**Training Trust**

**Fast Facts**



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| Equality & Diversity: 1 | Stereotyping |

* **What is Stereotyping?**
* In simple terms, it is when people assume that other individuals or groups of people will all be the same.

Below are a few stereotypical examples to help you understand:

1. Villains wear black and the good wear white.
2. Professors are old and mislay things.
3. Women with blonde hair are dizzy and sexy.
4. White people can’t dance.
5. Scientists are weak and nerdy.
6. Gay men all sing show tunes and work in interior design.
7. All Scottish are tight and aggressive.
8. Red heads have a fiery temper.
9. Females are no good at sports.

* **Why is it important to challenge stereotyping?**
* Stereotyping is lazy and restricts individual identity and sense of worth.

By not stereotyping, it helps to make people feel that they are being looked at and judged upon for their efforts and for whom they are which in-turn will help them to achieve and progress.

* **How do we overcome Stereotyping?**
* By being engaged in society, watching and listening to what goes on around us and by engaging in discussions with all sections of the community will help us to better understand individuals and their personal qualities
* **Useful contacts for further Information, Advice and Guidance:**

[study.com/academy/lesson/stereotyping-in-the-workplace-definition-examples-effects.html](https://study.com/academy/lesson/stereotyping-in-the-workplace-definition-examples-effects.html)

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| Equality & Diversity: 2 | What is Discrimination |

* **What is Discrimination?**
* Discrimination is the unfair treatment of a person or group on the basis of prejudice or bias.
* **What types of discrimination are there?**
* **Direct Discrimination**: This is when someone is treated less favourable than someone else in the same or equivalent circumstances, i.e. refusing to give someone a job because of their colour, sex, beliefs etc, sexually harassing someone or bullying.

**Indirect Discrimination**: This is when certain groups are put at a disadvantage because they are unable to comply and there is no justifiable reason to do so, i.e. no wheelchair access to a building, a rule that says people must have short hair to work in a particular role.

**Victimisation**: This may be when someone is made to work late just because they complained or are a witness to someone who has complained

* **What does reasonable adjustment mean?**
* An employer should try to make reasonable adjustments to working practices so that someone with a disability should not be discriminated or disadvantaged in comparison to a non-disabled person.

Although this can be extremely difficult, generally it is any step that is taken in the circumstances, for example asking an employer of a small company to install many thousands of pounds worth of access equipment may not be reasonable but considered reasonable for a large multi-national company.

* **Explain what you would do if you thought you were being discriminated against?**
* **What could you do to ensure discrimination does not occur where you work?**
* **Useful contacts for further Information, Advice and**

**Guidance:**

[www.direct.gov.uk](http://www.direct.gov.uk)

[www.adviceguide.org.uk](http://www.adviceguide.org.uk)

[www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)

[www.advicenow.org.uk](http://www.advicenow.org.uk)

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| Equality & Diversity: 3 | Harassment & Bullying |

* **What is Harassment & Bullying?**
* **Bullying:** something that is offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power, meaning to undermine or humiliate.

**Harassment:** is when unwanted conduct affects men and women, it may be related to sex, age, race, disability, religion, sexual orientation, nationality or personal characteristics.

* **Below are some examples of Harassment & Bullying:**
* Spreading malicious rumours, insulting someone by word or behaviour (particularly on the grounds of age, race, sex, disability, sexual orientation and religion or belief), copying information about someone and passing to other who does not need to know, ridiculing or demeaning someone, exclusion or victimisation, unfair treatment, misuse of power, unwelcome sexual behaviour including touching, standing too close and offering sexual favours, making threats deliberately undermining a competent worker by overloading or constant criticism, preventing individual from progressing.
* **What can you do?**
* Bullying and harassment are often clear cut but people are unsure as whether or not the way they are being treated is acceptable, if this applies to you there are a number of things you can consider:

Has there been a change in management or organisational style that you may need to get used to i.e. new manager, policies and procedures = new workload and targets from employees?

Can you talk over you worries with a supervisor, training manager, HR team etc.

Are you able to work out a compromise?

If you are still unsure or feel uneasy about the way you are treated, you can speak to you union rep, Citizens Advice or call the Acas help line – 08457 47 47 47 or source the internet for information on ‘workplace bullying

* **Useful contacts for further Information, Advice and**

**Guidance:**

<https://www.citizensadvice.org.uk/>

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

[www.acas.org.uk](http://www.acas.org.uk) – 08457 47 47 47

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| Equality & Diversity: 4 | Equality & Diversity at Work |

* **What is Equality & Diversity?**
* **Equality** is ensuring individuals or groups of individuals are treated fairly and equally and not less favourably due to their race, nationality or national origin, gender including gender reassignment and transgender, disability or learning difficulty, religion or belief, sexual orientation or age, marriage and civil partnership, pregnancy and maternity.These are called protected characteristics

**Diversity** aims to recognise respect and value people’s differences to contribute and realise the full potential of everyone. Promoting equality and diversity should remove discrimination, bullying and harassment.

* **How can we promote Equality & Diversity?**
* We can do this by:

Treating everyone fairly and consider others needs, requirements and feelings

Ensuring equal access to opportunities, learning and progression

Letting and helping people develop to their full potential

* **What types of behaviour are discriminatory?**
* Direct discrimination – treating a person worse than someone else because of any of the protected characteristics
* Indirect discrimination – making rules or other practices which have a worse impact on someone with a protected characteristic than someone without one
* Discrimination arising from disability – treating a disabled person unfavourably because of something connected with their disability when this cannot be justified
* Reasonable adjustments – failing to make reasonable adjustments for disabled people
* Harassment – unwanted conduct which has the purpose or effect of violating someone’s dignity or which is hostile, degrading, humiliating or offensive to someone with a protected characteristic or in a way that is sexual in nature
* Victimisation – treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so
* Perception – people are protected from being discriminated against by someone who wrongly thinks they have one of the protected characteristics
* Association – people are protected from being discriminated against because they are associated with someone who has a protected characteristic, for example, the parent of a disabled child or adult or someone else who is caring for a disabled person
* **Remember – Always treat others as you would wish to be treated yourself**
* **Useful contacts for further Information, Advice and Guidance:**

[www.idea.gov.uk](http://www.idea.gov.uk)

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| Equality & Diversity: 5 | Cyber Bullying |

**What is Cyber Bullying?**

* **Cyberbullying** is not a new phenomenon, but as mobile phone and internet use become increasingly common, so does the use of technology to bully.

**Cyberbullying** takes different forms, some of which are harder to detect or less obviously associated with bullying than others.

* **Threats and Intimidation –** Serious threats can be sent to both staff and learners by mobile phone, email and via comments on websites, social networking sites or message boards
* **Harassment or stalking –** Repeated, prolonged, unwanted texting, whether it is explicitly offensive or not, is a form of harassment. Online stalking (sometimes referred to as ‘cyberstalking’), where a person’s online activities are constantly monitored, can cause psychological harm and fear. Previously safe and enjoyable environments can be experienced as threatening and online activity may become a source of anxiety.
* **Vilification/defamation –** Posting upsetting or defamatory remarks
* **Ostracising/peer rejection/exclusion –** Social networking sites, such as Bebo and MySpace, provide a platform for young people to establish an online presence. It is possible for a group of learners to set up a closed group that could exclude someone which can be extremely hurtful.
* **Identity theft, unauthorised access and impersonation –** ‘Hacking’ into someone’s private account is not always a form of cyberbullying, but it is a serious issue and can be quite distressing.
* **Publicly posting, sending or forwarding personal or private information or images –** Once electronic messages or pictures are made public, containing them becomes very difficult.
* **Manipulation –** An often-under-considered form of bullying. Examples include putting pressure on someone to reveal personal information or to arrange a physical meeting.

Adults use manipulation to ‘groom’ children they have contacted online to meet up.

* **Is it against the law?**
* **Although bullying** is not a specific criminal offence in UK law, there are laws that can apply in terms of harassment or threatening behaviour: **Protection form Harassment Act 1997, Communications Act 2003, Malicious Communications Act 1988, Public Order Act 1986, Obscene Publications Act 1959, Computer Misuse Act 1990, Crime and Disorder Act 1998**
* **Useful contacts for further Information, Advice and Guidance:**

[www.cyberbullying.org](http://www.cyberbullying.org)

[www.chatdanger.com](http://www.chatdanger.com)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

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| Equality & Diversity: 6 | British Values |

**What are 'British values'?**

The government set out their definition of British values in the 2011 Prevent Strategy.  These were reinforced in September 2014. These new regulations will sit alongside the requirements of the Equalities Act, which also applies to all schools and colleges.

**According to Ofsted, 'fundamental British values' are:**

* Democracy
* The rule of law
* Individual liberty
* Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
* **Democracy**

Through teaching British values (democracy) to learners an understanding of how citizens can influence decision-making through the democratic process will be developed. This is often delivered through the strong learner leadership such as a learner voice/ class representative, ensuring that learners have full involvement of the democratic process of electing representatives and the decision making processes at the Training Trust.

* **The rule of law**

Learners should learn to appreciate that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

Learners should also develop an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.

* **Individual liberty**

Through Spiritual, Moral, Social and Cultural (SMSC), the British value of individual liberty should promote understanding that the freedom to choose and hold other faiths and beliefs is protected in law. Learners should be encouraged to explore their own cultures and beliefs and develop understanding and respect of those of others.

* **Mutual respect and tolerance of those with different faiths and beliefs**

Learners should have an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. They should also have an understanding of the importance of identifying and combatting discrimination.

* **Useful contacts for further Information, Advice and Guidance:**

[www.twinkl.co.uk/teaching-wiki/british-values](http://www.twinkl.co.uk/teaching-wiki/british-values)

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| Health & Safety: 1 | Risk Assessments |

What is a Risk Assessment?

* A Risk Assessment is a careful examination of what, in your work, could cause harm to people, so you can assess if you have taken enough precautions or should still do more to prevent harm. Workers and others coming into contact with that area have a right to be protected from harm caused by a failure to take reasonable control measures.

Why do we carry out risk assessments?

* We carry out a risk assessment to ensure ourselves and others around us are able to go about our duties in a safe manner and free from harm.

What is a Hazard and what is a Risk?

* A **Hazard** is anything that may cause harm, such as chemicals, electricity, and working at heights, an open draw, and object on the stairs.
* A **Risk** is the chance, high or low that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

Do you know what the 5 steps to Risk Assessments are?

1. **Identify the Hazard**

Walk around look and talk to employees, think how and why people might be harmed, this will help you identify what a hazard might be.

1. **Decide who might be harmed and how**

Identify who might be harmed, you do not have to name each person but you can put people into groups for ease.

1. **Evaluate the risks and decide on precautions**

Having now spotted the hazards, you now have to decide what to do about them, the law requires that you must do everything that is ‘reasonably practicable’ to protect people from harm.

1. **Record your findings and implement them**

Put all your results into a risk assessment, sharing these with your staff and then put that into practice will make a huge difference on your working environment.

1. **Review your assessment and update yearly and/or if something changes**

At some point things will change and so should you, always keep on top of your working environment and be will to adapt to changes.

* Useful contacts for further Information, Advice and Guidance:

[www.hse.gov.uk](http://www.hse.gov.uk)

FAST FACTS

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| Health & Safety: 2 | Use of PPE |

* **What is PPE?**
* PPE is all equipment including clothing to protect against the weather, which is intended to be worn or held by a person at work to protect them against risks to their health or safety, such as cloves, aprons, hard hats, protective footwear, ear defenders, hair nets etc.
* **What do the Regulations require?**
* The PPE at Work Regulations 1992 state that protective equipment is to be supplied and used at work wherever there are risks to health & safety that cannot be adequately controlled in other ways.

In other words PPE is a last line of defence and not first!

* **Who supplies the correct PPE for the task in hand?**
* If you are legally regarded as an employee then your employer MUST supply you with the correct PPE in a condition that fits and is suitable for purpose, they must also replace damaged and/or missing items.
* **How do I know if it is suitable?**
* By carrying out a Risk Assessment it will help you to assess which PPE would give the best protection against the hazard.

When choosing which PPE to use, Think, does it prevent or adequately control the risks? Does it fit correctly or can it be adjusted? Is it user friendly? Will it affect my physical or mental ability and if so how? If more than one item is to be worn, are they compatible together?

* **Name 5 items of PPE that are relevant to you job, why they might be worn and what protection they give and from what?**
* **What should I do if I am unsure on an item of PPE?**
* An employer, supervisor, issuing body or manufacturer should supply instructions on correct use of the equipment; if you are still in any doubt you should ask to be shown how to use each item and explain fully its purpose and how it will protect.

When buying any items of PPE look for a CE mark, this signifies that the item satisfies basic safety requirements.

* **Useful contacts for further Information, Advice and Guidance:**

[www.hse.gov.uk](http://www.hse.gov.uk)

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| Health & Safety: 3 | Emergency First Aid at Work |

* **What is Emergency First Aid at Work?**
* People around you either at work or not can be taken ill or suffer from injury at any time.

Emergency Fist Aid is simply your immediate action whilst you are waiting for an ambulance or more qualified medical response to arrive.

* **What does your employer need to do?**
* The Health & Safety (First-Aid) regulations 1981 require employers to provide adequate and appropriate first-aid equipment, facilities and people so employees can be given immediate help should they need it.

Adequate and appropriate depends on the circumstances and needs of employees.

* **What should go into a First Aid box?**
* There is no mandatory list of items for a first aid box, again it depends on the needs of the employees, and you should refer to appropriate web sites for further advice.
* **What training can you obtain?**
* Emergency first aid at works- one day training course.

First aid at work – three day training courses

These courses can be supplied through Training Trust and you should speak to your liaison officer for further information.

* **What should you do if you are not trained and someone is injured or becomes unwell around you?**
* If you are not trained in this area the first thing you must do is to raise the alarm, to seek help from someone who might be trained as quickly as possible as they will be best to assess the situation and decide on what treatment is required.

If no one is around to help you must call the emergency services and explain what has happened and what you see, they will be able to talk you through what to do next whilst the emergency services are on their way.

If someone more qualified does respond they will want you to tell them exactly what happened and what you saw as this will help them, they may also want you to help them carry out their emergency first response

* **Useful contacts for further Information, Advice and Guidance:**

[www.hse.gov.uk](http://www.hse.gov.uk)

[www.sja.org.uk](http://www.sja.org.uk)

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| Health & Safety: 4 | Working at Heights |

* **What is meant by working at heights?**
* To work at height means, to work in any place where if precautions were not taken, a person could fall and injure themselves, this would include, steps / ladders, towers, EWP’s (elevated work platforms), kick steps, mobile safety steps etc.
* **What extra precautions should you take when working at heights?**
* Remember, you may not be working at height as part of your regular routine and so accidents can occur very quickly and accidents from height can also have very severe consequences. You need to identify the task required and carry out a visual risk assessment and/or written if necessary. Make sure you are adequately trained and/or supervised if necessary on the equipment you about to use.
* **Selecting the correct equipment’s?**
* If working at height cannot be avoided, ask yourself, is the equipment you are about to use appropriate for the task.

If you wish to step on something just to extend you reach the make sure the item you are about to step on is safe and fit for purpose ie you work in an office and cannot reach the top self in a cupboard, do not stand on a chair as it was not designed for this but instead stand on a kick step or small steps, or if you are going to be drilling a hole 30 feet up, then ladders would not be the right choice, instead chose an Elevated Work Platform such as a tower, scissor lift or self-propelled boom, but always ensure you have the correct training and supervision on whatever you choose to use.

* **Points to remember**
* Serious injury or death can result from a fall, even at low levels. You are at serious risk of back, neck or head injuries from falling at height.

Falls from height is the UK’s biggest related killer (HSE) with around 60-70 deaths / year and around 4,000 injuries and this does not take into consideration domestic accidents or deaths or those unreported.

* **Useful contacts for further Information, Advice and Guidance:**

[www.hse.gov.uk](http://www.hse.gov.uk)

[www.helthyworkinglives.com](http://www.helthyworkinglives.com)

[www.wahsa.co.uk](http://www.wahsa.co.uk)

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| Health & Safety: 5 | Safety Signs |

* **What are Safety Signs?**
* Safety signs are a means of pointing out possible dangers, hazards, requirements and necessary information.
* **Why do we use signs?**
* We use pictures more than words because pictures are universal and are more easily identifiable
* **There are 4 types of safety signs, what are they, what do they stand for and what are their colours?**
* 1. Mandatory – Blue, means MUST do

2. Prohibition – Red, means must NOT do

3. Warning – Yellow, means could cause harm

4. Safe Conditions – Green, means safe to use

* **Give 3 examples of each type of safety sign that would be relevant in your work place?**
* **Did you know?**
* Safety signs regulation was brought into force in 1996 to make all working environments safer.

Employers must provide signs where there may be a risk or if a risk cannot be avoided.

Any sing that is on display MUST be kept up to date and in good condition, clearly visible and easy to read.

Any unfamiliar sign must be explained to people who may come into contact with them or that area.

You must adhere to all signs as they are there safety of you and others around you.

When you enter a location it is there responsibility to ensure all safety signs are displayed but it is your responsibility to ensure you read and understand them and if you do not to ask questions.

* **Useful contacts for further Information, Advice and Guidance:**

[www.hse.gov.uk](http://www.hse.gov.uk)

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| Health & Safety: 6 | Manual Handling |

* **What is Manual Handling?**

The Manual Handling Operations regulations define it as ‘transporting or supporting of a load (lifting, putting down, pushing, and pulling, carrying or moving) by hand or by bodily force.

* **What are the risks of Manual Handling?**

The risks of Manual Handling are injuries minor or major to yourself or others around you, which could result in time off work, loss of sight, limbs etc or even death.

* **What is the legal obligation around Manual Handling?**

The Manual Handling Operations regulations state that employers should have control measures in place to:

1. Avoid hazardous Manual Handling Operations so far as reasonably practicable
2. Assess any hazardous Manual Handling Operation that cannot be avoided.
3. Reduce the risk of injury so far as is reasonably practicable**.**

* **How should you assess risks for Manual Handling?**

One way to help you assess Manual Handling activities it to remember **TILE**

**Task-** does the activity involve twisting, stooping, bending, travel, pushing, pulling, precise positioning or sudden movement.

**Individual-** does the individual require unusual strength or height for the activity, are they pregnant, suffering from ill health, is specialist training required.

**Load-** is the load heavy, difficult to grasp/grip, sharp, hot, cold or likely to move or shift.

**Environment-** are the space constraints, uneven, slippery or unstable floors, different floor levels, extreme hot or cold conditions, poor lighting, ventilation, windy, are there clothing or PPE that may restrict movement or that may be required to be worn.

* **Extra safety information on Manual Handling**

1. Ensure object is light enough to lift

2. If possible use lifting aid or lifting equipment

3. Make sure route is clear

4. make sure you have some where to put the object down

5. Keep the load close to you, feet shoulder width apart, bend knees, back upright and straight.

* **Useful contacts for further Information, Advice and Guidance:**

[www.hse.gov.uk](http://www.hse.gov.uk)

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| Health & Safety: 7 | COSHH |

* **What is COSHH?**
* Control of Substances Hazardous to Heath – Regulations 2002
* **Why does cosh matter?**
* Coming into contact with chemicals at work can yours and others health at risk, so the law requires employers to control the exposure to hazardous substances to prevent ill health.
* **What are hazardous substances?**
* 1. Substances used directly in work activities such as

adhesives, paints, cleaning

Products

2. Substances generated during work activities such as fumes from soldering / welding, plant machinery

3. Naturally occurring substances such as grain, dust

4. Biological agents such as bacteria and other micro-organisms.

* **Where are hazardous substances found?**
* Nearly all work environments: Factories, Shop’s, Mines, Farms, Laboratories and Offices
* **What can you do to help protect yourself from harm?**
* Carefully look at each substance you come into contact with.

If possible read the label, with-out touching the substance.

Think about the substance you are about to use and consider if it is the best choice, if it will affect other people around you, if you have enough ventilation, if you need specialist training or supervision and if you require PPE.

Think about the consequences if something should go wrong whilst using it, i.e. contamination, injuries and/or illness.

Is the appropriate first aid equipment to cope with any incident that may arise?

Do you need to notify any one that you are about to use hazardous substances.

Look for the signs (orange & black) here are just a few:



* **Useful contacts for further Information, Advice and Guidance:**

[www.hse.gov.uk](http://www.hse.gov.uk)

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| Health & Safety: 8 | Fire Equipment |

* **Why is fire safety in the workplace so important?**
* There are an estimated 2.5 million fire per year in the UK and estimated that about 2,000 people are killed per year as a result of fire.

The most common causes for fires in the workplace are arson, faults in electrical apparatus and misuse of electrical equipment.

Because of this it is vitally important that you pay attention to fire safety in the workplace.

* **How can you help yourselves and others?**
* 1. Make sure you know your environment, where fire exits are, where the fire extinguishers are and what the fire alarm sounds like.

2. Understand the difference between fire extinguishers and there uses.

3. Use all equipment as per manufacturer’s guidelines and/or as per company policy and training.

4. Report anything suspicious.

5. Be vigilant.

* **What are the different types of fire extinguishers and what are they used for?**
* Note- although most extinguishers are red they have colour bands.

** RED CREAM** **BLUE BLACK**

****

**Water Foam Dry Powder Carbon Dioxide**

**(CO2)**

Solids Solids Solids Liquids

Paper Liquids Liquids Oils & Fats

Wood Oils & Fat Flammable Gases Electrical

Cloth Electrical

* **Useful contacts for further Information, Advice and Guidance:**

[www.hse.gov.uk](http://www.hse.gov.uk)

[www.london-fire.gov.uk](http://www.london-fire.gov.uk)

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| Health & Safety: 9 | Working in Confined Spaces |

* **What is a Confined Space?**
* This can be any space of an enclosed nature where there is a risk of death or serious injury from hazardous substances or dangerous conditions i.e. lack of oxygen.
* **Some examples of Confined Spaces?**
* Storage tanks

Enclosed drains

Sewers

Ductwork

Unventilated or poorly ventilated rooms

Lofts

Airing cupboards

* **What are the dangers from Confined Spaces?**
* 1. A lack of oxygen

2. Poisonous gasses or fumes

3. Liquids or solids can quickly fill the space

4. Fire or explosions can occur

5. Over heating

* **How can you make this environment safer to work in?**
* The law states that you must carry of a sufficient risk assessment to identify the risks and hazards, this will include considering:

The task, the working environment, materials and tools to be used, arrangements for emergency rescue.

If you identify risks or hazards that could result in serious injury you must

1. Avoid entry
2. Make sure you have good, constant communication with people outside
3. Arrange an alarm signal that everyone understands to alert you are in trouble
4. If entry is unavoidable, follow a safe system of work
5. Make sure sufficient emergency procedures are in place
6. Above all if you are uncomfortable in anyway stop and report to you supervisor for further advice and help

* **Useful contacts for further Information, Advice and**

**Guidance:**

[www.hse.gov.uk](http://www.hse.gov.uk)

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| Health & Safety: 10 | Checking Equipment |

* **What is work equipment?**
* This is anything you use to carry out your daily tasks with-in the work place, this can include: machines, saws, drills, ovens, microwaves, tables, chairs, computers, ladders, steps, photocopiers, the list is endless.
* **What do you need to do?**
* 1. Carry out a visual check on the equipment to check it is fit for purpose and safe to use.

2. Consider what risks could arise from you using it.

3. Decide whether you really need to use it.

4. Do you need to be trained or supervised on it?

* **What risks are there from using work equipment?**
* Accidents, minor & major injuries and death
* **What is Portable Appliance Testing?**
* Sometimes referred to as PAT Testing, which is the process in which a competent person tests portable appliances for their safe use.

The HSE suggests that PAT Testing should be ‘regular’ it does not specify actual dates and times as equipment could fall into disrepair in between these times, it would also depend on the amount of use the equipment gets, for example a power drill that is used all day every day would need more regular inspections than a paper shredder in a small office that is only used once a week.

You should report any equipment you came across that looks unsafe and make other aware of it.

* **What are the types of equipment?**
* 1. Portable Appliance – Less than 18kg in mass and can be moved easily

2. Movable equipment – More than 18kg in mass, is not fixed is fitted with caster, handles, wheels etc and can be moved

3. Hand held – Portable equipment held in the hand during use

4. Stationary equipment – More than 18kg in mass and does not have caster, wheels, handles etc

5. Fixed equipment – these are fixed and not designed to move

* **Useful contacts for further Information, Advice and**

**Guidance:**

[www.hse.gov.uk](http://www.hse.gov.uk)

FAST FACTS

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| Health & Safety: 11 | Visitor Security |

* **What is visitor security?**

Visitor security is the procedures that are in place within an organisation that helps to deal with visitors in a safe and secure manner. Visitor security is about receiving visitors in to a place of work so that there is a record of who is in the building in the event of an emergency, access is only granted to those who are authorised to be in the building and all visitors leave the premises at the end of their visit.

* **What procedures need to be followed when receiving visitors?**

Many organisations will have a sign in/out book where details of all visitors are recorded and will include information such as, their name, the company they work for, who they are there to see and the time that they arrive and leave. Some organisations will also ask for car registration details if they have their own car park.

Generally, there will always be a specific person or team that will greet and welcome visitors, identify who they are, why they are there and ask them to sign in. They may then lead them to where they need to be or offer them a drink and a seat whilst they wait for the person they are there to see.

Procedures also need to be followed when a visitor leaves, if they have signed in they must sign out and in many organisations, a visitor will be escorted to the door to ensure that they leave safely and security is not put at risk.

* **Why is it important to have procedures for visitors?**

It is important to have security procedures in place to ensure that all staff members deal with visitors in a standardised way, that all visitors receive the same level of service or assistance and to help maintain the security of property, confidentiality of information and safety of staff and other visitors.

Visitor procedures help to minimise the potential risk to an organisation that, without them, could lead to theft, fraud, threats to physical safety and many other issues that could arise with anyone being able to gain access to the premises.

FAST FACTS

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| Health & Safety: 12 | Alcohol & Drugs |

* **So, what’s so bad about consuming drugs and/or alcohol?**
* The use of alcohol and/or drugs, especially at work will decrease the safety of themselves

And others around them, increase the possibility of lateness and absenteeism, decrease

Productivity and performance, decrease morale and employee relations, increase bad

Behaviour and discipline and decrease company image.

If caught with either at work, you could lose your job!

* **What are the signs of alcohol and/or drug use?**

Sudden mood swings, unusual irritability and aggression, confusion, abnormal levels of energy and concentration, impaired performance, poor time keeping, deterioration in relationships with colleagues, customers and management.

⦁ **What are the government’s daily unit guidelines for alcohol?**

* Men – 3-4 or less Units / day, Women – 2-3 or less Units / day

Men should have no more than 4 Units before driving and women no more than 3

1 Unit = ½ pint lager, 25ml spirit, 125ml glass of wine, 1 pint of 5% lager = 2.8 Units.

The amount of alcohol you can consume and breakdown depends on several facts:

Weight, gender, age, metabolism, diet – how much, when and type of foods consumed and current levels of stress. Everyone is different.

If caught drink driving you will receive a 12month ban and up to £5,000 fine, if caught at work, you could lose your job.

⦁ **What are the classifications for drugs?**

⬥ Class A – ecstasy, LSD, crack, heroin, amphetamines (prepared

for injection) etc.

Possession – up to 7 years in prison, Dealing – up to life in

Prison

Class B – cannabis, amphetamines etc.

Possession – up to 5 years in prison, Dealing – up to 14 years in

Prison

Class C – some pain killers, tranquillisers, ketamine, GHB etc.

Possession – up to 2 years in prison, Dealing - up to 14 years in prison

* **Useful contacts for further Information, Advice and Guidance:**

[www.drinkaware.co.uk](http://www.drinkaware.co.uk)

<https://www.nhs.uk/live-well/alcohol-support/calculating-alcohol-units/>

[www.talktofrank.com](http://www.talktofrank.com)

<https://www.gov.uk/government/publications/controlled-drugs-list--2>

FAST FACTS

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| Safeguarding: 1 | Safeguarding Procedures |

* **What is safeguarding all about?**

**⬥** All young people & vulnerable adults have the right to live free from abuse of any description.

* **What is Training Trust’s role in this?**

**⬥** Training Trust will look into all forms of abuse whether reported or suspected, with a prompt response. This response will be to:

* take the matter seriously
* act in a timely, sensitive and confidential manner
* act as co-ordinator between agencies if appropriate
* promote human rights
* support the rights of individuals
* be effective in providing or negotiating solutions
* be sensitive to individual’s identity
* **What are our Safeguarding procedures?**

**⬥** Our first priority is your welfare and protection.

You can arrange to speak to our Designated Safeguarding Officer or her deputies or contact them confidentially using our mobile phone helpline or email address. Details are provided at your induction. Ask your Liaison Officer if you do not have these details. Or alternative speak to any member of staff with whom you are working with.

Once you have made a disclosure to a member of staff they have a duty to pass this information on to either the appropriate Designated Safeguarding Officer or outside agency, including the Police, if necessary.

Staff cannot keep information which may mean you are at risk of harm confidential, they have a duty of care for your well-being and safety.

* **What should you do if you feel you or someone you know is or has been a victim of abuse?**
* Abuse of any type must be challenged however there are different ways this can be done.

You should encourage them to speak to our Designated Safeguarding Officer or a member of our staff for advice and guidance. They will be able to either help directly or be able to liaise with external agencies, if appropriate.

* **Useful contacts for further Information, Advice and Guidance:**

Training Trust Confidential Help Line – 07931 707 394

Training Trust Confidential email – [safeguarding@trainingtrust.org.uk](mailto:safeguarding@trainingtrust.org.uk)

Training Trust Liaison Officers / assessors

Childline – 0800 1111

Samaritans – 116 123

Local Safeguarding Boards – Details on Safeguarding

Information Card

FAST FACTS

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| Safeguarding: 2 | Lone Working |

* **What is lone working?**

Lone workers are those who work by themselves without close or direct supervision.

While occupational health and safety law differs across countries and regions, the core principle remains the same; to ensure the health, safety and welfare of all employees as far as is reasonably possible. This often includes carrying out risk assessments to identify risks, taking appropriate steps to reduce them and preparing staff to deal with any remaining risks that cannot be controlled.

* **What extra areas should we think about in lone working?**

**Contact:** If we are out on our own, can we contact others quickly? Can they contact us?

**Movement information**: Are other people aware of where we are going? When we are going? When we are due back, transport details, motorways, trains etc.

**Meeting details:** Are other people aware of the people we are going to meet and why? Have we checked out the place we are going to meet i.e. is it suitable? Have we checked out the people we are going to meet?

**Health requirements:** Do we have any special medical requirements such as medication, food, water etc. we should be carrying?

**Above all, should I be doing this alone?**

**Remember the golden rule, “if” it doesn’t feel right, then it probably isn’t!**

* **Useful contacts for further Information, Advice and Guidance:**

[www.hse.gov.uk](http://www.hse.gov.uk)

https://www.qcs.co.uk/health-and-safety-and-lone-working/

FAST FACTS

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| Safeguarding: 3 | Inappropriate Behaviour |

* **Do you understand what inappropriate behaviour is?**
* With-in the work place everything we do can have either a positive or negative effect on our working day to ourselves and our colleagues.
* **How should we behave?**
* It is very important that we behave in a manner that is acceptable to everyone with-in the workplace and therefore we should behave:

Responsibly, lawfully, professionally, productively, honestly, respectfully, fairly, ethically, impartially and with sensitivity.

* **What should we try to avoid?**
* In order to help understand and adhere to the above mentioned points we should be careful of the language that we use and understand that the language and terms we use around our friends on a day to day basis may not be acceptable in the work place, avoid terms such as girls, kids, when you could say young person, young people and the same with the term old dear when you could use older workers!

Avoid stereotyping as this can lead to misconceptions and unfair assumptions as people like to be seen as individuals and not a group.

Here are a few examples of how language has changed over the last few years, Policeman – Police Officer, Fireman – Fire Fighter, Foreman – Supervisor.

Language involving sexual undertones as well as touching, most people feel that touching is an invasion of their personal space and can be interpreted as something completely different.

Religion is a personal choice and although we must be tolerant to other people’s religious beliefs, it is also deemed inappropriate to push your beliefs unto others.

Other areas that we should avoid are: Aggressive or abusive behaviour, being under the influence of alcohol or drugs, bullying, harassing, stalking, teasing, name calling, undermining, malicious gossip, stealing or going through other people’s things.

* **Remember it is everyone’s responsibility to help create a fair, harmonious workplace.**
* **Useful contacts for further Information, Advice and Guidance:**

<https://www.bacp.co.uk/events-and-resources/dealing-with-inappropriate-behaviour>

<https://www.gov.uk/search/all?keywords=inappropriate+behaviour&order=relevance>

FAST FACTS

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| Safeguarding: 4 | Self-Employment |

* **What is the difference between self-employment and PAYE?**

Self-employed is when you, a sole trader is responsible to yourself, obtaining your own work, contracts, dealing with your own tax and national insurance, public liability / life insurance, holiday and sick entitlement.

* **What do I need to consider in becoming self-employed?**

Certain jobs such as restaurants, child minders, cab drivers and street traders will need a local authority licence to operate.

If you run your business from home you may need to pay business rates for the part of your home that is the business, if it is simply a computer in your bedroom you may not have to pay, you will need to confirm this with your local authority.

* **What do I need to do to become self employed?**

1. Choose a name, you can trade under your own name or a business name.
2. Contact (HMRC) HM Revenue & Customs for national insurance and tax purposes, this can be done by post, telephone or on-line – (HMRC) Newly Self-Employed help line on 0800 952 4422
3. You will need , your name, address, NI number, D.O.B, contact number, contact email address, date you started self-employment, information on/nature of your business, business address/contact number.
4. You will need to arrange paying you National Insurance Contributions (NIC), you will pay class 2-£3.05/week, the best way is to set up a direct debit with the HMRC
5. Arrange to see an accountant.

* **How do I know if I should be self-employed?**

Ask yourself these questions:

1. Do I have the final say in how the business is run?
2. Do you risk owing money?
3. Are you responsible for profit and loss?
4. Do you hire and fire people and pay them?
5. Do you provide tools and equipment?
6. Do you have to correct unsatisfactory work at your own cost?

If you answer yes to most of these, then self-employment is probably right for you

* **Useful contacts for further Information, Advice and Guidance:**

<https://www.gov.uk/working-for-yourself>

FAST FACTS

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| Safeguarding: 5 | Extremism and Radicalisation |

* **What is Extremism?**

**⬥** The accepted Governmental definition of extremism is:

*‘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 and/or calls for the death of members of our armed forces, whether in this country or overseas’.*

* **What is Radicalisation?**
* The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
* **How can Radicalisation happen?**

**⬥** Radicalisation happens when a person’s thinking and behaviour becomes significantly different from how most of the members of their society and community view social issues and participate politically. Only a small number of people radicalise and they can come from a diverse range of ethnic, national, political and religious groups.

What influences individuals to follow a path of using or supporting violence to seek change can be difficult to determine, but there can be a number of factors. The radicalisation process is unique to each person who undergoes it and in most cases will not cause serious harm. In exceptional circumstances, however, the decisions made by a person radicalising can result in a serious and lethal act of violent extremism.

* **What does Radicalisation look like?**
* There are some common elements in the experiences of most people who have become radicalised in the UK, regardless of their beliefs or motivations.

Most individuals begin the radicalisation process in one of the three key areas: ideology, social relations or criminal activity.

This normally means that a person’s behaviour will noticeably change in one area first, and not across all three areas at the same time but change in these areas can happen very quickly.

As people start to become radical, they will often pull away from normal mainstream activities and friendship groups. There may be conflict with family and friends over political or ideological views. At the same time, some people will start to interact more often with smaller, tight-knit networks of people who share their specific beliefs.

**Other potential signs may be:**

* Changes in living or employment situation, exposure to hateful attitudes and actions, either as a victim or as an offender,
* Displaying joy at overseas events that harm their community, family or friends.
* An increase in personal issues such as health problems, addiction, anger or social problems.
* Negative changes in friendship and/or personal relationships.
* Dropping out of School, college or university.
* Becoming increasingly secretive around on line viewing habits.

It should not be assumed that any one of these problems will lead a person to radicalise, but intervention and assistance from immediate family and the community to help with any of these types of issues can be particularly effective in preventing the radicalisation process.

* **What should I do if I have concerns about someone?**
* If you have any concerns about an individual, please speak with our Senior Designated Person at The Training Trust. Alternatively, other contact information is listed below.

Mark Durham (Senior Designated Person): [markdurham@trainingtrust.org.uk](mailto:markdurham@trainingtrust.org.uk)

June Gray (Deputy Designated Person):

[junegray@trainingtrust.org.uk](mailto:junegray@trainingtrust.org.uk)

Dedicated Safeguarding email: [safeguarding@trainingtrust.org.uk](mailto:safeguarding@trainingtrust.org.uk)

Dedicated mobile number: 07931 707 394

Police (urgent): 999

Police (non-urgent): 101

Crimestoppers: 0800 555 111

Anti-Terrorism Hotline: 0800 789 321

* **Useful contacts for further Information, Advice and Guidance:**

https://www.gov.uk/search/all?keywords=extremism&order=relevance[www.bbc.co.uk](http://www.bbc.co.uk)

[www.safe.met.police.uk](http://www.safe.met.police.uk)

FAST FACTS

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| Safeguarding: 6 | PREVENT |

**What is PREVENT?**

The office for Security and Counter-Terrorism (OSCT), in the Home Office, works to counter the threat from terrorism. Their work is covered in the government’s counter-terrorism strategy CONTEST which is primarily organised around the following four key principles:

* PURSUE: to stop terrorist attacks and acts of terrorism
* **PREVENT: to stop people becoming terrorists or supporting terrorism**
* PROTECT: to strengthen our protection against a terrorist attack or acts of terrorism
* PREPARE: to mitigate the impact of a terrorist attack or acts of terrorism

The **PREVENT** principle has the following three national objectives:

* **Objective 1:** to respond to the ideological challenge of terrorism and the threat we face from those who promote it
* **Objective 2:** prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
* **Objective 3:** work with sectors and institutions where there are risks of radicalisation which we need to address

**The Training Trust’s contribution to PREVENT**

The Training Trust has a responsibility to protect young people and vulnerable adults deemed to be at risk of any harm under the **Safeguarding agenda**. This is extended to all those who may be vulnerable to radicalisation.

**SAFEGUARDING INFORMATION**

**Confidential Help Line: 07931 707 394**

**Confidential Email:** [**safeguarding@trainingtrust.org.uk**](mailto:safeguarding@trainingtrust.org.uk)

**Senior Designated Person: Mark Durham**

**Deputy Designated Person: June Gray**

**Useful Contact Telephone Numbers**

**Childline: 0800 1111**

**Samaritans: 08457 90 90 90**

**Child Protection Teams: 9.00 a.m-5.00 p.m.**

**Redbridge: 020 8708 3885**

**Waltham Forest: 020 8496 2310**

**Newham: 020 3373 4600**

**Barking & Dagenham: 020 8227 2265**

**Child Protection Teams : after 5.00 p.m.**

**Redbridge: 020 8708 5825**

**Waltham Forest: 020 8496 3000**

**Newham: 020 8552 9587**

**Barking & Dagenham: 020 227 6122**

FAST FACTS

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| Safeguarding: 7 | Sexual Consent |

* **What is Sexual Consent?**

Consent is when a person gives permission for something to happen. Giving consent means that you know what is going to happen and are comfortable with it.

* **Sex and consent:**

When it comes to sex, consent is a legal requirement. This means that if consent isn’t given, then the law is broken. Anyone involved in sexual activity must consent to it; freely, readily, and without any pressure whatsoever. Sexual activity includes touching, oral sex and intercourse. This law is designed to make sure that people have freedom over their own bodies and can make their own decisions about sex.

There are some important things to remember when thinking about consent to sex. Consent can only be given when there is a genuine choice. This means the people involved must agree by choice, and must have the freedom and capacity to make that choice. Freedom means the person is not pressured or manipulated into saying yes, and capacity means they fully understand and are able to make a clear decision. Being pressured or made to feel bad or unsafe means that consent has not been given as the person has not had a genuine choice. Similarly, if someone is drunk they cannot give consent, as they do not have capacity.

Consent cannot be assumed and it is important to know that consent is not about listening out for a “no”. Consent is about listening and asking for a “yes” to what is happening. Sometimes people do not consent to sexual stuff but do not use the word “no”. They might be worried or scared to say it.

Instead, they might use body language to communicate that they are not into it.  Stopping kissing or touching, staying very still or avoiding physical contact can all be signs of non-consent. [Don’t ignore these signs](https://www.disrespectnobody.co.uk/consent/signs-to-spot/)- it’s always best to ask a partner if they are okay. If they are happy with what is happening and if they want to carry on.

* **Video**:

Have you seen the video comparing sexual consent to making someone [a cup of tea?](http://www.consentiseverything.com/)It’s a funny and light-hearted way of showing that just as you wouldn’t force someone to drink tea if they didn’t want it – it is also wrong to force someone to have sex if they don’t want it.

* **Consent and Nudes:**

According to the law, young people under the age of 18 cannot consent to a nude image of themselves being taken or shared with another person. However, from talking to young people we know that sometimes they do send ‘nudes’ to others. Young people tell us that they send nude selfies sometimes as part of a relationship or to peers, for fun or to feel good about themselves.  Pics or videos are sometimes shared in a consensual way - both people may feel comfortable and want take and send the image.

However, there have been situations when nudes are shared without consent. Images might be shared through posting on social media, sending as part of a group chat or showing other people the image. Understandably, sharing nude images without consent can cause a lot of stress, embarrassment and anxiety for the young person involved. Sharing a nude image of someone else without them knowing is never okay and is against the law - whether you know the young person in the image or not.

Think before you share and remember that you can always take a stand. Telling an adult confidentially can help resolve the situation and make sure that the young person involved is supported. [Reporting directly to the social media website/app](https://www.thinkuknow.co.uk/14_plus/help/Contact-social-sites/) can also help to remove the image if it has been posted online. If you need advice or someone to talk to about what you have seen, you can always speak confidentially to [Childline](https://www.childline.org.uk/)at any time of the day

* **Useful contacts for further Information, Advice and Guidance:**

[**https://www.trainingtrust.org.uk/safeguarding/**](https://www.trainingtrust.org.uk/safeguarding/)

**Cup of tea video:** [**http://www.consentiseverything.com/**](http://www.consentiseverything.com/)

**Contact social media sites:** [**https://www.thinkuknow.co.uk/14\_plus/help/Contact-social-sites/**](https://www.thinkuknow.co.uk/14_plus/help/Contact-social-sites/)

FAST FACTS

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| Safeguarding: 8 | ERR & Contracts of Employment |

* **What is ERR and how does it affect you?**
* Employment rights and responsibilities is all about your, Health, Safety and Welfare. After 2 months of full time employment you are entitled to ask for written terms and conditions of employment, the terms may be in your letter of employment.

You should always keep all information given to you by your employer, for your own personal reference.

Both you and your employer have certain obligations to each other.

**You must,** obey all lawful and reasonable requests, not display misconduct and carry out your work with reasonable skill and care.

**Your employer must,** take care of you health, safety & welfare, not ask you to carry out anything that may be unlawful & pay your agreed wages.

It is important that you get to know the company that employs you and understand your rights and responsibilities. Don’t be afraid to ask.

* **What is a contract of employment and why do we have them?**
* This an agreement between an employer and an employee, which sets out your rights, responsibilities and duties.

A contract of employment is made as soon as you accept the job on the terms offered by the employer.

Having a contract in writing will help to clarify your terms and iron out any disputes.

You and your employer are then bound by the contract until it ends usually by means of notice or until agreed changes are made.

* **What sort of information should I look for in a contract of employment?**
* Employers and employees details, start dates, place of work, hours of work, probation period, salary, assessments, deductions, expenses, holiday entitlements, sickness & disability, pension, notice required, grievance & disciplinary information & retirement.

This can include much more, it would depend on the company you are working for and the type of work you are involved in.

**Remember, it’s your right, don’t be afraid to ask.**

* **Useful contacts for further Information, Advice and Guidance:**

[**www.compactlaw.co.uk**](http://www.compactlaw.co.uk)

[**www.connexions.co.uk**](http://www.connexions.co.uk)

[**www.direct.gov.uk**](http://www.direct.gov.uk)

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| CPD: 1 | CPD for Career Progression |

* **What is CPD?**

CPD stands for Continuing Professional Development and is the term used to describe the learning activities professionals engage in to develop and enhance their abilities.

CPD is a holistic approach towards the enhancement of personal skills and proficiency throughout a professional’s career.

Continuing Professional Development is a commitment to ongoing lifelong learning. CPD encourages looking forward and identifying opportunities to learn something new, refresh existing knowledge, improve skills, or simply keep up to date with the latest developments within a particular profession or industry.

In practice, CPD can mean everything from taking a training course or attending an educational event, to studying for new qualifications or learning new aspects of a job.

* **How does CPD contribute to career progression?**
* Engaging in CPD activities ensures that both academic and practical qualifications do not become outdated or obsolete and allows for individuals to continually ‘up skill’ or ‘re-skill’ themselves regardless of their occupation, age, or educational level.

Continuing Professional Development is an ongoing process of frequently improving skills and competencies to enhance workplace performance and future career prospects.

* **Useful contacts for further Information, Advice and**

**Guidance:**

<https://cpduk.co.uk/explained>

<https://www.apprenticeships.gov.uk/employers/understanding-apprentice-progression>

<https://www.instituteforapprenticeships.org/occupational-maps/>

Progression charts specific to your apprenticeship – supplied by Training Trust

FAST FACTS

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| CPD: 2 | Career Progression |

* **The Apprenticeship Journey**
* To achieve the full Apprenticeship, an Apprenticeship Standard has many prescribed elements to complete. The duration of the training is set at the start dependent on the experience and previous learning a person has. The ‘off the job’ and ‘at work’ elements are tested finally at EPA to ensure the apprentice is competent and working at an attitude and quality standard the sector expects.

The whole apprenticeship is individually designed, giving the apprentice time to develop and prepare for final assessment and plan for their future career.

* **Progress** can be measured from the starting point, through to completion and judged along the way. For example, at the start there may be little or no employment experience and at the end, the individual remains fully employed.

It may be that punctuality has been poor for the first few weeks, but now in the second month, there are no issues to report.

Both examples (and there are many) are clear progress, an improvement of personal development and a degree of success. These are basic expectations of an apprenticeship and evidence of work retaining skills, but this is not necessarily career progression.

* **How does an Apprenticeship contribute to a career?**
* An apprenticeship opens the door to employment and forms an entry point into a career.

Sometimes it is not always clear where the apprenticeship will take you, but the apprentice will experience countless things during their time training and will meet many peers and senior staff.

It may be that and individual likes the look of where others are in their (or other) sectors, and this should be the starting point of where to aim.

More experience builds confidence where career progression becomes easier to change jobs in reaching the position you desire in your working life.

You can move forward by getting a promotion, finding new opportunities, new challenges, alternative employment, or simply getting the most out of your career. Career progression has no limitations, and many things can contribute to the change of positions.

* **Useful contacts for further Information, Advice and Guidance:**

Progression charts specific to your apprenticeship – supplied by Training Trust

<https://www.apprenticeships.gov.uk/employers/understanding-apprentice-progression>

<https://www.instituteforapprenticeships.org/occupational-maps/>

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| CPD: 3 | Career Progression Planning |

* **How do I plan for Career Progression?**
* Technology supports unlimited, easy access to information and searching for opportunities is literally a click of a button away.

The simple and effective method of search is to reverse engineer the process.

For example, let’s say you wish to become a supervisor or manager in your industry (or any other industry of interest). You could always ask someone at work, but that has its issues.

Search the internet for a vacancy in the specific role of interest. Note down what is expected at the application (experience, person specification, qualifications etc.) and work back to see where you are at apprenticeship completion and then, what extra you need to gain to achieve your goal.

Map out simple steps to work towards your target, make them achievable and have a basic timetable, much like the action plans during your apprenticeship. Ask Training Trust where certain qualifications are available, we would be more than happy to support you.

It may be possible to gain some extra experience or certain qualifications during your apprenticeship, such as sector specific training courses, volunteering for extra duties gaining more knowledge, becoming more responsible at work etc. These are all qualities needed for anyone to progress further.

* **Start Planning early!**

Why not practice planning for your career progression now and see how it works? Complete the exercise below and hand to your Liaison Officer and discuss, it may be easier than you think!

**Exercise: Decide on your career objective, map out a draft plan on how you could achieve this. Add experience, qualifications required. We will guide you on where these can be obtained.**

* **Useful contacts for further Information, Advice and Guidance:**

Progression charts specific to your apprenticeship – supplied by Training Trust

<https://www.apprenticeships.gov.uk/employers/understanding-apprentice-progression>

<https://www.instituteforapprenticeships.org/occupational-maps/>