

A GUIDE FOR EMPLOYERS ON WORK-BASED LEARNING Nov 2017



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**Further information and guidance can be found on our website under the tab
Trainer/Employer Guide**

NORTHERN RACING COLLEGE

GUIDE FOR EMPLOYERS

PREFACE

This guide has been produced to provide information and advice to employers who support the Northern Racing College's work based learning programmes.

The Northern Racing College seeks to support the racing industry in training a world class work force. The guide, and other documents in the pack, aims to explain the options and opportunities for learners on all our programmes. They also explain the demands that are placed on us as training providers as part of our government funding contracts and students, over and above those of being an employee in a racing yard. They particularly focus on the Intermediate Apprenticeship and Advanced Apprenticeship programmes.

The pack is designed to complement the other documents issued by the BHA and NTF.

The Northern Racing College continually strives to improve the quality of the training it provides to learners and to employers from the racing industry. We fully appreciate that we need the input of employers if we are going to properly prepare young people to be quality employees for the industry. To that end we are always pleased to receive comments on any element of the training or assessment process.

Thank you for your support.

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College Profile

The Northern Racing College (NRC) was established in 1984 and is a charitable company limited by guarantee. The college is located near Bawtry, in South Yorkshire, some six miles from Doncaster Racecourse. Facilities include stabling for 55 racehorses at any one time, an indoor riding school, training gallops, modern residential training centre and visitor centre & conference facilities.

The NRC is one of two racing schools in the country that offer specialist training for the horse racing industry. The college provides training for new recruits to the racing industry and for existing staff working within the industry. Two main programmes are delivered. The level 1 Foundation Course and Apprenticeship programmes delivered through work based learning. Most of the graduates of the Foundation Course register for the work-based training programme though some more experienced learners do not require any foundation-level training.

Since 1993, the Stewards of The Jockey Club have enforced a mandatory training scheme for all stable employees entering the industry under the age of 19. Recruits must attend introductory courses at one of the industry's two training establishments. At present the college delivers nine level 1 foundation courses per year with a maximum of 25 learners on each course. Courses start approximately every six weeks with two courses, comprising a junior and senior group, running simultaneously. The aim of learners on these courses is to achieve a level 1 Diploma in Work Based Racehorse Care and Riding. A high percentage of the learners who complete the course progress into full-time employment. The Jockey Club's mandatory requirement to attend a foundation course will only be waived in exceptional circumstances. This might include a learner who has sufficient prior experience of working with horses to have already reached the Level 1 standard.

Following the successful completion of the level 1 foundation course, learners undergo rigorous induction to prepare them for their work-based learning programme. They progress onto the Intermediate Apprenticeship (IA) programme, which they complete in the workplace. Some learners are subsequently required to attend specialist training at the NRC at intervals, normally for a few days. Those learners who complete the IA programme are encouraged to progress onto the Advanced Apprenticeship (AA) programme. Again, a thorough induction is provided on entry to this programme and, as with the Intermediate Apprenticeship programme, learners can return for further specialist training and assessment.

The racing industry enforces a minimum wage, which is directly related to the achievement of diplomas in racehorse care and racehorse care and management.

The NRC employs over 28 full-time members of staff providing teaching, assessment and internal quality assurance services or supporting the training of learners either in the residential training centre or through the provision of management and administrative support.

Introduction

If you are already providing or wish to provide a work-placement for one of our new recruits or one of your existing employees would like to achieve appropriate racing qualifications, this Guide will help you to understand the services and support that we can provide and the role that you can play in the process.

How can work-based learning help your business?

We know that recruiting the right members of staff for your company and ensuring that they have the relevant skills and knowledge to do the job you require is of paramount importance to you. We can help you to make the right choice through our work-based learning programmes. These will provide you with a number of key benefits:

- cost effective recruitment
- development of a well trained, well-motivated workforce
- increased productivity through better trained staff
- improved company performance
- commitment to staff development

Work-based learning is also a good way of ensuring that your business complies with the 'Time Off for Study or Training' employment right for 16 and 17 year olds which was introduced by the government in September 1999.

What is work-based learning?

Work-based learning is part of a national programme of government funded provision to raise the skill levels of young people - the employees of the future. It aims to develop an individual's knowledge and skills within a workplace environment and presents a real opportunity for young and older people who want to continue their learning outside full-time further and higher education. It provides support for young and older people (learners) to work towards the achievement of Diplomas. Over 100,000 forward thinking employers are currently developing their employees in this way, ranging from small employers who employ less than five staff to household names such as J Sainsbury, Rolls Royce and American Express.

What are Diplomas?

Diplomas are designed around the skills people use at work and cover all types and levels of work. There are five levels within the system ranging from level one covering basic work activities up to level five for senior management. Each Diploma is made up of a number of units of competence which set out what an individual must be able to do in a given area of competence and to what standard. National standards are set by national employer led-bodies who know exactly what skills are needed to do each job well. Each individual unit is assessed and credited and a Diploma is awarded when all of the required units have been achieved. Assessment activities are supervised by a qualified assessor and take place both at Northern Racing College and within the workplace.

As part of their learning programme, learners will also be developing their Functional Skills. Functional Skills address the personal development of an individual and cover English and Maths. Functional Skills are considered by employers to be an essential part of occupational competence. They are delivered with the Diploma but are separately certificated as part of a qualification framework.

Our staff will be available regularly to help your staff understand what Diplomas are and to ensure that learning is delivered to national standards.

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What are Apprenticeships?

Each year, around 300,000 young people nationally choose to register on an Apprenticeship programme. Once learners are enrolled on an Intermediate Apprenticeship or an Advanced Apprenticeship programme they work towards the achievement of a Diploma, Functional Skills and Technical Certificate. The intermediate apprenticeship programme enables young people to get functional skills and a level 2 Diploma, which can then lead to progression into the Advanced Apprenticeship programme. Young people who join the Advanced Apprenticeship course will be developing skills used by head lads or assistant trainers to Diploma level 3 standard and are normally aimed at people looking for a challenging and rewarding career.

Apprentices have to be employed. The learning programme usually lasts for up to two years, however some learners may complete earlier and some may take longer depending on their skills, experience and how quickly they progress.

How the Northern Racing College will help you...

We will work with you to:

- provide objective information, advice and guidance to help you select the best solution for your business
- identify suitable employees
- identify existing employees who may benefit from joining a learning programme
- plan and design learning programmes to meet your needs and those of individual learners
- provide an off-the-job learning programme at the NRC, to support the learning which is taking place in the workplace
- monitor learner progress and provide help and support where necessary
- assess learner competence in the workplace
- work with the racing industry national awarding body the British Horseracing Education Standards Trust (BHEST), to award nationally recognised qualifications to learners
- provide on-going support and training to you and your staff in all aspects of our training programme including the development of designated members of staff into the role of 'Mentor'
- provide information and advice on the most suitable progression and staff training to develop the skills base you need

The following sections of the Guide provide further information on our responsibilities in this collaborative arrangement, and how this supports the role which you can play in the work-based learning process.

Recruiting and selecting learners

The recruitment and selection process aims to attract and select learners who are best suited to the work and the learning you can offer. Having discussed your particular needs we will try to match your requirements with the skills and experience of our learners and shortlist those whom we feel would be most suited to the position you are offering. Alternatively you may wish to undertake your own recruitment activities. As the employer **the final decision regarding selection will be yours**. We are very aware that when our learners leave us they are not the finished article. A 'foundation' learner will have spent 12 weeks at the NRC, during which time they will have learnt the basics of horse care, including: mucking out one or two boxes per day, the **basics** of grooming, feeding, tacking up ready for exercise, turnout and putting horses on the walker **under supervision**. They will have ridden a number of different horses, appropriate to their ability, in the school and on railed gallops at walk, trot and a controlled steady canter. They will have held for the farrier, vet or physiotherapist.

We have therefore decided to introduce a 6 week work placement for them to gain experience in the real world before embarking on an Apprenticeship and paid employment. We hope that the 6 weeks without having to pay the learner will help your business needs. Although they will not be employed during this period it is expected that either the young person's:

Accommodation is provided and they receive an allowance of £10 per day
or

Accommodation and all their meals is provided and they receive a £25 per week subsistence allowance.

Upon successful completion of the work placement the learner would then be employed and start their Intermediate Apprenticeship.

NRC's role.....

- produce informative promotional material to attract suitable candidates
- link with careers service, schools and other external organisations to attract as many suitable candidates as possible, including those who may be currently under-represented in your workforce
- use effective and fair selection methods
- refer suitable candidates to you for interview
- advise you on selection methods and help with interviewing if required
- offer sound and objective information, advice and guidance to help you find the best solution for your business

Employer's role.....

- advise us on the types of positions you are seeking to fill and the characteristics which potential learners will require
- interview a number of applicants and keep us informed on the outcomes of these
- take action to consider applicants from under-represented groups
- give applicants accurate information about the work which they will be doing and the learning which you will provide and the accommodation they will be offered
- treat all candidates fairly and consistently during the selection process
- advise us of any existing employees who you wish to train

Inducting learners

Having got the right person you will want to ensure that they stay with you for a reasonable length of time. One way of doing this is by providing a well-planned induction programme. Induction training will help learners settle quickly into your yard by helping them to understand and appreciate the environment in which they are based and the job they are expected to do. We will complement this by providing an induction to tell them about their learning programme.

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NRC's role.....

- provide induction training for learners on their training programme
- explain about work-based learning and the role of everyone in the process
- advise you on workplace induction and initial training
- explain how Diplomas are achieved
- explain to learners their rights and responsibilities
- to check that learners have understood the information which they have been given at induction
- provide learners with written information to support what they have been given during induction, which they can refer to in the future

Employer's role.....

- show learners where everything in the workplace is
- introduce them to the people they will work with and their supervisor
- train learners in the health and safety of your workplace
- explain your yard policies and procedures
- inform learners of their conditions of employment
- provide learners with basic information about the job which they will be doing
- provide the learner with a mentor
- issue Personal Protective Equipment (PPE)

Planning and designing individual learning programmes

To help you to get the best from your learner and to develop their skills and knowledge, we will jointly plan a learning programme that meets both their needs and your needs as an employer. A learning plan will be developed for each learner, which shows what training they will receive, both on- and off-the-job, to ensure that they achieve their qualification. The plan will also identify any additional support that they may require. We will obviously take into account their current knowledge, skills and experience when doing this. We will ensure that your staff are provided with whatever information they require to understand the learner's programme.

NRC's role.....

- to work with you to identify the individual's immediate learning and development needs
- to assess the learners' current skills, knowledge and qualifications
- to identify any personal circumstances which may affect learning and training
- to set out the programme in a learning plan for the learner and yourselves
- to help you to understand the learning programme including Diploma and Functional Skills requirements
- to discuss longer term progression levels

Employer's role.....

- to help identify the individual's immediate training and development needs
- to help us plan the learning programme for the learner
- to identify appropriate learning opportunities within the workplace which will help the learner develop and progress
- to understand the learner's learning programme including Diploma and Functional Skills requirements

Delivering learning programmes

Having planned the learner's learning programme we will work together to deliver the training that is required to develop the learner's skills and help them achieve their qualification. Much of the learning will take place within the workplace itself. This will typically involve learners developing their skills through observing others perform activities, practising themselves and learning from their supervisor. The more learning opportunities that you can provide the greater range of skills that the learner is likely to acquire which will be of benefit to your yard. You may also wish to consider giving the learner projects to undertake, or require them to attend formal training sessions in the workplace that will develop their skills and knowledge even further.

In terms of who provides the off-the-job learning, this is a matter of personal choice. You may wish to carry out some or all of the learning at your yard. We can also provide 'off-the-job' learning sessions to support what the learner is learning in the workplace to develop the learner's theoretical

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understanding. We will agree when and where this will take place when developing the learning programme. In this way we can also ensure that the off-the-job learning which is being provided is appropriate to what the learner is doing in the workplace and vice versa. Because of the difficulties of delivering all of the training programme in the workplace, the apprenticeship contract the NRC has with employers requires some learners to return to the College when required to undertake training and assessments not normally completed in a particular racing yard.

NRC's role.....

- to provide help and advice on planning workplace training and learning activities
- to be aware of the learning activities that are taking place within the workplace
- to provide appropriate "off-the-job" learning sessions to support the skills that learners are developing in the workplace, in order that they can achieve their qualification
- to keep employers informed of what the learner has covered during off-the-job learning activities

Employer's role....

- to help learners develop their knowledge and skills by providing a wide range of learning opportunities
- to allow learners to attend "off-the-job" learning sessions at the agreed times
- to help learners put into practice what they have learnt during off-the-job learning sessions
- to give learners time in the workplace to compile their portfolios
- to initiate a meeting with us if you have any concerns about any aspect of the learning delivery

Reviewing learner progress

To check that the learners are getting the most out of their learning programme it is important to monitor their progress at regular intervals. This will ensure that any additional learning or support needs that are identified are properly addressed. We will fully involve the learners' supervisors and agree with them what is the best time for these progress reviews to take place, so as not to cause disruption to normal workplace activities.

NRC's role.....

- to organise a schedule of regular review meetings
- to involve the learner and the workplace supervisor in the review
- to find out and record the progress made by the learner
- to identify additional learning and support needs and amend the learning plan accordingly
- to agree and record actions and targets between this and the next review
- to make sure the learner and the workplace supervisor have a copy of the record of the review

Employer's role.....

- to let us know how the learners are progressing in the workplace
- to advise us of any concerns which you may have regarding the learner's progress
- to attend learner progress reviews
- to advise on workplace learning and assessment opportunities that may occur in the period to the next review

Assessing learner competence

To gain a Diploma learners are required to collect evidence to demonstrate that they are competent in a range of different activities. Each learner is allocated an assessor who will discuss and agree the best way of providing evidence to reach the national standard. This will involve sorting out material which occurs normally within the workplace or organising activities to demonstrate particular skills. The assessor will observe learners carrying out tasks within the workplace, to make sure that their work is consistent and that the standard of work required can be reached over and over again. They will also examine pieces of work or information which learners have collected to demonstrate competence. The role of the workplace assessor is of key importance and our staff can fulfil this role for you.

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NRC's role.....

- to help learners and staff within your organisation understand the assessment process
- to help learners understand how to collect evidence and match it to the occupational standards
- to formally assess learner competence
- to give constructive feedback to learners following assessment

Employer's role.....

- to provide opportunities for learners to demonstrate their competence in specific tasks
- to help learners to collect evidence of the work they have done
- to sign statements confirming the learners' competence in specific activities

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Supporting learners in their work-based learning programme

Following the investment that you have made in recruiting learners, you will want to ensure that they stay with you and complete their learning programme. Occasionally some learners, particularly those that come straight from school, will change their mind regarding their choice of career and their learning programme, after they have joined a yard. We will work closely with you to ensure that learners are given proper support and that any potential problems are identified and addressed as early as possible.

NRC's role.....

- to keep in regular touch with learners and yourselves
- to encourage and motivate learners in their learning programme
- to show real interest in the skills which learners are developing in the workplace
- to help learners to understand the long-term benefits of learning and qualifications
- to identify any problems or concerns which learners may have at an early stage
- to share any identified concerns with you and agree suitable solutions where learners want to change their learning programme or job

Employer's role.....

- to help learners to understand the long-term benefits of learning and qualifications
- to provide opportunities for learners to practice their skills
- to give learners time at work to develop their portfolio
- to encourage learners to attend and show real interest in their off-the-job learning
- to be aware of any problems or difficulties which may be facing learners
- to share your concerns with us
- to help learners to find suitable alternatives if they decide that they are on the wrong learning programme or doing the wrong job

Ensuring equality and diversity within the learning process

We operate and promote a policy of equality and diversity throughout the whole of the work-based learning process. This is reflected in our recruitment practices through which we welcome applications from all protected characteristics. We aim to treat learners fairly and equally during their learning programmes and ensure that they know what to do if they have a complaint. We trust that your commitment to ensuring equality and diversity will be the same as ours.

NRC's role.....

- to promote equality and diversity throughout the work-based learning process
- to have a written equality and diversity policy which staff, learners and employers understand and are committed to
- to advise you on equality and diversity issues and legislation
- to explain to learners how they should treat other people
- to make sure that learners know what to do if they feel they are being unfairly treated in the workplace
- to act on any complaints received from learners

Employer's role.....

- to comply with equality and diversity legislation
- to demonstrate your commitment to equality and diversity in the workplace through a clearly publicised statement
- to ensure equality and diversity in selection and recruitment and learning activities
- to ensure that learners are treated fairly and equally
- to make sure that learners are not bullied, harassed or made to feel unwelcome in the workplace
- to explain to learners what to do if they have a complaint about the way they are treated

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Health & Safety and Safeguarding

We have a positive commitment to promoting good health & safety and safeguarding practice in the workplace and know that this will be equally true of you. Our learners placed with you are also your employees. Health & safety and safeguarding is therefore, a concern to both parties.

NRC's role.....

- to use competent staff to verify that you can provide a healthy, safe and supportive learning environment
- to assist you on questions of health & safety and safeguarding requirements and application to individual learners
- to provide a safe and healthy working environment for learners at all times during off-the-job learning
- to monitor health & safety and safeguarding practices on an ongoing basis
- to provide health & safety and safeguarding training for learners to raise their awareness of risk
- to check learners' understanding of health and safety risk awareness and safeguarding
- to investigate any accidents involving learners within the workplace and agree preventative action

The NRC can supply the employer, upon request, with the following:

Health & Safety Poster
Example Health & Safety Policy
General Health & Safety literature
Equality and Diversity Policy
Example Safeguarding Policy
General Safeguarding literature

Employer's role.....

- to ensure the health, safety and welfare of learners and bring your policy statement to their attention
- to comply with health & safety and safeguarding legislation
- to inform the learner about who is responsible for health & safety and safeguarding matters within the company
- to provide initial and ongoing health and safety training in the workplace for learners
- to provide necessary protective clothing e.g. Body Protector
- to report any accidents concerning learners immediately to us and where appropriate to the Health & Safety Executive (HSE)
- to assess the risks to which learners are exposed at work and apply the general principles of prevention
- to introduce and maintain appropriate measures to eliminate or control risks to the lowest reasonable practicable level
- to ensure learners are properly supervised by a competent person
- to ensure that learners are covered under public and employer's liability insurance

Maintaining standards

All work-based learning is subject to external inspection by the Office for Standards in Education (Ofsted) a government body for maintaining standards. Inspections look at achievements and standards, the quality of education and learning and leadership and management. Inspectors typically collect much of their evidence through discussions with learners, training providers and employers, and therefore your views and comments will form an important part of the process.

NRC's role.....

- to produce an annual self-assessment report and quality improvement plan
- to be prepared for inspection by the Government's Inspectorate at any time
- to work with Inspectors during inspection

Employer's role.....

- to provide us with feedback on the quality of our learning programmes
- to take part in discussions with Inspectors during inspections as required
- to allow Inspectors to take part in discussions with learners during the inspection process

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NTF Regular Meetings

The chief executive and other senior members of the college meet regularly with NTF members to discuss issues relating to the Racing Industry.

Further Information

Thank you for taking time to read this brief Guide which we hope that you have found informative. If you have any questions or would like any further information on any aspect please do not hesitate to contact us at the address shown on the front page.

WORK-BASED TRAINING PROGRAMME MANAGED BY THE NRC

Phase A - twelve weeks at NRC + six weeks work placement

Foundation Course at the NRC

Completion of Level 1 Diploma, Functional Skills and Emergency First Aid.

Six-week work placement at a trainer's yard, during which time the learner will be visited by their assessor to monitor progress

Phase B - in Trainer's/Employers' Yard

Yard Induction onto Apprenticeship Course including introduction to mentor and assessor.

Work/training in trainer's yard for a minimum of 12 months.

Monitoring visit to learner within four weeks of starting work (One hour should be allowed for this visit).

Monitoring/assessment visit after approximately 10 weeks in yard (NB. At least one and a half hours per learner should be allowed for this visit).

During this phase learners will work towards Diploma targets set in their Individual Learning Plans (ILPs).

Phase C - returns to NRC when necessary

Up to one-week training and assessment (off-the-job training) at the NRC including Level 2 Diploma and Functional Skills as appropriate.

Review of ILP.

This will continue until the learner completes his/her Apprenticeship depending upon which programme he/she is registered for.

The aim of the "off-the-job" training at NRC is to improve the quality of the work-based part of our training programme in line with the Government's "Raising the Standard" philosophy. The College anticipates that trainers will co-operate by allowing learners in their employment to fulfil their obligations and meet their training objectives by supporting returns to the NRC where necessary.

The NRC will pay a travel allowance to learners returning on courses together with board and lodgings in the college's state-of-the-art residential training centre.

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SPECIFIC HEALTH & SAFETY AND SAFEGUARDING REQUIREMENTS

1. Where required by law all your locations are registered with the relevant enforcing authority.
2. Full employee/public liability insurance is held for all activities under your control and they cover all learners. Employer's liability insurance certificates are displayed. Insurance for other activities associated with your business are held.
3. You have a designated person competent in health and safety.
4. All prohibited areas, machinery, processes and plant will be documented and learners will be notified of these in writing. All areas, machinery, processes and plant restricted to learners until trained will be documented and signed by the learner and trainer.
5. Supervision of the learner will be by a competent named person and be relevant to the task being undertaken, with named understudies to cover in the event of absence of the named supervisor.
6. A written health & safety policy, where required by law, which identifies the companies competent person for health & safety, outlines your organisation and arrangements for the management of the health, safety and welfare of your learners and this is brought to the attention of learners.
7. Formal, structured, and documented health & safety training of learners will be delivered by a competent person and will include health & safety induction and ongoing health & safety training throughout the training programme.
8. All necessary health & safety information/literature, including the "Be Safe" handbook or industry specific health and safety booklets are issued to learners free of charge.
9. All necessary personal protective equipment (PPE) as required by risk assessment is issued to learners free of charge and its use is enforced.
10. All relevant risk assessments including risk assessment for young persons required by health and safety law shall be carried out, documented and actioned. This includes consideration of safeguarding legislation for young people under 18 years of age.
11. Accidents, occupational diseases and near miss situations will be investigated, documented and reported to the Health and Safety Executive in accordance with RIDDOR and contract requirements. Employers are to ensure that the Health and Safety Executive is informed of all accidents resulting in RIDDOR action, and that all relevant information is passed on to the College within the current time limits.
12. The requirements of all other relevant legislation and Codes of Practice including welfare provisions are implemented.
13. Procedures are in place for serious and imminent danger and high-risk areas and for First Aid, these are informed to learners and learners are given training in these procedures.
14. Fire procedures are posted, fire extinguishes checked and maintained, fire exits signed etc. Where a fire certificate is not required a fire risk assessment as required by the Fire Precautions (workplace) Regulations 1997 has been carried out and is available for inspection.
15. You carry out an inspection/audit to measure your compliance with Health and Safety Legislation, and deficiencies are documented and actioned. This is to be undertaken at least annually.
16. Provide safe and healthy working environment in line with the "safe learner" concept, welfare facilities, equipment and safe systems of work.

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17. Learners and employees will be reminded about Equality and Diversity, Health and Safety and Safeguarding legislation routinely at learner progress reviews.