

# Community, Classroom and Apprenticeship Learner Handbook

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**2025-2026**



Aiming to improve the quality-of-life skills and employability of residents in the borough, making Wandsworth a vibrant and prosperous learning community.



Education & Skills  
Funding Agency

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# Welcome

Wandsworth Council Lifelong Learning (WCLL) is delighted that you have chosen to enrol on one of our courses.

WCLL delivers learning directly and in partnership with learning providers across the borough of Wandsworth. The Greater London Authority (GLA) may fully or partly fund your course. Our role is to ensure that you receive the training and support that you need to successfully complete your course.

The Adult and Community Learning (ACL) provision is designed to help people to reconnect with learning, build confidence, develop a new skill and prepare to progress to formal courses. It typically includes a range of community-based and outreach learning opportunities, including creative and cultural opportunities, and enables the delivery of non-accredited learning. The Service also delivers a comprehensive programme of accredited courses.

## Wandsworth Council Lifelong Learning Mission Statement

All Wandsworth residents will have access to a wide range of high-quality learning opportunities in a safe learning environment. Provision will be responsive, flexible and held at times and in places designed to meet the needs of learners, employers and the local community. The Lifelong Learning team aims to improve the employment skills, career development, the quality of life and well-being of residents in the borough, making Wandsworth a vibrant, prosperous learning community.

### Wandsworth Council Lifelong Learning priorities:

1. To lead and manage high quality learning.
2. To increase the number of learners achieving and gaining qualifications.
3. To meet the needs of individuals, communities and employers in Wandsworth to support effective pathways to employment.
4. To widen participation in learning.
5. To link adult skills and community learning to other key strategies and initiatives.

**“ We would like to take this opportunity to wish you every success with your course. ”**



# Community and Classroom Learning Courses Learner Handbook

# Career Advice and Progression Opportunities

We want to help you make informed decisions about improving your skills, gaining a qualification, making the most of your training or improving your career prospects.

## Our aims are to:

- Provide information, advice and guidance to learners ensuring that any programmes offered reflect their individual needs and personal goals.
- Give learners the opportunity to discuss their requirements throughout their programme and advise them of, or signpost them to, other organisations accordingly.

## What you can expect from WCLL:

- Knowledge, professionalism, and confidentiality.
- Access to our services by email, telephone, or face to face
- Flexibility and adaptability – we will arrange appointments to suit all learners.
- Commitment to the aim of offering equality of opportunity to all by offering a fair, impartial, tailor-made service specific to individual needs.
- Support throughout the duration of your programme.

If you sign up to receive our monthly newsletter, you can keep up-to-date with forthcoming courses that may be of interest.

There are an extensive range of training opportunities available to you, if you would like any advice and guidance on your next steps, then please contact:

### **Dustine Davis**

Mobile number: **07919 392254** / Office number: **020 8871 7649**  
[dustine.davis@richmondandwandsworth.gov.uk](mailto:dustine.davis@richmondandwandsworth.gov.uk)

### **Jackie Brown**

Mobile number: **07977 818175** / Office number: **020 8871 7649**  
[jackie.brown@richmondandwandsworth.gov.uk](mailto:jackie.brown@richmondandwandsworth.gov.uk)

# Learner Code of Conduct

## Before class

- Ensure that you arrive on time for classes and prepared for learning – arrive in the centre before the start of lesson or log on to the online portal
- Ensure you have what you need to take notes from the class.
- Wear appropriate clothing for classes. No caps, hats or hoods to be worn in lessons.
- Attend 100% of your classes.
- Inform WCLL of any reason for absence, in advance.

## During class

- Display a positive commitment to your learning.
- Be tolerant and respectful towards all and respect the views of others.
- No food or drink (other than water) to be taken into class.
- Do not use mobile phones or other devices during lessons.
- Do not share or remove training provider or learner property without permission.
- Report anything that is, or is potentially, dangerous to an appropriate person.
- Do not smoke or vape, except in designated areas.
- You must have your camera on, but please be aware of what others will see in your background.
- Do not make any recordings of the session or take screen shots or photos of others online.
- Do not use AI tools to transcribe the session. Your tutor may record the lesson, if it has been agreed with all learners in the class.

## Conduct

- Observe all WCLL policies and procedures during your course.
- Complete work and collect evidence for assessment within agreed timescales.
- Treat all learning environments and resources with respect.
- Harassment, bullying, discrimination, swearing, racist, homophobic, transphobic or sexist conduct will not be tolerated.
- Behave responsibly so as not to endanger yourself or other people.
- Be committed to a healthy lifestyle, which is not dependent on the misuse of drugs or alcohol.

## Dress Code Guidelines for Online Learning

Even though our courses are online, we ask learners to dress appropriately to support a respectful and focused learning environment.

- Wear clean and tidy clothing.
- Avoid pyjamas, beachwear, revealing outfits, or clothing with offensive slogans or images

This will ensure that sessions are professional and comfortable for everyone.



## Attendance and Punctuality

Punctuality is vitally important for all learners to achieve their full potential within their studies. Further information can be found within the WCLL Attendance Policy.

### Learners are expected to:

- Attend all lessons and arrive before the start of the lesson properly equipped and prepared.
- Inform their tutor in advance if they have a genuine reason for lateness or absence. This can be done via email or telephone.
- Understand the expectations for attending all timetabled lessons.
- Arrange appointments, so that they do not conflict with lesson times.
- Make arrangements to catch up on any work missed during their absence with support as required.



## Learner Conduct

WCLL aims to ensure all learners achieve their goals while on a course. Learner conduct management addresses any issues that may arise during your course, promotes positive attitudes towards learning and aims to ensure individual success by creating a cohesive support system. We will foster a culture based on mutual respect, trust and honesty in which learning can thrive for all. The procedures apply to all learners enrolled on any course delivered by WCLL or one of our subcontractors.



## Role of your Tutor

Our Tutors have occupational competence in the chosen vocational subject they are delivering. Their responsibilities include:

- Inducting learners onto the programme, agreeing and designing an Individual Learning Plan for each learner that will include details of development objectives against the chosen course.
- Regularly check on learners' welfare to ensure they are working in a safe environment.
- Providing Information, Advice and Guidance to support the learner throughout their time on the programme and upon completion. The Tutor will regularly discuss next steps upon completion to aid the learner in meeting their original ambitions and objectives.





## Safeguarding

At WCLL we have a duty to look after you and we take this very seriously. We work hard to ensure everyone feels safe whilst on one of our courses, whether online or attending our training facilities, and that you are able to learn in a positive and supportive environment.

Safeguarding describes the duties and responsibilities which those providing education and training must undertake, to protect individuals from harm. The objectives of Wandsworth Council Lifelong Learning Safeguarding arrangements are to:

- Provide a safe environment in which to learn and work.
- Take appropriate action to ensure that learners are kept safe at home and in training.
- Identify and support any young or vulnerable learners or apprentices suffering, or likely to suffer, any harm or abuse.

### **Abuse can take several forms, including:**

- Physical, emotional or sexual abuse
- Financial or material
- Discrimination
- Neglect

If you have a safeguarding concern, have witnessed or have knowledge of abuse or wish to make us aware of anything that is of concern, then you can email our central Safeguarding contact: [lifelonglearningsafeguarding@richmondandwandsworth.gov.uk](mailto:lifelonglearningsafeguarding@richmondandwandsworth.gov.uk)

**You may also contact a member of the team directly. Contact details are below.**

If at any stage you feel unhappy with the support or advice offered by a member of the WCLL Safeguarding team, or by a Safeguarding Lead or an Officer for a subcontractor, please contact our Head of Service, Santino Fragola: [santino.fragola@richmondandwandsworth.gov.uk](mailto:santino.fragola@richmondandwandsworth.gov.uk)

## Meet the Safeguarding team



**Joss New**

Designated Safeguarding Lead

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Deputy Designated Lead

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**Santino Fragola**

Designated Safeguarding Officer

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Designated Safeguarding Officer

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## Safeguarding Information

Our role is to increase your knowledge of potential risks faced in society and at work, and actions that can be taken to protect you and prevent exposure to risk. Key areas where we will look to increase your awareness include:

- **Radicalisation:** the action or process of causing someone to adopt radical positions on political or social issues.
- **Extremism:** the holding of extreme political or religious views or fanaticism.
- **Prevent Strategy:** this forms part of the Government's anti-terrorism strategy.

**Grooming** occurs when someone builds a relationship, trust and emotional connection with a child or young person in order to manipulate, exploit and abuse them.

**Online Grooming** is when someone uses the internet to trick, force or pressure a person into doing something sexual, such as sending an intimate video or picture of themselves.

**County Lines:** 'County Lines' is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

**Gangs and Knife Crime:** The term 'gang' may mean something different for different people. A gang is legally defined as a group of people who spend time together and engage in crime, often in the form of illegal businesses.

**Peer-on-Peer Abuse:** It is important to recognise that abuse isn't always perpetrated by adults; children can abuse other children too. This is referred to as peer-on-peer abuse and can include:

- Bullying (including online/cyberbullying)
- Sexual violence and sexual harassment (including online)
- Physical abuse (such as hitting, kicking, shaking, biting etc.)
- Sexting (also known as 'youth produced/involved sexual imagery' or sharing 'nude or semi-nude' imagery)
- Initiations, hazing type violence and social rituals.

**Harassment:** Harassment is unwanted behaviour which you find offensive, or which makes you feel intimidated or humiliated. It can happen on its own or alongside other forms of discrimination.

**Sexual Harassment:** Sexual harassment is a form of unlawful discrimination under the Equality Act 2010. The law says it's sexual harassment if the behaviour is either meant to, or has the effect of:

Violating your dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment.

**Domestic Violence:** Domestic abuse in London has risen and should be a concern for all. The forms of domestic abuse have widened. Emotional, financial, and coercive abuse is a growing issue, as well as repeat victimisation and advances in technology have resulted in new and emerging methods of abuse.

**Mental Health:** One in six adults experience mental ill health at any given time. Factors, such as age, gender, and lifestyle, may contribute to a person's likelihood of developing mental ill health, and some people may experience more than one mental disorder during the course of their lives or even at the same time.

**Bullying:** is a type of behaviour, repeated over time, that intentionally hurts another individual or group through the use of force, threats, coercion, intimidation, or aggressive domination of others. If left unaddressed, bullying can have a serious impact on a person's mental health, self-esteem, and ability to thrive in life.

**It is vital if you have any concerns or would like some professional advice at any time, that you raise this with your tutor or any of the Safeguarding Team, immediately.**



## Equality, Diversity and Inclusion

We aim to ensure that learners enrolled on our programmes do not receive less favourable treatment on the grounds of sex, marital status, disability, race, colour, nationality, ethnic origin, religion or belief, age, sexual orientation, or dependents, or are placed at a disadvantage by imposed conditions or requirements which cannot be justified. If you believe you have been treated unfairly during any stage of your course, we urge you to discuss your concerns with your Tutor.

## The Prevent Strategy

Prevent is part of the Government counter-terrorism strategy. It does not focus on a specific ideology and covers all forms of extremism. It is concerned with safeguarding people and communities from the threat of terrorism and aims to prevent people from becoming terrorists or supporting terrorism and is designed to tackle terrorism at its roots.

### **Prevent promotes:**

- Noticing - vulnerability and exposure to radicalisation, changes in behaviour, ideology, and other signs of extremist exploitation.
- Sharing - your concerns with your Tutor or a member of the Safeguarding Team who will support and help decide, what if any action to take.





## British values

### These values are:

#### **Respect for the rule of law**

Respect for the rule of law means that everyone in society is treated equally and fairly, and that everyone follows the same rules and laws.

#### **Individual liberty**

Individual liberty allows people to pursue their own goals and interests, providing they do not harm others.

#### **Democracy**

Democracy is the foundation of the UK's political system. Everyone should have an equal say in how their country is run, and that the government should be accountable to the people.

#### **Mutual respect and tolerance of different faiths and beliefs**

Promote understanding and acceptance of people from different backgrounds and with different beliefs and help to create a more inclusive and diverse society.

We aim to promote principles which will enable learners and apprentices to develop their self-knowledge, self-esteem, and self-confidence. Learners and apprentices are encouraged to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality and beyond.



## Staying Safe Online

While using WCLL equipment or devices, users must not download and/or circulate copyrighted information or material which may be violent, obscene, abusive, racist or defamatory. Be aware that such material may be contained within jokes sent by email and can be considered harassment if circulated. Any person receiving such content via email, should report it to their Tutor.



## Our Top Tips for Staying Safe Online.

- Learners are advised never to give out personal details of any kind which may identify them or their location.
- Remember that once something is sent online it can never be removed.
- Trust your instincts. If you think something feels wrong, contact us to let us know.
- Do not do anything you do not want to do. Speak to someone you trust if you are feeling pressured to meet or talk to someone.
- Keep your privacy settings as high as possible.
- Choose strong passwords and never reveal passwords.
- Be careful what you download.
- Be careful what you post. Do not post any personal information, address etc.
- Think carefully before posting pictures or videos of yourself. Once you have posted a picture of yourself online most people can see it and may be able to download it, it is not just yours anymore.
- Do not befriend people that you do not know.
- Do not meet up with people you have met online. Speak to a parent, carer, friend, your tutor or a member of the Safeguarding team, if someone is suggesting that you do.
- Respect other people's view. Even if you do not agree with someone else's views, this does not mean you may be disrespectful.
- Tutors, training coordinators and assessors are not permitted to accept requests to join individual learner or apprentice social networking (e.g., Facebook 'Friend requests').

# Exams

It is your responsibility to ensure that your personal details are correct, and you are being entered for the correct exam. The details entered on your enrolment form will be used to register you with the examination board and this information is used by the examination boards to issue your certificate.

Charges for replacement certificates will be passed onto learners where incorrect information has been supplied. If any of your details change, please inform staff at reception or contact a member of our administration team.

People with disabilities, learning difficulties or health problems may be able to get help with their examinations such as additional time, support staff, or additional breaks. Please let your tutor know if you have any additional requirements or access arrangements for exams as soon as possible after starting your course.

# Appeals Procedure

If you are unhappy with an assessment decision, you have the right to appeal. The appeals procedure has three stages. To make an appeal you must start with the first stage and only progress through the other stages if you are not satisfied with the outcome of each one, in turn.



**Stage 1** Discuss your concern with your tutor who will provide you with an explanation of their assessment decision. This should take place within 14 days of the assessment decision.

**Stage 2** The Internal Quality Assurer (IQA) is advised within 48 hours of the appeal. The IQA reviews the situation and looks at all the evidence. The IQA will communicate the outcome of the review to both the candidate and the tutor within 14 days of receipt of the appeal. If the candidate or tutor are still dissatisfied, the appeal moves to stage 3.

**Stage 3** The Deputy Head of Lifelong Learning (DHLL) must be informed of an appeal within 48 hours of stage 2 outcome. The appeal is considered by the DHLL or another senior manager. The DHLL will confirm their decision to learner, tutor and IQA within 14 days of receiving the appeal. If the issue is still unresolved, the appeal moves into the awarding organisation's appeals procedure.

# Feedback

WCLL is committed to seeking feedback from all our learners, employers and apprentices to improve our provision.

You may be invited to attend Learner Voice activities which will be conducted by one of our Information, Advice and Guidance advisors. We urge all learners to voice any suggestions or barriers they have faced whilst on the programme. The information is collated and reviewed regularly and used to implement improvements.

## The London Learner Survey

If you are attending a course that is subsidised by the GLA you will be asked to complete the London Learner Survey, which is run by IFF Research on behalf of the GLA.

The survey asks about why you want to study, your health, your job (if you have one) and how you feel about other things in your life like working, volunteering and spending time with different kinds of people.

It will also ask you for your contact details so they can contact you after you finish your course to find out if anything has changed. They promise not to send you any spam or marketing emails.

They ask these questions so they can find out if anything changes about your life, during your course – for example getting a new or different job, meeting different kinds of people, or helping you to feel more confident or happy.

All your answers will be stored securely by IFF Research, who are the research agency hosting the survey. Wandsworth Council Lifelong Learning won't be able to see your answers.

By taking part you will help to improve adult courses for all Londoners.

# Useful WCLL Policies

All these policies can be found on our website -

[www.wandsworthlifelonglearning.org.uk/policies-procedures](http://www.wandsworthlifelonglearning.org.uk/policies-procedures)

- Learner Attendance & Punctuality Policy
- Malpractice Policy
- Health and Safety Policy – including Lockdown/Evacuation Procedures
- Special Arrangements and Additional Learning Support Policy
- Equality, Diversity & Inclusion Policy
- Safeguarding Policy
- Privacy Policy
- E-Safety Policy
- Complaints Policy
- Learner Code of Conduct
- Learner Online Code of Conduct & Documents
- Compliments and Complaints
- AI Policy

## Health and Safety

All learners must have due regard for Health & Safety regulations, both for themselves and for others who may be affected by their actions.

If you are an apprentice, you should also ensure that you are aware of your employer's Health and Safety Policy Statement and of the arrangements that are in place for the organisation and management of Health and Safety.

All accidents must be recorded following all WCLL procedures in the Health and Safety policy. They must then be reported to either the Deputy Head of Lifelong Learning or the Quality Assurance Manager who will investigate accidents or near-misses and report any injuries, diseases or dangerous occurrences (covered by the Reporting of Injuries, Disease and Dangerous Occurrences Regulations 1992 (RIDDOR)).

# Staff Contact Details

Wandsworth Council Lifelong Learning Reception

020 8871 8055 [edlifelong@richmondandwandsworth.gov.uk](mailto:edlifelong@richmondandwandsworth.gov.uk)

■ **Santino Fragola** (Head of Lifelong Learning)  
M: 07767 256832  
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■ **Joss New** (Deputy Head of Lifelong Learning)  
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■ **Phil Michel** (Community Learning & EU Projects Manager)  
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■ **Tracy Adams** (MI & Compliance Manager)  
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■ **Jackie Brown** (Youth Project Officer)  
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# Support Services

While we want you to have a successful and enjoyable time on your programme, and we recognise that there are times when individuals may need advice and support for issues of a more personal nature. WCLL have produced a range of support leaflets with national and local support services that are available to help with a range of topics. If you would like support or a leaflet, please ask a member of staff. The leaflets can be found in the Gwyneth Morgan reception area.

## Wellbeing

Wandsworth Council works with local health partners and other groups to provide information about health and health services in the borough. These include NHS services, charities providing health support, and information and advice on healthy living. Here you can find support for health problems, and everything from exercise classes to mental health helplines to getting emergency help. You can also find out more about local health services, and the support they provide at [www.wandsworth.gov.uk](http://www.wandsworth.gov.uk)

## Mental Health

Good mental health is a state of wellbeing where individuals can achieve their potential, cope with the normal stresses of life, work productively and contribute positively to their community.

However, anyone can suffer symptoms of mental ill-health, and this may relate to temporary stress symptoms or more serious clinical mental health conditions such as depression or anxiety. Temporary stress symptoms may be experienced at work during busy, hectic periods or during a change in life such as getting married, buying a house or the death of a friend or relative. Symptoms should reduce when you feel in control of the situation.

Stress can develop into clinical mental health conditions such as depression and anxiety if the stress becomes more severe and is prolonged. Stress can also trigger episodes of bipolar disorder or other severe mental health conditions in vulnerable individuals.

If you are concerned about your mental health, you should make an appointment with your doctor or speak to a member of the team who can provide you with details of other organisations that can support you.



# Apprenticeships





## What is an Apprenticeship?

An apprenticeship is a focused learning programme that assists learners with developing new skills and enhancing their knowledge. For some, it can be an opportunity to 'learn while you earn' and for others, it supports their development if they have recently been promoted or have been tasked with additional responsibilities.

**An apprenticeship may consist of some or all the following:**

- **Functional Skills: English**
- **Functional Skills: Maths**
- **Apprenticeship Standards**
- **Diploma in chosen vocational sector**
- **End Point Assessment**



## Qualification Content

### Diplomas

These are competence-based qualifications, which include mandatory units that all learners need to complete. Mandatory units cover core areas such as communication in the workplace and working effectively with others. There will also be a range of optional units which you and your line manager may choose to suit your job role. Each unit consists of a series of performance and knowledge criteria.

### Apprenticeship Standards

Apprenticeship Standards include measurable outcomes relating to knowledge, skills and behaviours that an apprentice must achieve and apply within their roles.

Your existing knowledge, skills, and behaviours are assessed at the beginning of your apprenticeship and an individual learning plan will be developed for your specific requirements. Your skills coach will conduct this assessment and we will agree a training programme with you and your employer, which will enable you to develop your knowledge, skills and behaviours in line with the Apprenticeship Assessment Plan and organisational development needs. We will then agree an appropriate duration of training with you and

your employer. Please note that the minimum time period must be 12 months and 1 day for all apprenticeships.

The planned knowledge, skills and behaviours (KSBs) are required for you to be competent in the duties of the occupation profile. The KSBs will form the basis of the apprentice's on and off the-job training.

**Knowledge** - the information, technical detail, and 'know-how' that an apprentice needs to have and understand to successfully perform the duties. Some knowledge will be occupation specific, and some may be more generic.

**Skills** - the practical application of knowledge needed to successfully undertake the assigned duties. They are learned through on and/or off-the-job training or experience.

**Behaviours** - mindsets, attitudes or approaches needed for competence. While these can be instinctive, they can also be learned. Behaviours tend to be transferable and may be more broadly applied across apprenticeships than knowledge and skills. For example, team working or being adaptable and professional.

If you are undertaking an Apprenticeship Standard, you will need to undertake an End Point Assessment (EPA). The EPA is designed to evaluate whether you have gained and applied the knowledge, skills and behaviours outlined in the Standard. Each EPA is different and the requirements for each assessment are described in the Apprenticeship Standard.

## Summary of End Point Assessment:

An End Point Assessment (EPA) must be delivered by an independent EPA organisation with no affiliation to the employer or training provider, involved in the apprenticeship.

- Most EPAs will be graded - Pass or Distinction.
- You cannot achieve your apprenticeship without passing the EPA.
- Some programmes will require learners to also complete diplomas or sector certificates before they can undertake an EPA.
- Depending upon your age, past qualifications and your employer needs you may need to achieve Functional Skills English and maths before you will be able to attend End Point Assessment
- Some Apprenticeship Standards will include a situational test as part of the EPA and some will include an interview and professional discussion with an independent assessor.

We will work with you and your employer to fully prepare you for your End Point Assessment, which will involve completing mock assessments and discussions.

The assessment is synoptic, i.e., takes a view of your overall performance in your job and uses a variety of complementary methods. The assessment activities may include:

- An on-demand test
- A practical observation
- A professional discussion
- A presentation or work-based project
- A competency-based interview
- An assessment of a portfolio of evidence

## Functional Skills

Apprentices who begin their training at ages 16 to 18 must obtain English and maths qualifications to complete their apprenticeship, unless they already possess suitable equivalent qualifications. Those who do not have an appropriate qualification in either English, maths, or both, are eligible for funding to achieve up to an approved level 2 qualification in these subjects.

Apprentices starting their training at age 19 or older may also receive funding to study up to an approved level 2 qualification in English, maths, or both, provided they do not hold suitable equivalent qualifications and their employer agrees that this should be included in their training plan. If the employer does not see this as a requirement apprentices do not have to undertake Functional Skills.

# Who is involved?

There will be various individuals/organisations involved during your programme, below is a summary of their role.

Title	What they do
<b>Tutor/ Skills Coach</b>	Provide support and guidance to the learner. This will include visiting in the workplace, planning and marking assessments, conducting reviews with apprentices and learners. Generally supporting the apprentice to develop during the programme.
<b>Internal Verifier</b>	Review samples of assessments or other evidence to check that requirements are being met, complete observations of teaching, learning and assessment. They will also manage any assessment appeals.
<b>Designated Safeguarding Lead &amp; safeguarding Team</b>	The Designated Safeguarding Lead & Safeguarding Officers have a responsibility to act as professional advisors on the protection of children and vulnerable adults. The team will support apprentices with any safeguarding issues.
<b>External Verifier/ Awarding Body</b>	Representatives from the various Awarding Body organisations we work with will visit and review practice to ensure the required standards are being met.
<b>Ofsted</b>	Ofsted is the Office for Standards in Education, Children's Services and Skills
<b>Governors</b>	WCLL is overseen by a Governing Board which monitors the quality of education and the implementation of statutory duties.
<b>ESFA</b>	The ESFA provides funding for the Apprenticeship programme
<b>End Point Assessment Organisation</b>	Responsible for conducting and marking the End Point Assessments.



## Apprentice Network Meetings

These meetings are an ideal opportunity to meet other apprentices and share knowledge and experiences.

Apprentices can share their journeys as learn from others who might be slightly ahead in their journey. These meetings will also include guest speakers, discussion of current topics and careers support.

## Development - Off the Job Training

Off-the-job training is a statutory requirement for apprenticeships in England. It is training which is delivered to the apprentice during the apprentice's normal working hours (within their practical period), for the purpose of achieving the knowledge, skills and behaviours of the approved programme as referenced in the apprenticeship agreement.

**'Normal working hours'** means the hours for which the apprentice would normally be paid, excluding overtime. Off-the-job training must deliver new skills that are directly relevant to the apprenticeship standard.

During the programme you are required to spend 6 hours of your time each week undertaking other learning activities, described as off-the-job training. This learning is undertaken outside of the normal daily working environment.

**All apprentices must demonstrate that they have completed the minimum amount of off-the-job training. This is a mandatory element of the Apprenticeship Programme, irrespective of the apprentice's number of weekly working hours.**

**Off-the job-training must be directly relevant to the Apprenticeship Framework and may include the following:**

- Workshops
- Shadowing colleagues to learn new skills
- Work mentoring and coaching
- Coursework during working hours
- Attendance at workshops and staff development events
- Online research and learning

**There are certain activities that cannot be assigned to off-the-job training, and these include:**

- Coursework completed outside of working hours
- Progress reviews
- Assessment
- Functional skills, English and Mathematics workshops

All hours need to be logged regularly on the timesheet available on your e-portfolio and your skills coach will go through this with you.



# Reviews

Every eight to 10 weeks your skills coach will conduct a progress review with you and your line manager. The aim of this meeting is to ensure that you are progressing in your job, undertaking development activities, and achieving the agreed objectives.

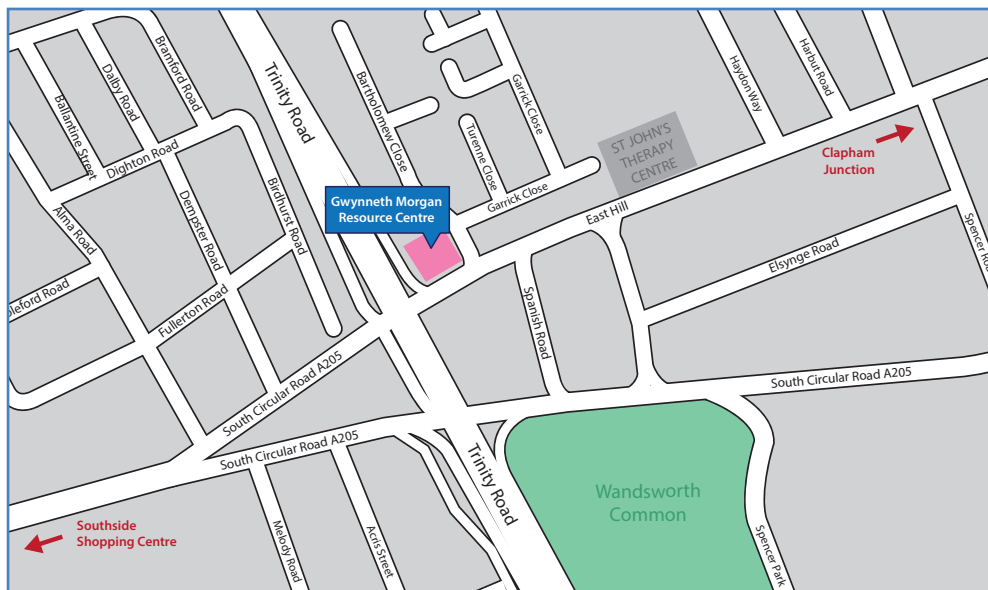
## **At each review meeting you will:**

- Review progress against each part of the Standard requirements and skills, knowledge, and behaviours.
- Review learning activities undertaken since the last review to identify new learning or skills you have acquired.
- Plan further work and learning activities that can be undertaken to gain additional knowledge, skills, or behaviours and agree the relevant support, if required.
- Discuss and agree SMART (Specific, Measurable, Agreeable, Realistic and Timebound) objectives for the following 8 weeks. Review and update your ILP/Scorecard.
- Discuss any areas of concern or barriers to success and how these can be overcome.
- Discuss core learning areas of Equality and Diversity, Safeguarding, Prevent and Health and Safety.

# Directions to the Gwynneth Morgan Resource Centre

**Gwynneth Morgan Resource Centre, 52 East Hill, London, SW18 2HY**

The entrance to WCLL is on Bartholomew Close. Walk down Bartholomew Close until you see the centre carpark (not for public use) on the left, enter and go left again to find the door and ring the bell to request entry. There is a WCLL sign at the entrance.



**Parking** on Bartholomew Close is limited and subject to charges for a maximum stay of 4 hours. Suggested public transport routes, are as follows:

## **Public Transport Options (please check a map and transport schedule for full details):**

- From Wandsworth Southside Shopping Centre (Stop W), catch the 39 or 156 bus to Marcilly Road (Stop B), followed by a 2 minute walk.
- From Clapham Junction rail station, St John's Hill (Stop M), catch the 39, 87, 156 or 337 to Marcilly Road (Stop SB) followed by a 3 minute walk.
- The Centre is a 14 minute walk from Clapham Junction Railway Station (St John's Hill).
- The Centre is a 17 minute walk from Southside Shopping Centre

[WandsworthLifelongLearning.org.uk](http://WandsworthLifelongLearning.org.uk)

## Worth a visit

Wandsworth Council Lifelong Learning:

Gwynneth Morgan Centre

52 East Hill


London SW18 2HJ


t: 020 8871 8055

e: [edlifelong@richmondandwandsworth.gov.uk](mailto:edlifelong@richmondandwandsworth.gov.uk)

## Worth following

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