



APPRENTICESHIP LEARNER HANDBOOK



Contents

Table of Contents

Section 1 Introduction

Vision.....	5
Mission.....	5
Values.....	5
Stage 1: Recruitment	7
Stage 2: Induction & Onboarding	7
Stage 3 : The Apprenticeship standards	7
Stage 4: Your Programme	8
Stage 5: Functional Skills.....	8
5.1 Functional Skills Exams	9
Maths.....	9
English.....	10
External assessments.....	10
Controlled Assessment.....	10
English Assessment structure	11
6. Guided Learning Hours	12
Stage 7: Enrichment.....	13
7.1. Prevent and safeguarding	13
7.2. British values	14
7.3. Mental Health.....	14
7.4. Employment Law and Legislation	15
7.5. Equality and diversity	15
7.6. Sexual Harm	16
7.7. Community.....	16
7.8. Digital skills	17
Stage 8: Gateway	18
Stage 9: End Point Assessment (EPA)	18
Learning Assistant	19
Policies & Centre approval.....	20
Information Advice & Guidance Policy Statement	20
Malpractice Policy	23
Penalties and sanctions applied by Awarding Bodies.....	25
Grievance/Complaints procedure	26

Contents

Safety and Well Being Code	27
Pride and Dignity Policy	29
Appeals Procedure	30
Learner ICT Policy	31
Internet procedures	31
Internet Safety Guidelines	31
Glossary of Terms	32

Welcome to Sysco Business Skills Academy

Welcome to Sysco, we are delighted that you have chosen to undertake your apprenticeship learning journey with us. Here is some information about our company, to help set the scene.

Sysco Business Skills Academy launched in 1989, with the original purpose of providing business consultancy in the Merseyside region, and was initially based within the St Helens area. A strength for supporting people through learning & development quickly emerged, with relationships being built with local universities, colleges, and local businesses, providing accredited and bespoke training and consultancy. Since this time, our offer has significantly developed. To date, we have worked in partnership with 8,500+ organisations throughout the North West and have some clients beyond this geographical area. Our Head Office is based in Liverpool City Centre at Truman Street. From here we can support learners from our learning and development suites or from employers' premises, dependent upon requirements. We also offer remote support via web-based video conferencing systems. Sysco are at the forefront of the Apprenticeship delivery working with organisations to support their employees through both apprenticeship levy and non-levy routes, as applicable. We are proud to share that as an organisation we are recognised by awarding bodies as advanced in the delivery of standards in both Housing and Leadership & Management.

What do we offer?

We offer apprenticeship delivery in the following areas:

- Housing
- Customer Service
- Business Administration
- Management and Leadership
- Coaching Professional
- Supply Chain Operative



In addition to your core Apprenticeship Standard, we can also support you to enhance your Functional Skills including Maths and English and have dedicated specialists to help you. Please speak to your L&D Tutor for more information. Some of our apprenticeships also have the added value of professional body status e.g., CIH, CMI & ILM.

As part of the Sysco group we have a sister company called Brighter Futures, aimed at our younger learners, supporting them to gain skills to thrive in a working environment. We also have an Adult Education Budget provision, comprised of a series of shorter courses to support personal growth, and enhance workplace skills, vision, mission and values

Welcome to Sysco Business Skills Academy



Vision

'To enable individuals to maximise their employability opportunities or workplace capabilities through the provision of outstanding quality training, and by so doing, increase the profitability and competitiveness of our client companies, hence contributing to the social and financial development of our economy.'

Mission

Our aim is to provide educational training and services that exceed all stakeholders' expectations in order to continue an aspirational and sustainable business.

Values

- S skills development; structured learning
- Y youth investment, development and opportunity
- S standards; searching for innovation
- C continuous improvement; celebrating success and achievement
- O organisational excellence and openness

What our learners have to say...

My qualification helped me to create more opportunities in the future and provided me a variety of knowledge and skills to be able to adapt to multiple roles”

Customer Service Apprentice

“I have improved my use of time and prioritisation and learnt many new leadership techniques. I now feel more confident in leading the team”

Leadership & Management Apprentice

“Throughout my learning journey of this apprenticeship, the knowledge and skills I have learnt has helped to build up my confidence and has supported me to deal with tenants and customers on a daily basis”

Housing Apprentice

1. The Learner Journey

We are excited to have you onboard and wish you all the best in your Apprenticeship

Stage 1: Recruitment

During the recruitment process our dedicated Business Development team will answer any queries you have to ensure we have a programme suitable to your needs and for own personal goals and aspirations. You will complete your online registration and carry out an online assessment for maths and English to identify any areas for support.

Stage 2: Induction & Onboarding

During the first meeting with your allocated Learning and Development Tutor, you will be guided through the learner journey process and will undergo a starting point analysis (SPA) to identify any gaps in your knowledge, skills, and behaviours. This will allow your tutor to tailor your learning experience to ensure that you receive support to develop in the areas identified. From this information your L&D Tutor will create a tailored Individual Training Plan (ITP) which will outline what your programme and learning journey will look like. This meeting will give you and your mentor the opportunity to raise any concerns and seek clarification of what is expected of you as a learner, your mentor, and your tutor so that these roles and responsibilities are clear from the start. You will then take part in an induction, this can be completed individually or in groups which will allow you to meet your peers who will be undertaking the course alongside you, this can be conducted in your workplace or virtually via Zoom or Teams.

Stage 3 : The Apprenticeship standards

As part of the apprenticeship reforms, the Government introduced apprenticeship standards. The main aim of these changes is to make apprenticeships more attractive to employers and provide improved on-the-job learning. This will be achieved by allowing apprenticeships to be tailored more towards the specifics of their job role and more in-line with employers' needs focussing on the development of knowledge, skills and behaviours required for the role.

Each apprenticeship has a specified set of standards that are relevant to the area of your occupation. During the practical period of your apprenticeship, you will work together with your tutor to develop these knowledge, skills and behaviours and gather evidence of these, that will be contained in an online portfolio.

1. The Learner Journey

[3.1 Gathering evidence for your portfolio](#)

There are a number of ways that we can collect evidence to meet the knowledge, skills and behaviours set out in the apprenticeship standards. These methods include:

- Recorded professional discussions
- Case studies
- Q&A sessions
- Assignments
- Reviews (With your mentor)
- Workplace observations
- Written tasks

[Stage 4: Your Programme](#)

You programme will involve you attending group taught sessions and workshops which will support you in the collation of evidence for your portfolio and if required the completion of written assignments. You may also be working towards a qualification alongside your apprenticeship standard, if so, this will be embedded alongside the knowledge, skills, and behaviours you are required to evidence as part of your Apprenticeship Standard. It is important that you attend all taught sessions and submit your assignments by the deadline given.

[4.1 Requesting an assignment extension](#)

We understand that there may be certain circumstances that would prevent you from submitting your assignment on time, so it is important to inform your tutor straight away if you require an extension. Extensions will be granted at the discretion of your tutor and a valid reason must be provided, you and your tutor will agree on a suitable extension deadline based on individual circumstances and your employer will be updated where required.

[Stage 5: Functional Skills](#)

Learners that do not have prior achievement of Maths or English at the required level will be required to attend additional taught sessions to enable them to sit and achieve their functional skills exams.

If you are studying a Level 2 programme, you will need to have passed at Level 1 for both Maths and English and attempted the Level 2 papers to complete your apprenticeship.

If you are studying a Level 3 programme, you will be required to have a minimum equivalent of Level 1 in Maths and English and sit and pass the level 2 papers to complete the apprenticeship.

1. The Learner Journey

Learners that can evidence prior achievement of Maths and English at Level 2 will not be required to attend functional skills sessions or sit an exam. However, as per the government initiative to improve mathematics and English across society, there will be a requirement to upskill in both subjects. This will be naturally embedded within the qualification during taught and 1:1 session with your tutor.

Functional Skills at Level 2 is equivalent to a GCSE grade 4 (C on old grading system). Functional Skills is a qualification which is widely accepted as a GCSE equivalent.

5.1 Functional Skills Exams

Maths

Functional Skills indicate that students can demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity; They are designed to introduce students to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life; and enable students to develop an appreciation of the role played by mathematics in the world of work and in life generally.

For Maths Level 1 and Level 2, there are 2 exam papers, these are:

- Non-Calculator
- Calculator

These must be taken in the same sitting but are 2 separate exam papers.

The qualification is graded Pass/Fail and is an externally set, on-demand assessment. Assessments will take place at the Sysco offices where possible with an independent invigilator.

Assessment Structure	Duration	Percentage of qualification
Section A Non-Calculator	25 minutes	25%
Section B Calculator	1 hour 30 minutes	75%
Content areas		
Using numbers and number systems – Whole numbers, fractions, decimals and percentages		
Using common measures, shapes and space		
Handling information and data		

1. The Learner Journey

English

English is a qualification that benefits learners in work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English. This qualification is assessed via 2 external assessments and one controlled assessment.

Functional Skills English qualifications at these levels indicate that students should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness.

They should be able to:

- Listen, understand, and make relevant contributions to discussions with others in a range of contexts
- Apply their understanding of language to adapt delivery and content to suit audience and purpose
- Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing
- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar
- Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important. Students should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life.

For those sitting English Level 1 or Level 2 exams, there are 3 elements:

External assessments:

- Reading
- Writing

Controlled Assessment:

- Speaking, Listening and Communicating

A Speaking, listening and communicating assessment is a formal assessment, which must be completed under supervised conditions. During the assessment, learners must be in the direct sight of the assessor at all times. Input from the assessor, such as clarification of requirements is acceptable.

1. The Learner Journey

English Assessment structure

Assessment Structure L1	Duration
Speaking, listening and communication is assessed through one 3 minute talk and linked question and answer session in groups of three or four, and a 10 minute formal discussion together in groups of three to five learners.	10 – 20 minutes in total
Reading is assessed through a test comprised of controlled response and open response questions	60 minutes
Writing is assessed through a test comprised of two tasks.(42% of the marks assesses spelling, punctuation and grammar)	60 minutes
Assessment Structure -L2	Duration
Speaking, listening and communication is assessed through one 5 minute talk and linked question and answer session in groups of three or four, and a 15 minute formal discussion together in groups of three to five learners.	Up to 25 minutes
Reading is assessed through a test comprised of multiple choice, short open response and medium open response questions	1 hour 15 minutes
Writing is assessed through a test comprised of two tasks.(42% of the marks assesses spelling, punctuation and grammar)	60 minutes

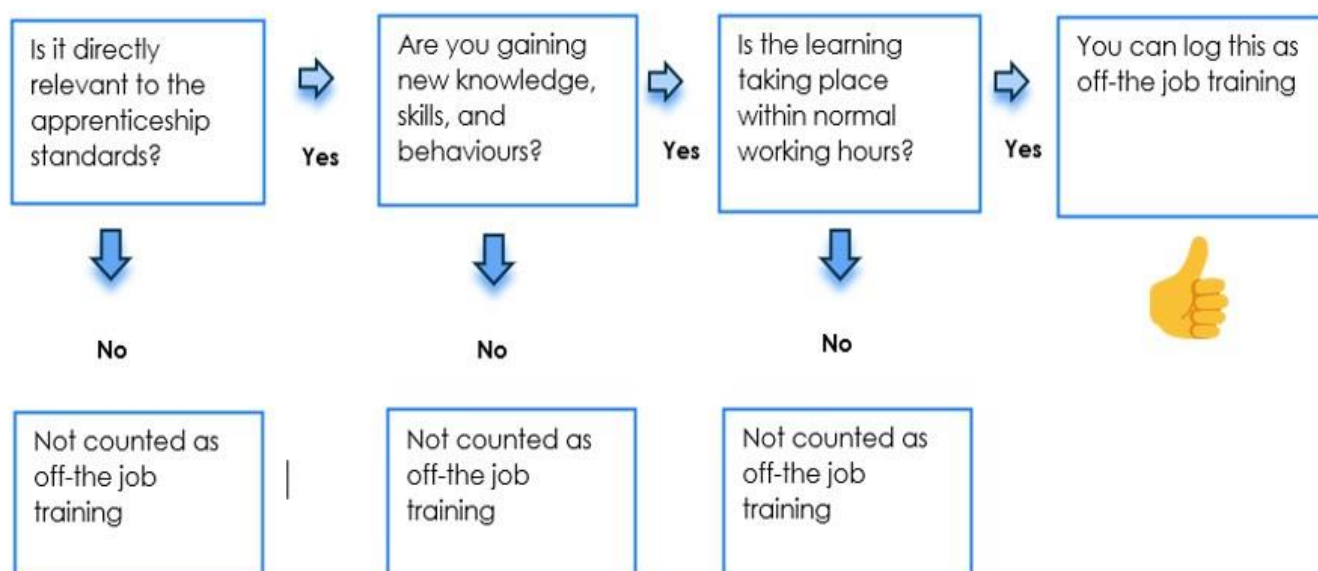
1. The Learner Journey

6. Guided Learning Hours

The Education and Skills Funding Agency (ESFA), Apprenticeship funding rules, require that learners receive off the job training within their normal working hours (excluding overtime).

Off the job training must enable learners to achieve the required knowledge, skills and behaviours, as set out in the apprenticeship standards but it cannot include training that is provided by the employer that does not directly link to the standards you are undertaking.

The following guide will assist you in deciding what can and can't be included:



Examples that can be included:

- ✓ Attending taught sessions
- ✓ e-learning courses
- ✓ writing assignments and conducting research
- ✓ written work for evidencing the apprenticeship standards
- ✓ shadowing or mentoring
- ✓ Industry visits off site

Examples that can't be included:

- ✓ 1:1 meetings
- ✓ Any training that does not directly link to the apprenticeship standards
- ✓ Team meetings
- ✓ Functional skills Maths and English
- ✓ Day to day job requirements
- ✓ Review meetings with the Tutor

1 The Learner Journey

When you receive your registration paperwork, you will also receive a guided learning hours spreadsheet that you will use throughout the apprenticeship to log your guided learning hours. This must be updated regularly and uploaded onto your Learning Assistant account at the end of each month. The total number of hours that you will need to complete for the whole apprenticeship length will be pre-populated and as you include your time, it will calculate this for you at the bottom, so ensure that you update and submit the same form each month.

Stage 7: Enrichment

As part of your apprenticeship standard there is a requirement for you to undertake enrichment activities. Our enrichment programme is an excellent opportunity for you to build on and develop your knowledge and awareness of wider topics, which can support yourself and your staff and colleagues within the workplace. Our enrichment programme raises understanding on the 6 key themes, along with empowering you. It also gives you're the opportunity to develop resilience and identify support options.

The 9 key themes include:

Safeguarding, Prevent, British Values, Mental Health, Employment Law and Legislation, Equality & Diversity, Sexual Harm, Community, Digital Skills. At the start of your learning journey with us we will review your current knowledge within the enrichment key themes and agree an individual plan to build up on this. It is our intention to review these key themes ongoing so that your knowledge of the wider topics can be developed over a period of time. This maybe within your workshop sessions, completing enrichment training, including online discussions with your tutor, receiving, and digesting up to date information and guidance.

7.1. Prevent and safeguarding

The main aim of Prevent is to stop people being involved in extremism and terrorism. The governments definition of Extremism is "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The enrichment program will develop your knowledge and awareness of indicators someone may be being radicalised along with key legislation and support contacts.

Safeguarding is a term used in the United Kingdom to put measures in place to protect the health, well-being and human rights of individuals, which allow people — especially children, young people and adults at risk — to live free from abuse, harm and neglect. The enrichment programme will support you in developing your knowledge including key legislation, categories of abuse, exploitation, and support contacts.



**Safeguarding is
Everyone's
Responsibility**

1. The Learner Journey

7.2. British values

As relayed within Prevent there are 5 British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of Different Faiths and Beliefs. SBSA will be promoting British Values to reflect life in modern Britain. You will also have the opportunity to develop your knowledge on British Values.



7.3. Mental Health

Mental health is a state of wellbeing in which every individual achieves their potential and copes with the normal stresses of life. Mental health includes our emotional, psychological and social wellbeing. It affects how we think, feel and act. The enrichment programme will develop your understanding of mental health, support available and recognising mental health and supporting staff.



1 The Learner Journey

7.4. Employment Law and Legislation

Employment law regulates the relationship between employers and employees. It governs what employers can expect from employees, what employers can ask employees to do, and employees' rights at work.



7.5. Equality and diversity

Equality is ensuring everyone is treated with fairness and has equal opportunity and is not discriminated against due to their protected characteristics. Diversity is recognising, valuing and considering differences between people and groups of people and encouraging those differences to create a cohesive community and effective workforce. The enrichment programme will develop your knowledge on equality and diversity, key legislation and look at ways to develop your understanding further and use within your job role and supporting staff



1. The Learner Journey

7.6. Sexual Harm

Just like other kinds of bullying, sexual harassment can involve comments, gestures, actions, or attention that is intended to hurt, offend, or intimidate another person. With sexual harassment, the focus is on things like a person's appearance, body parts, sexual orientation, or sexual activity.



7.7. Community

Businesses can choose to work in a way that profits only the owners or in ways that benefit the community. Working ethically, and with corporate social responsibility in mind, means acting in ways that are both fair and honest.



1 The Learner Journey

7.8. Digital skills

The Essential Digital Skills Framework defines the skills needed to safely benefit from, participate in and contribute to the digital world of today and the future. This enrichment topic will be embedded within your qualification and current work activity which will evidence your current skills and build on them. There will also be opportunities to develop your knowledge further on topics such as being safe and legal online. The main areas with the digital skills framework are communicating, handling information and content, transacting, problem solving, being safe and legal online



1. The Learner Journey

Stage 8: Gateway

The gateway stage signifies the completion of all mandatory components of your Apprenticeship. This happens no earlier than 12 months from the start of your apprenticeship and involves a meeting with your tutor and manager to sign off these elements. You will receive feedback on your development over the course of the apprenticeship and your best work in the portfolio will be showcased. Once you have reached this point, your tutor will apply for a date to have your end point assessment.



Stage 9: End Point Assessment (EPA)

This is the final stage of your journey and brings everything together to get your final mark. Each area follows a different EPA process. The purpose of this assessment is to assess whether you can demonstrate the knowledge, skills, and behaviours in the apprenticeship standards. Following this interview, you will either be awarded a pass or a distinction for your apprenticeship, but you will not be advised of this on the day; You will be informed of this within 28 days of your EPA date.

The certificate for your qualification will be issued to you following this assessment alongside your overall mark.

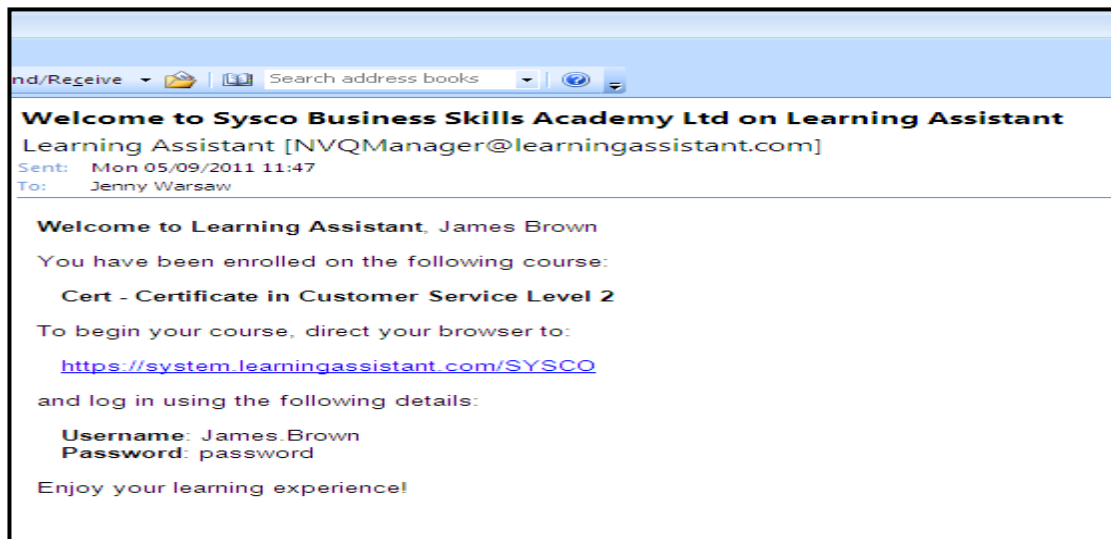


1 The Learner Journey

Learning Assistant

During your programme you will have access to an E-portfolio called Learning Assistant. On here you will store all the work you produce during your time on programme which is used to evidence your competencies and will generate your Showcase Portfolio for your End Point Assessment.

Once you have been registered on to the Learning Assistant E-portfolio you should receive an E-mail message like the one shown below which contains your username and password information:



By clicking onto the link provided in the E-mail you will be re-directed to the Learning Assistant Website. This is the page you will be taken to.



Follow the instructions to set your new password and remember to make a note of your log in details. We suggest you save this to your Favourites or create a tab on your Favourites Bar.

Further Guidance on how to use Learning Assistant will be provided to you by your Tutor and you will also receive a guide on the functionalities of Learning Assistant for your own reference.

2.Policies and Procedures

[Policies & Centre approval](#)

Sysco are an approved centre for a variety of Awarding Bodies, including:

- CMI
- ILM
- CIH
- NCFE
- Pearson's
- IQ

We have a number of policies and procedures in place to work in line with centre approval guidelines and our own Quality Assurance framework. The IQA panel team are ambassadors of the internal Teaching, Learning and Assessment Strategy and are responsible for ensuring centre approval is maintained to the highest standards.

The Quality Framework and Teaching and Learning strategy at Sysco are in place as a measure to support the ongoing accreditation of Centre approval.

[Information Advice & Guidance Policy Statement](#)

Information, Advice and Guidance (IAG) is an integral part of the learner journey from the very first contact, through the training and assessment process, past final certification and beyond into the learner's career. The objective is to promote, encourage and nurture learning as an ongoing process.

The Sysco Group is committed to supporting its learners to identify and complete qualifications that fulfil their full potential and meet their individual, personal and professional needs, and career aspirational goals. We will ensure that the processes of informing, advising and guiding learners are accorded a high priority, and are recognised as being crucial in enabling learners to make decisions regarding the opportunities and challenges of adult and working life

We recognise the essential part played by IAG in supporting our learners to make choices about their lifestyle, education, and future careers, to raise their aspiration and achievements.

IAG also plays an important role in developing and broadening the curriculum, increasing participation, and improving the achievement and progress of all learners.

This policy sets out a commitment by Sysco to implement IAG standards and to support an entitlement for all learners. To make it accessible, attractive, relevant and provide clear progression, coherent programmes and flexible, differentiated learning opportunities.

Our Aim

Our aim is to provide appropriate and impartial information, advice and guidance to potential learners, current learners and employers at the initial contact and recruitment phase, through the induction process, whilst they participate on programmes, and on exit from programmes.

2.Policies and Procedures

Objectives

- We will endeavour to make our IAG provision; easily accessible, timely, visible, and well defined in an understandable format.
- Providing current and accurate careers information and application support where possible.
- Provide accessible links to a range of specialist, supportive agencies, both internal and external, such as Safeguarding staff, mental health support officers and English and maths Specialists.
- Ensure IAG meets the diverse needs of learners and employers.
- Provide impartial, confidential and needs focussed IAG to correspond with learner risk rating.
- Provide clear advice about the education and training options open to learners whilst also encouraging learners to consider long term career goals and aspirations.

Learner Entitlement - Learners at Sysco will:

- Receive up to date information on all its course programmes and support services available to be able to make informed choices.
- Receive clear impartial advice and information about all the options available, so that they understand what they involve.
- Gain information relating to entry criteria, qualifications, accreditation, workloads, and modes of study.
- Have an individual interview and deep dive to establish starting points and receive career information advice and guidance. Learners that are already employed at the commencement of the programme will still be given impartial advice that is appropriate.
- Agree an Individual Learning Plan with milestones that accounts for each learner's specific needs, aims and ambitions.
- Be given the opportunity to be involved in making decisions about things that effect their learning.
- Have a programme of careers education helping them develop skills and knowledge to make choices and the transition within their chosen industry.
- Gain 121 and group support during their learning and training with careers advice and guidance, enabling them to make choices and complete a career plan.
- Support to progress in chosen career path by developing knowledge, skills and behaviours' developing transferable skills and gaining new qualifications
- Regular personal support and information on how well they are doing though frequent progress reviews.
- Access to support Specialists such as English, Maths, Safeguarding and Mental Health staff.
- Signposting or referral, where relevant, to other appropriate agencies and service providers such as Citizens Advice.
- Advice on learning routes available if they withdraw from a programme (including any learner whose employment is termination due to their performance and/or behaviour).
- Access to Hot Topics to support and raise awareness of core topic areas including Safeguarding, Prevent, Equality and Diversity and British values

2.Policies and Procedures

The delivery of this entitlement is underpinned by the following values:

- Effective communication by Sysco staff
- Impartiality
- Confidentiality
- Ownership by the learner
- Promotion of Equality of opportunity
- Transparency
- Accessibility

IAG needs to be available to learners at a time which is appropriate to their needs and in a format and style which allows them to make maximum use of the service. Clear information on how to access information, advice and guidance will be provided for all learners. This entitlement will be made known to all learners through induction, E-portfolio systems, learner resources and planning materials. Learners will also be encouraged to review their entitlement and provide feedback within progress review meetings.

Results and outcomes of good IAG

- Individual starting point for all learners.
- A challenging and exciting programme where all learners can excel.
- Closure of any gaps in cohorts of learners in terms of performance.
- Well informed learners in all aspects of their career and choices.
- Support for all learners that meets their needs.
- Applicant satisfactory survey results in excess of 90%.
- Learner satisfaction survey results in excess of 90%.
- Employer satisfaction survey results in excess of 90%.

Quality Assurance & Evaluation

The provision of IAG services is quality assured via the collection and analysis of participant feedback, and analysis of key performance data in respect of learner retention achievement and progression. The company also evaluate and audit IAG such as progress reviews and marking and feedback.

The Quality Team are responsible for monitoring the front-line delivery, including the observation of the IAG service, and identifying areas for continuous improvement.

The outcomes from quality assurance activity feedback through to managers meetings for agreeing ongoing continuous improvement.

2.Policies and Procedures

Malpractice Policy

Elimination of malpractice is a key priority of Sysco. Staff, Learners and Employers must report concerns or allegations to our Quality Manager Lisa Hill. However, the Quality Verifiers specific to each programme are responsible for ensuring this information is fully understood by their team, learners and employers.

Sysco are keen to encourage individuals to report allegations without fear and will ensure that any disclosure is treated with the utmost confidentiality. Anonymous allegations will only be considered if they are of a serious nature and the evidence is sufficient to warrant an investigation and appropriate action will be taken.

All allegations will be recorded within the internal complaint system and submitted to the awarding body for investigation.

Instances of malpractice that may be committed by an individual may include:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test

Instances of malpractice that may be committed by staff may include:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidate's achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation

2.Policies and Procedures

- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records/certificates, for example by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

Anyone who commits malpractice and who fails to comply with the guidance on regulations for assessment will lead Sysco to withhold the learner's results.

Sysco will take steps to prevent the occurrences of learner malpractice. These steps will include:

- Learners will undergo an induction which will inform them of the centre's policy on Malpractice, showing learners the appropriate formats to record cited texts and other materials or Information sources including websites. Learners should not be discouraged from conducting research; indeed, evidence of relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the learner has interpreted and synthesised appropriate information and has acknowledged any sources used.
- Continue to follow procedures for assessing work in a way that reduces or identifies malpractice, e.g. plagiarism, collusion, cheating, etc. Continue to hold regular Internal Quality panel meetings to verify work and monitor the Assessment process.
- Review the Teaching and Learning strategy on an annual basis. Where centre approval is in jeopardy Sysco will continue to support in learners within their achievement, work will continue until a final decision has been confirmed by the awarding body.
- Where Approval is withdrawn Sysco will support learners in transition to a new provider.

2.Policies and Procedures

Penalties and sanctions applied by Awarding Bodies

Where malpractice against a Centre a member of staff or a learner is proven, the awarding Body will have to consider whether the integrity of its assessments, examinations or tests might be jeopardised.

The Awarding Body may take action to protect the integrity of its procedures and functions, this action may include;

- The Awarding Body refusing to accept assessment/examination entries from a centre in cases where malpractice is established
- The Awarding Body reserving the right to withdraw programme approval from centres where malpractice has been identified
- The Awarding Body reserving the right to refuse to issue or to withdraw certificates.

Penalties applied by Sysco

Where any suspicion of Malpractice is identified Sysco will investigate. Should the Investigation confirm that Staff malpractice is proven then Sysco will invoke their internal disciplinary procedure

This policy will be reviewed every 12 months by the IQAs and Quality Team.

2.Policies and Procedures

Grievance/Complaints procedure

Should you have any concerns or would like to raise a grievance whilst on your apprenticeship, the following procedure should be followed:



Quality Manager – Lisa Hill

Sysco Business Skills Academy Ltd
The Threlfall Building, Liverpool, L3

2BA

Lisa.hill@sysco.uk.com

2.Policies and Procedures

Safety and Well Being Code

Safer learning, Prevent and Safeguarding is something that the Sysco Group is committed to and it applies to all staff and learners. Sysco and its partners will ensure that the Safety of Learners is taken into consideration when recruiting staff. We will also encourage the raising of awareness of Safer Learning by equipping Learners with the skills needed to keep them safe and provide an environment in which Learners can learn and develop.

Our learners' welfare is of the utmost priority and we recognise the importance of providing a safe and welcoming learning environment, that will help everyone feel safe and respected. We encourage all learners to talk openly and to feel confident that they will be listened to. We also recognise that both physical and mental health are important to your overall welfare.

All staff at the Sysco group are trained on how to recognise the signs and symptoms of abuse, bullying and harassment, how to respond to any learners that disclose abuse, bullying or harassment. As part of our induction and enrichment programme we ensure all learners understand safeguarding and welfare, including where to go to for support. Safeguarding issues can stem from for a variety of reasons, including peer-on-peer abuse (learner to learner), sexual harassment/violence and online sexual abuse. Staff will challenge any form of sexual misconduct (verbal i.e., inappropriate language and non-verbal i.e., touching).

The Sysco Group will also make sure that:

- It will establish and maintain an environment where learners feel secure, are encouraged to talk, and are always listened to.
- Ensure learners know who the responsible person in the organisation is so they can approach if they are worried.
- Develop effective links with relevant agencies and co-operate as required with their enquiries.
- Keep written records of concerns raised by learners, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main learner file, and in a locked location.
- Closely follow and adhere to internal procedures where an allegation is made against a fellow learner, member of staff or volunteer.
- Ensure learners are aware of their rights and freedom from abuse.
- Provide a Safeguarding & Prevent Officers who are trained and able to assist with any raised issues.
- Ensure learners have access to a Mental Health first aider should they need it.
- Develop a curriculum that will help learners stay safe and recognise what they need to do if they do not feel safe and identify who they may talk to for support.
- We will respond to the mental wellbeing and ensure our learners are effectively supported.
- We will deliver an enrichment curriculum that will enhance learner resilience.
- We will provide learners with the knowledge to understand inappropriate behaviour towards and ensure they know how and who to report their concerns to.

2.Policies and Procedures

Who is our Safeguarding & Prevent Officer(s)?

Please contact our Safeguarding Officers if you have any concerns within safeguarding, which may include:

- Bullying (including online)
- Sexual Harassment or Violence.
- Online abuse.
- Neglect.
- Grooming.
- Exploitation.
- Radicalisation.

This list is not exhaustive, if you have any additional concerns do not hesitate to contact a member of the team.

The Sysco Safeguarding & Prevent Officer for Apprenticeships is **Kelly Austin** who can be contacted on:



07732 498 733 between the hours of 9am to 4pm Monday to Thursday, 9am to 3pm Friday.
Outside of these numbers please see the numbers below.

If you need help or advice, you can contact Careline (Liverpool City Social Care Call Centre) Staff are available 24 hours a day of the year, providing a central contact point for enquires or advice:

- 0151 233 3700 for Careline Children's Services aged 14-18)
- 0151 233 3800 for Careline Adult Services (aged 18 years and over)
- If you believe that someone is vulnerable to being exploited or radicalised, you can raise concerns to the Liverpool City Council PREVENT Safeguarding Team. prevent@liverpool.gov.uk

2.Policies and Procedures

Pride and Dignity Policy

The Sysco Group is committed to Equal Opportunities for all regardless of sex, race, colour, nationality, religion, belief, age, marital status, sexual orientation or disability.

The Sysco Group Commitment is that:

- All learners feel comfortable and safe in the learning environment.
- Bullying will not be tolerated. We will remove anyone found to be bullying another learner or staff member.
- We will take it very seriously if any learner is made to feel uncomfortable.
- Make you aware of the company Grievance Procedure if you feel you have been treated unfairly by another learner or member of staff.

The policy will be reviewed and monitored frequently and be used in conjunction with the Sysco Group Equality and Diversity Strategy.

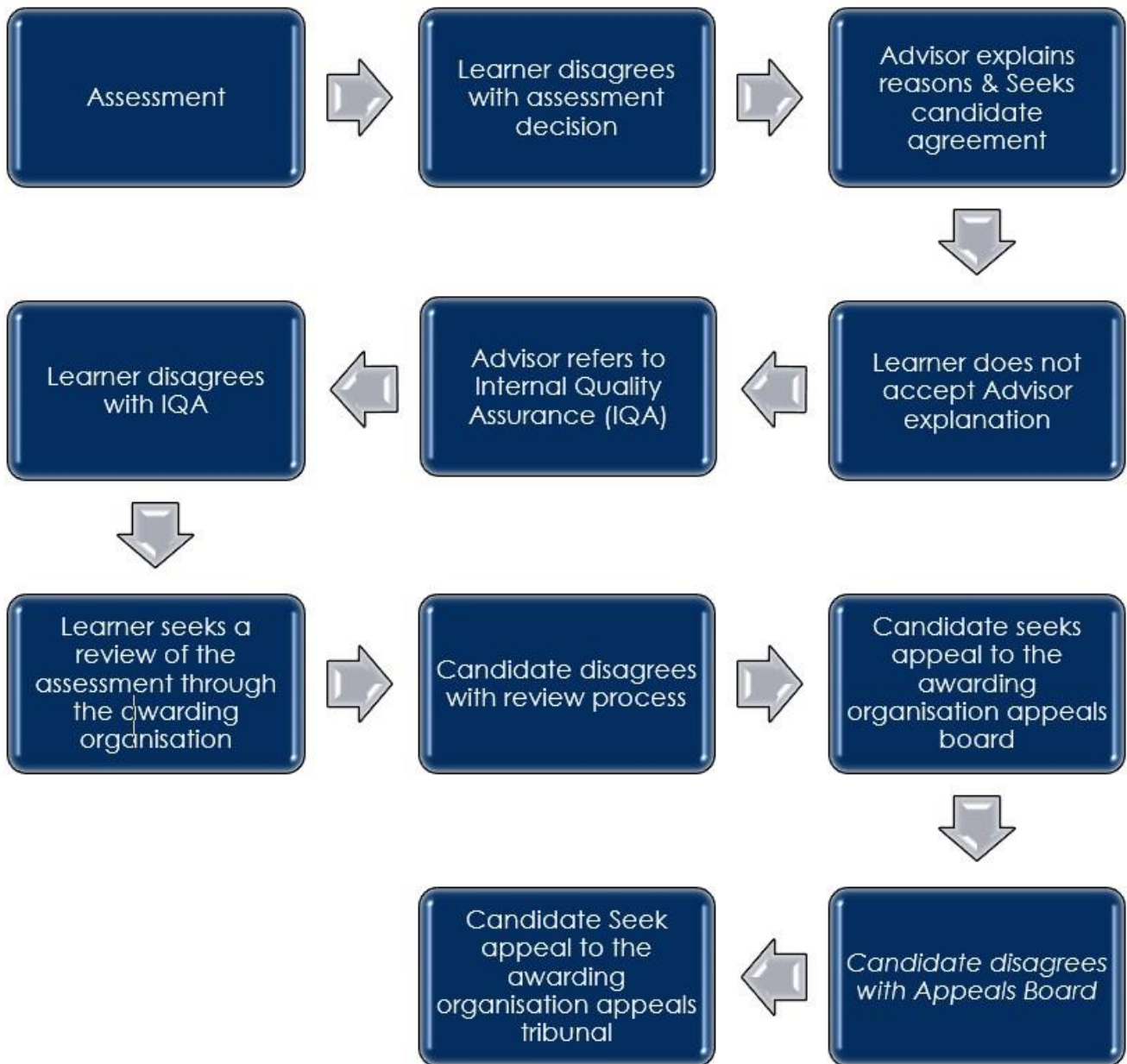
- All Sysco staff to ensure fair and equal treatment of all learners.
- All staff at Sysco will be regularly trained in order to keep you up to date about Equality and Diversity.

We will fully support and encourage all learners to progress in learning and achieve your learning and employment goals.

2.Policies and Procedures

Appeals Procedure

If you disagree with the outcome of any assessments whilst on your apprenticeship, including grading of assignments or end point assessment, the following procedure must be followed in order to raise an appeal:



2.Policies and Procedures

Learner ICT Policy

You are responsible for following Sysco's ICT Policy. This policy includes the use of internet, E-mail, mobile or smart phones with text and/or web browsing functionality.

The internet is available for you when you are doing research and accessing information. You will be provided with logging in details and are requested to act in a responsible manner. Sysco may review files and communications at any time. This may include internet, emails and instant messaging. All monitoring, surveillance or investigation activities are conducted by authorised ICT staff and comply with the Data Protection Act. Social networking sites will be banned to minimise abuse risks to you and other learners. You are required to sign a zero-tolerance commitment to confirm your pledge to Sysco's ICT Policy. Any misuse of the system will be treated seriously and may result in disciplinary action.

Internet procedures

- You will not be allowed to make unsupervised access to the computer network.
- Social Networking sites, chat rooms, online gambling are banned at all times.
- You must not breach any guidelines or standards of this policy.
- Any security breaches or attempts must be reported the Reception Control Officer.
- You must keep passwords secure at all times.
- Passwords should be changed if there is any indication of any possible system compromise.
- You must not post personal, sensitive or confidential information in any way that may compromise its' intended audience.
- If an unsuitable site is discovered the screen must be switched off, and the incident must be reported.
- Cyber bullying will not be tolerated. This includes mobile phones and internet usage.
- Obscene language is prohibited.
- Sending or displaying offensive messages is strictly forbidden.
- You must not violate copyright laws.
- Using other users' passwords is not allowed.
- You must not access websites containing any pornographic or extremist material or any other offensive material.

Internet Safety Guidelines

- Never give out your personal details without checking the reason why it is needed.
- Meeting someone you have only been in touch with online can be dangerous, tell an adult or a friends/family and don't do it alone.
- Be aware that people may not be who they appear to be on-line.
- Never send photos of yourself to anyone on-line, especially in response to a direct request.
- Trust your instincts. If someone is sending you email or chat requests that make you feel uncomfortable, tell a member of staff or the Safeguarding Officer.
- Learn how to block or ignore people.
- Do not reply to abusive messages.
- Learn how to keep an archive and save conversations.

5. References

Glossary of Terms

- CIH - Chartered Institute Housing
- CMI - Chartered Management Institute
- EPA – End Point Assessment
- EPAO - End Point Assessment Organisation
- EQA – External Quality Assessor
- ILM – Institute of Leadership and Management
- IQA – Internal Quality Assessor
- SPA – Starting Point Assessment
- ITP – Individual Training Plan

Please click the information button for further information about our products and services.

