



Parent/Carer handbook

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August update

<https://rise.articulate.com/share/I34HhGF7nCwyCC2YvpJbf-fUeHI4IEoK>

Glossary of terms

Learner

An individual enrolled on a programme of study/learning.

Tutor

Allocated to the learners by Instep UK to take them through their Apprenticeship. Offers 1:1 support to learners on aspects of their learning.

Trainer

Allocated to a group of learners to deliver classroom-based delivery of knowledge and behaviours.

Internal Quality Assurance (IQA)

Verifies the assessments/judgements completed by the Tutor and Trainer.

Introduction

Instep UK Ltd is a specialist training provider with over 25 years of experience.

We offer innovative education and training solutions, through the delivery of apprenticeships, and commercial training across the country and even into Ireland.

Our accredited apprenticeship programmes are designed to complement employers' existing in-house training provision and improve each learner's knowledge and skills and behaviours as part of their career development.

As an education innovator, we constantly adapt our products and services and invest heavily in the development of our online platforms, all with the aim of creating a better learning experience.

Here at Instep UK Ltd we truly believe our mission statement - 'To deliver bottom-line impact for our clients by equipping them with the right skills to win' - underpins everything that we do.

Our Aim

- Provide programmes of learning and facilities for those who desire career-related knowledge and skills, job upgrading or retraining.
- Work in partnership with all stakeholders to deliver high quality learning.
- Value and promote excellence in our learning programmes and support services.
- Provide occupationally competent staff with up-to-date knowledge and understanding of the learning programmes.

Why Choose Instep UK Ltd?

- At Instep we have 25 years' experience of working in close partnership with our clients. We've worked with many businesses over these years across different sectors from Food, Manufacturing, Utilities, Retail and the Public sector to name a few.
- We develop training in line with current, recognised business needs and qualification needs.
- We have developed bespoke apprenticeship programmes specialising in Customer Service, Team Leader and Management, Digital Apprenticeships to develop the talent of today into the leading business leaders of tomorrow.
- We recognise that deciding whether to study a professional qualification through an apprenticeship or to go to university can be a difficult choice for you and your child and have put together this handbook to answer some of your questions.

Apprenticeship Explained

Apprenticeships are designed to help your son/daughter to gain hands-on experience within an industry and learn new practical skills while earning a qualification and receiving a living wage. They take one to five years to complete.

To start an apprenticeship your son/daughter must be 16 or over, eligible to work in the UK, and not in full-time education. There are three levels of apprenticeships for young people with average GCSE grades through to those with A levels or an Advanced Diploma.

Apprenticeship Benefits

There are lots of benefits to doing an apprenticeship. Your son/daughter can learn while they earn and in a way that is best suited to them.

As an apprentice they will:

- earn a salary
- get paid holidays
- be paid while attending classroom training
- receive training and gain qualifications
- potentially be able to progress to degree level

Apprenticeships are valuable for young people because:

- They provide access to real-world practical learning with up-to-date methods and technologies. For some jobs, for example in construction, engineering, hospitality and catering or office administration, real-world practical learning to exacting standards is the only way to learn the necessary skills.
- They combine practical (on/off the job) learning with formal and theoretical (off the job) learning in a classroom or remote learning environment. This dual nature of apprenticeships means young people are able to gain a more expert grasp of their field. In addition, general education is incorporated into apprenticeships so that gaps in English and math skills can be filled.
- They build character and employability skills. As well as providing valuable practical learning opportunities, the introduction to the practices and expectations of a profession or trade builds skills and behaviours like learning to get on with others, working in a team, motivating oneself, using initiative and developing self-understanding. This fact is borne out by evidence that there is a wage premium for young people who undertake apprenticeships even if they leave the occupation for which they trained. In other words, apprenticeships build character and the employability skills that constitute the modern 'transferable skills' that employers repeatedly state are lacking in young people.
- The British Government has set a target that public sector bodies with 250 staff or more, to employ an average of at least 2.3% of their staff as a new apprentice.

How does it work?

- Apprenticeship training can take between one and five years to complete, but the length of an apprenticeship depends on its level, the industry in question and the skills the apprentice already has.
- Training takes place in the workplace and they'll also spend some time attending workshops in a classroom or remote learning environment.

- Apprentices are taken on directly by employers and work alongside other employees.
- The equivalent of 6 hours per week of Apprenticeship training is 'off the job' which means they will have dedicated time for learning individually and with a small group of colleagues in a training room at work.

Key Contact Details

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Course Expectations

Learners are expected to:

- Participate in an initial programme appraisal process at the start of the programme and complete an initial assessment to establish their entry status and possible support needs.
- Set self-stretching targets.
- Agree action plans with their Trainer/Tutor.
- Work to agreed objectives and timescales.
- Make sure they are available for a 6 weekly tutorial with their personal tutor.
- Complete all work by agreed submission dates.
- Inform their tutor if they are unable to meet deadlines or of any difficulties experienced.
- Establish full support and cooperation of workplace and management.
- Take responsibility for completing all assessment and any associated activities prior to the final end point assessment.
- Meet the required standards of Instep UK Ltd and the awarding organisation.
- Make themselves responsible for mid-point and exit reviews.
- It is unacceptable to:
- Refuse to work or cooperate with members of Instep UK Ltd staff or to make life difficult for other learners and staff.
- Abuse members of Instep UK Ltd's verbally or physically.
- Influence others to conform to their own beliefs and values.
- Behave in a manner to demean or demoralise a fellow learner or a member of staff or to act in a way that puts other people at risk.

Our Trainers/Tutors are expected to:

- Agree realistic timescales for completion of work and complete robust feedback and action plans.
- Support learners through the assessments, activities and requirements of the programme, including the wider use of technology to encourage them to extend their knowledge even further by providing resources and links for additional research.
- Ensure that the programme is completed to Instep UK Ltd's and awarding organisation standards.
- Ensure robust feedback takes place on a regular basis throughout the process.
- Provide learners with feedback on how to develop their wider skills, such as spelling and grammar.

- Respond to any concerns or problems that they may have with the format.
- Make every effort to actively encourage, motivate and assist learners to complete their programme.
- Submit work to be verified by the Quality Assurance team.
- Attend tutor meetings and training development sessions.
- Contact learners to complete mid-point and exit reviews to discuss the apprenticeship, support and progress.

Quality Assurers and Delivery Managers are expected to:

- Be responsible for the allocation, suitability and quality of a team of tutors.
- Give feedback and liaise with tutors.
- Internally moderate programmes to include:
 - Sample feedback and action plans to verify that assessment is correct
 - Maintain appropriate records of the moderation process for all learners
 - Mark work and provide feedback
- Liaise and coordinate learner registration details.
- Set up standards for awarding body verification requirements and quality assurance policies.
- Ensure workbooks are set and structured to Instep UK Ltd's and awarding organisation standards.

Learners have the right to:

- Fair treatment and respect from fellow learners and Instep UK Ltd's staff.
- Discuss any problems and complaints with whoever the learner chooses.
- Confidentiality when making a complaint.
- Work unhindered in a safe and secure environment

Important Policies

E-Safety

Instep UK Ltd is committed to e-safety and raising awareness of how you can be a victim of an activity that utilises ICT to endanger your personal safety, mental health or financial wellbeing or that of another individual. Infringements of the policy may include:

- Accessing inappropriate content
- Cyberbullying or harassment
- Fraud or identity theft

It is important to keep safe, respect others and report any incidents of concern to a member of staff.

Harassment

Instep UK Ltd defines harassment as unwanted conduct which is offensive to the recipient. It covers behaviour that is unsolicited, personally offensive and that fails to respect the rights of others or fails to recognise that such behaviour might have a damaging effect on someone. Any learner who feels that they are the subject of harassment should immediately bring it to the attention of a member of staff.

Unacceptable Treatment

If you feel unhappy about the way that you have been treated by staff or other learners, contact Safeguarding Team at safeguarding@instepuk.com

Anti Bullying Policy

The purpose of this policy is to demonstrate Instep UK Ltd.'s determination to ensure that all learners can enjoy a learning programme free from bullying of any kind. Instep UK Ltd promotes anti bullying and harassment behaviour and communicates the seriousness with which bullying is viewed. Learners and parents should follow the complaints procedure if bullying occurs or is suspected. An allegation of bullying will be fully investigated and dealt with appropriately to ensure there is no recurrence. When a person is suspected of bullying every effort will be made to establish the facts and appropriate action will be taken to ensure there is no recurrence. Both parties will be offered support in the form of counselling if required.

Plagiarism Policy

Plagiarism is when you use someone else's words, ideas or work without giving them proper credit or acknowledgement. It can occur in various forms, for example,

- Copying and pasting – directly copying and pasting text from a source, whether from a book, article, website or another person's work
- Paraphrasing without attribution – paraphrasing someone else's ideas or writing without proper credit to the original source
- Self-plagiarism – submitting previous work for a new assignment without obtaining permission from the instructor or clearly indicating the work's re-use
- Artificial Intelligence – the misuse of AI, for example ChatGPT to generate answers or responses and submitting them as your own work

At Instep, we are vigilant in checking for plagiarism and will use both the professional judgement of our staff and, when required, plagiarism detection software to identify and address any, and all instances of plagiarism.

Learner Discipline Policy

The delivery staff are encouraged to deal with minor incidents as part of their learner management strategy.

- First and second Verbal Warning – will be issued by a trainer/tutor or designated person and this will normally stay on record for 3 months
- Written Warning – will be issued by a relevant Delivery Manager and will remain on file for six months
- Final Written Warning - will be issued by a Delivery Manager and will remain on file for the duration of the course
- Exclusion – will be issued by a Senior Manager

All these matters will be confirmed to the learner and, if under 18, a parent/guardian by letter.

If a learner is aged between 16 and 17 years of age a parent or guardian will be invited to discipline hearings at the written and exclusion/final warning stages. If a learner is eighteen years of age or over, a person of the learner's choice may accompany them to the interview.

The discipline matter can be escalated to any stage depending on the seriousness of the incident.

Appeals

Excluded students can appeal in writing to the Chief Executive Officer (CEO) within 10 days of the exclusion. The appeal will be fully investigated, and the decision made will be communicated to the learner within 10 working days.

Safeguarding Policy

Instep UK Ltd. recognises its responsibilities to safeguard the welfare of all people, particularly minors and/or vulnerable adults who study with Instep UK Ltd, by protecting them from physical, sexual and emotional harm and neglect. A copy of the policy is available on the Instep UK Ltd website <http://www.instepuk.com/>.

All staff at Instep UK Ltd., particularly Trainers/Tutors, are expected to be alert to the outward signs of abuse, neglect, exploitation and changes in behaviour and take the appropriate action when necessary.

If you have concerns about the welfare of your son/daughter, please contact:

Jeanette Lee, Designated Safeguarding Lead at safeguarding@instepuk.com

Please note that non-action is not an option.

Equality and Diversity Policy

Instep UK Ltd welcomes all learners. The Equality Act 2010 protects certain characteristics which include gender reassignment, marriage and civil partnerships for same sex couples, pregnancy, maternity, race, religious belief and sex. We expect all learners to recognise and respect all individuals.

If you would like more information on equality and diversity, or feel you and your son/daughter would like to talk to someone about our Equality and Diversity Policy, please contact the office or visit our website, where a copy is available – <http://www.instepuk.com/>

Prevent Policy

Instep UK Ltd must abide by the Prevent strategy, published by the government in 2011 and part of the UK's overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people from becoming terrorists or supporting terrorism – this has simply been expressed as 'preventing people from being drawn into terrorism'. It is our role to keep your son/daughter safe, and all staff are trained to look for signs of radicalisation and extremist behaviour.

The Prevent strategy is equally about safeguarding individuals and the country being alert to propaganda activities and working together to develop resilience to extremist influences.

Extremism is a vocal or active opposition to fundamental societal values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Radicalisation is a process in which individuals or groups come to adopt increasingly extreme political, social or religious ideals that reject the status quo. Terrorism is the unofficial or unauthorised use of violence or intimidation in the pursuit of political, social or religious goals.

Extremism

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. Calls for the death of British armed forces is also included.

What factors might make a young person vulnerable to extremism?

- isolation and Identity crisis
- personal crisis and personal circumstances
- a misconception and/or rejection of UK foreign policy
- a distrust of western media reporting
- perceptions that UK government policy is discriminatory (e.g. counter-terrorist legislation)
- perception that their aspirations for career and lifestyle is undermined by limited employment prospects

If you or your son/daughter do have any safeguarding concerns including extremism and/or radicalisation regarding one of their fellow learners, please do not hesitate to contact us.

Radicalisation

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

British Values

Our training programmes go beyond the actual knowledge and skills we enhance but also develop learners of all ages in their roles as citizens within their workplaces and communities. British values is an all-encompassing term and includes:

Individual liberty -

- freedom of expression

Democracy -

- your opinion counts
- your vote is important

The rule of law –

- no one is above the law
- the law is there to protect everyone
- people are innocent until proven guilty

Respect and tolerance –

- all backgrounds and cultures
- all ages, genders and sexualities
- all religions and beliefs

Additional Learning Support:

Learners disclose their support need at programme appraisal, or a need is identified from initial screening through the assessment tool used at Instep called CognAssist.

The Trainer/Tutor will establish the required support with the learners and the learning plan is completed to reflect the support to be provided by the Tutor/Trainer or Specialist Functional Skills Tutor.

The tutor uses the information to plan a differentiated learning programme and capture the support needs of the learners.

The information is centrally recorded on the Individual Learning Plan and used by all the provision of support. Support provided is recorded on the contact log and progress review.

Careers Guidance

Tutors and Trainers discuss careers advice and guidance at 6- weekly visits, to discuss which career options or further/higher education courses are most suitable to individual's needs during the learner reviews which form part of the Apprenticeship Programme.

Our careers guidance is given to individuals to help them acquire the knowledge, information, skills, and experience necessary to identify career options, and narrow them down to make a career decision following the completion of their Apprenticeship.

This career decision is how Instep UK develops their social, financial and emotional well-being throughout.

Maths and English

Developing and achieving good levels of numeracy and literacy are key elements of successfully entering the modern-day workplace.

Employers repeatedly report that their staff do not possess sufficient levels of numeracy and literacy to complete everyday work-based tasks to a good standard. There is a greater need than ever before for enhanced maths skills in using computers effectively, managing time, money, data and workloads including monitoring performance and measuring associated key performance indicators. Alongside this the need to communicate efficiently and effectively using not only pen and paper but information technology and social media has never been greater than it is today. Modern workforces need to be numerate and literate too, and to this end the development of both mathematics and English is an essential strand within your apprenticeship standard.

Within your son/daughter's apprenticeship programme they will develop their maths and English. Their Trainer/Tutor will meet with them regularly and together they will develop their mathematics and English skills in preparation for functional skills end assessment. These are externally set by Awarding Bodies and successfully passing them is a requirement of your son/daughter's programme/apprenticeship.

If they have already got a Grade C or above in their GCSEs, they may well be exempt from doing these tests, however, there will still be a requirement for them to continue to learn English and mathematics. This will be explained at their programme appraisal by their Tutor.

Within your son/daughter's vocational studies, their Apprenticeship Tutor/Trainer will also help with spelling, punctuation and grammar; ensuring that their portfolio/assessed written work is presented to the highest of standards and is error free. Alongside this, the Tutor/Trainer will also help them embed their mathematics, showing them where the work they are doing in functional skills is directly relevant to their vocational studies and their day to day work.

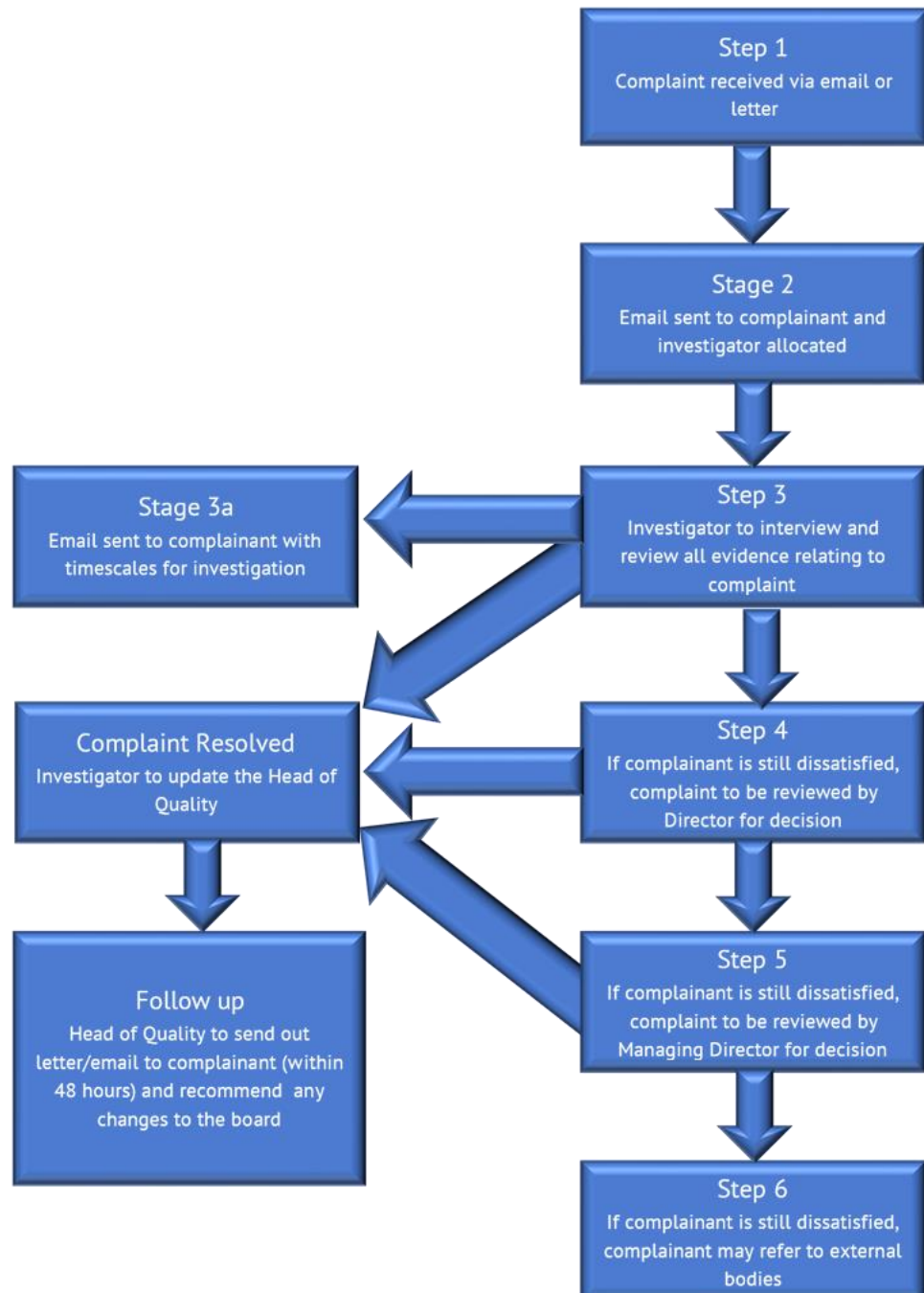
The Complaints Procedure

We expect your son/daughter's time with us to be a positive experience, but we accept sometimes they will have concerns. The complaints and appeals processes are reflected below, should they require them. Of course, the first step should be to try and resolve this with their Trainer or Tutor.

Should you or your son/daughter need to contact us to make a complaint about any aspect of the programme or experience, please email learnervoice@Instepuk.com.

Our full policy is available on our website www.instepuk.com

Complaints Procedure Flow Chart



Appeals Procedure – (Functional Skills Speaking and Listening only)

The appeals procedures comprised three stages.

Stage 1: Trainer/Tutor and Apprentice

Where an Apprentice disagrees with the assessment/judgement given, he/she must discuss the reason for this with the Trainer/Tutor concerned as soon as possible. In most circumstances, this will be immediately after receiving the assessment decision.

The Trainer/Tutor must consider the Apprentice's explanation and provide an immediate response through a clear written explanation/reiteration (as appropriate) of the assessment/judgement decision following a re-evaluation of the evidence.

Amendment to the Apprentice's assessment/judgement record, if appropriate.

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

Stage 2: Internal Verifier

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

- The original assessment/judgement record and
- Apprentice's evidence, where appropriate
- The written explanation/reiteration or the assessment/judgement decision
- The internal verifier must reconsider the assessment/judgement decision, and this will normally involve an evaluation of:
 - The Apprentice's evidence and associated records
 - The Trainer/Tutor's rationale for the decision
 - The opinion of another Trainer/Tutor
- The opinion of the Apprentice

In doing so, the internal verifier must complete section 2 of the Apprentice appeal form and provide the Apprentice with the reconsidered decision within five working days of receiving the appeal.

Where the Apprentice remains unhappy with the reconsidered assessment/judgement decision, the appeal must proceed to stage 3.

Stage 3: If No resolution

- As a final stage of the centre's appeal procedure for internally marked assessments/judgements, the centre may

contact the awarding body if the Apprentice does not feel their appeal has been resolved.

- An SV will review the assessment/judgement and make a final judgement.

Leaner Surveys

Your son/daughter will have the opportunity to feedback on their experience about Instep UK Ltd through our Learner Satisfaction Surveys.

The surveys take place following the initial programme appraisal, mid-point, following all learning module attendance and at the end of your programme.

Some useful information

The NUS and Apprentices - working together



Apprenticeships are considered to be as important as higher education in enabling the UK economy to compete internationally. In 2009-10 there was a total of just under 500,000 apprentices, with more than 279,000 apprenticeship starts in that year, an increase of over 16% on the previous year. The UK government is committed to seeing these numbers increase further and is working with employers, colleges and the NUS to deliver a first-class level of service and support to apprentices.

What is a TOTUM Apprentice card?

You may have heard of the NUS Apprentice Extra card. This is now the TOTUM Apprentice card and is the ONLY discount card available to apprentices. The shiny card opens up over 140 top brand discounts including savings on tech, fashion, beauty and loads of other fun stuff.

A TOTUM Apprentice membership comes with lots of new benefits including hundreds of new discounts, a new app, a new and improved website, PASS proof of age ID (available on renewal) and free taste card membership.

For just £14.99 for 12 months, you get discounts from the likes of The Co-op, Amazon, Dominos, Alton Towers, New Look and much more!

Simply show your card in-store and online to save money with deals like 10% off at Co-op, 20% off National Express, 10% of at ASOS and up to 40% off at Las Iguanas.

Find out more and view all discounts here: [TOTUM is NUS extra evolved. | TOTUM](#)

Supporting the National Society of Apprentices

By purchasing the TOTUM Apprentice card you'll be supporting the vital work of the National Society for Apprentices. The NSoA works with apprentices, training providers, and colleges to improve apprenticeships and support apprentices.

Apply for a TOTUM Apprentice card

What are you waiting for? Buy your card here and start saving today! [TOTUM | Login](#)