









Skills4Careers™ Training Programme

Induction Handbook

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Introduction

Congratulations. You have completed everything you need to begin your join the Skills4Careers™ Training Programme. Whether you are studying from home or in a conference suite, you can rest assured that you will have a great experience and be fully supported by our Team.

If you have not already, we recommend you look at what other delegates have said about us:

<https://www.coursecheck.com/provider/169/best-practice-people>

You can also look at the '**Learner Voice**' document further in this document for a breakdown in more detail.

Qualifications

You are being offered the opportunity to study short online qualifications. These are designed to boost your CV and job applications as well as improve your knowledge and awareness in a range of topics. Some might not feel relevant to the job you want but employers are still impressed. We will recommend a course of study but you can choose any additional qualifications which can be viewed here.

<https://www.bestpracticepeople.co.uk/our-courses>

Achievement

You achieve your qualifications by taking an on-line exam on a laptop, PC or Tablet at one of our conference suites. If you have a computer with a camera you can choose to take them at home. There are instructions later in this document.

Once you have studied sufficiently you agree with your Tutor that you are ready to take an exam and this will be organised for you. Over Ninety-Five percent of people pass them exam. And even if someone does not, they can study the subject a bit more and retake the exam.

Appeals/Complaints: If for any reason you feel the result you have achieved is incorrect there is a complaints procedure detailed further in this document. This is traditionally used when someone disagrees with a Tutors marking. In this instance exams are computer marked, so no errors can technically occur. However, the appeals process is open to all. Or it can be for any element of the training programme.

Follow on Qualifications

To help you achieve your personal or career goals we provide the opportunity to take two paths of study.

1. We will provide an on-line course you study independently, selected from the REED training website. Seventy-Pound budget applies.
Browse courses here: <https://www.reed.co.uk/courses/>
2. We will signpost you to take an accredited qualification supported in a **distance learning** environment. These are completely free due to government funding. They take between six to eight weeks, on average, to complete.
You can see a list of these courses here: <https://www.bestpracticepeople.co.uk/public-advice-centre>

Our mission: To improve employment opportunities through the delivery of high quality, high impact skills training, coupled with a strategy to move every learner to a better destination

Securing Employment

Our most important goal is to facilitate employment for those who share this goal. We will provide unlimited support during and after the course. We highly recommend you adopt our Internet Intelligent™ CV, proven to increase interview to job application ratio's leading to an increase in job opportunities and options. There is an example of the Internet Intelligent™ CV, further in this document. Should you require any assistance building one, please speak to our team.

Safeguarding

All organisations that work with or come into contact with children and vulnerable adults should have safeguarding policies and procedures to ensure that every child, regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation, has a right to equal protection from harm.

Please ensure you read the safeguarding leaflet further in this document to ensure you are aware of our full procedures.

Your Safeguarding Officer is:

Grant Basson, CEO of Best Practice People
0800 888 6064
grant@bestpp.co.uk

Prevent Duty

The Prevent strategy, published by the Government in 2011, is part of their overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to "prevent people from being drawn into terrorism".

Extremism can take place in any environment and it is important you know what to look for and how to report it. Please ensure you read the Prevent leaflet further in this document to ensure you are aware of our full procedures.

Learner voice 2019 / 2020 Academic Year

Review Summary



4.7 (282 reviews)

5 stars (211)

4 stars (55)

3 stars (11)

2 stars

1 star (5)



We asked learners about the course content and tutor.
The following are their responses.

Question	Score out of five				
	5	4	3	2	1
How did you rate the trainer overall?	85%	13%	2%	0%	0%
How did you rate the course content and materials?	61%	27%	8%	2%	2%
How did you rate the venue overall?	55%	23%	13%	5%	4%
How would you rate the assessor's communication style?	86%	10%	4%	1%	0%
How professional was your tutor?	90%	6%	3%	0%	1%
How well was your progress discussed and reviewed by your tutor?	84%	11%	4%	1%	0%

Overall, the satisfaction rates are excellent, and we are pleased with the results. We are especially pleased with the feedback on Tutors evidencing the high calibre of the individual tutors and the outstanding quality of teaching. Tutors are the backbone of our business and without world-class tutors, we could not deliver world-class provision.

There are of course hundreds upon hundreds of glowing comments from learners, I have randomly selected a few.

Really enjoyed the course it has helped me decide what I want to do and given me extra knowledge which will help me proceed and go forward with what I want to do the tutor was brilliant made me feel relaxed and at ease which was great as I was really anxious about doing the course at my age he was brilliant

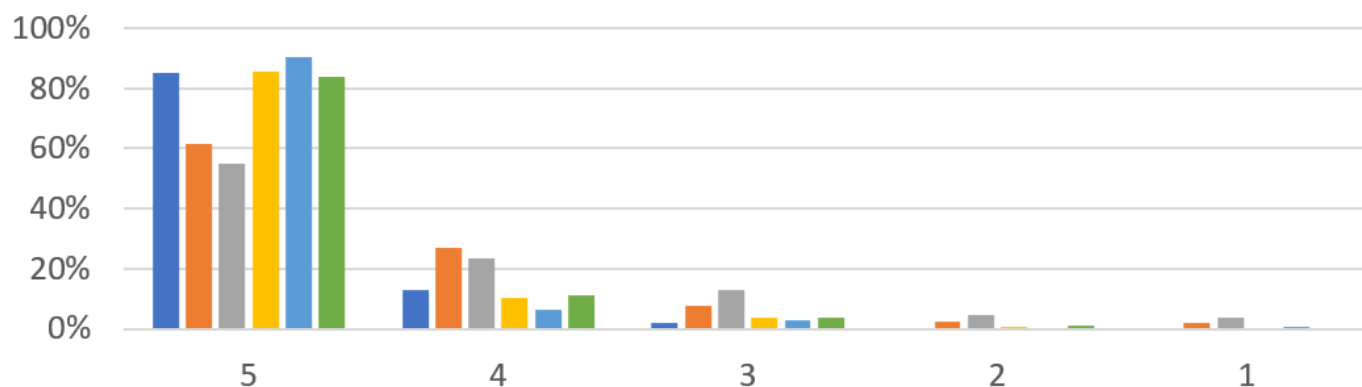
I personally feel that this course is amazing for people wishing to gain further education. It is completely accessible and flexible according to individual needs. I have learnt a lot during this course and have had a really good time which I believe is a key factor to programs like this. I would strongly recommend this course to everyone who qualifies for it, and hope to be given the opportunity to do a course with best practice people again.

Though we all came from the different background but the eagerness to learn new things made us a good team. Learning new things are always useful and it's great to have an award of certificate which will boost my confidence for the future. Really fun and a bit sadness when we finished the course as i will add the teacher's name in the list of my favourite teachers. Tutor was very inspiring all the way through which motivated us to study a lot in a short period of time. Thank you for giving me a memorable learning journey.

Great environment great people and an amazing tutor. It wasn't a tutor student feeling. It was like a group of friends having a chat and learning about life. A fantastic way of learning and I'm sad it's over.

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BEST PRACTICE PEOPLE



- How did you rate the trainer overall?
- How did you rate the course content and materials?
- How did you rate the venue overall?
- How would you rate the assessor's communication style?
- How professional was your tutor?
- How well was your progress discussed and reviewed by your tutor?

The above graph is pleasing on the eye as clearly, we are being rated a five much more than any other score across all levels.

We scored lower on venues. We are not overly concerned as most learners are awarding a score of four and five. However, we do follow a continuous improvement strategy, and will seek to improve on this particular piece of feedback next academic year as it is our responsibility to ensure consistent levels of satisfaction across the board are achieved and maintained.

There is not a common theme surrounding venues. Comments are mostly around wi-fi, refreshments, cleanliness. All of these are avoidable, within reason, and the action to improve will be added to our 2020/2021 Quality Improvement Plan for review at monthly SMT Meetings.

There is a similar theme regarding course content and materials. Again, not a major concern as 88% of learners still rate four and five. With multiple levels of learners in the same class, with a range of learning styles I expect that not all learners will be fully satisfied with the content and materials.

There are no common themes here. However, we can attempt to improve this in several ways. We shall increase the level of expectation setting during Initial IAG sessions, we will further promote the additional learning materials designed to stretch and challenge, especially for home study. Plus, anything else we think of.

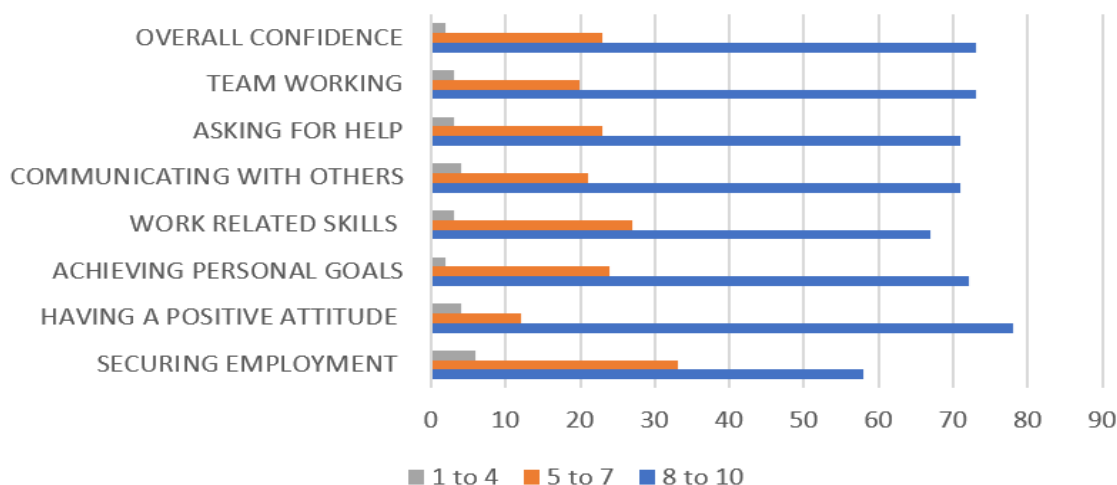
Distance Travelled – Learner Confidence

How much has your confidence in SECURING EMPLOYMENT improved during the course?	35%	10%	13%	14%	8%	12%	3%	3%	2%	1%
How much has your confidence in HAVING A POSITIVE ATTITUDE improved during the course?	50%	12%	16%	2%	4%	6%	2%	2%	2%	1%
How much has your confidence in ACHIEVING PERSONAL GOALS improved during the course?	44%	12%	16%	10%	6%	7%	2%	2%	1%	1%
How much has your confidence in WORK RELATED SKILLS improved during the course?	38%	13%	16%	11%	8%	8%	2%	1%	1%	1%
How much has your confidence in COMMUNICATING WITH OTHERS improved during the course?	47%	11%	13%	9%	5%	7%	3%	3%	0%	1%
How much has your confidence in ASKING FOR HELP improved during the course?	47%	12%	12%	9%	8%	7%	3%	2%	1%	0%
How much has your confidence in TEAM WORKING improved during the course?	48%	12%	13%	9%	6%	5%	4%	2%	1%	1%
How much has your OVERALL CONFIDENCE improved during the course?	44%	17%	13%	10%	6%	6%	2%	1%	0%	1%

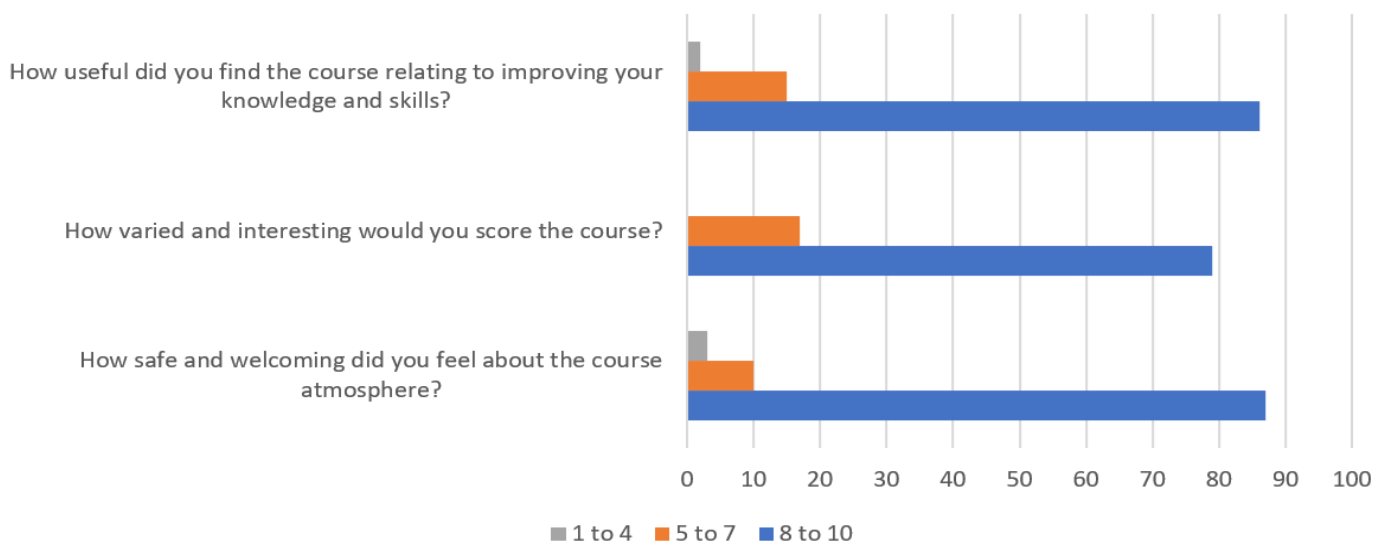
Incredibly positive results relating to learner confidence. Good levels across all elements, especially the soft skills developed in the classroom and through the achievement of qualifications. Confidence in securing employment is lower than we would expect but we must factor in the impact of Covid-19 and how confident people are in securing employment during the pandemic, and immediately afterwards. The target for 2020/2021 academic year will be to raise this to fall in line with the other levels.



Distance travelled - confidence levels



Individual Learning



Finally, we see exceptionally positive results from learners based on their individual experience of the course overall and how beneficial the learner feels the course is to them. Whilst we could show alarm at the exceedingly small percentage who score low on feeling welcome and safe, we can assume this isn't a score due to anything inside our control. However, for 2020/2021 we will monitor closely and seek to obtain further clarification from learners.

Questions	Score out of ten									
	10	9	8	7	6	5	4	3	2	1
How safe and welcoming did you feel about the course atmosphere?	64%	12%	11%	5%	3%	2%	1%	2%	1%	0%
How varied and interesting would you score the course?	49%	15%	16%	9%	4%	4%	4%	0%	0%	0%
How useful did you find the course relating to improving your knowledge and skills?	58%	14%	14%	5%	4%	6%	2%	1%	1%	1%

Complaints Procedure

Introduction – Why Complaints are Important?

Best Practice People takes complaints seriously. It is important to address the issues raised by complaints because they allow us to rectify faults or shortcomings in our provision. We can also respond to complaints in a positive way that allows us to improve the operation and services of Best Practice People.

In addition, we should recognise that people who complain may represent others those who are just as dissatisfied but do not take action, or lack the confidence to do so. Thus, dealing successfully with complaints will improve the service we give, improve the reputation of Best Practice People and give us knowledge to help us develop in a positive way.

Procedure

Any delegate of Best Practice People's Training Programmes can raise a complaint about any aspect of our services and have their complaint dealt with in a speedy, fair, thorough and confidential manner.

Wherever possible a solution will be found that is satisfactory to all concerned and the underlying causes of the problem will be removed so that the problem does not recur. Best Practice People will comply with the requirements of any complaints process established by Ofqual.

Making a Complaint

Step One

Try to talk to the person concerned. Your concerns will be taken seriously. Most complaints can be resolved quickly at this point.

Step Two

Speak to our Team on 0800 888 6064 should the person concerned not resolve your complaint or you are uncomfortable raising it with them.

Step Three

Speak to our CEO, Grant Basson on 0800 888 6064, again if the above to options either did not resolve or are not suitable.

Step Four

If you are not satisfied with the response or feel unable to discuss the issue directly then complete the complaint Form available upon request. Details of the responding to complaints and appeals process will be provided along with the complaint form but can also be requested at any time.

Confidentiality

All complaints will be treated as confidential and details will only be shared with the people who need to know in order to implement this complaints procedure.

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Your CV and what it should include and why

Everyone seems to have a different opinion on CV's and they're probably not wrong. Look at this example of our **Internet Intelligent CV™**. Afterwards we will explain the reasons we have used this style

Grant Basson

Location: Crawley, West Sussex. RH10 1JD
Phone: 07807 058 006
E-mail: grant@bestpp.co.uk
Car: Own car, clean licence

Profile

I am a hard-working individual viewed by my peers as one who is trustworthy and reliable. I enjoy working with people and have a natural ability to communicate well with my colleagues and management. I am conscientious in all tasks I undertake and strive to perform to the utmost of my abilities.

Capabilities & Aspirations

- Office Administrator
- Customer Service Assistant
- Call Centre Agent
- Office Support
- Data Entry
- Call Handler

Education & Qualifications

- Level 2 Certificate in Business & Administration
- Award in Internet Safety for IT Users
- Award in Managing Personal Finance
- Award in Personal Health and Well-Being
- Award in Introduction to British Values
- Award in Citizenship
- Award in Environmental Sustainability
- Award in Equality and Diversity
- Award in Healthy Living
- Award in Employment, Business and Enterprise

Key Skills

- Strong Administration Skills
- Excellent Communicator
- Responsible
- Punctual
- Excellent IT Skills
- Professional Phone Manner
- Good at Problem-Solving
- Innovative

Employment

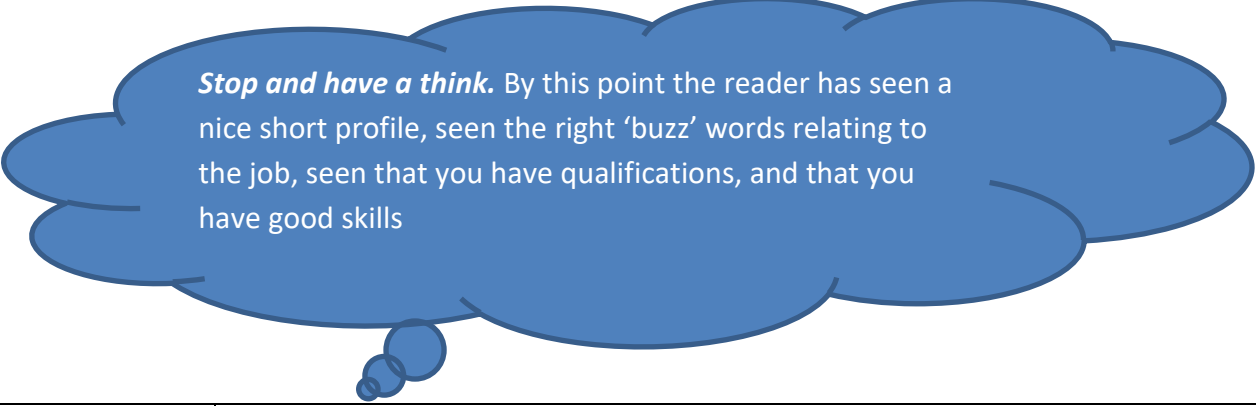
Best Practice People Ltd Office Administrator June 2016 – July 2019

Best Practice People are a leading Training Provider, specialising in helping people improve their employment opportunities. This is achieved by providing high quality training leading to work related qualifications.

My role was to support the Centre Manager in the day to day running of the office. My duties included;

- Taking incoming calls
- Offering advice to customers
- Sending course booking confirmations
- Booking Venues
- Supporting Tutors
- E-mailing Learning Material

Tips & Explanations

Personal details	<p>You should not include full address after all you don't want anyone getting you out of bed for an interview!</p> <p>Date of Birth & nationality should be left off to prevent people deciding on whether to interview based on either of these factors</p>
Profile	<p>Keep it short, not many people read it. If they do they know you wrote it, so don't go overboard stating how completely amazing you are (unless of course you are)</p>
Capabilities & Aspirations	<p>This section is CRUCIAL! Most CV's are found on the web using key word searches. If you want to be a receptionist but have never done this, here is an opportunity to get the key words on your CV.</p> <p>Remember, all you're stating is;</p> <p>Capabilities – "I am capable of doing this job"</p> <p>Aspirations – "I would like to do this job"</p> <p>!!! Use 'columns' to shorten the length of the CV</p>
Education & Qualifications	<p>Only put what is relevant to the reader and what will make them think positively about you. You can go in to more detail at the interview</p> <p>!!! If your education isn't important to the job, put it at the bottom of the CV</p>
Key Skills	<p>These should be about you as an individual and used to give the reader confidence about you</p>
 <p>Stop and have a think. By this point the reader has seen a nice short profile, seen the right 'buzz' words relating to the job, seen that you have qualifications, and that you have good skills</p>	
Employment History	<p>Put a line or two explaining what type of employer you worked for. Don't worry about this if it is a household name like Tesco or Hilton Hotels.</p> <p>Use bullet points rather than sentences, unless your role needs an explanation. Say for example, you were a Marine Biologist!</p> <p>Try and get at least one job on Page 1</p>
Hobbies?	<p>Don't bother unless your hobbies can be a talking point in the interview, or is related to the job. for example, if you're applying for a gardening job and your hobby is gardening then yes... or if your hobby is sky-diving!</p> <p>Reading, Cinema, Socialising doesn't quite cut it!</p>

Safeguarding Children and Vulnerable Adults - A guide

Why do we need to safeguard adults?

- Everyone has the right to live their life free from violence, fear and abuse.
- All children and vulnerable adults have the right to be protected from harm and exploitation.
- Not everyone can protect themselves.
- All children and vulnerable adults have the right to independence, which may involve some risks.

Who do adult safeguarding duties apply to?

Under the care act 2014 adult safeguarding duties apply to a child or vulnerable adult who:

- Has needs for care and support and;
 - Is experiencing, or at risk of, neglect or abuse ; and;
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of neglect or abuse.

The care act - six key principles of adult safeguarding

- **Empowerment** - people being supported and encouraged to make their own decisions and informed consent.
- **Prevention** -it is better to take action before harm occurs.
- **Proportionality** - the least intrusive response appropriate to the risk presented.
- **Protection** - support and representation for those in greatest need.
- **Partnership** - local solutions through services working with their communities.
- **Communities** have a part to play in preventing, detecting and reporting neglect and abuse.
- **Accountability** - accountability and transparency in safeguarding.

Things that may increase adults risk of neglect or abuse;

- Physical disability
- Learning disability
- Sight or hearing loss
- Mental health problems
- Severe illness
- Dementia or confusion
- Old age and frailty

Also, people who depend on others to look after them may not be able to stop someone else from hurting them or taking advantage of them.

Neglect and abuse can happen in many different places

- Someone's own home
- A care home
- A hospital
- A day centre
- A public place

Anyone could be an abuser and it is often someone who is known and trusted It might be:

- A family member or partner
- A neighbour
- A health or social care worker
- Another professional worker, for example a financial advisor or solicitor
- A volunteer worker
- A friend
- A service user

What do you need to do?

1. Recognise

Neglect and abuse come in many forms and more than one type of neglect and abuse may be happening at the same time. Where safeguarding duties apply agencies should not limit their view of what constitutes neglect or abuse, as they can take many forms and the circumstances of the individual case should always be considered.

The categories of abuse defined in the care act are as follows:

Physical abuse: including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.

Domestic abuse: including psychological, physical, sexual, financial, emotional abuse, controlling and coercive behaviour and 'honour-based' violence.

Sexual violence: including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts and sexual assault or sexual acts to which the adult has not consented or was coerced.

Psychological abuse: including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.

Financial or material abuse: including coercion to take extortionate loans and threats to recover debt, theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection to wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Modern slavery: encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

Discriminatory abuse: including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.

Organisational abuse: including neglect and poor care practice within an institution or specific care setting such as a hospital or care home or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

Neglect and acts of omission: including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the **Neglect and acts of omission** necessities of life, such as medication, adequate nutrition and heating. Failure to follow agreed processes.

Self-neglect: this covers a wide range of behaviour; neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding that causes a risk of harm.

2. Respond

You may suspect neglect or abuse because:

- You have general concerns about someone's well-being.
- You see or hear about something which could be neglect or abuse.
- Someone tells you that something has happened or is happening to them, which could be neglect or abuse.

You must:

- Call the police and / or an ambulance if the person is in immediate danger.
- Listen carefully to what you are being told and reassure the person that you are taking what they say seriously.
- Tell your manager what has happened.

You must not:

- Touch or clear away any evidence.
- Agree to keep it a secret – you cannot do this. Explain to them that you will have to pass the information on. If possible, name the person you will pass the information to.
- Interrupt the person or ask "leading questions."

3. Record

If you witness neglect or abuse or someone tells you about it;

You must:

- Write an account of what you have seen or heard as soon as possible. Make sure you include the time and date.
- Make sure the information is factual and accurate.
- Note down what the person said, using their own words.
- Describe the circumstances and identify anyone else who was there at the time.
- Use a body map to record any injuries.
- Sign and date your report, noting the time and the location.

4. Report

You must never assume that somebody else will recognise and report what you have seen or heard. It can be difficult if the allegation is about a colleague or it is difficult to believe what you have heard – but you must still report any alleged neglect or abuse, or concerns that you have.

You should normally report your concerns to your line manager as soon as possible and they will then contact the relevant organisations.

However, if you think that your line manager is involved in the neglect or abuse, or does not take what you say seriously, you must contact best practice people or the police

Safeguarding Officer:

Grant Basson, CEO Best Practice People

0800 888 6064

grant@bestpp.co.uk

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What is the Prevent strategy?

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes.

The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, violent Islamist groups and other causes.

How does the Prevent strategy apply to training and education?

From July 2015 all training and education organisations have a duty to safeguard learners from radicalisation and extremism.

This means we have a responsibility to protect learners from extremist and violent views the same way we protect them from drugs or gang violence.

Importantly, we can provide a safe place for learners to discuss these issues so they better understand how to protect themselves.

What does this mean in practice?

Many of the things we already do to help learners become positive, happy members of society also contribute to the Prevent strategy. These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect learners from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who meet our learners.

- British Values
- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of different faiths and beliefs

If you would like any further information or to discuss any concerns surrounding the Prevent Strategy please contact

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Grant Basson, CEO Best Practice People

0800 888 6064

grant@bestpp.co.uk