



# **APPRENTICESHIP HANDBOOK**

## **2025-2026**

**TOTALPEOPLE.CO.UK**







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# WELCOME TO YOUR APPRENTICESHIP PROGRAMME AT TOTAL PEOPLE

Total People is one of the largest providers of apprenticeships and work-based learning in the North West of England. We are part of the LTE Group, one of the largest social enterprises in the UK, with all our profit reinvested to help those we work with.

## Our Mission

To improve lives and economic success through learning and skills.

## Our Vision

Empowering individuals to achieve their full potential through exceptional, employer aligned training.



# MEET THE TEAM

Melanie Nicholson  
Managing Director at Total People and MOL



Melanie began her career at the age of 18 as an apprentice dental nurse. After successfully completing a two-year apprenticeship, Melanie remained at the hospital in this role for a further three years before being approached by an apprenticeship training provider, who offered her a position as a dental nurse tutor. This sparked a passion for education and learning, encouraging her to study a PGCE and a range of assessor and verifier qualifications. She secured her first director role of a large national training provider by the age of 31, progressing to an executive director position only a few years later. Over her 25-year career, Melanie has overseen the training of thousands of apprentices and is passionate about on-the-job training and learning to this day.

Melanie is dedicated to providing opportunities for an education to all and strongly believes that apprenticeships allow individuals to progress their learning while developing valuable skills and knowledge.



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## SENIOR LEADERSHIP

### Gina Steele

#### Deputy Managing Director

Gina originally joined Total People in 2018 as a business improvement director before being promoted to deputy managing director in 2020, making it the company's mission to deliver high quality training and skills to improve the life chances and economic success of all our learners. Before joining Total People, Gina worked as a performance director at Rathbone Training UK for 11 years, a youth charity that focuses on improving lives through apprenticeships and work-based training.

### Candice Davies

#### Quality Director

Candice has over 20 years' experience in the education and training sector, having started out as a childcare tutor in 1999. She previously worked for Rathbone Training UK for 18 years, holding various positions such as area manager, operations manager and head of operations. Candice joined Total People in 2020 as an operations director before taking up the role of quality director in 2022.

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## SAFEGUARDING KEY CONTACTS

### Imtiaz Kala

#### Safeguarding and Equality, Diversity and Inclusion Lead

Imtiaz began his career in 1994 as a qualified teacher. Since then, he has held various positions in the education sector, such as training advisor and specialist service manager. Imtiaz is a highly experienced professional in safeguarding, mental wellbeing and equality, diversity and inclusion, having previously worked as an education and safeguarding social worker and as a safeguarding and welfare lead. He joined the team at Total People in 2022, taking up the position of safeguarding and equality, diversity and inclusion lead.

### Sophie Hayes

#### Head of Learner Experience

Sophie began her career in early years education in 1994, eventually transitioning to management roles a few years later. In April 2000 Sophie joined the team at Total People, where she has held various positions such as tutor, assessor, programme coordinator and curriculum performance manager. Currently, she works as the head of learner experience, and in 2021, she became the organisational lead for safeguarding at Total People.







# WHAT IS AN APPRENTICESHIP?

An apprenticeship combines practical training in an employed position with time dedicated to studying new knowledge, skills and behaviours, referred to as off-the-job training.

The amount of off-the-job training you are required to complete is determined by each individual apprenticeship standard. You will have a dedicated Learning Coach who will explain the requirements of off-the-job training to you.

There are numerous apprenticeship opportunities available, spanning various occupational industries. Apprenticeships start at level 2 and continue up to degree level and beyond.

There are many aspects to an apprenticeship. While industry knowledge and skills are at the centre of your programme, apprenticeships are also largely focused on personal development, designed to help you progress and achieve based on your personal starting points.

*"Tell me and I forget, teach me and I may remember, involve me and I learn."*

**Benjamin Franklin**





# FINDING THE RIGHT LEVEL

The apprenticeship level you can complete is directly related to the job role you have. The job role and responsibilities you have must provide the opportunities to meet the full range of knowledge, skills and behaviours within the apprenticeship programme.

You can find out more about any apprenticeship on the Skills England website.

Examples of relevant jobs are listed within the summary for each of the apprenticeship standards.

To find out more, follow the URL below.

[skillsengland.education.gov.uk/apprenticeships](https://skillsengland.education.gov.uk/apprenticeships)



# BENEFITS OF AN APPRENTICESHIP PROGRAMME

- Funded education (no tuition fees or loans)
- Gain knowledge, skills, behaviours and qualifications in order to develop in your chosen industry
- Employee benefits, including a wage
- Gain valuable practical experience
- Learn with and from industry experts
- Support your own personal and professional development
- Gain appropriate career advice and guidance to help you plan for and meet your future career goals and aspirations

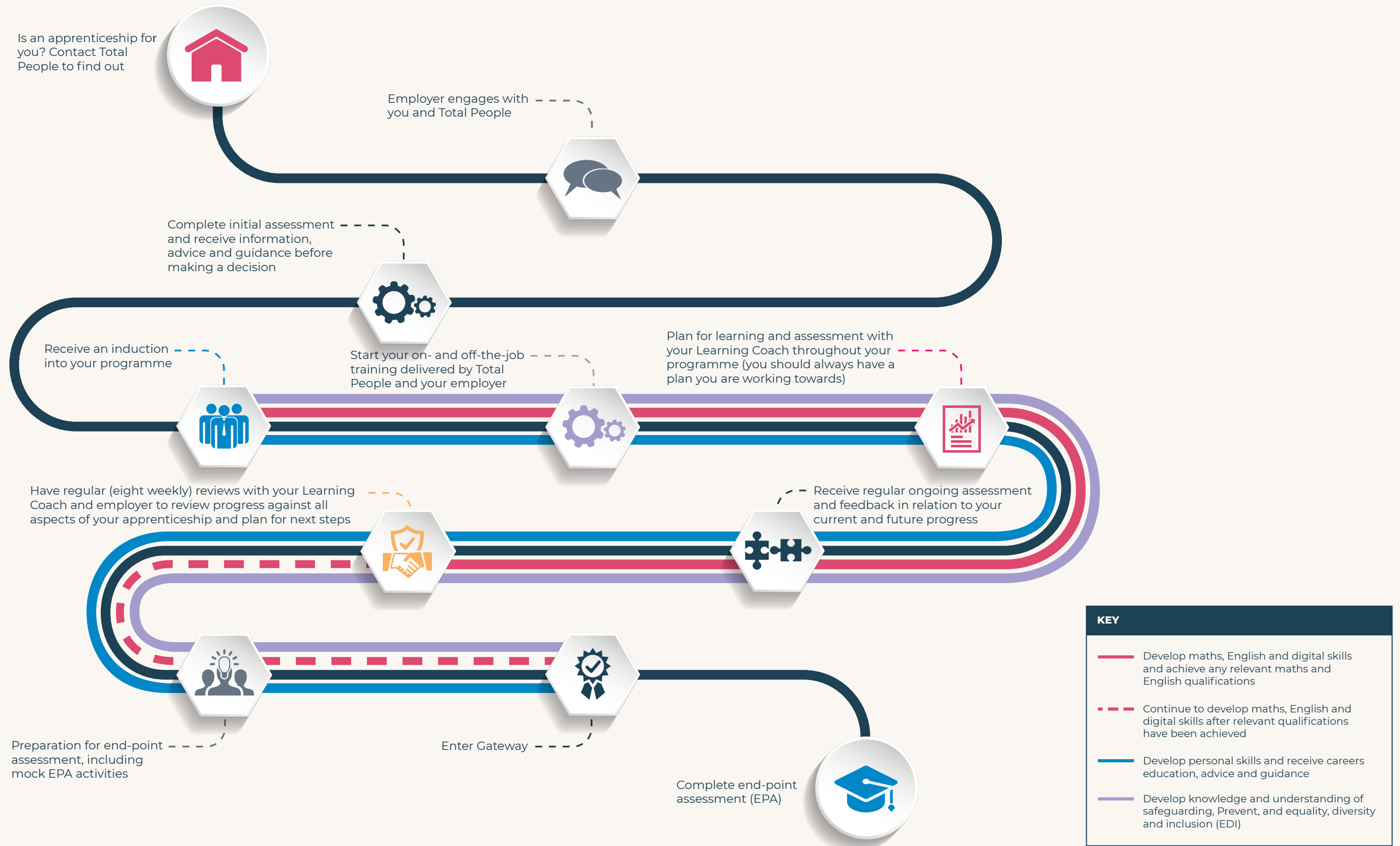
To find out more, go to the website below.

[apprenticeships.gov.uk/influencers/what-is-an-apprenticeship#](https://apprenticeships.gov.uk/influencers/what-is-an-apprenticeship#)





# THE APPRENTICESHIP LEARNING JOURNEY







# THE DEAL

At Total People, we set high expectations for all our staff and learners.

All learners are expected to enter into this deal with us.

You can look forward to a high level of support from Total People and also expect us to be committed, professional and respectful. Total People has high ambitions for you and will work together with you and your employer to achieve your goals.







## GETTING STARTED

If you have started learning with Total People then you will already have completed a number of initial assessment activities. You will also have met one of our dedicated Learning Coaches and your employer for a personal information, advice and guidance discussion about your apprenticeship programme. The reason we need to complete an initial assessment with you is to make sure we provide the best advice to meet your needs, and so we can plan your learning with you and your employer effectively. We want to use what we have learned about your starting points to make your learning with us interesting and engaging.

### Summary of initial assessment activities

- Completion of an application form
- Self assessment of knowledge, skills and behaviours, for example on a scale of 1-10 (where do you think you are)
- Maths and English initial and diagnostic assessments
- Completion of learning needs assessment(s), where appropriate
- Initial advice and guidance session, which includes reflection on and discussion of your self-assessed scores (these scores may change based on this discussion)
- Discussion with you and your employer about your job role, opportunities to meet the apprenticeship standards and the role of your workplace mentor

## INDUCTION

You will have made the decision to embark on your apprenticeship programme with your employer and Learning Coach following the completion of your initial assessment activities, including participating in a personalised information, advice and guidance session with one of our industry experts (Learning Coach).

Next you will attend a taught induction, either live online or face to face at one of our centres. You will attend an induction session about Total People and another session to learn more about the specific apprenticeship programme you are completing.

We understand there is so much information to take on board, so this e-booklet is designed to complement your induction training and can be used as a point of reference throughout your programme.

Once you have attended your induction and are enrolled onto your apprenticeship programme your Learning Coach will plan with you and your employer to review your progress (Progress Reviews). Reviews will take place on around day 10 and week 6 of your programme. This initial six weeks allows you to learn more about the expectations and demands of the programme and enables your Learning Coach to get to know you and your employer so that they can best plan your learning with you.

If you have any concerns about your programme at any time, please contact your Learning Coach, who will be happy to help.





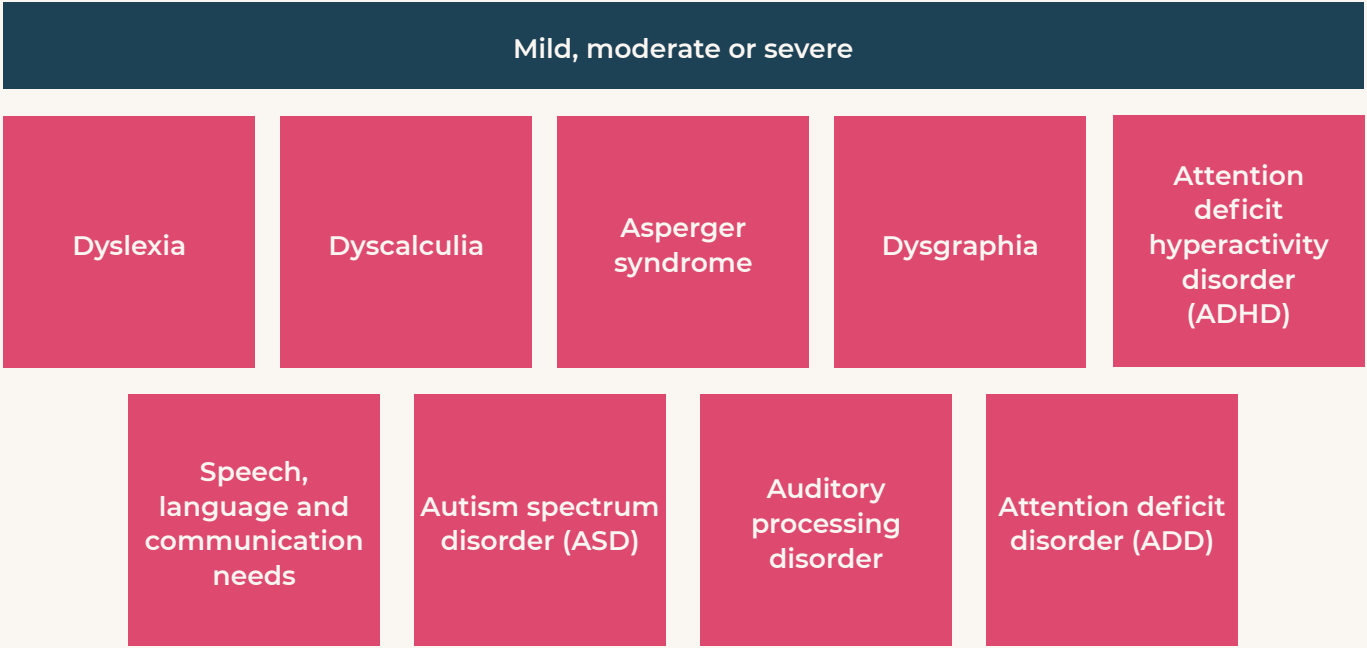
# THE WAY YOU LEARN

*"Neurodiversity is an inclusive term that acknowledges the fact that people with learning difficulties have a unique experience of the world that can bring many benefits. They may struggle in some areas but excel in others."*

Cognassist, 2025

## What do you need from us to be able to learn effectively?

Talk to your Learning Coach about how you learn best. If you have any learning difficulties, we will do our best to work with you to plan help and support that enables you to get the most from your programme. Sometimes the smallest changes can make the biggest difference.



# LEARNING DIFFICULTIES AND DISABILITIES

A **learning disability** relates to how the brain works, making it more difficult for someone to learn, understand or do things.

A **learning difficulty** is different from a learning disability as it does not affect general intellect. A learning difficulty is when someone faces a greater challenge in learning than others of the same age. Learning could be more difficult because of a diagnosed or suspected condition, such as dyslexia, or because someone has had an illness that may have impacted their memory. Causes of learning difficulties are vast. They can be temporary or permanent.





# LEARNING SUPPORT – WHAT THE LAW STATES

## THE EQUALITY ACT: LEARNING NEEDS AND/OR DISABILITY

Disability is one of the nine protected characteristics under the Equality Act 2010. The Education Act makes it unlawful to discriminate against anyone because of their learning needs and/or disability. The Equality Act is designed to ensure that all learners have full and equal access to education. This is achieved by providing an inclusive environment and curriculum. This includes teaching practices, the level of support provided, and the use of appropriate and accessible environments, materials and resources. Therefore, education providers must make reasonable adjustments to remove barriers faced by some learners due to their learning needs and/or disabilities.

The Education Act 1996 defines a learning difficulty or disability as

*the person has a significantly greater difficulty in learning than the majority of persons of the same age, or  
the person has a disability which either prevents or hinders the person from making use of facilities of a kind generally provided by institutions providing education or training for persons who are over compulsory school age*

A learning difficulty or disability in the funding rules has the same meaning as in section 15ZA(6) of the Education Act 1996 (as amended) – see definition above. Providers are required to initially assess learning needs and, where possible, barriers are identified, further assessment must be completed to explore these barriers and ways to effectively support the learner.

## THE SEND CODE OF PRACTICE

This is statutory guidance for England. It outlines how organisations must meet the needs of learners with special educational needs and/or disabilities (SEND). The Code of Practice covers children and young people up to the age of 25. However, many of the requirements and practices could also be followed as general good practice for learners of any age. This Code of Practice is based on the Children and Families Act, the Equality Act and the Special Educational Needs and Disability Regulations.

# SUPPORTING YOU: FOLLOWING THE GRADUATED APPROACH

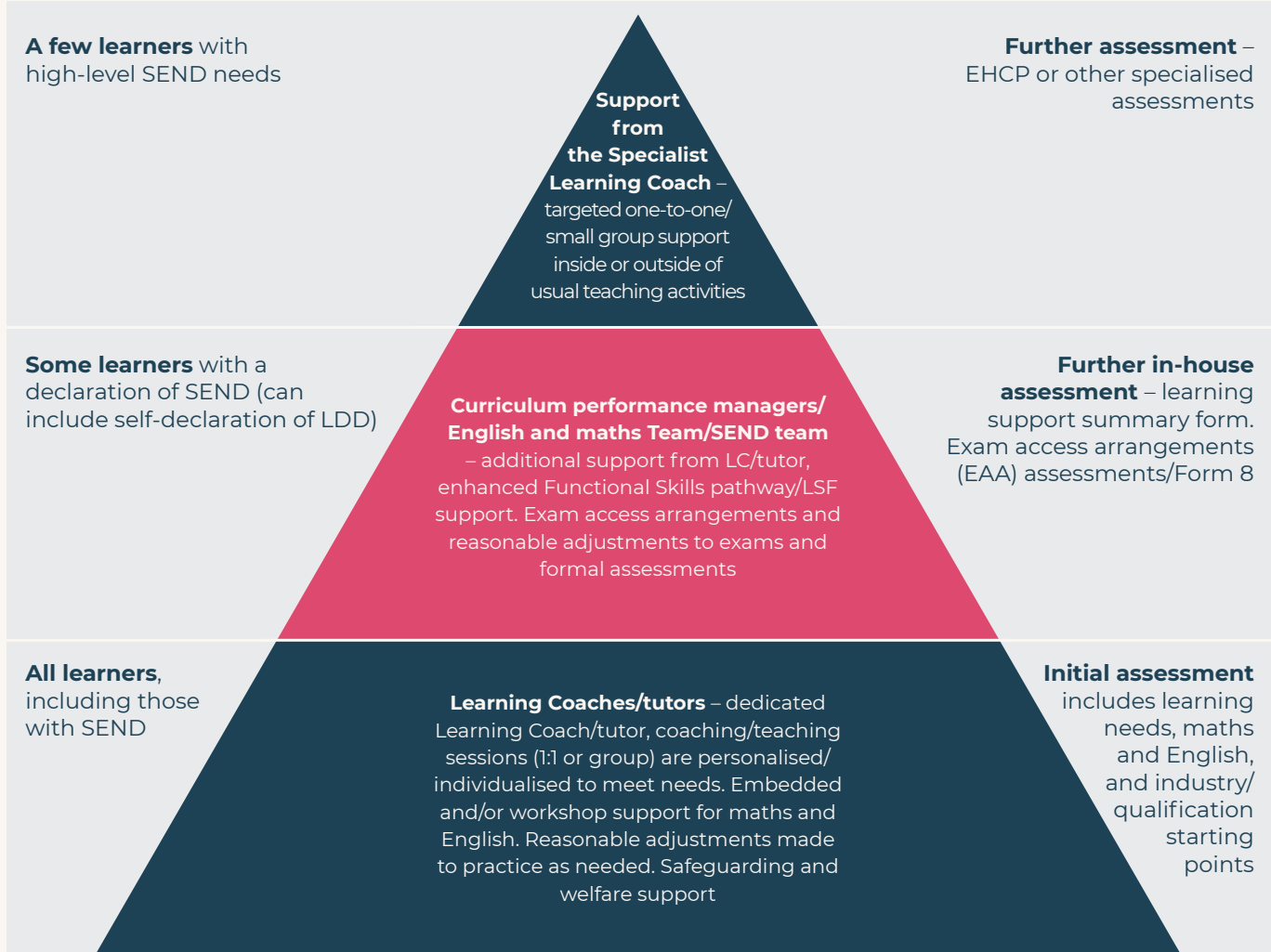
The graduated approach refers to a staged approach to supporting learners with SEND/LDD (special educational needs or disabilities/learning difficulties or disabilities). This can also include learners with a specific health need that impacts learning or access to the curriculum.

As the level of need increases, so too does the type and amount of support and intervention. This is to make sure that the curriculum, including the development of new knowledge, skills and behaviours, is fully accessible to all learners.





# THE GRADUATED APPROACH AT TOTAL PEOPLE



## DID YOU KNOW?

Around  
**1 in 3**  
apprentices have a learning difficulty  
(1 in 5 for L5 to L7 apprentices)

**35%**  
of apprentices have a learning difficulty and should get additional support from employers, training providers and end-point assessment organisations

Around  
**2%**  
of adults in the UK are believed to have a learning disability

Around  
**1 in 10**  
people in the UK are believed to have dyslexia. Dyslexia is a common learning difficulty





# SUPPORT FOR LEARNING DIFFICULTIES AND DISABILITIES

If you have or think you may have a learning difficulty, a learning disability or a physical disability then speak with your Learning Coach.

You will most likely be entitled to reasonable adjustments at work and in training to support you throughout your apprenticeship programme.

For more information about reasonable adjustments and special considerations, access the end-point assessment guide for apprentices.

[gov.uk/government/publications/end-point-assessment-guide-for-apprentices-2024/end-point-assessment-guide-for-apprentices#additional-support](https://gov.uk/government/publications/end-point-assessment-guide-for-apprentices-2024/end-point-assessment-guide-for-apprentices#additional-support)

For more information about reasonable adjustments in the workplace, visit the ACAS website.

[acas.org.uk/what-disability-means-by-law](https://acas.org.uk/what-disability-means-by-law)



# ON- AND OFF-THE-JOB TRAINING

Off-the-job training is planned training that takes place within your usual paid working week but outside of your usual job role.

Employers must provide dedicated time for apprentices to study away from their normal duties. This could include time to attend workshops or training sessions in a training centre or live online, as well as time to complete some online learning, independent study and self-reflection. The total amount of time that must be dedicated to off-the-job training is determined by the apprenticeship standard you are undertaking. Your Learning Coach will discuss and agree this with you and your employer before your training starts. Any relevant prior learning may also be taken into account when planning your off-the-job.

Off-the-job training must be dedicated to teaching you new knowledge, skills and behaviours that are related to your apprenticeship standard and help you achieve your end points.

As well as spending substantial time learning off the job, most of the time is spent learning on the job – practising and embedding the skills, knowledge and behaviours you have learned.

Total People works with employers to plan off-the-job training and make sure this is sequenced logically so connections are made between off- and on-the-job learning.

Off-the-job training must deliver new skills that are directly relevant to the apprenticeship standard. It can include	Off-the-job training must not include
<ul style="list-style-type: none"><li>the teaching of theory (eg lectures, role playing, simulation exercises, online learning and manufacturer training)</li><li>practical training, shadowing, mentoring, industry visits and participation in competitions, where the activity has been agreed and documented as part of the agreed training plan</li><li>learning support and time spent writing assignments</li></ul>	<ul style="list-style-type: none"><li>time spent on initial assessment and onboarding activities</li><li>English and maths training, up to and including level 2</li><li>training to acquire knowledge, skills and behaviours that are not required by the apprenticeship standard</li><li>progress reviews or on-programme assessments</li><li>training which takes place outside the apprentice's normal working hours (unless the apprentice has been paid for these additional hours or been given time off in lieu)</li></ul>

# PLANNING FOR LEARNING

Each apprenticeship programme we deliver has a specific curriculum of learning in place. Your Learning Coach will talk to you about your curriculum/programme of learning. They will outline with you and your employer

- what type of off-the-job learning will take place
- when this will take place
- where this will take place
- what you will learn

Your Learning Coach will also talk to you about the expectations of self-study, research and self-directed learning, which will contribute to the achievement of your programme.

In addition, you will have a clear plan in your OneFile portfolio. This plan will outline

- specific planned learning activities due to take place (how, when, where)
- activities you need to complete in preparation for the learning
- guidance relating to types of evidence you need to produce for your portfolio

As each plan is reviewed and achieved a new plan is created. You can find your Learning and Development Plans in OneFile.



# FEEDBACK FOR LEARNING

Throughout your apprenticeship your Learning Coach will provide you with feedback, following on from **learning activities**.

Feedback will be a combination of verbal and written. The aim of this is to support your learning and progression.

You have an important role during feedback. Use this opportunity to reflect on your experiences, opportunities and learning with your Learning Coach. To reflect on an experience or learning activity you need to 'stand back', ask questions and offer thoughts. What went well? Why? What could be improved? How? Why? What is next?

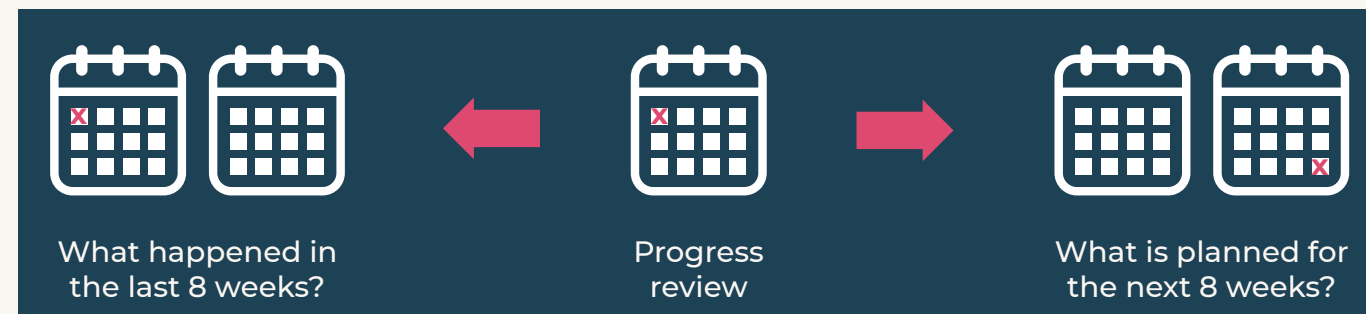
Apprenticeship standards are usually graded; typically the grades are fail, pass, merit, distinction or fail, pass, distinction. During feedback, you and your Learning Coach will reflect on where your knowledge, skills and behaviours are in relation to a pass or higher grade (where relevant) and how you can reach the next level.





# PROGRESS REVIEWS

You will have regular reviews with your Learning Coach and employer throughout your programme. Your first review will take place around 10 days after you have started your apprenticeship. A follow-up review will then take place six weeks into your programme and then approximately every eight weeks after that.

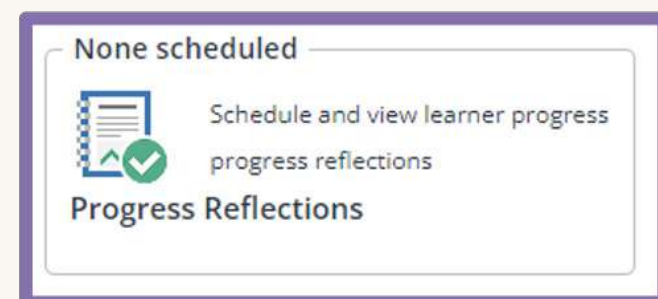


Reviews provide an opportunity to reflect on **all aspects** of your programme.

- What progress has been made against all aspects of the programme? How do we know this progress has been made?
- What is next? How will this be achieved? Why is it important?

During reviews you will have opportunities to discuss the broader aspects of your programme, such as maths, English, careers guidance, safeguarding, Prevent and equality, diversity and inclusion. Your progress reviews will also focus on your wellbeing.

If you have any worries or concerns, or if you need help or advice at any point, do not feel you need to wait until your next training session or progress review; just contact your Learning Coach for support.





# MATHS AND ENGLISH (FUNCTIONAL SKILLS)

When you are studying on an apprenticeship programme, you are supported to prepare for work and life beyond the course or qualification you are studying. Further development of maths, English and, where appropriate, digital skills can support you to progress and achieve in line with your capabilities and aspirations.

The level and type of study you complete around maths and English is determined by

1. the type of apprenticeship standard you are working towards
2. funding requirements linked to your age and eligibility
3. your employer

Funding rules state

- if you are **aged 16 to 18** when you start an apprenticeship programme and you do not already hold a suitable equivalent qualification, working towards and completing maths and/or English is a **mandatory** part of your apprenticeship
- if you are **aged 19 or above** when you start your apprenticeship, and if you do not already hold a suitable equivalent qualification, your employer can choose to opt in. If they do, you can be funded and supported to achieve your maths and/or English up to level 2. Completing a maths and English qualification is an **optional** part of your programme

It is important to remember that whether the achievement of specific Functional Skills qualifications are a mandatory or optional part of your programme, **ALL apprentices** will be supported to develop confidence, competence and fluency in maths, English and, where relevant, digital skills.

## INDUSTRY REQUIREMENTS

Sometimes specific maths and/or English qualifications can be required by the industry area you work in, or they may be highly desired in certain job roles. This may influence your employer's decision to **opt in** to English and/or maths qualification delivery for you, where you are over the age of 18 at the start of your programme.

For example, if working in Early Years, it is a statutory requirement to have a qualification in English at level 2 to be counted as qualified in the staff:child ratios. Therefore, all Early Years employers tend to **opt in** to at least English training at level 2.

## INITIAL ASSESSMENT

**All apprentices** will complete a maths and English initial assessment via BKSB. Results will be discussed with both you and your employer. Initial assessments help identify current levels of maths and English and help you, your employer and Total People to plan for your learning.

## DIAGNOSTIC ASSESSMENTS

For **all learners who are working towards maths and/or English qualifications** – whether this be because of age, industry requirements or your employer opting in – a further diagnostic assessment will be completed. These are often supported by a maths or English expert.





# MATHS AND ENGLISH SUPPORT

## All learners

- complete initial assessment in maths and English using the BKSB online system
- have access throughout their apprenticeship programme to a BKSB account, where there are a variety of resources and assessments to support the development of maths and/or English skills and knowledge
- benefit from contextualised learning throughout the curriculum in relation to maths and English

**Some learners** (16-18 at the start, or where employers opt in to Functional Skills delivery)

- complete further diagnostic assessments as part of a maths and/or English IAG (information, advice and guidance) session with a Functional Skills specialist
- attend live online training sessions via Teams, as part of Total People's modular delivery programme.

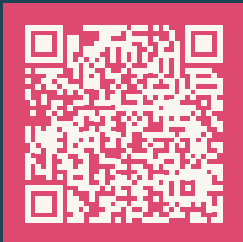
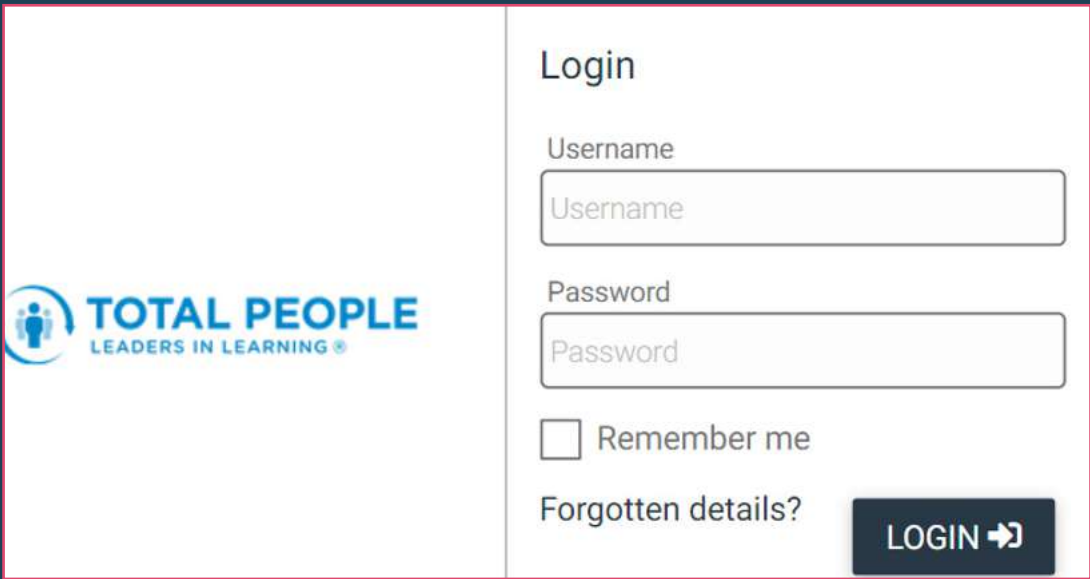
Modular delivery: Specific subjects are planned and taught by a specialist tutor. These sessions take place on a Wednesday and are timetabled throughout the year to cover relevant maths subjects at different levels. You are booked onto the sessions that you need, which will be determined by your IAG session.

**A few learners** (where modular delivery may not be enough)

- receive 1:1 taught sessions with a specialist Functional Skills learning coach

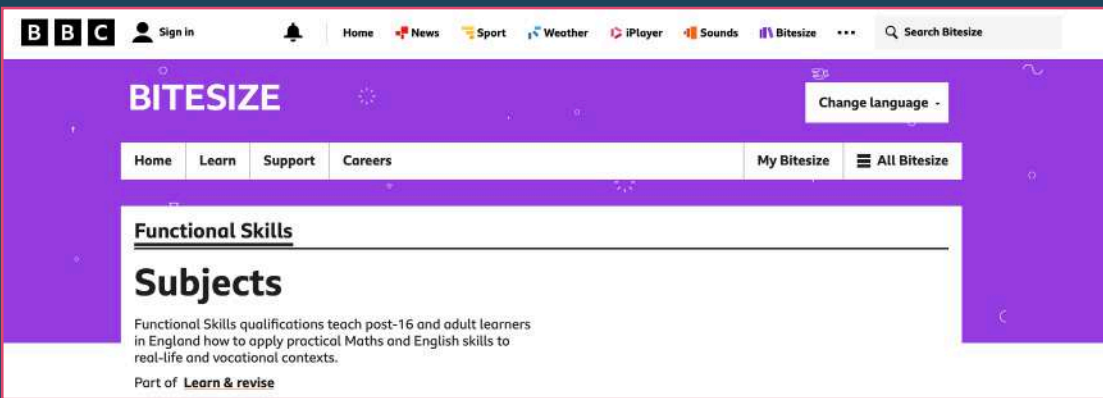
Personalised 1:1 delivery: Where it has been identified through initial and diagnostic assessment, or at any point during the programme, that learning support needs mean that you need a bit of extra help and support to achieve maths and/or English qualifications, then 1:1 personalised support is planned and provided.

To access your BKSB login, scan the QR code below.



Learn more about Functional Skills subjects by following the URL below.

**[bbc.co.uk/bitesize/levels/zvhtng8](https://bbc.co.uk/bitesize/levels/zvhtng8)**





## END-POINT ASSESSMENT

End-point assessment is an impartial assessment to determine if you have developed the knowledge, skills and behaviours outlined in your apprenticeship standard. EPA is the final stage of an apprenticeship.

EPAs are conducted by end-point assessment organisations (EPAOs). It is important to discuss with your employer and Learning Coach which EPAO you are completing your EPA with. Your Learning Coach will provide you with any relevant resources or information that your EPAO needs you to know.

Examples of EPA methods include **practical assessment**, an **interview**, a **project**, **written or multiple choice tests**, **professional discussion** underpinned by a **portfolio of evidence** or a formal **presentation**.

As well as successfully completing your EPA, you may need to complete and pass several additional requirements, for example, maths and English qualifications.

Each apprenticeship standard has an end-point assessment plan; your Learning Coach will share this with you. All apprenticeship standard assessment plans can be found on the Institute for Apprenticeship and Technical Education website below.

[skillsengland.education.gov.uk/  
apprenticeships](https://skillsengland.education.gov.uk/apprenticeships)

## STAYING POWER

We understand that balancing work and home life with the added workload of an apprenticeship can be a challenge at times, but **achieving an apprenticeship programme is a great way to further your personal and professional development.**

If you are finding it difficult to stay motivated then please let your Learning Coach know at the earliest opportunity.

Your Learning Coach can help and advise you on how best to stay on track!

*"What you get by achieving your goals is not as important as what you become by achieving your goals."*

**Zig Ziglar**

*"For the best return on your money, pour your purse into your head."*

**Benjamin Franklin**

*"Success is not final, failure is not fatal: it is the courage to continue that counts."*

**Winston Churchill**

*"The moment when you want to quit is the moment when you need to keep pushing."*

**Unknown**

*"Surpassing my achievements feels incredible; I want to replicate that again and again."*

**Katherine Reutter-Adamek**



# BEYOND YOUR APPRENTICESHIP PROGRAMME

At Total People we want to prepare you as best we possibly can for work and life beyond your current course, qualification and apprenticeship programme.

One of the ways in which we do this is to continually support your wider personal development, which we believe is crucial to support your ongoing success at work and beyond.

Understanding your own personal development and building on your interests and talents develops character and confidence. Being able to identify and describe with examples how your personal strengths and interests support you in your role and beyond will help promote you to your employer, supporting you to make the most of current and future opportunities that may be open to you.

Our vision at Total People is **to foster learners' individuality by using naturally occurring opportunities for personal growth and development, empowering them to continually improve, pursue their passions and navigate challenges in order to achieve their full potential.**

We do this by embedding opportunities into your curriculum (**programme-led** opportunities) and by exploring activities or experiences that occur in your work or personal life (**learner-led** opportunities), where there may be beneficial learning opportunities.

# PERSONAL DEVELOPMENT WHEEL

You and your Learning Coach will reflect on different skills and traits that you have developed across various categories of personal development. Evidence of this will be held in your OneFile portfolio.

The wheel below highlights key personal development categories. Throughout your programme there will be many opportunities to develop skills and traits within each of these categories, with the aim of supporting your development beyond your current programme – helping you make the most of opportunities provided in life and work.



Within each of the personal development categories shown in the wheel diagram, the following skills and traits could be developed.

<b>Interpersonal skill</b> Ability to exchange thoughts, ideas and feelings effectively	<b>Critical thinking skills</b> Ability to understand and address situations based on available information	<b>Adaptability skills</b> Ability to adjust to new situations, environments and people
<b>Creative skills</b> Ability to think about a problem or a task in a new way and use imagination to produce new ideas	<b>Organisational skills</b> Ability to stay focused and effectively prioritise	<b>Character traits</b> Positive qualities and attributes needed for the workplace

# SAFEGUARDING

We understand that all learners/apprentices have a fundamental right to be protected from harm and abuse and that they cannot learn effectively unless they feel/are safe.

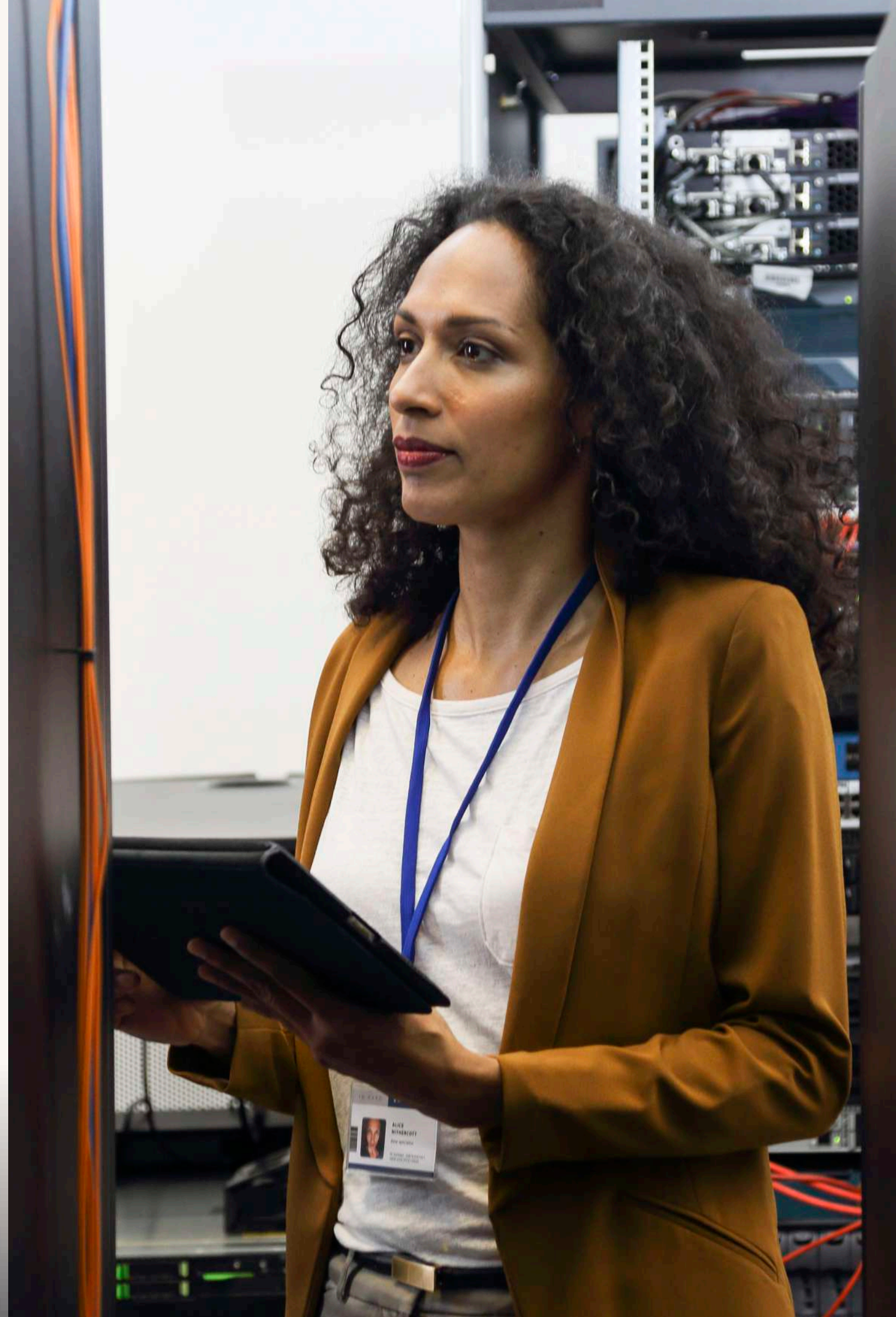
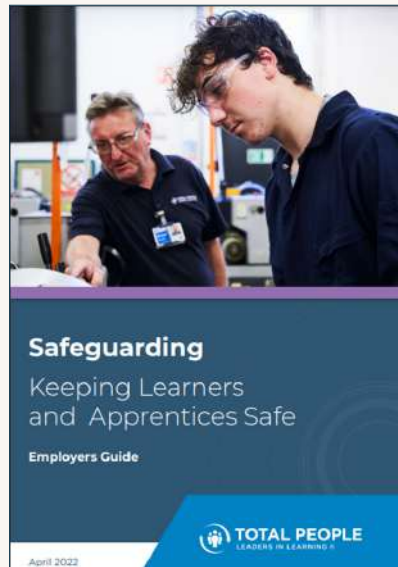
Both Total People and your employer have a legal and moral duty to act with due regard for your health, safety and wellbeing.

We understand that learning can become impacted by individual circumstances and needs, and there are times when additional help, support, advice or guidance may be required.

We will support you in any way we can. Your health, safety, wellbeing and welfare is of paramount importance to us.

Total People has produced a booklet which outlines the key responsibilities of Total People and employers. This booklet will also be shared with your employer.

Scan the QR code below to find out more.





# MEET THE SAFEGUARDING TEAM



**Head of Learner Experience**

**Sophie Hayes**

Tel: 07971 659 832

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



**Designated Safeguarding Lead**

**Imtiaz Kala**

Tel: 07971 659 802

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



**Deputy Designated Safeguarding Lead**

**Simone Healey**

Tel: 07971 659 832

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



**Deputy Designated Safeguarding Lead**

**Leanne Shaw**

Tel: 07966 515 814

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



# SAFEGUARDING REPORTING

If you ever have a concern about your own or someone else's safety then please report this so we can provide the appropriate support and guidance.

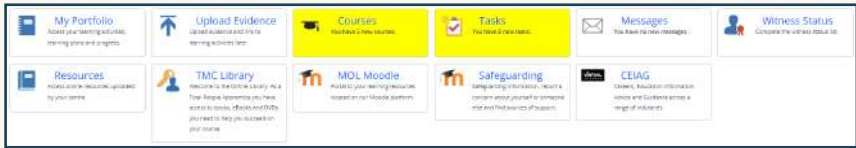
You can speak to your Learning Coach at any time for advice and guidance. You can also contact the safeguarding team directly via email or via a webform on our website. This form is sent directly to our dedicated safeguarding team and all information is dealt with professionally, sensitively and in line with data protection and GDPR legislation.

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

Scan the QR code below to be taken directly to a safe reporting form.



Access our reporting form directly from your OneFile portfolio via the Safeguarding button.



Access Total People's full safeguarding policy by following the URL below.

<https://www.totalpeople.co.uk/policies-reports-documents/>



# PREVENT

Prevent is a fundamental aspect of safeguarding and is one of the four elements of the UK's Counter Terrorism Strategy (CONTEST). CONTEST aims to reduce the risk posed by terrorism. The four Ps of CONTEST which underpin the strategy are



HM Government, 2023

The Prevent Duty is focused on the element of prevention and has three clear aims, which are

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

HM Government, 2015

Total People has a legal responsibility to fulfil the Prevent duty and are committed to creating and maintaining a safeguarding culture.



# BRITISH VALUES

Learning about the Prevent duty and British values is an important part of every apprenticeship programme. The more knowledgeable people are the more equipped they are to stay safe and to report something that may be a cause for concern.

British values are

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of different faiths and beliefs

HM Government, 2023

To access Total People's full Prevent policy, go to the website below.

**[totalpeople.co.uk/policies-reports-documents/](https://totalpeople.co.uk/policies-reports-documents/)**





# HEALTH AND SAFETY

Employers have primary responsibility for your health and safety. Total People, as your training provider, is responsible for taking steps to ensure you are safe at work and during training. As an apprentice you also have a responsibility for your own health and safety.

THE EMPLOYER	TOTAL PEOPLE	THE APPRENTICE
Primary responsibility for H&S, including providing <ul style="list-style-type: none"> <li>induction</li> <li>instruction</li> <li>supervision</li> <li>training</li> <li>personal protective equipment (PPE)</li> <li>appropriate policies and procedures</li> <li>safety checks and risk assessments</li> <li>ability to report any accidents, incidents or near misses involving any learners/apprentices to Total People directly</li> <li>information about any equipment you are not allowed to use (prohibited from using)</li> </ul>	As your training provider, Total People is responsible for <ul style="list-style-type: none"> <li>checking your employer's arrangements for health and safety</li> <li>making sure you are safe at work and at training</li> <li>checking your understanding of H&amp;S practices and making sure you have been inducted and trained as required</li> <li>reporting any accidents, incidents or near misses that happen at training or work via our Total People electronic accident reporting process</li> </ul>	You are responsible for <ul style="list-style-type: none"> <li>following all policies and procedures</li> <li>following instructions and guidance provided by your employer and Total People</li> <li>wearing any PPE you are provided with</li> <li>not completing any tasks/using any equipment you are prohibited from using</li> <li>asking if you are unsure of anything</li> <li>letting us know if you feel unsafe</li> <li>reporting any accidents, incidents or near misses you are involved in to your Learning Coach straight away</li> </ul>

## Important

Because Total People completes health and safety checks with your employer, if you are thinking of changing settings/employers you MUST tell Total People before you move!

# EQUALITY, DIVERSITY AND INCLUSION (EDI)

Total People is committed to creating and maintaining an inclusive working and learning environment that respects and celebrates differences – an environment where everyone feels able to fully participate in their work and/or their learning programme and achieve their full potential.

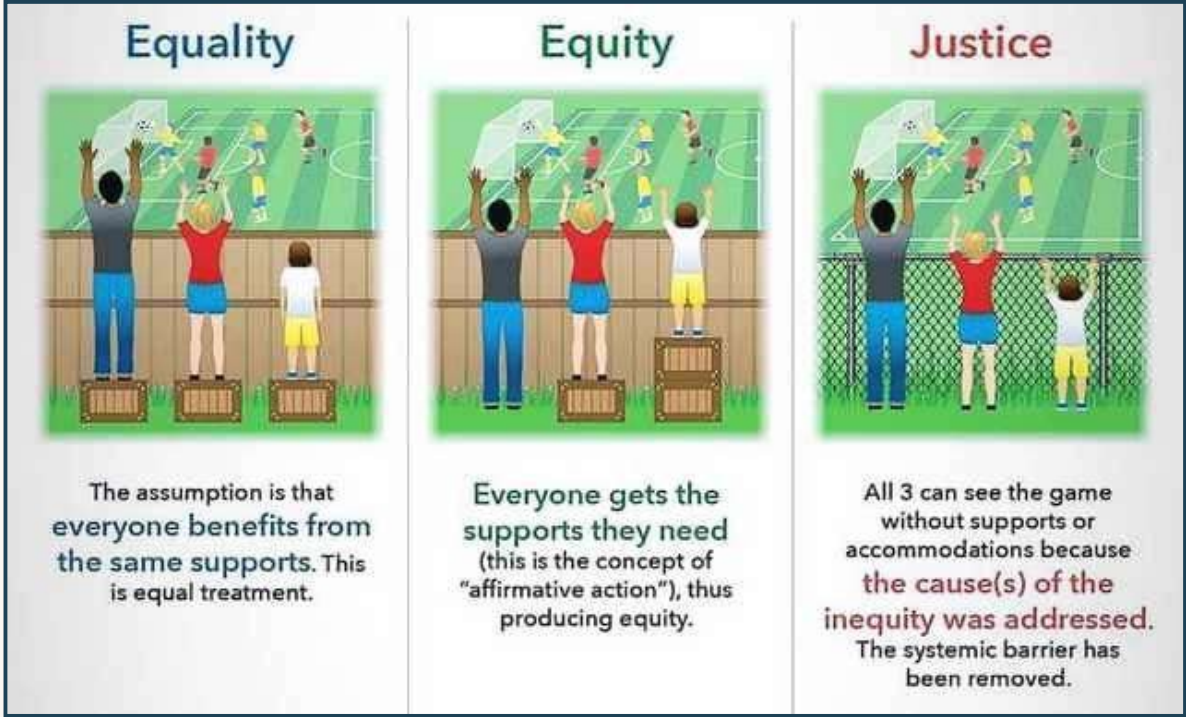
*“**Equality** is about creating a fairer society. We can achieve this by providing all people with opportunities to make the most of their lives and talents. Irrespective of where they come from, what they believe in, or how they look, no one should have poorer life chances based on things out of their control.*

***Diversity** is about recognising our individual differences. It’s about understanding that every person is unique and celebrating it! Diversity provides strength. Embracing and learning from differences in age, ethnicity, sex, gender, culture and education makes everyone better. Everyone is invited, and everyone is welcome.*

***Inclusion** underpins both equality and diversity. It’s not just about being invited. It’s first feeling comfortable enough to attend. Being inclusive means creating an environment people feel comfortable in. Comfortable to be the best and most authentic versions of themselves. Feeling welcomed and invited to join in, in a way that best suits them.”*

**University of Bath, 2020**

**Equity** concerns fairness and justice. It recognises that not everyone has the same starting points in life. People need different approaches to ensure they have a fair chance at reaching their potential.



# EQUALITY, DIVERSITY AND INCLUSION

The Equality Act 2010 provides legal protection for individuals facing discrimination and unfair treatment both at work and in public.

It is against the law to discriminate against anyone on the basis of

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, or ethnic/national origin
- religion or belief
- sex
- sexual orientation

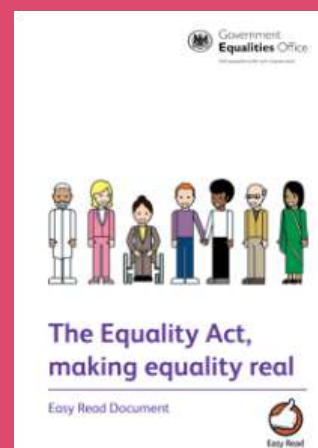
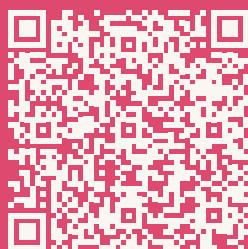
These are known as 'protected characteristics'.

You're protected from discrimination

- at work
- in education
- as a consumer
- when using public services
- when buying or renting property
- as a member or guest of a private club or association

UK Government

For an Easy Read document that breaks down the Equality Act into more simplistic terms, scan the QR code below.



# GDPR – PROTECTING YOUR INFORMATION

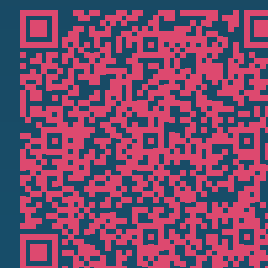
The information we keep in relation to your personal details is held securely and can only be accessed by those who need it for a genuine purpose.

We make sure we follow the General Data Protection Regulation (GDPR) and Data Protection Act 2018, which provides individuals with a number of rights concerning their personal data. There are eight individual rights, as follows:

1. The right to be informed
2. The right of access
3. The right to rectification
4. The right to erasure
5. The right to restrict processing
6. The right to data portability
7. The right to object
8. Rights in relation to automated decision making

Ministry of Defence, 2021

To read our full learner privacy statement, scan the QR code below.







## CEIAG

Total People is committed to providing all learners with appropriate Careers Education, Information, Advice and Guidance. We recognise the importance of effective CEIAG in building confidence, achieving aspirations and preparing learners for life in modern Britain.

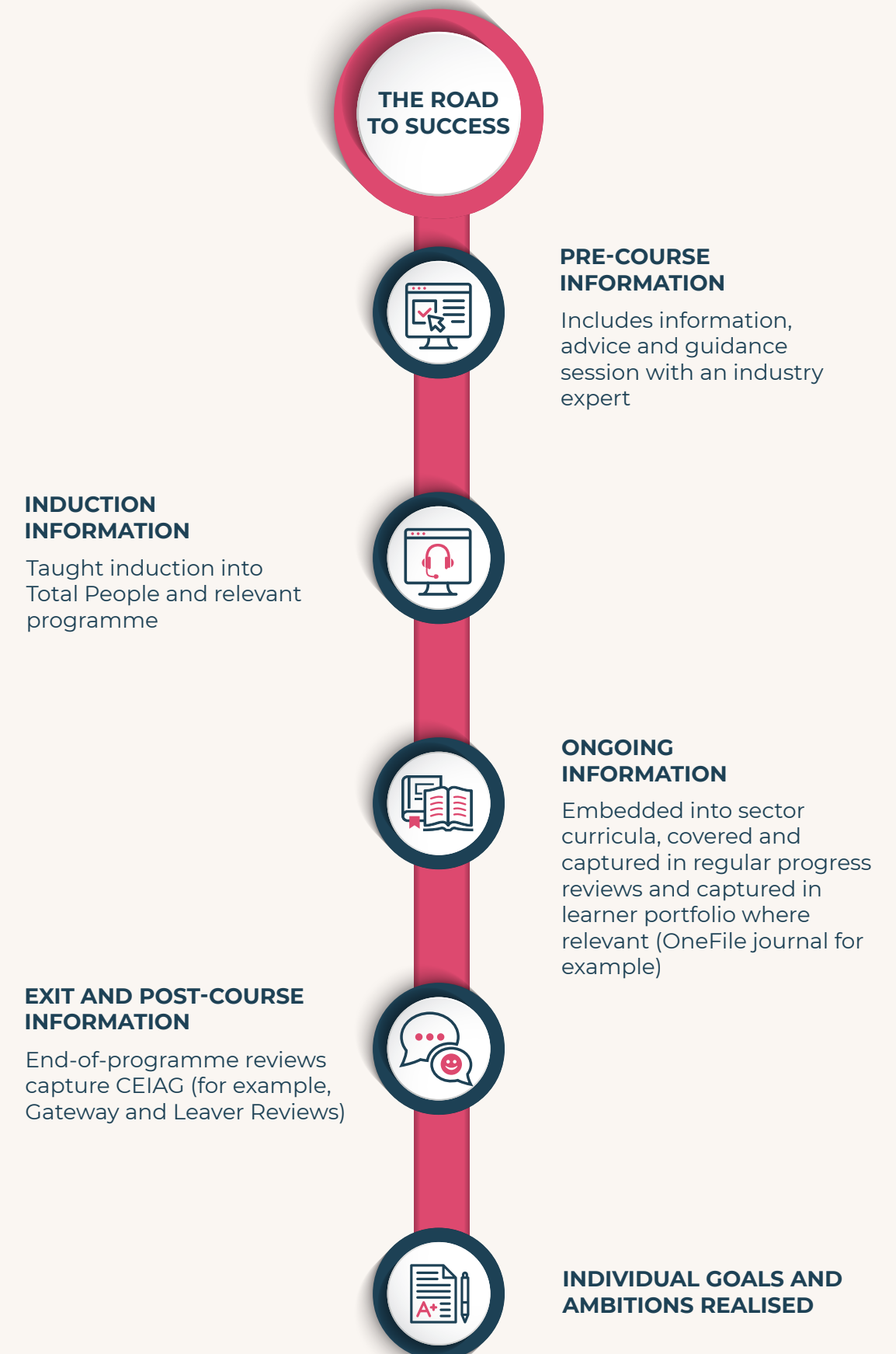
Total People has identified the fundamental stages of CEIAG across all programme types, designed to place learners on the road to success.

All information, advice and guidance provided before, during and at the end of a programme with Total People will be based on the best interests of each individual learner and their personal development and professional ambitions.

CEIAG provided at Total People will be tailored to meet the needs of the learners. Our approach for each programme type we deliver will be carefully considered.

The image on the next page illustrates Total People's overarching approach to providing CEIAG, supporting learners on the road to success.

## CEIAG AT TOTAL PEOPLE THE ROAD TO SUCCESS





# USEFUL LINKS – CEIAG

Below is a list of useful websites to help support your education and career.

- [totalpeople.co.uk/careers-information-learners-ceiag/](https://totalpeople.co.uk/careers-information-learners-ceiag/)
- [occupational-maps.skillsengland.education.gov.uk/](https://occupational-maps.skillsengland.education.gov.uk/)
- [nationalcareers.service.gov.uk/explore-careers](https://nationalcareers.service.gov.uk/explore-careers)
- [ucas.com/explore/search/industry-guides?query=](https://ucas.com/explore/search/industry-guides?query=)
- [ultimateguides.ucas.com/](https://ultimateguides.ucas.com/)
- [ucas.com/careers-advice](https://ucas.com/careers-advice)



# YOUR VOICE

**Get in touch**

We're happy to help!

Total People is committed to delivering the best possible learning experience for apprentices/learners, employers and stakeholders. Constructive feedback from our colleagues, apprentices/learners, employers and partners helps us constantly review and act upon opportunities to improve, to share best practice and constantly strive to do better.

Total People is dedicated to creating an open and honest environment where apprentices/learners, stakeholders, visitors and employers are encouraged to provide both formal and informal feedback when things go well and to have a clear understanding of what they need to do when they are unhappy with the service being provided and want to make a complaint.

## We will seek your feedback through



internal and external surveys



progress reviews



learner focus groups



learner interviews

Please take the time to complete any surveys and questionnaires you are sent and provide honest feedback. We are keen to know what we are doing well, but it's also important for us to know what we need to improve on, so we provide the best service possible.

If at any point you are unhappy, we hope you would feel comfortable contacting your Learning Coach in the first instance, who will try and resolve the issues with you. If you wish to escalate your complaint or concern, you can contact us via our website below.

**[totalpeople.co.uk/contact/](https://totalpeople.co.uk/contact/)**

You can call our general enquiries line on **0371 705 2157**.

You can access our full **complaints policy and process** below.

**[totalpeople.co.uk/policies-reports-documents/](https://totalpeople.co.uk/policies-reports-documents/)**

If you are completing an accredited qualification as part of your apprenticeship programme and you are unhappy about an assessment decision your Learning Coach has made, you can follow our **appeals process** below.

**[totalpeople.co.uk/policies-reports-documents/](https://totalpeople.co.uk/policies-reports-documents/)**



# INFORMATION AND SUPPORT

## Mental health

*“In many ways, mental health is just like physical health: everybody has it and we need to take care of it.*

*Good mental health means being generally able to think, feel and react in the ways that you need and want to live your life. But if you go through a period of poor mental health you might find the ways you're frequently thinking, feeling or reacting become difficult, or even impossible, to cope with. This can feel just as bad as a physical illness, or even worse”.*

Mind, 2017

To access help and support for mental health, follow the websites below.

- [nhs.uk/mental-health/](https://www.nhs.uk/mental-health/)
- [youngminds.org.uk/young-person/coping-with-life/what-is-mental-health/](https://www.youngminds.org.uk/young-person/coping-with-life/what-is-mental-health/)
- [mind.org.uk/information-support/types-of-mental-health-problems/mental-health-problems-introduction/about-mental-health-problems/](https://www.mind.org.uk/information-support/types-of-mental-health-problems/mental-health-problems-introduction/about-mental-health-problems/)
- [qwell.io](https://www.qwell.io)
- [kooth.com](https://www.kooth.com)

The Stay Alive app, developed by Grassroots Suicide Prevention, is a suicide prevention resource for the UK, packed full of useful information and tools to help you stay safe in crisis.



## Domestic abuse

*“The UK government defines domestic abuse and violence as ‘any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to psychological, physical, sexual, financial, emotional.”*

Home Office, 2012

To access help and support for domestic violence and abuse, follow the URLs below.

- [nhs.uk/live-well/getting-help-for-domestic-violence/](https://www.nhs.uk/live-well/getting-help-for-domestic-violence/)
- [gov.uk/guidance/domestic-abuse-how-to-get-help](https://www.gov.uk/guidance/domestic-abuse-how-to-get-help)
- [victimsupport.org.uk/crime-info/types-crime/domestic-abuse/](https://www.victimsupport.org.uk/crime-info/types-crime/domestic-abuse/)
- [mensadviceline.org.uk/](https://www.mensadviceline.org.uk/)

## Sexual violence and harassment

The following resources are available to offer help and support for victims of sexual violence and harassment.

- [thinkuknow.co.uk/11\\_18/](https://www.thinkuknow.co.uk/11_18/)
- [acas.org.uk/sexual-harassment/get-help-and-support](https://www.acas.org.uk/sexual-harassment/get-help-and-support)
- [nhs.uk/service-search/other-health-services/rape-and-sexual-assault-referral-centres](https://www.nhs.uk/service-search/other-health-services/rape-and-sexual-assault-referral-centres)
- [rapecrisis.org.uk/](https://www.rapecrisis.org.uk/)

Report Abuse in Education  
Call 0800 136 663  
Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)  
In an emergency, call 999

## Bullying

Any incidents of bullying or harassment will be taken seriously and reported via CPOMS (Total People's secure, digital, safeguarding reporting tool), in line with the safeguarding policy.

Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010.

Examples of bullying or harassing behaviour include

- spreading malicious rumours
- unfair treatment
- picking on or regularly undermining someone
- denying someone's training or promotion opportunities

GOV.UK

To access help and support for bullying, follow the URLs below.

- [acas.org.uk/](https://www.acas.org.uk/)
- [familylives.org.uk/browse/31063](https://www.familylives.org.uk/browse/31063)

📞 **Helpline: 0808 800 2222**

Call us free on 0808 800 2222 for emotional support, information, advice and guidance on any aspect of parenting and family life.

Or you can

[Chat online](#)[Forum](#)[Email us for support](#)

## Online safety

Accessing the internet is an integral part of an apprentice/learner's lifestyle, and the benefits of being online are vast. At Total People we understand the need to ensure safety online so apprentices/learners can benefit fully from the use of technology, enhancing learning and their educational experiences.

We expect the same standards of behaviour and conduct from our Total People staff and apprentices/learners online as we do in person.

We are aware that any behaviour, whether acceptable or unacceptable, can be portrayed digitally, and we recognise that our policies and procedures and our Total People Code of Conduct are equally relevant in the online world as they are in the physical world.

Total People operates a camera-on policy during online sessions (one to one and group), as we recognise the benefits of this to learning, engagement and safeguarding.

### Total People Online Code of Conduct



All sessions will be recorded



Must have cameras on (TP staff and learners)



Appropriate dress



Suitable environment/background



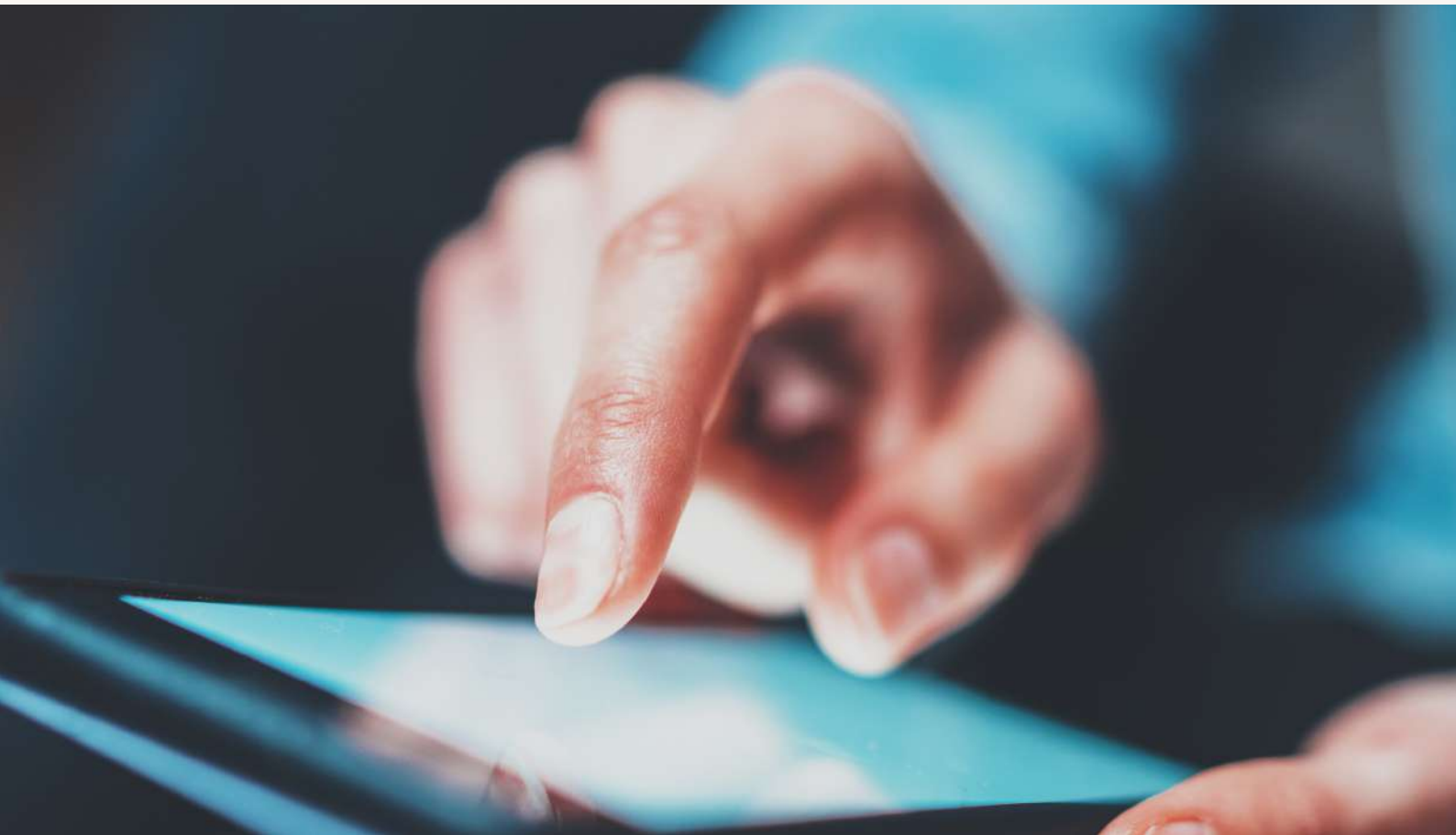
No distractions



Respect, listen and contribute

Access the websites below for more information on how to stay safe online.

- [ncsc.gov.uk/collection/top-tips-for-staying-secure-online](https://www.ncsc.gov.uk/collection/top-tips-for-staying-secure-online)
- [internetmatters.org/](https://www.internetmatters.org/)
- [saferinternet.org.uk/](https://www.saferinternet.org.uk/)





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# LEADERS IN LEARNING

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Total People is part of LTE group.

LTE group is committed to equality of opportunity, non-discriminatory practices and supporting individual students.

This information is also available in a range of formats, such as large print, on request.