality Assurers (EQA)* are employed by awarding bodies to sample portfolios and provide feedback on how well qualification standards are being met.

6. Finance/Funding

Finance towards your training may be available. Enabling delivery of full or part funded training. If applicable, access to funding is dependent upon differing eligibility criteria being met and the requirements are explained during induction. Any non-funded costs are either met by employers or learners. Levy paying: if your Levy accounts has the funds to cover the full apprenticeship costs then the Government will cover 10% of the overall cost for you. If you do not have the funds in your Levy account to cover the full costs then a 5% contribution from the employer will be required.

Non Levy paying: Employers will pay 5% towards the cost of the apprenticeship and the Government will pay the other 95%, up to the funding band maximum. The 5% contribution will be required after the initial enrolment is completed and will be billed in full.



TRAINING PROGRAMMES

Quality Practitioner Level 4

This apprenticeship is an excellent route into supporting the management of ISO within your business. This qualification is available to apprentices of any age. Previous qualifications will not affect your ability to apply for this apprenticeship as long as you are in or moving into a quality role within your organisation.

CLEAR QUALITY LTD - POLICIES AND PROCEDURES

Please ask your Trainer if you wish to see copies of any of our policies.

Appeals/Complaints/ALN included in Appendix.

ACHIEVEMENTS

Once the necessary evidence has been submitted and approved, and/or an external assessment passed, a pass certificate is awarded.

STUDENT DISCOUNT CARDS

You become a student once you start your training with Clear Quality. Therefore, you can purchase an NUS Apprentice extra card online. Buying an NUS card is simple and only takes a few minutes. All you need is a recent photo of yourself and your debit/credit card.

www.apprenticeextra.co.uk



WELLBEING ADVICE

Support will always be offered from Clear Quality. However, please see below for other useful support contact details.

Rights and Legal Advice

- ACAS - <https://www.acas.org.uk/> - 0300 123 1100
- Citizens' Advice - www.citizensadvice.org.uk - 03444 111 444

Careers Advice

- National Careers Service - <https://nationalcareersservice.direct.gov.uk/> 0800 100 900

Counselling

- Cruse Bereavement Care - <https://www.cruse.org.uk/> - 0808 808 1677
- National Debtline - www.nationaldebtline.org - 0808 808 4000
- Relate (Relationship Advice) - www.relate.org.uk - 0300 100 1234
- Gamblers Anonymous - www.gamblersanonymous.org.uk

Health & Welfare

- Bullying UK - <https://www.bullying.co.uk/> - 0808 800 2222
- NHS (Not Urgent) - <https://www.nhs.uk/pages/home.aspx> - 111
- Domestic Violence Help - <https://www.refuge.org.uk/> - 0808 2000 247
- Alcoholics Anonymous - www.alcoholics-anonymous.org.uk/ - 0800 9177 650
- FRANK (Drugs helpline) - <https://www.talktofrank.com/> - 0300 123 6600



APPENDIX 1: COMPLAINTS, COMPLIMENTS AND FEEDBACK

This form is used for feedback linked to complaints, appeals, suggestions or compliments. This form should be used to provide feedback, and if raising a grievance or appeal, after it has not been possible to resolve informally.

Type of Feedback	Please tick appropriate box	
	Complaint	<input type="checkbox"/>
	Appeal	<input type="checkbox"/>
	Compliment	<input type="checkbox"/>
	Suggestion	<input type="checkbox"/>
Feedback: If a Complaint or Appeal, clearly state the grounds for your complaint or appeal and attach any relevant supporting documentation, including what has already been done in an attempt to resolve the issue.		
Name and contact details of person providing feedback		
Signature		
Date		



APPENDIX 1: APPEALS, COMPLAINTS & ALN

Appeals

Clear Quality Limited Appeals Procedure should be used where clients or learners are unhappy/dissatisfied with any stage of the assessment process and they have been unable to resolve this directly with the Auditor or Tutor concerned.

There are 3 stages in the appeals procedure and each stage must be exhausted before proceeding to the next one.

The main reasons for an appeal are likely to be:

- A. Client/learners do not understand why they are not yet regarded as competent, due to lack of or unclear feedback on the examination/audit results
- B. Client/learners believe they are competent and that the Auditor/Tutor has marked the examination/audit incorrectly
- C. The client/learner is dissatisfied with the quality of the audit or examination questions or report
- D. The client/learner is unhappy with the audit or examination process

Procedure:

STAGE 1: In the first instance the client/learner should try and resolve the issue with the Auditor or Tutor where this is appropriate.

The appeal must be in writing and clearly indicate:

- The points of disagreement
- The evidence that they believe shows they meet the requirements for claiming competence

This will be reviewed by the Auditor or Trainer and a written response will be given within 10 working days of the appeal being received.



STAGE 2: Client/learner who are not satisfied with the outcome of their Stage 1 appeal can appeal to the Training and Certification Director.

This Appeal must be in writing, but need not repeat the detail provided at Stage 1 as all the documentation used at Stage 1 will be passed to the Training and Certification Director.

The Training and Certification Director will contact the client/learner and the Auditor/Trainer within 10 working days of receiving the Stage 2 appeal to arrange a meeting to discuss the issues.

The issues will be considered fully, and the decision made will be notified to all parties involved within 10 working days.

STAGE 3: If a mutually acceptable solution is not found, within Stage 2 of the appeal, then the Training and Certification Director will notify the employer and the regulatory body, informing them fully of all issues, including all documentation from Stage 1 and Stage 2. A meeting will be held between the Training and Certification Director, the employer and the regulatory body to discuss a plan of action and discuss the appeal.

This consideration/investigation will lead to a final decision. EITHER the appeal will be upheld or rejected by either. The decision will be final.

All appeal letters should be addressed to:

Training and Certification Director
Clear Quality
16C Manvers house
Pioneer Close
Wath- upon- Dearne
Rotherham
S73 7JZ



Complaints

A complaint is an expression of dissatisfaction concerning Clear Quality Limited product or service. Clear Quality Limited take all complaints extremely seriously and all staff are trained and committed to rectify any problem as soon as it is brought to their attention.

It is recognised that a customer who has a complaint dealt with to their complete satisfaction is likely to become a repeat customer. Therefore we ask that if you are dissatisfied with the service you have received that you bring this to our attention as soon as possible by speaking to your Consultant, Auditor or course Tutor in the first instance.

Should this fail to provide you with a satisfactory resolution, or you feel it is inappropriate to address your complaint to the Tutor, then please contact the CEO via one of the following options:

- Call: 01709 918501
- Email: Debbie.whitehead@clearquality.co.uk
- Write to: Debbie Whitehead, Clear Quality, 16C Manvers House, Pioneer Close, Wath-upon-Dearne, Rotherham, S63 7JZ

When you contact us, please give us your full name, contact details, and include a daytime telephone number along with:

1. A full description of your complaint (including the subject matter and dates and times if known);
2. Any names of the people you have dealt with so far; and
3. Copies of any evidence you might have to do with the complaint.

Clear Quality Limited ask that you raise your complaint as soon as possible after the event so that we have the opportunity to investigate fully. The Administration Manager will investigate your complaint and respond to you within 21 days.



ALN and Access Arrangements Policy

Additional learning support (ALS) is intended to enable a learner to achieve their learning goal by providing additional support to help them overcome any barriers to learning. This support is intended to be flexible and to support learners who have learning difficulties and/or disabilities.

Under the Equality Act 2010, all service providers are subject to the duty to make reasonable adjustments which ensure that disabled people are not put at a substantial disadvantage compared to other learner. If a learner identifies ALS is required when completing their enrolment for the course, this should be added to the learners record and the trainer informed of their requirements.

Additional Learning Needs (ALN) – needs related to the learner’s intrinsic ability.

Learners who may be eligible for ALN include:

- Learners suffering from Dyslexia, Dyspraxia or Dyscalculia formally diagnosed with report available
- Physical, sensory or mental impairments
- Temporary disability or sudden onset of a condition/circumstance requiring special consideration

Particular Access Arrangements:

Reasonable adjustments frequently have to be made to give the learner every opportunity to achieve. These must be confirmed in advance of the examination/ course to appropriate party’s (for example; Awarding Organisation, Governing Body etc.) This should be documented on the booking paperwork.

Adjustments to assessments/examinations:

- Should not invalidate the assessment requirements for the qualification/examination
- Should reflect the learner’s normal way of working
- Should not detrimentally affect other learners
- Should be based on the individual need of the learner.

These examinations are not available to anyone suffering with a serious visual impairment.



ALN Arrangements

These can be made for learners who submit a formal report outlining their additional learning needs.

The intention behind an access arrangement is to meet the particular needs of an individual learner.

- Transcript - This arrangement is only used in exceptional circumstances, e.g. a temporary injury at the time of the exam or the use of a word processor is not appropriate

- Extra time can be made available

- One to one examination with a reader and a scribe can be organised at an extra cost but this is not covered in the standard course/ examination costs.