

# Learner Induction Booklet

Welcome to the start of your Apprenticeship with CP Assessments



Construction & Plant Assessments Ltd

Unit 5 Globe Court  
Denaby Lane Industrial Estate  
Denaby Main  
Doncaster  
DN12 4LH  
01709 868181

[info@cpassessments.co.uk](mailto:info@cpassessments.co.uk)



Education & Skills  
Funding Agency



**European Union**  
European  
Social Fund

# Contents

Mission statement

## **Section 1 Welcome to CP Assessments (CPA)**

- 1.1 Welcome to your Qualification
- 1.2 The CP Assessments Team
- 1.3 Contact Details, Maps and Locations Section

## **2 Your Apprenticeship**

- 2.1 CPA's role
- 2.2 Apprenticeship Pay & Hours
- 2.3 Progress Reviews
- 2.4 Apprenticeship Framework
- 2.5 Off the job training Section

## **3 Health and Safety**

## **4 CPA's Policies and Procedures**

- 4.1 Introduction
- 4.2 Equality and Diversity
- 4.3 Safeguarding
- 4.4 Malpractice
- 4.5 Fundamental British Values
- 4.6 Prevent
- 4.7 Disciplinary
- 4.7 Appeals and Complaints

## **5 Expectations of CPA & You**

## **6 Safeguarding Alert Form**

## **7 Logos**

## **8. PLEASE SEE OUR COURSE DIRECTORY FOR USEFULL CONTACTS AND LINKS**

### **Mission Statement and core purpose:**

- To be a leading training organisation, recognised for delivering flexible and outstanding training to the flooring and Construction sectors.
- To provide every learner with more than adequate safeguarding provisions.
- To provide every learner with a safe, supportive and secure environment where learners feel valued, supported and safe.
- To provide an engaging learning environment, with the provision to up skill learners of all abilities and to achieve to their highest standard.
- To provide Learners and Employers with outstanding sector specific IAG to enable higher level and in work progression routes.
- To add value and productivity to the businesses that we work with, by providing industry and nationally recognised qualifications to a high standard of training.
- To deliver commercial and bespoke courses, and be the preferred supplier of companies within the surrounding area.
- To be a one stop shop for employers looking for construction training.
- To be a quality recruitment service for organisations wishing to seek apprentices.
- To be the area's main CSCS approved test centre.

## **1.1 Welcome to your Qualification**

Welcome to your programme of learning with CPA who work with different partnerships to fund your qualification. The partnership that will fund your qualification will be explained to you whilst attending the induction, please make note of this. We would like to thank you for choosing CPA in helping to deliver your apprenticeship programme.

The learning programme that you will undertake with us is designed to work with and enhance your new/existing job role and responsibilities at work, as well as, develop these further and guide you along relevant career pathways. We want you to achieve your qualification, so that you can look forward to a brighter future, confident in the fact that the knowledge you gain will be a valuable resource to you as a valued employee in your chosen sector.

Our aim is to provide quality learning, development and support to our Learners through our highly qualified and experienced Assessment team (all of whom are from a strong background in the Team Leading and Management).

Your Tutor is the person who will be with you every step of the way, providing help and support to ensure your success. During your first meeting with your Tutor, you will undertake an Initial Assessment to determine your current academic level and also discuss the qualification in detail and decide upon the support you may need through your journey.

Between now and your next meeting with your Tutor, please familiarise yourself with the contents of this pack. In it you will find details about your qualifications, what to expect from us and what we expect from you.

Your Tutor will also explain and discuss the Information, Advice and Guidance/Support that will be provided to you throughout your learning.

### **Apprenticeship Induction Booklet**

This file contains useful information, which you will need throughout your apprenticeship. It is an important document which you must keep safely so that you can find and refer to it whenever necessary. There is an induction checklist provided in the induction section that you need to complete and sign at the end of your induction day.

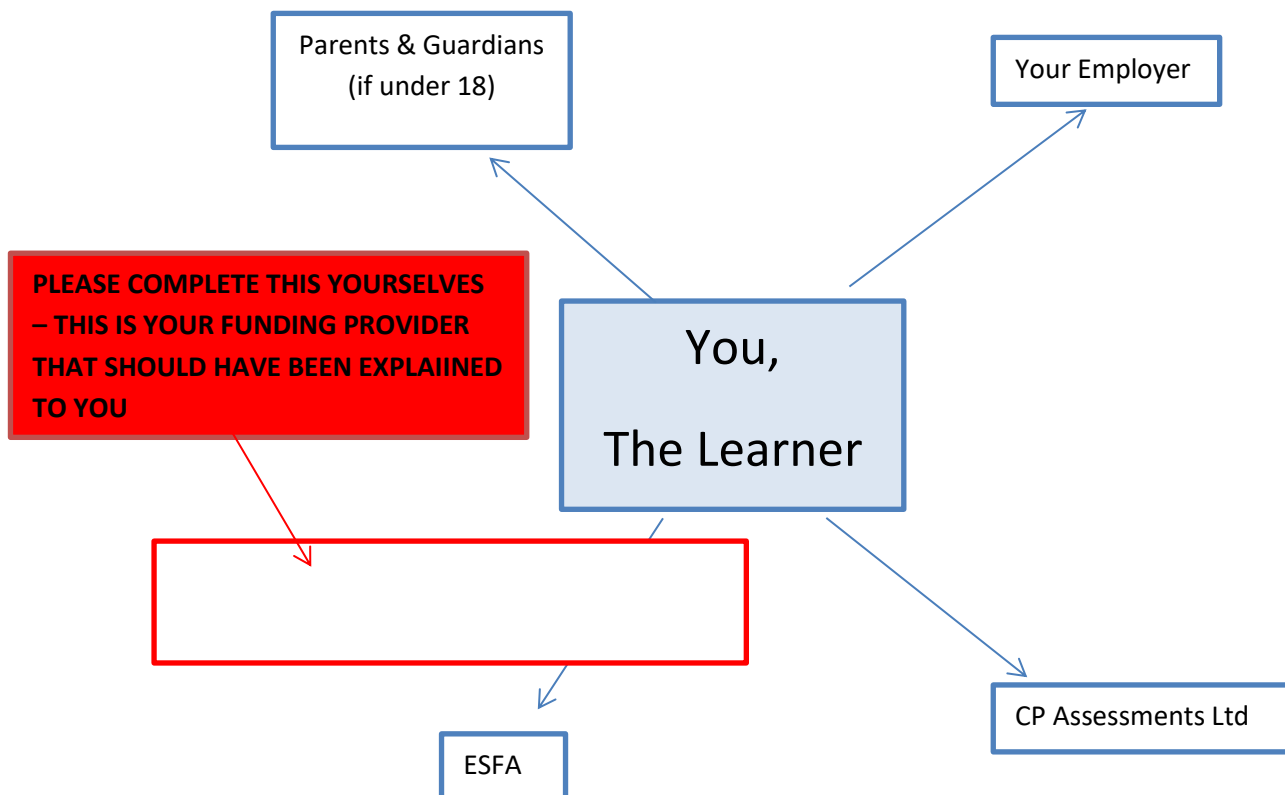
## **2 Your Apprenticeship**

### **2.1 CPA's Role**

CPA is responsible for managing and delivering your apprenticeship. We will co-ordinate and manage the on and off-the-job training, liaising with all parties, to ensure that you are given the opportunity to complete your apprenticeship. You will be allocated a Tutor who will provide you with the help, advice and guidance you will need as you progress through your apprenticeship.

Throughout your apprenticeship CPA will be in constant contact with you and it is vital you keep us advised of your contact details, including address, email address, mobile phone number and home phone number.

We will generally use the telephone to communicate with you alongside emails so if you have any special requirements please let your Tutor know. The diagram below will help you understand who CPA are and how everything fits together to enable you to complete your apprenticeship.



## 2.2 Apprentice pay

Apprentices in the first year of their apprenticeship are entitled to £3.90 per hour. However, the employer may choose to pay at a higher rate. Once you reach 19 years old and have completed your first year of the apprenticeship the employer must pay you the full NMW rate. This can be found on [www.gov.uk/national-minimum-wage](http://www.gov.uk/national-minimum-wage)

## 2.3 Progress Reviews

Your Tutor will review progress towards your qualification every 8 weeks. Targets will be set and you will be expected to complete the actions set in a given timescale (if you do not meet these targets, eventually you could be removed from the apprenticeship programme). It is therefore important that you discuss any problems you have with your Tutor at the earliest opportunity, as they are there to help you.

## 2.4 Apprenticeship Framework/Standard

An Apprenticeship is a practical/knowledge course that is completed by attending CPA for 6-12 block weeks (depending on course) of the apprenticeship programme along with onsite assessments. The Apprenticeship Framework consists of a number of elements that have to be completed fully for the Apprenticeship to be awarded. All **Apprenticeship frameworks** consist of: NVQ (evidence of site work) Technical Certificate or Diploma (training centre based theory and practical work) Functional Skills in English & Maths, Employment Rights and Responsibilities (ERR) & Personal Learning and Thinking Skills. Once you have successfully completed all of these you will then receive your Framework completion certificate. There may be other elements required but these will be different depending on your trade. **Apprenticeship standard** consists of a structured block release training to develop skills, knowledge and behaviors required to carry out your job role, this will be assessed towards the end of the apprenticeship by an **End point assessment**, to ensure that the apprentice can carry out their job they have been training for. An independent assessor will carry out the end point assessment to measure your Knowledge, skills and behaviors.

### Compare it to learning to drive:

#### 1 On-programme

A learner (apprentice) will work with the driving instructor to gain the knowledge skills and behaviours needed to drive

#### 2 Assessment gateway

There will be practice theory tests, and the driving instructor does practice driving tests with the learner

#### 3 EPA

Final theory test and practical driving test for the learner

During the final theory test, the learner will be assessed by an assessor who is a different person from the driving instructor. This is done to ensure that any decision made is impartial and fair.

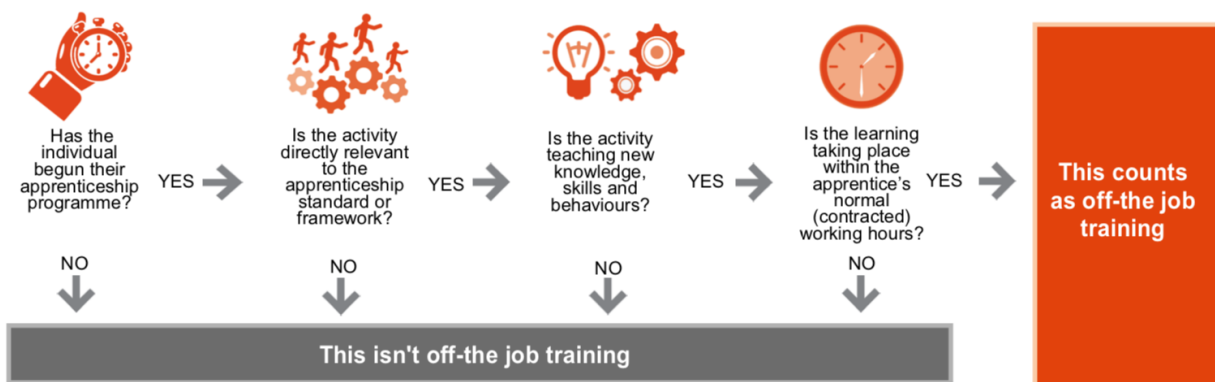
## NVQ's

CPA will still offer all apprentices the opportunity to undertake an NVQ in their specialised area. Your workplace evidence portfolio will be issued following registration for the NVQ. Throughout your NVQ you will gather evidence from the workplace and record details with the assistance of your assessor work based recorder. Your allocated CPA Assessor will track progress to ensure you collect the relevant evidence for your chosen trade. This will include taking photographs/videos at work, collecting information such as a timesheet, witness testimony and programmes of work.

## 2.5 Off the job training

An apprentice requires to be trained throughout their apprenticeship, 20% of the total time worked by the apprentice needs to be spent learning new knowledge, skills and behaviors, so what counts?

### Off-the-job training: steps to help you determine whether an activity counts as off-the-job training



The 20% off the job training will be recorded, by completing attendance records & off the job training time sheet, this will be issued by the tutor and kept in the learner's portfolio.

## Assessment Organisations and Assessors

CITB & SQA are Awarding Bodies who approve organisations to carry out the assessment of NVQs. These organisations might be colleges, training centres or companies and they are called Assessment Organisations. Assessment Organisations employ specialists to carry out the assessment. They are called assessors. It is an assessor's job to decide if the apprentice is competent to the standards within the NVQ and if the work evidence is up to industry standard. It is essential you achieve all elements to gain an Apprenticeship Framework Certificate. Without it you may not be an Approved Tradesperson.

| Internal Quality Assurer                                                                                                                     | External Quality Assurer                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| An Internal Quality Assurer checks that the marking/decisions made by the assessor are consistent and in line with official guidance on NVQs | An External Quality Assurer ensures that all training centres are working to the same standards. They are appointed by the Awarding Body |

## **2.6 IAG**

### **What is Matrix?**

The Matrix Standard is a unique quality framework which looks at the effective delivery of Information, Advice and Guidance (IAG) that supports you as an individual in your choice of career, learning, work and life goals. It promotes the delivery of high quality IAG by ensuring as an organisation CPA reviews, evaluates and develops our services in line with what our Learners and Employers needs are.

### **What does the Matrix and Information Advice & Guidance mean to you?**

As part of your learning with us, your Assessor/Tutor will discuss at three points in your journey - Induction, Review and Completion what information, advice and /or support/guidance you may need. This could be help with locating information for your qualification or job, support with English and Maths, support with understanding the qualification better, advice on next steps etc

## **3 Health and Safety**

Health and safety is one of the most important parts of your training. The construction industry accounts for more than a quarter of all work-related deaths and over 4,000 major injuries a year. You will be learning a lot about health and safety during your apprenticeship because it is not only employers and CPA that have legal duties under the Health & Safety at Work Act 1974, you will also have legal duties and be expected to use safe working practices at all times.

It is of prime importance to CPA, who will seek to conduct its business in such a way as to avoid harm to its learners and all others who may be affected directly or indirectly by its activities under the following:-

- Code of Conduct – General H&S Rules
- Working Environment – Housekeeping
- Fire Prevention & Safety
- First Aid – Accident Recording
- Work Equipment
- Manual Handling
- DSE – Display Screen Equipment
- PPE – Personal Protective Equipment
- Electricity
- Hazardous Substances
- Violence and Aggression
- Alcohol and Drugs
- Safety Signs and Signals
- Road Vehicles – and similar work vehicles
- Noise/Hand Arm Vibration

### Construction Skills Certification Scheme (CSCS)

The Construction Skills Certification Scheme aims to register every competent construction worker in the UK. The CSCS card not only provides evidence of an individual's competence to identify health and safety risks on site but also confirms that the holder has received health and safety awareness training. The first step towards gaining a CSCS card is to pass the health and safety test.

## 4 CPA Policies & Procedures

### 4.1 Introduction

At CPA we are committed to ensure all of our apprentices, employers and staff are treated fairly, with the respect and dignity which supports learning and development in a safe place. Good working relationships with colleagues, managers, customers and other tradespeople are vital throughout your working life.

Our approach means making sure that:

- Everybody is supported to achieve to the best of their ability
- Everybody gets fulfillment from their activities in our training centre and the workplace
- Nobody is treated less favourably on the grounds of their race, colour, ethnicity or national origin; gender; age; health status, disability; sexual orientation; gender identity; political or religious beliefs
- Everybody is kept as safe as possible
- You are happy in your work and study

**Please note: When your Tutor comes to review your progress s/he will focus on one particular area of this section at each visit.**



## 4.2 Equality and Diversity

Equality and respect for diversity are two issues that we take seriously at CPA. This will form the basis of discussions at the regular progress reviews that take place throughout your apprenticeship. A different topic will be discussed at each review and this will help you gain an increased understanding of equality and diversity over the course of your apprenticeship. It would help if you re-read this section before each review.

**Equality** means equal – in our terms, treating people equally and with respect.

**Diversity** means difference - in our terms, working with people from a range of different backgrounds.

- This means you should never be unfairly discriminated against, bullied or feel threatened.
- It also means that you must treat others with respect.
- You must not discriminate unfairly, bully or do anything that might stop others getting the training they need.
- Failure to follow our equality and diversity policy may result in disciplinary action that could lead to your dismissal.

**“Equality of opportunity means that you can expect to be treated fairly and with respect”**

You must... Actively support the promotion of equality and diversity by:

- Treating people with respect and not taking part in behaviour such as name calling, practical jokes or teasing.
- Respecting people’s differences for example in culture, ability, race, gender or sexual preference of colleagues and others.
- Seeking help with any problems that may affect your work and telling us quickly if you see problems affecting someone else.

We will...

Make sure that you are treated fairly by:

- Providing fair access to CPA and employment opportunities by using fair and open selection criteria.
- Making sure you have fair access to training and assessment.
- Listening to your views and making reasonable changes to training arrangements.

### Words

There are loads of other words used when talking about Equality & Diversity. Here is an explanation of some of them:

**Ageism** - means treating people unfairly because of their age.

**BAME (Black, Asian & Minority Ethnic)** – a term for people of non-white British backgrounds.

**Bullying** – means hurting, frightening or upsetting another person for example by hitting, kicking, calling names, spreading gossip or making fun of them.

**Culture** – means the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.

**Disabled** – means not having one or more of the physical or mental abilities that most people have.

**Discrimination** – means treating someone or a particular group of people differently, especially in a worse way than others are treated.

**Equal Opportunity** - means that no-one should be treated less fairly because they are different. For example because they are male or female, because of their skin color, ethnic origin, disability, age, sexuality or religion.

**Ethnicity** – means a national or racial group of people.

**Harassment** – Unwanted behaviour that annoys or upsets someone.

**Homophobia** – means a fear or dislike of people who are lesbian, gay, bisexual or transgender. LGBT – this is a shorthand term for lesbian, gay, bisexual and transgender.

**Minority Ethnic** – means a national or ethnic group living in a country or area which contains a larger group of people of a different race or nationality.

**Prejudice** – this means an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge.

**Racism** - means treating people unfairly because of their race. This includes the belief that people's qualities are influenced by their race and that members of other races are not as good as your own.

**Sexism** - means treating people unfairly because of their gender. This includes the belief that the members of one sex are less able, intelligent, skilful etc than members of the other sex.

**Stereotype** - this is a fixed idea that people have about someone or something which is usually negative and can act as a barrier.

**Victimisation** – this means treating someone unfairly because of something they have done or a characteristic they have.

### 4.3 Safeguarding Learners

In the event of a Safeguarding issue your Designated Safeguarding Officers (DSO) at CPA is:

**David Russell**  
Curriculum Manager

Mobile: 07876617540 – Available 24hrs

Email: [david.russell@cpassessments.co.uk](mailto:david.russell@cpassessments.co.uk)

**Leah Jackson**  
Recruitment manager

Tel: 01709 868181

[leah.jackson@cpassessments.co.uk](mailto:leah.jackson@cpassessments.co.uk)

#### Introduction

Safeguarding is an all encompassing term used to describe many aspects of life including:

- Learner health, safety and wellbeing
- Child protection
- Protection of adults at risk
- Bullying
- Harassment and discrimination including Racist Abuse
- Abuse and neglect
- Safety from sexual exploitation, female genital mutilation and forced marriage
- The use of physical intervention
- Meeting the needs of learners with medical conditions
- First aid
- Alcohol, Drug and substance misuse
- Educational visits and external events
- Intimate care
- Internet safety
- The security and safety of the place of learning.

The policy covers all Learners whether they are based on or off site. It is the responsibility of all staff to understand their role in supporting safeguarding across CPA and for familiarising themselves with the appropriate procedures and other policies that support this document. Please refer to [www.gov.uk](http://www.gov.uk) for additional information on safeguarding.

#### Key Definitions

**Children** - Children includes everyone under the age of 18

**Vulnerable Adult** - Current NHS definition of a Vulnerable Adult is:

A vulnerable adult is aged 18 or over, receives or may need community care services because of a disability, age or illness, and who is or may be unable to take care of themselves or protect themselves against significant harm or exploitation.

**From September 2012, a vulnerable adult** is defined by the Protection of Freedoms Act 2012 as a person aged 18 or over who is in receipt of **regulated activity**. This definition informs the level of DBS check required of people who provide support for adults.

**Regulated Activity (applies to children and vulnerable adults)** – The term **Regulated Activity** is a statutory term used to describe working or volunteering with children or vulnerable adults. Regulated activity covers anyone working closely with children or vulnerable adults, either paid or unpaid, not part of a family or personal arrangement, on a frequent, intensive or overnight basis.

**Frequent** means once a week or more (except in health or personal care services where frequent means once a month or more);

**Intensive** means four times in a month or overnight.

**Definitions of Abuse and Neglect of Children** (taken from Working Together to Safeguard Children 2010)

**Physical Abuse:** Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocation or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of or deliberately causes ill health to a child whom they are looking after.

**Emotional Abuse:** Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, although it may occur alone. Types of emotional abuse include:

**Bullying:** Bullying is the oppression or persecution of a weaker person by a stronger person. It is sometimes included as a type of child abuse. The difference is that bullying is often inflicted by a peer rather than by an adult. However adults and older children are capable of bullying behaviour and it is frequently an element of all types of child abuse.

**Cyberbullying:** Cyberbullying is the use of electronic communication to bully a person typically by sending messages of an intimidation or threatening nature.

**Sexting:** Sexting is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message.

**Sexual Abuse:** Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is fully aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. This may include non-contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**Grooming:** is the term used to describe how an adult gets to know a child gradually and in quite natural ways, with the intention of sexually abusing and/or exploiting them. With increased internet usage more children are being targeted for this form of abuse.

**Neglect:** Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food or shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, basic emotional needs.

In addition to the categories of abuse listed, the revised guidance has identified the following as specific safeguarding issues:

- Child sexual exploitation
- Domestic violence
- Forced marriage
- Bullying (including cyber- bullying)
- FGM
- Drugs
- Fabricated or induced illnesses
- Faith abuse
- Teenage relationship abuse
- Gangs and youth violence
- Gender based violence/ violence against women and girls
- Mental health
- Private fostering
- Radicalisation
- Trafficking

**Abuse of position of trust:** Under the Sexual Offences Act 2003 it is an offence for a person over 18 e.g. teacher, to have a sexual relationship with a young person under 18 where that person is in a 'position of trust' in respect of the young person, even if the relationship is consensual.

### **Vulnerable Adults – descriptions and categories of abuse**

**Physical Abuse:** This includes hitting, slapping, pushing, kicking, rough handling or unnecessary physical force either deliberate or unintentional, misuse of medication, restraint or inappropriate sanctions.

**Sexual Abuse:** This includes rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent to, or was pressured into consenting. Sexual abuse can occur between people of the same sex and it can also occur within a marriage or any long-term relationship. A relationship of trust should exist between a member of staff or a volunteer and the person for whom they are caring, it would be seen as a betrayal of that trust, and therefore abusive, for that member of staff or volunteer to have a sexual relationship with the person they are caring for. Vulnerable adults are susceptible to grooming.

**Psychological Abuse:** This includes emotional abuse, threats of abandonment or harm, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

**Financial or Material Abuse:** This includes theft, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation.

**Neglect and Acts of Omission:** This includes ignoring or withholding medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, clothing and heating.

**Discriminatory Abuse:** This includes racist, sexist, or other forms that are based on a person's disability and other forms of harassment, or similar treatment.

**Institutional Abuse:** This is the mistreatment of a vulnerable adult by a regime or individuals in an institution. It can be through repeated acts of poor or inadequate care and neglect, or poor professional practice.

**Domestic Violence:** When violence occurs between current or former partners within an intimate relationship, or between family members, regardless of gender or sexuality and where the victim is a vulnerable adult.

**Bullying:** Bullying is the oppression or persecution of a weaker person by a stronger person and is often inflicted by a peer rather than by an adult.

### Key Principles

CPA will operate within the following key principles when it relates to safeguarding:

- All people will be treated with respect and with courtesy by Staff and Learners in an environment that is free from harassment or discrimination.
- All training rooms, communal areas, facilities and equipment will comply with legislative Health and Safety standards.
- CPA will work with Learners and other agencies to promote a safe and healthy culture.
- CPA will develop partnerships to proactively protect young people and vulnerable adults from risk of abuse or neglect.
- Staff will be trained and will have a clear understanding of personal safety and good safeguarding practices.
- CPA will work with Learners to promote their own personal health, well-being and safety including their safety on the internet.
- Learners will receive confidential advice, guidance and support for a range of issues that they may face. They will be signposted to external agencies where specialist support is required.



### **Learners' Entitlement**

In order to promote a healthy and a safe environment, our Learners will be entitled to the following:

- The right to make a disclosure to any member of staff and know that the disclosure will be dealt with quickly, sensitively and appropriately.
- To learn in an environment free from bullying or harassment.
- To be made aware of some of the basic principles of safer learning and safeguarding relevant to the programme that the Learner is completing.
- To be made aware of how to access support on personal health and safety issues either within CPA or from outside agencies.
- To be provided with up to date information around personal safety issues.
- The opportunity to comment and feedback on the extent to which CPA and our courses promote and maintain well-being and personal safety.
- Learn about interpersonal and communication skills that promote and establish a welcoming, safe and respectful environment.

### **Safe Environment**

- CPA will provide an environment that is safe and secure for all users, whilst at the same time is friendly and welcoming. We will have robust systems and processes in place for staff and Learner identification. We will ensure a culture of respect that is free from bullying and harassment. Health and safety is of paramount importance to us and as such all our facilities and resources will comply with legislative requirements for health and safety.
- Our commitment to the safe environment is enshrined within the following policy and procedure documents: the Health and Safety Policy; the Internet and Email Acceptable Use Policy for Learners; the Anti Harassment and Bullying Procedures; and the Incident Reporting Procedures.

### **Safe Recruitment**

- CPA will comply with best practice in the recruitment and training of its staff. All staff will undergo the appropriate vetting and barring checks for their role and we will ensure that all staff have undertaken mandatory safeguarding training appropriate for their job role. Staff will understand the principles of safe working practices and will not put themselves in situations that compromise themselves or Learners.

### **Protecting Young People and Vulnerable Adults**

- CPA has a legal obligation to protect young people and vulnerable adults from abuse. We will have appropriately trained staff who will form a **'young people and vulnerable adults protection team'** who will ensure that disclosures made by Learners are dealt with quickly and appropriately. All staff will be trained in the appropriate response to Learner disclosure and the correct procedure for dealing with concerns about a Learner. We will work with Learners to proactively protect them from abuse and actively prevent Learners from being placed in an abusive situation.

### Reporting

Learners should refer to the Learner Induction Booklet and complete the Safeguarding Concern Form and return to the Designated Safeguarding Officer at CPA.

### Key Responsibilities

CPA is committed to ensuring the organisation meets its obligations within this area. They will be responsible for the approval of relevant safeguarding policy and procedure.

### E-Safety

E-Safety is a term which means not only the internet but other ways in which individuals communicate using electronic media, e.g. mobile phones. As a provider we need to ensure our learners are protected from harm and supported to achieve the maximum benefit from new and developing technologies without risk to themselves or others. The aim of promoting e-safety is to protect our learners from the adverse consequences of access or use of electronic media, including from bullying, inappropriate sexualised behaviour or exploitation. If you have any concerns regarding E-Safety then please raise these with your Assessor or following the Safeguarding process.

### Safeguarding – Reporting Process

#### Learners:

In the event of a Safeguarding issue/concern contact the Designated Safeguarding team (DSO) at CPA:



## **4.4 Malpractice**

Anyone involved in the assessment process that has had an instance of alleged malpractice brought to their attention are duty bound to report it to the centre manager. Every reasonable effort will be made to protect the identity of the person making the report provided this does not prejudice any investigation.

Please ensure that the following information is included in any report; Reporting Persons Name; Position and Address: Learners Name(s) and Registration Number(s) of those affected or individuals involved: Programme details (Qualification or units involved): The details of the alleged malpractice: including Dates: Times and locations involved.

Examples of malpractice could be, but are not limited to;

### **Learner Malpractice**

- Plagiarism of work
- Forgery of learner evidence
- Forgery of Signatures
- False learner declaration

### **Centre malpractice**

- Failure to follow the awarding body requirements for centre approval including action plans
- Failure to allow quality advisor or authorised regulator access to centre, records and learners when requested without good reason
- Unqualified tutors, assessor and verifiers claiming learning outcomes
- Fraudulent claims for certificates
- Absence of verification process
- Failure to follow invigilation guidelines
- Failure to register learners within timescales

### **Assessor malpractice**

- Forgery of assessments and plans
- Forgery of signatures
- Forgery of learner evidence or declarations

## **4.5 Fundamental British values**

### **SMSC – Spiritual, Moral, Social and Cultural development**

- ❖ British values of democracy
  - ❖ The Rule of Law
  - ❖ Individual liberty
- ❖ Mutual respect for and Tolerance of those with the different faiths and beliefs and for those without faith

We ensure that all pupils within our training organisation have a voice that is listened to; this is carried out in various ways.

- Review process.
- Open door policy to speak to key members of staff.
- Opportunities for a Learner or Learners to speak up to view concerns they may have.

#### **Fundamental British values are promoted by,**

- Teaching resources where appropriate to help learners understand Fundamental British Values, Faiths, beliefs.
- Employment Rights and Responsibilities – which covers British employment laws, & expectations.
- Health & Safety, ensuring all Learners understand and follow current regulations whilst in training and at work.
- Personal Learning and Thinking Skills – which helps students, develop their self-knowledge, self-esteem and self-confidence.
- Encouraging learners to accept responsibility for their own behavior and actions in learning, employment and life and respect and abide by civil and criminal law.
- Enable students to acquire general knowledge of public institutions and services in England.
- Use and encourage respect for the democracy process including respect for the basis on which the law is made and applied in England.
- Have an acceptance that other people having different faiths or beliefs (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behavior.
- Encourage respect for each other.
- Clear reporting channels for learners and staff in case of any concern.



## **4.6 Prevent**

### **What is Prevent?**

Prevent is part of the Government's counter-terrorism strategy that aims to stop people becoming terrorists. It is a multi-agency approach to safeguard people at risk of radicalisation.

### **How does Prevent work?**

It looks at building a deeper understanding of how individuals become radicalised. This helps to identify ways of preventing people from becoming terrorists or supporting violent extremism.

Typically, a radicalisation process includes exposure of an individual to extremist viewpoints that may eventually influence the person to carry out an act of violent extremism or terrorism.

This could take weeks, months or even years. It is possible to intervene during this process and stop someone becoming a terrorist or supporting violent extremist activity. Violent extremism is where people seek to justify or promote terrorism or encourage others to commit such acts.

### **What is Channel?**

Channel is a process developed to support people at risk of being drawn towards terrorism or violent extremism. Partners work together to support individuals vulnerable to radicalisation and provide tailored safeguarding measures to support their needs.

Channel Partners include Local Authority, Healthcare providers, Probation, Police and members of the community. A range of options are available including mentoring, welfare support and access to key services. This process can support the people in your community if it is needed.

You may have concerns that an individual is susceptible to radicalisation or recruitment by terrorists or violent extremists. Or you may have worries concerning yourself, the earlier the Channel intervention the more likely it is to be effective; so please speak with your Assessor or follow the Safeguarding process and make the referral at the earliest opportunity.

### **So what does this mean for you?**

Extremism in itself is not illegal but we still encourage you to be aware of potential signs of it because it can act as a 'pathway' to terrorism. Prevent does not aim to criminalise people for holding extreme views; instead, it seeks to stop individuals from encouraging or even committing violent activity. We all have a role to play in Prevent within CPA and communities by helping people understand what the strategy aims to achieve.

If you have any concerns regarding Prevent then please raise these with your Assessor or following the Safeguarding process/procedure.



## 4.7 Disciplinary

CPA expects apprentices to conduct themselves appropriately. In particular you should treat others with respect and follow rules and guidelines on site and at CPA.

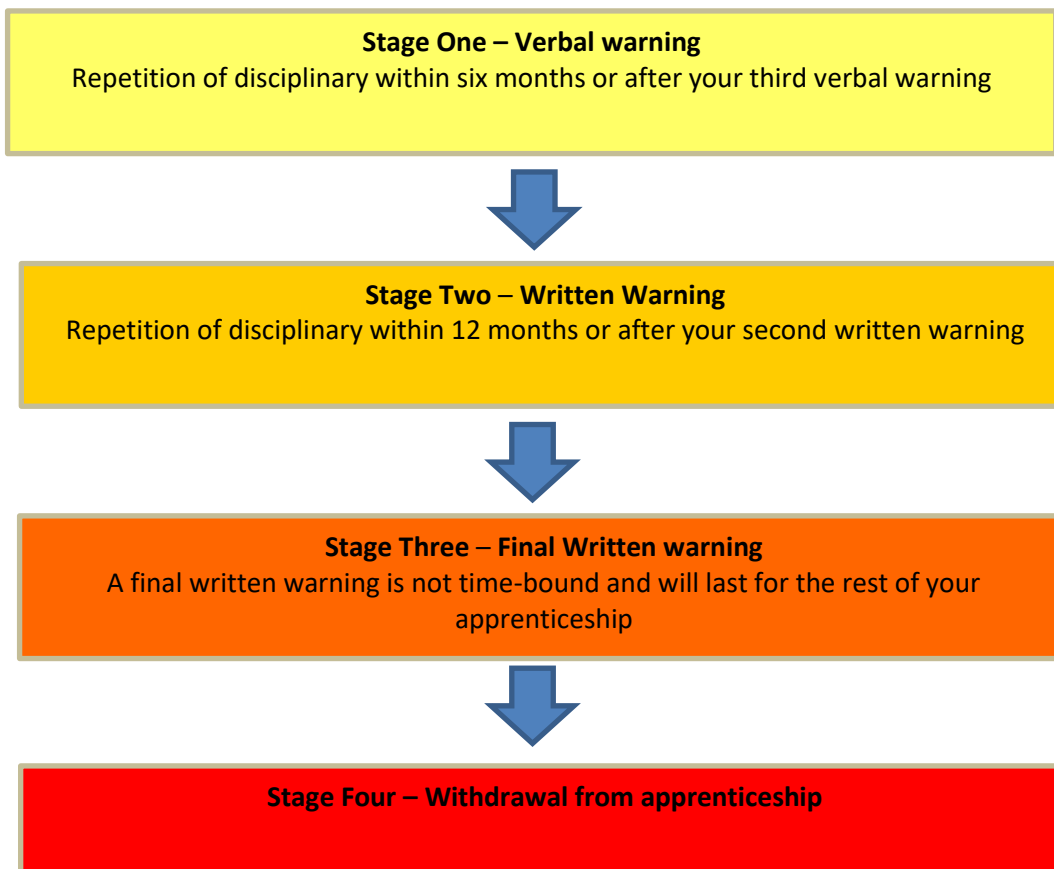
The disciplinary policy and procedure at CPA is separated into three sections. Disciplinary action, should it be necessary, will apply to your conduct, capability and attendance.

In line with our disciplinary process all warnings, except a verbal warning will be issued after a disciplinary investigation. Verbal warnings can be issued by in the progress review process by a training officer.

Below you will find a summary of our disciplinary stages and the types and frequencies of warnings.

### Disciplinary Procedure Summary

Action to be taken by CPA in addition to that taken by employer

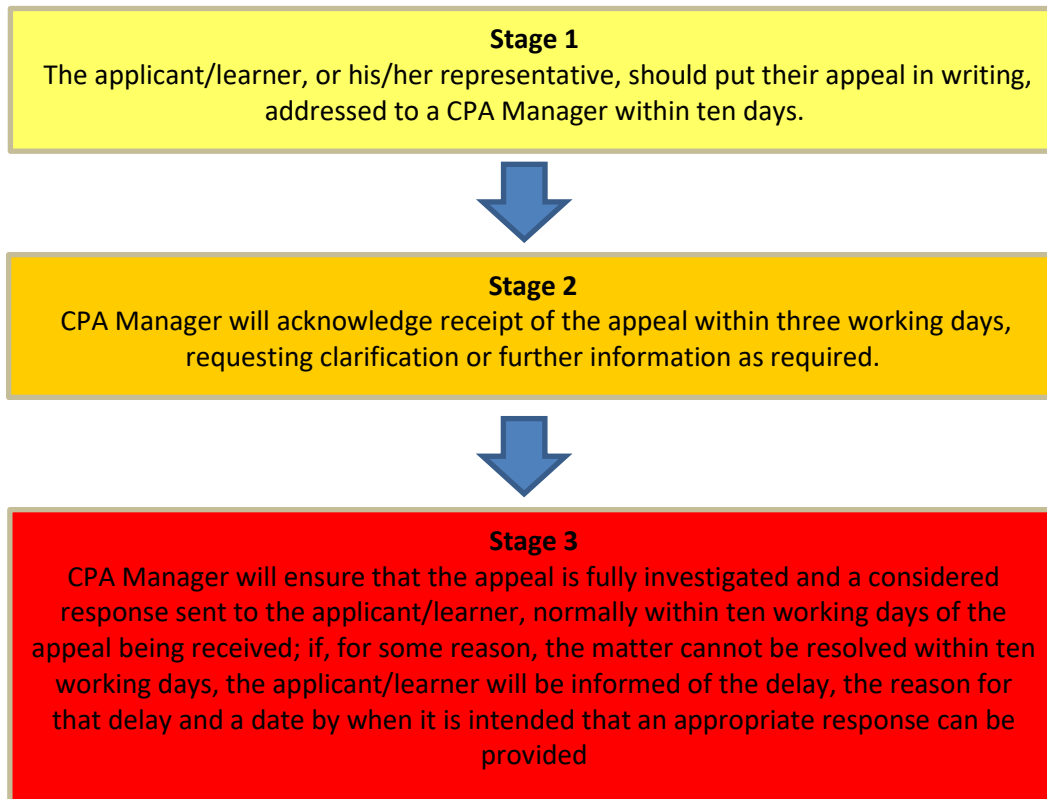


#### **4.8 CPA Disciplinary Appeals and Complaints Procedure**

This Policy is designed to ensure that anyone either applying to or in learning with CPA can have his or her appeal resolved quickly and satisfactorily.

The standards that applicants or learners can expect from CPA are set out in our Expectations, but we do not restrict appeals to the statements made in our expectations.

If an appeal is lodged then we will follow a formal, three-stage process in deciding the appeal.



## 5 Expectations

### What you can expect from CPA

- A prompt response to your initial enquiry/appeal
- Honest, fair and impartial advice and guidance.
- A named Training Tutor.
- A comprehensive induction programme to prepare you for work and Training Centre.
- Provision of a safe learning and working environment in line with the principles underpinning the Health & Safety Policy.
- Provision of appropriate health & safety training in accordance with the Health & Safety Policy.
- A well-planned programme of study, skills development and assessment leading to the award of appropriate trade related qualifications.
- Regular programme review sessions, organised by your Training Tutor, involving your workplace supervisor, to ensure that you remain focused and on track to achieve your goals.
- Access to advice and information, on a confidential basis if necessary, on any programme related or personal matter and appropriate follow-up support to assist you to resolve the problems you are experiencing.
- A speedy response to any problem you tell us about and support for you in dealing with it, in confidence, if necessary.
- Access to our Complaints Procedure in order to obtain a suitable resolution of your problem if we fail to deliver adequately against any of the above commitments.

### What CPA expects from you:

- You co-operate fully with your Tutor/Assessor, workplace employees and any other CPA staff member.
- You take full personal responsibility for your own learning by attending regularly and punctually at CPA and at your workplace and that you work hard to achieve your qualifications.
- You seek help with any problems that might affect your work or might result in you failing to achieve all of your qualifications.
- You work safely in accordance with the Health & Safety Policy and ensure that you do not through your actions or inactions cause the health and safety of other to be placed at risk.
- You respect the differences in culture, ability, race, gender or sexual orientation of colleagues and others.
- You actively support the promotion of equality of opportunity by refraining from exhibiting behaviour or participating in jokes that degrade others, but instead challenge behaviour and ensure that it is reported to the appropriate personnel.
- You take pride in supporting and promoting the reputation and good name of CPA and by your good example encourage others to do likewise.
- You tell us quickly if you feel that we are failing or have failed to deliver any aspect of the service we have promised or if you or any colleagues are experiencing problems with the service we are providing.
- To respect and use appropriately, welfare facilities that are provided for your use.
- To refrain from entering unauthorised areas and using tools which you have not received sufficient training.

## 6 Safeguarding Alert Form

| Details of person completing this form:            |       |
|----------------------------------------------------|-------|
| Name:                                              |       |
| Position:                                          |       |
| Contact Number:                                    |       |
| Relationship to the Young Person/Vulnerable adult: |       |
| Details of Young Person/Vulnerable Adults:         |       |
| Name:                                              |       |
| Date of Birth/Age:                                 |       |
| Address:                                           |       |
| Gender:                                            |       |
| Contact Number:                                    |       |
| Details of Incident/Concern:                       |       |
| Please provide as much information as possible.    |       |
|                                                    |       |
| Signature:                                         | Date: |

## 7 Logos

Please circle the logos that are relevant to your qualification -



**European Union**  
**European Social Fund**  
Investing in jobs and skills



## **8. Directory**

Useful contacts and links, please keep this information safe as you will be required to use some of these during your apprenticeship programme.

### **Directors**

Craig Wordsworth (Director, lead IQA & Safeguarding)  
Office – 01709 868181  
Mobile – 07904148147  
Email – [craig.wordsworth@yahoo.co.uk](mailto:craig.wordsworth@yahoo.co.uk)

David Wordsworth (Director & Lead Assessor)  
Office – 01709 868181  
Mobile – 07538092521  
Email - [davewordsworth@ymail.com](mailto:davewordsworth@ymail.com)

### **Tutors, Assessors**

David Russell (flooring tutor and assessor/Safeguarding)  
Office – 01709 8681821  
Mobile – 07876617540  
Email – [david.russell@cpassessments.co.uk](mailto:david.russell@cpassessments.co.uk)

Klye Maycock (flooring Assessor/tutor)  
Office – 01709 868181  
Email – [kyle.maycock@cpassessments.co.uk](mailto:kyle.maycock@cpassessments.co.uk)

Stephen Wood (construction tutor and assessor)  
Office – 01709 868181  
Mobile – 07831190908  
Email – [steve.wood@cpassessments.co.uk](mailto:steve.wood@cpassessments.co.uk)

Michael Chambers (construction tutor and assessor)  
Office – 01709 868181  
Mobile – 07793030925

Travis Noblett (NPORS assessor)  
Tel: 07496388596

### **Quality, Compliance & Recruitment**

Danielle Waugh (quality and compliance)  
Email – [Danielle.waugh@cpassessments.co.uk](mailto:Danielle.waugh@cpassessments.co.uk)

Leah Jackson (recruitment officer & Safeguarding)  
Email – [leah.jackson@cpassessments.co.uk](mailto:leah.jackson@cpassessments.co.uk)

### **Equality & Diversity**

If you have any equality and diversity issues please contact our safeguarding officer.

David Russell or Leah Jackson

Our partnership details, please be aware you should know by now which of the below partnerships will be funding your programme, if you are unsure of this please ask the induction tutor –

### **Construction & plant Assessments**

Office – 01709 868181

Web: [www.constructionandplantassessments.co.uk](http://www.constructionandplantassessments.co.uk)



### **Education Skills Funding Agency**

Name - Roisin Morris [roisin.morris@education.gov.uk](mailto:roisin.morris@education.gov.uk)

Office - 01242 545346

Email - [roisin.morris@education.gov.uk](mailto:roisin.morris@education.gov.uk)

Web: [www.gov.uk/government/organisations/education-and-skills-funding-agency](http://www.gov.uk/government/organisations/education-and-skills-funding-agency)



### **Yorkshire Training Partnership**

Office – 01709 871872

Designated Safeguarding Officer – Michelle Wood

Mobile - 07895 256023

Email – [michelle.wood@ytp.org.uk](mailto:michelle.wood@ytp.org.uk)

Web: [www.ytp.org.uk](http://www.ytp.org.uk)



### **Total People**

Office – 01606 734000

Designated Safeguarding Officer – Gavin Smith

Tel: 01606 734045

Email – [safeguarding@totalpeople.co.uk](mailto:safeguarding@totalpeople.co.uk)

Web – [www.totalpeople.co.uk](http://www.totalpeople.co.uk)



### **Sheffield College**

Office – 01142 602 600

Designated Safeguarding Officer –

Email – [info@sheffcol.ac.uk](mailto:info@sheffcol.ac.uk)

Web: [www.sheffcol.ac.uk](http://www.sheffcol.ac.uk)



### **NOCN (Awarding Body)**

Web: [www.nocn.org.uk](http://www.nocn.org.uk)

Tel: 0300 999 1177

Email: [cskillsawards@nocn.org.uk](mailto:cskillsawards@nocn.org.uk)



### **SQA (Awarding Body)**

Web: [www.sqa.org.uk/sqa/5656.html](http://www.sqa.org.uk/sqa/5656.html)

Tel: 0345 2791000

Online contact form with above web address



**Safeguarding and advice**

**NSPCC** <https://www.nspcc.org.uk>

Tel: 0808 800 5000

**Doncaster Children Safeguarding Board** [www.dcsb.co.uk](http://www.dcsb.co.uk)

Tel: 01302 734214

E-mail - [dcsb@dcstrust.co.uk](mailto:dcsb@dcstrust.co.uk)

**DMBC** – [www.doncaster.gov.uk/services/adult-social-care](http://www.doncaster.gov.uk/services/adult-social-care)

Tel: 01302 737391 option 3

Tel: 01302 796000 ) out of hours)

**Samaritans** – [www.samaritans.org](http://www.samaritans.org)

Tel: 020 8394 8300 (Central office number)

**Doncaster Mind** – [www.mind.org.uk](http://www.mind.org.uk) <http://doncastermind.org.uk>

Tel: 0300 123 3393



**Other useful links and contacts**

**BKSB** – [www.constructionandplantassessments.bksblive2.co.uk](http://www.constructionandplantassessments.bksblive2.co.uk)

**NUS** – <https://www.apprenticeextra.co.uk/buy-now.aspx> enter Construction and Plant Assessments

**Apprenticeship Vacancies** – [www.gov.uk/recruit-apprentice](http://www.gov.uk/recruit-apprentice)

**Employment** - [www.gov.uk](http://www.gov.uk) employment laws and pay

**Fundamental British Values Learning link** - <https://www.tes.com/teaching-resource/british-values-2017-11516580>

**CSCS test revision APP I.O.S & Android**

<https://www.citb.co.uk/cards-testing/health-safety-environment-test/preparing-for-the-test/>

### **CP Assessments Social media**

#### **Facebook page**

CP Assessments Ltd  
@CPAssesemnts

#### **Twitter**

CP Assessments Flooring Division  
@CP\_Assessments

CP Assessments – Construction Division  
@CpAssessments

#### **Instagram**

CP Assessments  
#BeAFloorlayer

### **Flooring signposting & manufactures** (data sheets of products and product specifications and advice

Ardex <https://ardex.co.uk/services/datasheets-and-calculators/>  
User and data sheets available, also product calculator

Fball <http://www.f-ball.com/en/datasheets/>  
RAG guide, and all product user videos available - FBall APP on IOS & android

Uzin <https://www.uzin.com/products/product-overview/>

Hanson Ply <https://hanson-plywood.co.uk/products/sp101-hanson-indonesian-special-overlay/>  
SP101 installation and sustainability videos available

Spotnails <http://www.spotnails.com>

Gekko <http://www.gekkoindustries.co.uk>

Jewel Blade <https://www.jewelblade.com>

Fein [https://fein.com/en\\_uk/](https://fein.com/en_uk/)

Interfloors <https://www.interfloor.com>

Lifestyle <http://www.lifestyle-floors.co.uk/home>

Floorwise <http://www.floorwise.co.uk>

Sanglier/Tuskbond <https://www.tuskbond.co.uk>  
Product videos are available

RWS <https://www.carpetfittersshoponline.co.uk>  
Enter voucher code for discount **CPASS1**

Cornerstone <http://www.cornerstone-flooring.co.uk>  
Local distributor

Gemini

<http://geminiadhesivesgroup.com>

Roberts QEP <http://robertsfit.co.uk>

PPC - <http://www.ppcgroup.co.uk>  
Product video available – installation guides

Polyflor [www.polyflor.com](http://www.polyflor.com)  
Training manuals are downloadable for free

Altro <https://www.altro.co.uk/Home>  
Also subscribe to you tube channel for manufactures videos

Karndean <http://www.karndean.com>

Amtico <https://www.amtico.com>

Quantum <https://www.quantumprofilesystems.com>

Gradus <http://www.gradus.com>

Pro Knee <https://www.proknee.com>

Re-Coil Knee pads <https://recoilkneepads.com/>

Health & safety <http://www.hse.gov.uk>

Contract flooring association <http://www.cfa.org.uk>

National Institute of Carpet & Floorlayers <http://www.nicfltd.org.uk>

CPD F Ball <http://www.f-ball.com/en/technical/riba/ribacpd/>

**Construction signposting & manufactures**

|                                            |                                                                       |
|--------------------------------------------|-----------------------------------------------------------------------|
| MKM Building supplies                      | <a href="https://www.mkmbbs.co.uk">https://www.mkmbbs.co.uk</a>       |
| Instarmac                                  | <a href="https://www.instarmac.co.uk">https://www.instarmac.co.uk</a> |
| Polypipe                                   | <a href="http://www.polypipe.com">http://www.polypipe.com</a>         |
| STIHL                                      | <a href="https://www.stihl.com">https://www.stihl.com</a>             |
| Highways Authorities & Utilities Committee | <a href="http://www.hauc-uk.org.uk">http://www.hauc-uk.org.uk</a>     |

Hauc Spec PDF – New Roads & Street Works – Excavation and reinstatement  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/782183/reinstating-road-after-street-works-statutory-code.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/782183/reinstating-road-after-street-works-statutory-code.pdf)

Pink book – Use of portable traffic signals  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/509198/introduction-use-portable-vehicular-signals.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509198/introduction-use-portable-vehicular-signals.pdf)

Red book – Safety at street works and road works ACOP  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/321056/safety-at-streetworks.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/321056/safety-at-streetworks.pdf)

Health & safety <http://www.hse.gov.uk>

CEMEX <https://www.cemex.co.uk/cement.aspx>  
Manufactures of cement – history – how cement is made - sustainability

**Thank you for taking part in the CP Assessment induction, please complete the following information**

Designated safeguarding officers:

Funding Provider:

Training Tutor:

Your in work mentor:

State your course Titles & Level:

### Training dates:

To ensure that you are constantly kept up to date, we have published training dates on our web site, please follow the link below

<https://www.constructionandplantassessments.co.uk/guidance/learners/>

Click on existing learners and select your group name, you will find all of the CPA training dates and your designated training venue.

Please specify any holidays you have that may clash with your course dates above:

