



Course induction

What this induction will cover

1. Your learning entitlement
2. The Individual Learning Plan (ILP)
3. Progress and support beyond your course
4. Health & Safety and Safeguarding
5. Equity, Diversity and Inclusion
6. Course improvement and feedback



1. Your learning entitlement

- The role of your tutor
- Our policies and procedures
- The funding of your course
- Skills and Employment contacts
 - Your tutor
 - Ben Watts, Programme Manager
 - Matthew Smith, Skills and Employment Manager
- Code of conduct and ground rules



2. The Individual Learning Plan (ILP)

- Summary of initial assessment
- Opportunities to access additional learning support
- Course targets and personal targets
- Course-related and essential transferable skills and aptitudes
- Induction checklist – to be completed

 Skills and Employment
Cheshire West and Chester

 Education & Skills
Funding Agency

 Funded by
UK Government

 Cheshire West
and Chester

For use on all regulated courses longer than one day

Individual Learning Plan

My Individual Learning Plan (ILP) identifies what I want to achieve on this course and how I will do this.
I will discuss any individual requirements with my tutor who will try to ensure that my needs are met.

Learner Name:	
Tutor Name:	
Organisation:	
Venue and Postcode:	

Induction Checklist

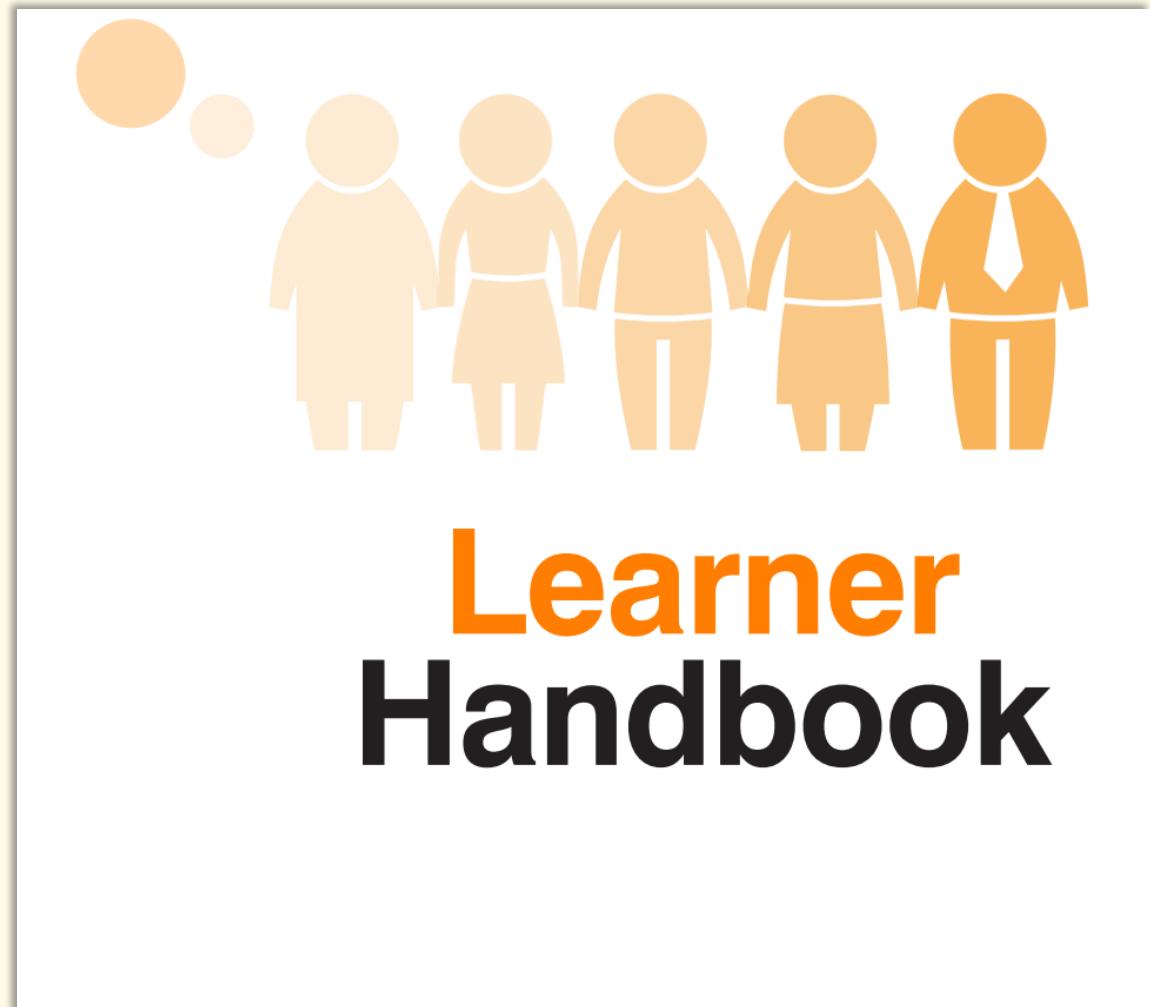
As part of my learning programme, my tutor will let me know how to stay safe and who to contact if I have any concerns.

Your learning entitlement	I have been given information about: <ul style="list-style-type: none">• the key roles of the tutor and relevant policies• blended learning and what it will entail• Skills and Employment team contact information• Funding and the Department for Education• compliments/complaints proceduresthe Code of Conduct and course ground rules	<input type="checkbox"/>
	I know that to get the best out of my learning programme, I must use my ILP to: <ul style="list-style-type: none">• summarise the result of my initial assessment	

2. The Individual Learning Plan (ILP)

You will be given a copy of our Learner Handbook.

This contains more information about your learning journey and our commitments to you.



2. The Individual Learning Plan (ILP)

- Monitoring of progress from starting point
 - Tasks
 - Questions and answers
 - Group work and discussions
 - Quizzes
 - Observations
- Tutor feedback about how to improve
- Learner feedback



2. Essential Skills and Aptitudes

During the course you will develop many of the following **essential skills** which can be applied to future goals (“transferable skills”)

Listening



Receiving, retaining and processing information or ideas

Speaking



The sharing of information or ideas using your voice

Problem Solving



Your ability to find a solution to a situation or challenge

Creativity



Using your imagination to create new ideas

Staying Positive



Using strategies to overcome setbacks and achieve goals

Aiming High



Your ability to set clear goals and devise a route to achieving them

Leadership



Supporting, encouraging and developing others to achieve goals

Teamwork



Working cooperatively with others towards achieving a shared goal

2. Essential Skills and Aptitudes

During the course you will develop many of the following **aptitudes** which can help throughout your life

Resilience



Your ability to recover quickly from difficulties and setbacks

Confidence



Being certain of your abilities.
Having trust in people, plans or the future

Independence



Being able to do things for yourself and make your own decisions, without help or influence from other people

Tolerance

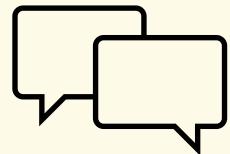


Willingness to accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them

2. Personal development

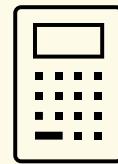
During the course you will also practise and develop your skills in

English



- through group discussions and learning new words

Maths



- by using timetables, maps and lists

ICT



- when doing virtual learning and research on smart devices

3. Information, Advice and Guidance

As part of your course you can take advantage of our Information Advice and Guidance service, shortened to **IAG**. We also offer Career Education Guidance, or **CEG**.

IAG and CEG are services that can help you make informed and realistic decisions about what to do after your course whether this is employment, education, training or a combination



3. IAG and CEG

IAG and CEG can include things like:

- Identifying training programmes and learning opportunities
- Creating “SMART” targets to help you plan for your future
- Support with job-hunting or looking for volunteering opportunities
- Support and advice with CVs and covering letters
- Providing interview hints and tips
- Overcoming barriers into learning or work, for example transport or childcare
- Directing you to other organisations for support on benefits, housing, further courses etc.

If you would like some IAG or CEG please speak to your tutor or mentor



3. Other IAG and CEG

Your tutor may not be able to support with your specific needs and may refer you to other organisations, such as:

National Careers Service

Offers free and impartial IAG to help you make decisions about work. Explore 800 job descriptions, take a skills assessment or find a course. Information is available in other languages.

[National Careers Service website](#)

Telephone: 0800 100 900

Skills and Employment Hubs

A free service for unemployed local residents. Hubs offer support with identifying goals and barriers to employment. You can brush up maths, English and IT skills with a personalised action plan to guide you on your next steps. Read more about [Skills and Employment Hubs](#) on the Cheshire West and Chester Council website.

Volunteering opportunities

The [government's website](#) and [Get Volunteering](#) both have information about volunteering and links to help you find opportunities

Colleges and training providers

There are many [providers of adult learning](#) in the Cheshire West and Chester area.

.Skills and Employment Outreach

Courses are held in local schools and community venues so adults can develop their skills alongside their children. Outreach offers a range of courses from self-development to employability skills, including free maths, English and Teaching Assistant qualifications. Read more about [Skills and Employment Outreach](#) on the Cheshire West and Chester Council website.

Gov.uk website

The best place to find information and guidance on a range of government services such as benefits, childcare and parenting, citizenship, disabilities, education, housing, money and tax, employment, jobs and pensions and more.

[Gov.uk](#)

4. Health and Safety

The following arrangements are important to know:

- Emergency evacuation procedure
- Location of fire exits
- Other Health and Safety considerations
- Smoking policy
- Refreshment facilities
- Location of toilets



4. Health and Safety – Wellbeing



4. Healthy relationships

Healthy relationships involve good communication, trust and respect. When those things are absent you may feel uncomfortable being around someone. If you are concerned about any relationship that doesn't feel right, there is help available from the following organisations:

NHS	www.nhs.uk/mental-health
CALM	www.thecalmzone.net
Samaritans	www.samaritans.org
NSPCC	www.nspcc.org.uk
Silverline	www.thesilverline.org.uk
Mind	www.mind.org.uk
LGBT Hero	www.lgbthero.org.uk
Act On It Now (for young people)	www.actonitnow.org.uk



4. Health and Safety – Safeguarding

Safeguarding is protecting a people's health, wellbeing, and human rights, and enabling them to live free from harm, abuse and neglect.

You should disclose any safeguarding concerns to:

- Your tutor
- Our Safeguarding lead officer
 - Matthew Smith, Skills and Employment Manager
- Our Safeguarding designated officers
 - Ben Watts, Programme Manager
 - Jodie Ronan, Curriculum Manager



4. Health and Safety – British Values



British Values

What are British values? They are MILD

M Mutual tolerance and respect

I Individual liberty

L The rule of Law

D Democracy

British Values		Definition	How to promote and apply these values
M	Mutual tolerance and respect	Equality and fairness for all regardless of their background or religious beliefs.	<ul style="list-style-type: none">- Engage in activities such as Black History Month, International Women's Day etc- Have an open-minded a liberal attitude to those whose faith and beliefs may differ from your own- Show respect for an individual's dignity
I	Individual liberty	Freedom – for example the right to express yourself in your own way, within the law.	<ul style="list-style-type: none">- Make your own decision about the programme you would like to study- Raise understanding and tackle prejudice so all are treated equally with respect- Promote the benefits of diversity- Celebrate the individuality of your peers and staff
L	The rule of Law	Laws protect everyone. No-one is above the law.	<ul style="list-style-type: none">- Follow group rules and the learner Code of Conduct- Do not break the law. The laws are put in place to help us live, study and work in a safe environment
D	Democracy	People power. Freedom to express opinions and a willingness to listen to other views.	<ul style="list-style-type: none">- Express your opinion during group discussions and activities- Have your view on what you think works best for you- Provide honest feedback about your learning experience

4. Health and Safety – Prevent

The Prevent strategy is the UK government's approach to countering terrorism and extremism.

- Look out for suspicious behaviours
- trust your instincts and report
- reporting concerns could save lives

Contact the Anti-terrorism hotline in confidence

On 0800 789321 or via [the website](#)

In an emergency, dial 999

Prevent strategy

Aims to stop people becoming terrorists or supporting terrorism.

Prevent includes **British Values** and issues relating to **extremism** and **radicalisation**.

Extremism is defined in law as 'vocal or active opposition to fundamental British Values'.

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism

To report any concerns, contact the police anti-terrorist hotline on **0800 789321**.

4. Health and Safety

This slide only applies if you are doing online learning

Working safely online

These basic measures will ensure you are safe whilst working online

- Personal Information – keep this private
- Chat rooms and messaging may form part of the course delivery. Don't post inappropriate or offensive comments
- Keep your password secure and ensure you log off when you leave your computer
- Reject any unwanted online requests for contacts/friends
- You must not make recordings or screenshots of online sessions without permission
- If you use AI tools, do not enter any personal information about yourself or others



4. Health and Safety

This slide only applies if you are doing online learning

Classroom rules still apply online

- Offensive or abusive language will not be tolerated during online teaching sessions, in group messages or online chats
- Backgrounds should be blurred during online sessions
- Please limit interruptions
- If you access AI tools, use them appropriately in accordance with our policies

Please refer to our Online Safety Policy, AI Policy and Cyber-bullying Policy for detailed information and guidance. These can be found with our other [Policies and Procedures](#).



5. Equity, Diversity and Inclusion

The Equality Act 2010 recognises 9 protected characteristics.

[This video](#) from the Equality and Human Rights Commission explains more.

Please let us know if you have additional needs, a health condition or an illness that may affect your wellbeing or attendance.

Please report any concerns about unfair treatment to your tutor and/or Ben Watts, the [Programme Manager](#).



Age



Disability



Gender reassignment



Marriage and civil partnership



Pregnancy and maternity



Race



Religion or belief



Sex



Sexual orientation

6. Course improvement and feedback

You can provide us with feedback about the course by

- completing your ILP and end of course learner feedback form
- speaking to your tutor
- contacting the [Programme Manager, Ben Watts](#)
- leaving us [feedback online](#)
- visiting the [Ofsted website](#)



Thank you