



Learner Handbook

OUR MISSION IS SIMPLE...
TO ACCELERATE YOUR LEARNING



LEARNER HANDBOOK

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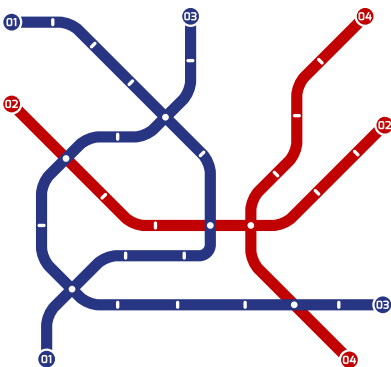
WELCOME

INTRODUCTION

Congratulations – We are delighted that you have chosen **EMBARK LEARNING** to support you through your career, we are looking forward to supporting you throughout your training programme. We hope that you enjoy your course. Your journey will be exciting, developmental and rewarding.

This handbook combined with your enrolment activity is for you to use throughout your chosen programme of learning. We have included lots of information that we hope you find helpful. You will be allocated a personal Trainer who will set and mark your assignments. You will be given your own paper-based portfolio or assigned a login for our online learning platform. We are committed to providing you and your potential employer with the best possible experience, professional training delivery, quality learning resources and comprehensive support.

WE WISH YOU EVERY SUCCESS AND HOPE YOU FIND THE LEARNING JOURNEY WITH **EMBARK LEARNING A MEMORABLE ONE.**



#EmbarkOnYourJourney

#StartYourCareer

#WithEmbarkLearning



OUR MISSION & VALUES

Our mission is simple...

to accelerate your learning



Our Values – we believe the following sums up what we're really about...

EMPOWERMENT

Our organisation is fuelled by the empowerment of our employees, who will in turn empower learners to take control and fulfil their potential. Empowerment runs through the veins of all our programmes.

MOMENTUM

Our employees and programmes are dynamic, full of positive energy and designed to motivate and get you moving in the right direction.

BEHAVIOURS

We will work with you to develop behaviours critical to your success. These include Respect, Responsibility, Resilience, Adaptability, Teamwork, Professionalism and Positive Thinking.

AMBITION

We're ambitious and we want you to be too. We will stretch and challenge you, supporting you to progress and achieve your goals.

RESULTS

Whether it's a job, a new skill or promotion, our programmes are designed to get tangible results for you and your organisation. We pride ourselves on our high qualification achievement, retention and employment rates.

KNOWLEDGE

Embark on a learning journey with us and you will benefit from programmes delivered by highly motivated trainers with expert knowledge and skills.



OUR

LEARNER CHARTER

ATTENDANCE & PUNCTUALITY

It is important to **attend and be on time** for all classes and work experience. If you are unable to attend please phone 0330 024 1370 before 9am explaining the reason for your absence and your date of return.

COMMITMENT

You must **fully commit to all the learning activities**, including any additional self-study and work experience. Produce ALL required coursework, evidence and assignments within the given deadlines.

HONESTY

Please ensure the work you produce is your own. This includes not using anyone else's work from the internet. This is called plagiarism (using someone else's work without giving them proper credit) and will result in you having to resubmit the work.

COMMUNICATION

Bring to our attention any issues, including any learning support/health issues that might affect the plan of learning.

RESPECT

Be **CONSIDERATE** and treat all members of the Embark Learning community with **RESPECT**. Bad language is offensive to others and will not be tolerated. Remain professional at all times.

STAY SAFE

Behave in a **SAFE** and **RESPONSIBLE** manner and in accordance with the requirements of the health and safety legislation. Observe and comply with the rules and regulations when on work experience.

ENVIRONMENT

Please ensure you keep the classrooms, kitchens and toilets clean and tidy at all times. Only use **DESIGNATED** smoking areas.

APPEARANCE

Please be mindful of your appearance and personal hygiene. Your uniform will be supplied once you commence your employment.

MOBILE PHONES

You will be expected to have your **mobile phone on silent** in any learning environment. It is your responsibility to look after your personal belongings. Embark Learning and Fairway hold no responsibility for your personal belongings.



INFORMATION

You are required to provide us with the relevant information to assist us in the necessary employment checks (DBS) before you commence employment.



WE

PUT YOU FIRST

If you become a learner with us, you can expect...

- Reliable and impartial information, advice and guidance
- High-quality teaching, learning and assessment on your programme
- Access to learning materials, resources and practical facilities, within a professional and friendly learning environment
- Fair treatment as part of a community free from discrimination, harassment and victimisation that values diversity and equality of opportunity
- An induction to your programme
- A trainer and employment coach to support your progression
- Additional support if you have a learning difficulty or a disability
- Help or signposting to improve literacy, numeracy and digital skills
- The opportunity to tell us what you think of Embark and your programme
- Your work to be marked and returned to you promptly
- Advice and guidance on next steps in your education or employment
- Access to our Wrap Around Support Service to improve your health and wellbeing and help you progress into sustained employment
- Solutions if your learning journey with us does not go according to plan



POLICIES AND PROCEDURES

Embark Learning is committed to delivering an Information, Advice and Guidance (IAG) service that provides a range of opportunities for learners, employers and partners to make informed choices about their training, development and career progressions.

IAG POLICY

THE EMBARK LEARNING IAG SERVICE IS DELIVERED THROUGHOUT THE CLIENT JOURNEY AS FOLLOWS:

- 1. Pre-Learning.** Choosing a programme with Embark Learning or any other provider, that is most suited to the learner's needs particularly in terms of location, content, level, delivery, style, costs, qualification, entry requirements, support available, etc. Guidance on completing an online DBS application.
- 2. Induction.** Key information and advice related to the programme and the learning contract.
- 3. In-Learning.** Through learner feedback and assessment processes, advice on learner support available, possible progression routes. For the employed learners completing higher level qualifications mid-course reviews are completed.
- 4. Post-Learning.** Final progress review for employed learners, exit interviews, exit presentation and learner questionnaire to identify further learning opportunities and support required.

At any time, referral to other agencies, support networks, other training opportunities and feedback to partners for advice on careers, support in to work and continual learning that may be outside the scope of what Embark Learning or Fairway is able to provide.

TO ENSURE THAT IAG SERVICES ARE ACCESSIBLE TO ALL AND ARE OF HIGH QUALITY, WE WILL:

1. Work towards maintaining the Matrix IAG quality mark and ensure that IAG services meet the standards within this framework.
2. Ensure that marketing, promotional and information materials are comprehensive, accessible and available in a range of formats on request.
3. Liaise with the Quality team to monitor and develop continual improvement of our offer and delivery methods.



POLICIES AND PROCEDURES

4. Monitor The Effectiveness and Improve The Quality Of IAG Via:

- a. Learner feedback
- b. Employer feedback
- c. Staff feedback
- d. Partner College feedback
- e. Analysis of outcomes for learners
- f. Ongoing review, renewal & and update of information materials

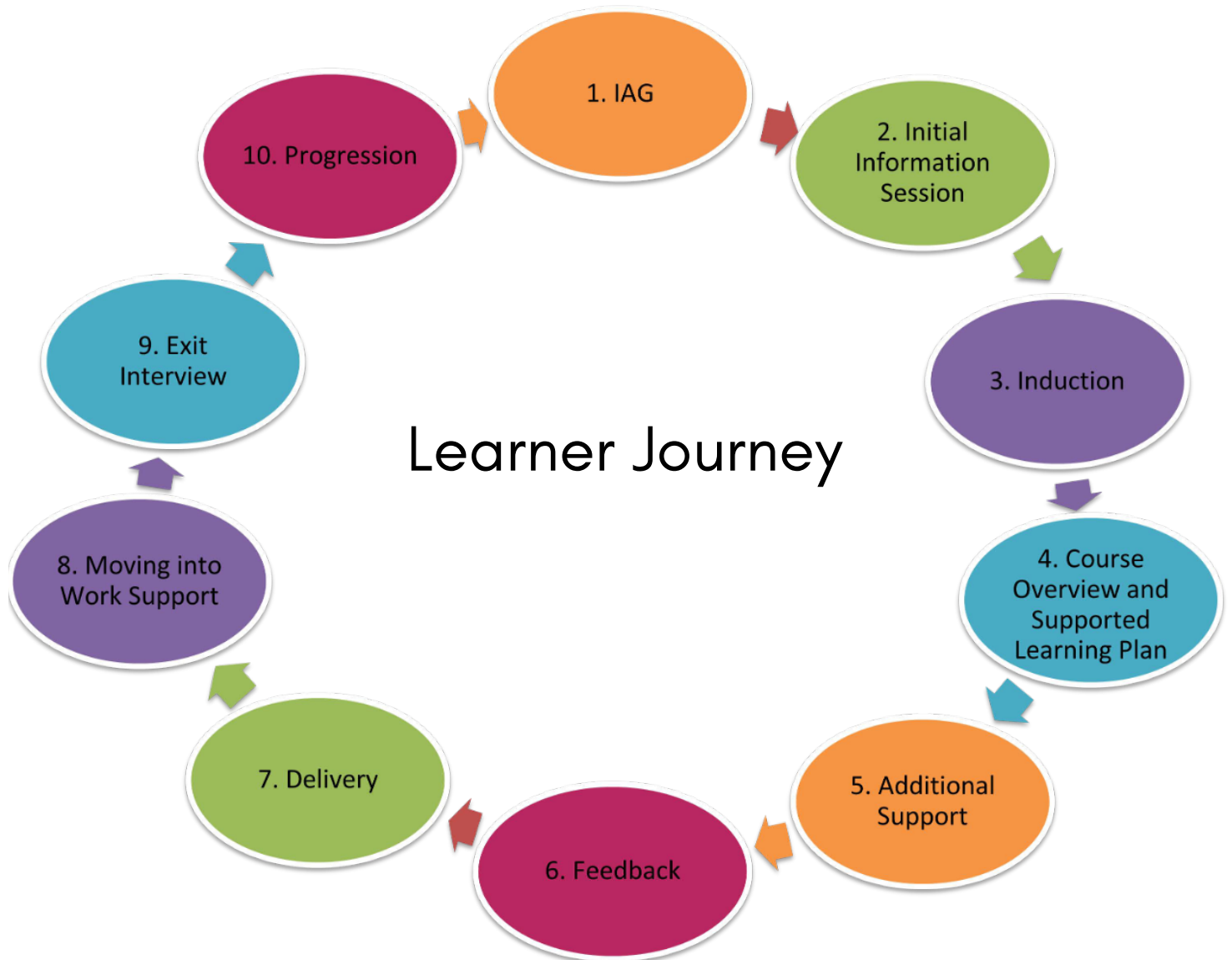
OUR TARGET CLIENT SATISFACTION IS 95%. THIS IS MEASURED AS A PERCENTAGE OF SATISFIED CLIENTS THAT WOULD RECOMMEND OUR SERVICE.

5. Provide Opportunities For Staff To Obtain Up-skilling and Qualifications in IAG To Ensure Understanding Of:

- a. IAG policy, strategy, aims, objectives, procedures and performance indicators
- b. Equality, diversity and confidentiality
- c. Learner support, including financial support
- d. Referral systems(internal and external)
- e. Customer Care, Health &Safety and Safeguarding
- f. Technological support
- g. Information sources

6. Develop and Review Partnerships and Networks To Support Provision Of Impartial IAG and Referral To Appropriate Partners and Other External Agencies/Services.

7. Embed IAG In Quality Assurance, Staff Development and Training and The Performance Review/Appraisal Processes.





YOUR JOURNEY

Description	Who?	Documents
Stage 1: IAG Prior to any programme commencing, prospective learners will receive effective and impartial Information, Advice and Guidance. This includes open days, recruitment days, telephone and web enquiries. There is also a chance for potential learners to ask questions of staff so that they can make informed decisions on whether to apply. IAG continues throughout the programme to ensure learners are on track and aware of what they need to do to progress in to work.	Business Development Manager Partnership Manager Learner Engagement Team	Promotional material, Tracker Enquiry Form Website, IAG Sessions Evaluation, social media
Stage 2: Initial Assessment We carry out a robust Initial Assessment to ensure that learners are on the right programme and at the right level. This covers assessment of literacy and digital to identify knowledge gaps, personal and social initial assessment so that we can provide or signpost to additional support if needed. Information collected at this stage will feed into the supported learning plan for the learner.	Business Development Manager Learner Engagement Team	Literacy / Digital assessment Typeform Application form
Stage 3: Induction The Induction ensures learners are aware of the training and qualifications they will be undertaking. This will also cover topics such as equality and diversity, health and safety, safeguarding, Prevent, British Values and online learning. We make sure that learners are familiar with our / partner/ college premises and with our learner complaints and appeals procedure. Learners on funded programmes through our partner college will also be entitled to a host of services that they offer.	Delivery Manager Trainers	Policies and Procedures Induction Questionnaire Induction Presentation
Stage 4: Learning Plans All learners will follow a learning plan based on their chosen course and monitored by the delivery team. Methods of delivery are adjusted depending on learning needs and additional support is put in place as required.	Trainers Delivery Manager	Delivery Plan Tracker System
Stage 5: Additional Support Personal circumstances can impact on a learner's ability to attend, focus on and make progress and Embark Learning make every effort to provide support to help them through these situations. We have access to a range of support services offered by our college funder and numerous agencies that we can signpost learners to, if we are unable to provide the support ourselves. The Learner Engagement Team liaise with referral partners should any further information or financial support be required to ensure a learner completes the programme.	Trainers Accessibility Champion	Delivery Plan Support Agencies Referral Partners
Stage 6: Feedback We obtain learner feedback on the learner's experience of the programme via Learners Voice – Your Views Matter to help us improve our IAG, Induction process and delivery content. Stakeholder feedback is sought via email and online surveys.	Delivery Manager/ Lead IQA Trainers	Feedback Forms You Said, We Did Your Views Matter
Stage 7: Delivery Delivery staff are ambitious, creative and successful in maintaining learner interaction. Delivery is interesting and relevant. All our trainers maintain occupational competence. Innovative teaching and learning methods are used, and we use information learning technologies to support learning. Our training materials are high quality, engaging and designed in conjunction with the awarding organisation or employer. Materials are regularly updated to ensure currency.	Trainers Delivery Manager	Training materials E-Portfolio Zoom Tracker System
Stage 8: Moving into Work (if applicable) Face to face or telephone meeting take place between the learners and the Learner Engagement Team to ensure a DBS application has been completed, an interview has taken place and relevant outcome is passed on to the learner. If the learner requires additional support to move in to work this is provided by the LEA team. Any improvements or support can assist in future work opportunities for all.	Learner Engagement Team	Moving into Work Forms Access
Stage 9: Exit Interview At the end of the programme, an exit presentation is given to ensure all learners receive the same message. We ask the learners to evaluate their experience with us, what they enjoyed about their learning we can improve. We measure the impact that the programme has made on learners and discuss progression opportunities. Evaluations can be online or paper-based and feedback is analysed and fed back to the Delivery Team.	Learner Engagement Team	Exit & Final IAG Exit presentation Evaluation form
Stage 10: Progression We will provide learners with information about next steps. Progression on to Level 2 and Level 3 or the opportunity to complete specialist courses such as L2 Dementia and Safety Intervention training.	Learner Engagement Team	Exit & Final IAG Evaluation



POLICIES AND PROCEDURES

EQUALITY AND DIVERSITY

We value your background and experiences and we aim to meet your needs and expectations wherever possible. Our practises ensure that we do not discriminate against anyone based on age, disability, race, religion or belief, gender, sexual orientation/identity or status.

We will create a learning environment which reflects, respects and values diversity, where fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs, are upheld. You will:

- Be treated with respect
- Feel welcomed and valued
- Be free from any form of harassment or bullying
- Have equality of opportunity to pursue your learning
- Receive the support necessary to support your learning

Your understanding of Equality & Diversity and British Values will be reviewed with you on a regular basis throughout your learning programme. However, please raise any concerns with your Trainer.

SAFEGUARDING AND PREVENT POLICIES

It is unacceptable for a learner to experience abuse of any kind and the safeguarding of our learners is para-mount. All learners have the right to equal protection from all types of harm or abuse.

We will work in partnership with learners, employers and other agencies to promote a safe learning and working environment. We have designated safeguarding staff and procedures in place for dealing with safe-guarding concerns should they arise.

As part of these safeguarding arrangements, our aim is to provide our learners with a safe environment to discuss issues relating to radicalisation and extremism and to equip learners with the skills to recognise radi-calisation and protect themselves and peers.

If you have any **safeguarding concerns**, please use these contact details:

Email: stayingSAFE@embarklearning.co.uk

Tel: 0330 024 137070

Alternatively, you can ask to speak with one of our Designated Safeguarding personnel Ann Dunn (DSL) or Kelly Bailey (DSO)



POLICIES AND PROCEDURES

SAFEGUARDING 6 R's

Here at Embark we are dedicated to Safeguarding everyone and refer to the 6R's:

RECRUIT – DBS checks are done prior to taking up employment. References are also obtained from previous employers to ensure safe and relevant recruitment takes place. All the checks carried out are kept in a single central record which can be accessed by human resources staff. All staff are given their contract with the safeguarding policy and procedures detailed within and take part in safeguarding induction training.

RECOGNISE – We train all staff to recognise key signs of abuse. (Physical abuse, Emotional Abuse, Sexual abuse, Neglect, Bullying). We are committed to the Government's PREVENT strategy. As a learner you will see that we embed British values in all our courses. We aim to create safe spaces for learners to discuss sensitive issues.

RECORD – Embark Learning confidentially record concerns and will make sure that only those staff who need to know will be informed of any issues.

REPORT – We have clear and visible policies regarding information sharing, to ensure that only relevant information is shared with our partners.

RESPOND – Staff are trained to respond sensitively to concerns. All learner and staff concerns have the welfare of the person being paramount. Confidentiality is key, and breaches can be treated as a disciplinary matter.

REVIEW – Safeguarding policy is reviewed annually and there are regular meetings to ensure that key people are kept up to date with current trends. The safeguarding team meet regularly to review ongoing concerns and discuss any learning points.

POLICIES AND PROCEDURES

FUNDAMENTAL BRITISH VALUES COVERS THE FOUR MAIN POINTS BELOW:



DEMOCRACY

- Your opinion counts

THE RULE OF LAW

- No one is above the law
- laws protect everyone
- Innocent until proven guilty

INDIVIDUAL LIBERTY

- Freedom of speech

RESPECT AND TOLERANCE

- All backgrounds and cultures
- All ages
- All genders and sexualities
- All religions and beliefs

BULLYING AND HARASSMENT

EMBARK LEARNING does not accept any form of harassment or bullying. We have clear guidelines on how to deal with situations that may arise and ensure your concerns are dealt with in a sensitive manner. Bullying and harassment comes in different shapes and sizes and can be “direct” (such as verbal abuse) and “indirect” (such as excluding someone). Bullying and harassment can take place face to face, through technology such as text messaging or email, and through social networking sites such as Facebook or Twitter.

If you feel that you are subject to any form of harassment or bullying, you can speak to your Trainer or Employer. There are also sources of help at the back of this booklet.



POLICIES

AND PROCEDURES

LEARNER ATTENDANCE POLICY

THE PURPOSE OF THIS POLICY IS TO PROVIDE A FRAMEWORK TO:

- Support learner retention and achievement by ensuring high levels of attendance and punctuality
- Safeguard learners by monitoring attendance and patterns of absence
- Ensure a consistent approach to attendance and punctuality

Embark Learning is ambitious for its learners and expects 100% attendance and punctuality on all programmes, to give learners the best possible opportunity to be successful and achieve sustainable employment.

This policy aims to assist all learners to take responsibility for their full and prompt attendance which will enhance their learning experience, develop their personal skills and promote positive retentions, achievement and progression.

Learners whose attendance and/or punctuality causes concern should be assisted to identify the difficulty and supported to improve. However, in certain circumstances when a learner's attendance and/or punctuality fail to improve corrective action may result.

Learners are entitled to lessons which start and end promptly. A staff cover Rota will ensure that classes are covered wherever possible in the case of absent colleagues. Every effort will be made to give advance warning of unavoidable changes or cancellations to classes.

RESPONSIBILITIES

LEARNERS ARE EXPECTED TO:

- Ensure they attend all lessons on their timetable, arriving before the start of the class properly equipped and prepared.
- Take responsibility for their own timekeeping and attendance
- Arrange non-urgent doctors, dentist and optician appointments out of course hours where possible.
- Inform their tutor/trainer in advance of any planned absence.
- Call the Embark Learning Office on 0330 024 1370 before 9am on the day of an unplanned absence. Use the same number to advise their tutor if they know they are going to be late.
- Advise their tutor if they need to go home either through illness or emergency who will record their absence.



POLICIES AND PROCEDURES

LEARNER ATTENDANCE POLICY

RESPONSIBILITIES CONTINUED:

- Catch up on any work missed during their absence with support as appropriate.

TRAINERS ARE EXPECTED TO:

- Start and finish classes on time.
- Advise learners of this policy during induction and the importance of attendance and punctuality and then remind them throughout their course.
- Communicate Embark's high expectation of punctuality and attendance, and consistently reinforce the message that poor punctuality and attendance is not acceptable.
- Mark attendance, absence and lateness accurately on registers at the start of each session. Any learners who arrive to class more than 15 minutes late will be marked late.
- Assist learners whose attendance and punctuality is of concern to identify the difficulty and support them to set targets and actions to improve. Ensure that any attendance and punctuality concerns are discussed with learners.
- Advise the Quality & Delivery Manager where after intervention learners' attendance and/or punctuality has failed to improve. (Two days). Following a discussion this will result in a timely withdrawal or transfer to the next cohort.
- Use the Identifying and Supporting 'At Risk' Learners' attendance and punctuality indicators to inform learner RAG rating for monitoring. (Extended programs i.e. Diploma)

ABSENCES

Embark Learning recognises that in certain circumstances, some absences can't be avoided. The following absences are considered as authorised absences:



POLICIES AND PROCEDURES

LEARNER ATTENDANCE POLICY

Reasons For Absence	Evidence Required
Jury Service	The official letter of notification is required in advance
University open day/FE or HE interview/Job interview	Must be notified in advance with invite letter/email
Attendance at the funeral of a family member or close friend	Will be authorised if notified in advance.
Attendance at the funeral of a family member or close friend	Must be notified in advance

Reasons For Absence	Evidence Required
Care of family member where learner has formal caring responsibility	Must be notified in advance
Absence as a consequence of disability or other equality reason	This will be authorised if it meets the requirements of legislation and is a reasonable adjustment
Driving test and theory test	Will be authorised if notified in advance with the official appointment letter/email



POLICIES AND PROCEDURES

LEARNER BEHAVIOUR POLICY

POLICY STATEMENT

Embark Learning is committed to creating a safe, respectful and positive environment where all learners and apprentices can enjoy their learning and achieve their potential. This policy sets out the clear expectations for behaviour across all our programmes based on our code of conduct:

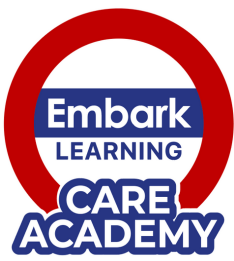
- Be Motivated
- Be Accepting
- Be Prepared
- Be Safe

There is a strong focus on attendance and punctuality to learning and work settings so that learners gain valuable skills. Additionally, Embark Learning has a positive and respectful culture in which staff know and care about the learners and any issues are dealt with quickly, consistently, and effectively.

AIMS OF THE POLICY

The aim of the policy is to promote positive behaviour and supported by the following principles:

- Standards of behaviour expected shall be clearly communicated in tutorials and during lessons
- Staff shall have access to information, guidance and training that enable them to behave and respond appropriately when behaviour issues arise and to develop strategies that promote good behaviour
- Learners shall be empowered to take responsibility for their conduct and behaviour
- Learners shall be given a wide range of opportunities and experiences that encourage positive behaviour and personal development
- The standards of behaviour expected and the processes that will be followed if behaviour falls short of the required standards, along with the consequences of misbehaviour, shall be clearly communicated to learners
- Procedures and practice relating to behaviour management shall be fairly and consistently applied, but also responsive to individual needs and circumstances. All behavioural issues will be resolved within a supportive environment



POLICIES AND PROCEDURES

LEARNER BEHAVIOUR POLICY CONTINUED

POLICY ARRANGEMENTS

3.1: Embark Learning expects our learners to follow a code of excellence which will contribute to their success. The code is defined as follows:

Be Motivated

- Deliver the best in everything you do
- Challenge yourself to strive for your goals
- Take ownership for your own learning

Be Accepting

- Listen to others and expect to be listened to – always using appropriate language and tone
- Respect diversity and other people's choices

Be Prepared

- Be on time and attend every lesson
- Have phones on silent and out of sight in learning time
- Have all music players turned off
- No food, only drinks with a lid are allowed

Be Safe

- Visibly wear your ID/ lanyard at all times
- Follow Embark Learning's rules for health and safety
- Dress appropriately with no offensive imagery or messages

3.2 : Embark Learning's Standards

Embark Learning has a set of standards for everyone including staff, visitors and learners. The standards include the following:

- **Lanyards** – all learners, staff and visitors must wear a lanyard
- **Smoking and/or vaping** – this is only permitted in designated areas
- **Bad language** – bad language should not be heard
- **Zero tolerance towards drugs** – zero tolerance towards drugs and drugs paraphernalia
- **Be respectful and kind towards others**
- **Respect the environment** – by being respectful of property, disposing of litter in bins and recycling where possible



POLICIES AND PROCEDURES

LEARNER BEHAVIOUR POLICY CONTINUED

POLICY STATEMENT

3.3 : Definite features of this policy

There are a number of definitive features of Embark Learning Learner Behaviour Policy that are detailed here:

3.3.1: Core Values of Embark Learning

- Put the learner first
- Deliver the highest quality
- Promote a fair, open and respectful culture
- Challenge and innovate

3.3.3: Codes of Conduct relating to specific activities. Learners are expected to meet the codes of conduct. It is the responsibility of the Trainer and the Training Manager to ensure this policy is implemented. Induction programmes and tutorial sessions will include discussions on the expectations.

3.3.4: Support for staff. Embark Learning will ensure that staff training is provided so that all staff are able to follow the relevant procedures and guidance linked to this policy. Embark's management team will guide and advise staff on how to deal with specific issues and incidents according with the relevant procedures.

3.4: Failure to meet the Embark Learning's Behaviours and/or Standards

Where a learner fails to meet the expected standards of behaviour whether this is in a learning environment or workplace, a member of staff will refer the learner to the Behaviour Management Procedure. A log will be maintained and ultimately a learner may be withdrawn from the programme as a result of failing to meet the requirements of this policy.

4: Responsibility for the Policy

The effectiveness of the policy is monitored by reference to learner and staff views and any analysis of data relating to incidents.



COMPLAINTS AND APPEALS

Q: WHAT DO I DO IF I WANT TO MAKE A COMPLAINT?

A: COMPLAINTS HANDLING

A complaint is an expression of dissatisfaction with the standards of service, actions or lack of action by the training provider or its staff, affecting an individual student or group of students or someone who is seeking or receiving services from the training provider.

EMBARK LEARNING is committed to providing its students and customers with the best possible service across the whole range of its activities.

THE AIMS OF THE COMPLAINTS POLICY ARE:

- To ensure fair and consistent treatment for all students
- To maintain effective working relationships between the provider and its students
- To learn from the experience to enable us to provide a better service in the future
- To maintain the integrity of the provider
- You have the right to complain or raise a feeling of injustice or dissatisfaction, with any aspect of the organisation.
- It is always a good idea to seek advice on how to proceed in matters like this. You could seek advice and guidance from the IAG Champion, your Personal Tutor or a senior member of staff

Q: WHAT DO I DO IF I WANT TO MAKE AN APPEAL AGAINST A DECISION?

A: APPEALS PROCEDURES

Learners: Responding to your concerns – It is our aim to treat each appeal case fairly and consistently. However, if you disagree with a decision we have made, you can appeal against that decision. We explain the process in this information.

The Appeal - Stage 1

Assessment and/or Examination results – If you want us to look at your appeal against assessment or exam results you should write to the Internal Quality Assurance (IQA) representative, see Key Contacts. You should do this as soon as possible so you can go through your case with the IQA. If the IQA agrees with you, they will take the necessary action.

The Appeal - Stage 2

For Assessment: If you are not happy with the IQA's ruling, then the IQA will forward your appeal to the Quality Manager see Key Contacts.



ADDITIONAL SUPPORT

If you need additional help during your course because of a disability or learning difficulty, there are several ways in which we can help you. We will complete an assessment of your learning needs in order to plan with you and offer support where needed.

THIS WOULD NORMALLY INCLUDE SOME OF THE FOLLOWING TYPES OF ASSESSMENT:

- One to one interview at a Jobcentre
- Telephone interview
- English initial assessment
- Skill scan and prior learning assessment

The purpose of these would be to ensure any barriers are removed and to enhance your learning experience. We are able to find additional funds to support your needs and give you access to materials such as overlays for dyslexic learners, copies of workbooks and power point presentations in a colour that meets your individual learning needs. We also have voice recording options, workbooks in large print or websites with additional resources.

Any learner requiring functional skills will be issued with materials and support from us. If you have any questions on the functional skills process, you can seek advice and guidance from your Trainer.

THE LEVEL OF SUPPORT WE WOULD BE ABLE TO GIVE IS:

- Induction process for the chosen learning programme where additional needs will be discussed
- Incorporate additional learning needs in the session plan and delivery method
- 1:1 reviews and support meetings tailored to the additional needs of learners
- Resource additional funding to meet additional learning needs

Please contact the Training Manager to arrange a meeting to assess your needs or speak to a member of staff or your trainer. We will then undertake an assessment with you to plan how we can best meet your additional needs if this has not already been identified.



LEARNER VOICE

We want everyone to have a great experience with us. We want to continually improve how we do things and would appreciate you sharing your experience with us. You can help by telling us what you think, how we did and what you thought of your experience with us.

Throughout the duration of your course you can feedback to us at any time so that we can resolve your problems as soon as they occur. Your views matter to us and feedback is how we can improve.

LEARNER VOICE:

You will be asked to complete an exit questionnaire at the end of your programme where you will be asked questions about your experience.

We ask that you give honest feedback so that we can make changes to programmes based on your constructive comments.

YOU CAN ALSO SEND EMAILS DIRECT TO THE TRAINING MANAGER AT:

academy@embarklearning.co.uk

Alternatively you can scan the QR codes below which will direct you to our feedback site:





WELLBEING & SUPPORT SERVICES

Embark Cares

Let Us Know If You Think You Need Support

It is important to take care of your wellbeing including your physical, mental and emotional health and our teams and resources are here to support you.

Our aim is to ensure you have the necessary resources to take care of your wellbeing, through the promotion of healthy choices, education on self-care and support and guidance resulting in a fulfilling and enjoyable experience throughout and following your training with Embark Learning.

The Health and Wellbeing hub in the 'Learners' area of our website offers a range of resources that are designed to offer support to those who may be facing challenges or want to make positive improvements to their health and wellbeing:



embarklearning.co.uk

How We Can Support You

Please let us know if you need support, we have a team of Wellness Champions that can help you with the following and more:

- Mental Health
- Learning Difficulties / Disabilities / Learning Needs
- Finances / Housing / Food Banks
- Domestic Abuse / Sexual Abuse
- Physical Health
- Addictions / Gambling
- Careers

How You Can Contact Us

Email us: timetotalk@embarklearning.co.uk

Phone us: 0330 024 1370 extension 3 (open Monday – Friday 08:00 – 17:00) and ask for a Wellness Champion

Speak to your Trainer: If you are on a training programme with Embark Learning you can speak to your Trainer to arrange receiving support from a Wellness Champion



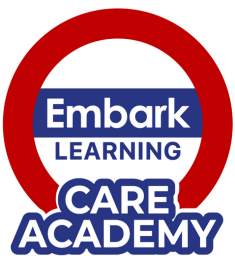
VOCABULARY WORDS

Our mission is simple...

to accelerate your learning



- **Characteristics** – A feature or quality belonging typically to a person, place, or thing and serving to identify them.
- **Choice** – An act of choosing between two or more possibilities.
- **Communication** – Is simply the act of transferring information from one place/ person to another.
- **Confidentiality** – Keeping people's personal information and details private. Only sharing with their consent and on a need to know basis.
- **Conflict** – A serious disagreement or dispute, typically one which maybe prolonged.
- **Consent** – To gain permission from an individual before an activity or task starts.
- **Dignity** – The importance of valuing a person. It means respecting other's views, choices and decisions, not making assumptions about how people want to be treated and working with care and compassion.
- **Dilemmas** – A circumstance in which a difficult choice has to be made between two or more choices.
- **Discrimination** – Treating people less favorably due to prejudice, out dated views and ignorance.
- **Diversity** – Refers to the many characteristics and personal choices of individuals.



VOCABULARY WORDS

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- **Empowerment** – The process of becoming stronger and more confident, especially in controlling one's life, making decisions and claiming one's rights.
- **Equality** – Ensuring individuals are treated fairly and equally and everyone can participate and has the opportunity to reach their full potential participate and has the opportunity to reach their full potential.
- **Hazards** – Is something which has the potential to cause harm.
- **Holistic** – Looking at the whole picture and not just a part of it.
- **Inclusion** – Means that there are no barriers that would exclude or make it difficult for people to be involved or participate.
- **Independence** – The ability to do things on your own, free from control, influence, support, aid, or from others.
- **Individuality** – The particular character, or qualities, that distinguishes one person or thing from others; sole and personal nature. Something that makes someone who they are.
- **Legislation** – The law.
- **Participation** – The action of taking part in something and being involved.
- **Partnership** – Working together with individuals or groups of people, team work.



VOCABULARY WORDS

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Person Centred Approaches – Is putting an individual at the centre of decisions which relate to their life, care and support.

Personal Protective Equipment – Is equipment that will protect the user against health or safety risks at work. It can include items such as gloves, aprons, eye protection and hair nets.

Policies – Are statements of intent, and are applied as a procedure or protocol. They are rules and guidelines to work within to keep you safe at work. They are written in line with legislation.

Preferences – Is a favoured choice, something that is liked.

Prejudice – Negative opinions that are not based on reason or actual experience.

Privacy – A person has the right to privacy, to spend time alone and not have their personal information or details shared without consent, privacy is protected under the confidentiality policy.

Procedures – Is a safe way off doing something, the way employers want their staff to work. In line with both company policies and relevant legislation.

Professional – Describes the standards of education and training that prepare members of the profession with the particular knowledge and skills necessary to perform their specific role.

Protection – The action of protecting, or the state of being protected.



VOCABULARY WORDS

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Respect – Showing due regard for the feelings, wishes, or rights of others.

Rights – Are legal, social or ethical principles of entitlements; rights are the fundamental rules that everyone is entitled to.

Risk – Is defined as the likelihood of a hazard causing harm.

Safeguarding – Is the action that is taken to promote the welfare of individuals and protect them from harm.

Self-Esteem – Reflects a person's overall emotional feeling of his or her own worth. How someone feels about them self.

Stereotype – Set ideas that people have about what someone or something is like, that are not usually based on fact.

Values – The regard that something is important, worthy, treasured and useful.

Vulnerable – A person in need of special care, support or protection because of age, disability or risk of abuse or neglect.

Wellbeing – The state of being comfortable, healthy and/or happy.



USEFUL DEFINITION OF VERBS

- **Compare** – Examine the subject in detail looking at similarities and differences.
- **Define** – State precisely the meaning of a word or a phrase.
- **Demonstrate** – Give a practical exhibition and explanation of (how a machine, skill, or craft works or is performed).
- **Describe** – Write or speak about the topic or activity giving detailed information.
- **Develop** – Change or grow through getting older; company: become bigger or more successful.
- **Discuss** – To discuss is to talk: but with a more serious intent. Discussing is a lot more substantial than chatting.
- **Explain** – Make clear detailed information giving reasons and showing how or why, give a clear and account of the relevant operation, surrounding circumstances
- **Identify** – Provide brief information about a subject, specific process or activity, establish or indicate who or what.
- **Indicate** – The definition of indicate is to make reference to, to point towards or show something, or to make a brief statement acknowledging something.
- **List** – State or make a list of items, words, statements or comments.
- **Outline** – Outline an idea or a plan, you explain it in a general way.
- **Purpose** – Something is what it is intended to achieve purpose
- **State** – To state is to say something.
- **Summarise** – To make a summary of; state or express in a concise form



GLOSSARY OF TERMS

A Urinary Tract Infection: UTIs are infections of the bladder, kidneys, or tubes that carry urine. They are common in older people but are easily treated and there are steps you can take to prevent them.

Accountability: means being responsible to someone, or for some action, and ensuring that you are able to explain what you do. Care workers are accountable to their professional bodies, their clients, employers and colleagues, as well as themselves.

Active Listening: involves paying attention to what the other person is saying. To acknowledge that you are engaged in the conversation you can nod your head, make 'mmm' sounds and use encouraging words such as 'yes' and 'I see'.

Adequate: Sufficient for a specific requirement.

Advance Decision: An advance decision would become relevant if there came a time when you were unable to make or communicate your own decisions.

Advocacy/ Advocate: Is an individual trained to help you understand your rights, express your views and wishes, and help ensure your voice is heard.

Assessment: Is a discussion with you and/or your advocate to help understand your situation and needs better. Together with a practitioner you will explore what help and support can be provided to reduce, delay and/ or prevent your reliance on care and support now and in the future.

Best interest: People must act in your best interests before taking certain steps that affect you while you lack capacity. This includes taking certain steps relating to your care and treatment.

Best Practice: Based on a person-centred, systematic, evidence based, analytical and reflective approach.

Bristol Stool Chart: The Bristol Stool Chart or Bristol Stool Scale is a medical aid designed to classify stools (known as 'faeces' or 'poo') into seven groups.

Capacity: Means the ability to use and understand information to make a decision, and communicate any decision made. A person lacks capacity if their mind is impaired or disturbed in some way, which means they're unable to make a decision at that time.

Care plans: A staged process that involves working out a client's needs (assessment) and implementing a method of delivering of that care to the client.

Challenging Behaviour: A person's behavior can be defined as "challenging" if it puts them or those around them at risk, or leads to a poorer quality of life. It can also impact their ability to join in everyday activities. Challenging behavior can include: aggression. Self-harm.

Communication Passport: is a way of sharing information about the individual that has been put together by people that know them very well. A communication book is for the user to get their message across. A life story focuses on the person's past, e.g. family, holidays, experiences, and other special memories.

Competence: The application of the required level of knowledge and skills to a particular task. In applying these, a person demonstrates that they understand and use the required level of knowledge and skills.

CPR: CPR – or Cardiopulmonary Resuscitation – is an emergency lifesaving procedure performed when the heart stops beating. Immediate CPR can double or triple chances of survival after cardiac arrest.

CQC: Is an independent regulator of health and social care in England. They ensure health and social care services provide people with safe, effective, compassionate and high-quality care. Encouraging care services to improve.



GLOSSARY OF TERMS

Deprivation of Liberty Safeguards (DOLS): Legal protection for people in hospitals or care homes who are unable to make decisions about their own care and support, property or finances. People with mental health conditions, including dementia, may not be allowed to make decisions for themselves, if this is deemed to be in their best interests. The safeguards exist to make sure that people do not lose the right to make their own decisions for the wrong reasons.

Disability Discrimination Act (DDA): The Disability Discrimination Act is a piece of legislation that promotes civil rights for disabled people and protects disabled people from discrimination.

DNR: A do-not-resuscitate (DNR) order is a legal document that means a person has decided not to have cardiopulmonary resuscitation (CPR) attempted on them if their heart or breathing stops. People who choose to have a DNR usually have a terminal illness or other serious medical condition.

DSL: The Designated Safeguarding Lead (DSL) is the person appointed to take lead responsibility for safeguarding and child protection within an organisation.

DSO: A designated safeguarding officer requires formal training to develop practical skills and knowledge to protect children and vulnerable people.

Duty of Candour: Is a general duty to be open and transparent with people receiving care from you. It applies to every health and social care provider that CQC regulates.

Empathy: The ability to sense what other people are feeling and to be able to give adequate support as necessary.

Implied Consent: A form of consent that is not expressly granted by a person, but rather inferred from a person's actions and the facts and circumstances of a particular situation (or in some cases, by a person's silence or inaction). The assumed agreement is that the person would approve a course of action if asked in a given situation, but is not presently able to be asked.

Individualised Care: Care packages that meet the needs of individuals.

Informal Care: Care provided to a client by family, partners or close friends.

Key Worker: A named person who has overall responsibility for providing and co-ordinating a client's care.

Neglect: Neglect has been described in England as: Neglect is the persistent failure to meet basic physical and/or psychological needs, likely to result in the serious impairment health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

No Secrets: Guidance document for local agencies that have a responsibility to investigate and take action when a vulnerable adult is believed to be suffering abuse.

Occupational Therapist: Trained skills professionals who work with clients to help and support them to regain essential skills or make best use of their

PEG: Percutaneous endoscopic gastrostomy (PEG) is a type of feeding tube which is inserted through the skin of the abdomen into the stomach during an endoscopy. You may need a PEG if food, drink and medicines cannot reach your stomach (for example, if you can't swallow properly).

Personal Care: Personal care means anything done for you that's of a personal nature. This may include personal hygiene – bathing, showering, hair washing, shaving, oral hygiene and nail care, continence management – toileting, catheter/stoma care, skin care, incontinence laundry and bed changing.

PRN Medication: Medicines that are taken "as needed" are known as "PRN" medicines. "PRN" is a Latin term that stands for "pro re nata," which means "as the thing is needed."



GLOSSARY OF TERMS

Respite Care: service giving carers a break, by providing short-term care for the person with care needs in their own home or in a residential setting. It can mean a few hours during the day or evening, 'night sitting', or a longer-term break. It can also benefit the person with care needs by giving them the chance to try new activities and meet new people

Responsive: By responsive, we mean that services are organised so that they meet people's needs.

Risk Assessment: The process of identifying all the risks to and from an activity, and assessing the potential impact of each risk.

Sectioning: Being sectioned means being admitted to hospital whether or not you agree to it. The legal authority for your admission to hospital comes from the Mental Health Act rather than from your consent. This is usually because you are unable or unwilling to consent.

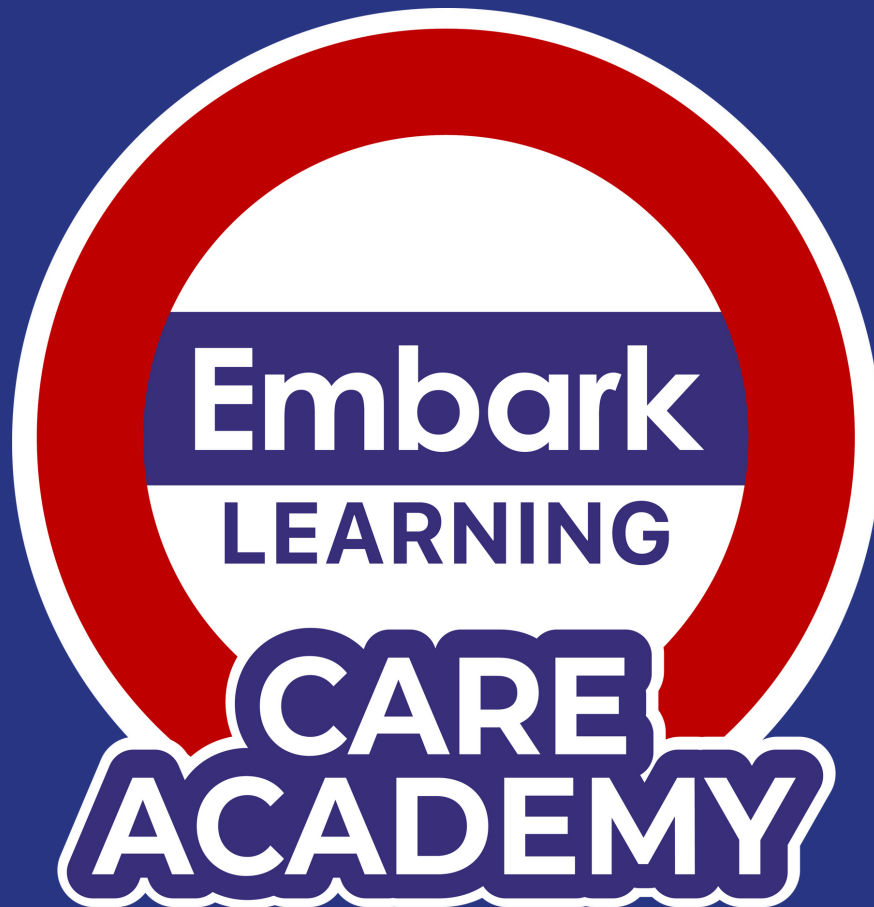
Self-Neglect: Is when a person being unable, or unwilling, to care for their own essential needs. It can cover a wide range of behaviour including neglecting personal hygiene, health or surroundings, refusal of necessary support and obsessive hoarding.

Serious misconduct or mismanagement: Behaviour that would constitute a breach of any duty, responsibility, legislation/enactment relevant to meeting these regulations or their component parts. "Serious misconduct" may include assault, fraud and theft or breaches of professional duties or codes of practice. "Mismanagement" may include mismanaging funds and/or not adhering to recognised practice, guidance or processes regarding care quality within which the individual is meant to work. These are not exhaustive lists.

Stoma Bag: When an illness involves the removal of a section of your bowel or bladder, your surgeon may need to form a hole in your abdomen called a stoma (sometimes referred to as an 'ostomy'). The stoma opening is used to remove bodily waste — faeces ('poo') or urine, in the case of an ostomy — into a small collection bag.

Vulnerable adult: An adult who may need care and support because of their age, disability or illness, and may be unable to protect themselves from harm, neglect or abuse.

Well-led: By well-led, we mean that the leadership, management and governance of the organisation assures the delivery of high-quality person-centred care, supports learning and innovation, and promotes an open and fair culture.



Learner Handbook

OUR MISSION IS SIMPLE...
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