

**This script follows the CW&C Course Induction and links to the Induction Checklist in the ILP, and the learner handbook.**

**Tutors can adapt the script and PowerPoint to suit their course but must ensure that they cover all the key areas thoroughly.**

## **SLIDE 1**

Welcome to the Skills and Employment Course Induction.

## **SLIDE 2 – Induction Outline**

During this induction you will gain an understanding about the following aspects of your course:

- your learning entitlement, what you can expect and what we expect from you
- the Individual Learning Plan, or ILP for short
- options for progression beyond this course such as into further learning or employment, and how you can access support
- Health and Safety and Safeguarding
- Equality, Diversity and Inclusion, and,
- how you can make suggestions or comments about your course

You have been provided with a copy of the Learner Handbook and an ILP which contains an induction checklist. This induction closely follows both documents.

Please have your ILP in front of you throughout this presentation. As we go through each section, you need to indicate that you have understood by ticking the relevant box on the checklist and sign the induction declaration at the end.

## **SLIDE 3 – Your Learning Entitlement**

As your tutor, I am here to guide you through the learning process and to work with you to help you achieve your goals. I will assess your work and provide you with regular constructive feedback to help you progress whilst on your course, and once you have finished. We will look at the type of support I can provide you with a little later in this presentation.

Our service is backed by a range of policies that ensure quality of provision, and your safety. If you would like to see copies of these policies please speak to me or access

them on the Cheshire West and Chester website, via the website link in the presentation.

Your course has been funded by the Government's Department for Education. The reason we ask for some personal information from you when you complete your enrolment forms is to ensure you meet the criteria for funding, and to provide evidence to them that you have attended the course.

Should you wish to speak to someone about your course, your first point of contact is me as your tutor. However, should you feel that you need to speak to someone else other than your me you can contact the Programme Manager, Ben Watts, or The Skills and Employment Manager, Matthew Smith, at the email addresses on the screen. You will also see these addresses in your ILP.

Some of you may feel that you would like to make a compliment or complaint about your course. I will cover how you can do this a little later on.

We will set some ground rules at the beginning of the course linked to the Code of Conduct. These are designed to help ensure the best learning conditions, to keep you safe whilst on your course, and to ensure that you have an overall positive experience.

#### **SLIDE 4 – The Individual Learning Plan**

Your ILP is a very important document as it helps you to measure how well you are progressing on your course from your starting point. Your starting point is determined by completion of an initial assessment, the results of which are recorded on your ILP for future reference so that you can measure your progress.

When completing your ILP, it is important that you talk to your me about any support needs you may have. If necessary, your I will put extra support in place to help you on your course.

Your ILP provides details about your course and informs you of the course targets that you are working towards. It provides you with the opportunity to set your own Personal Targets and helps you to identify which course related and essential transferable skills and attributes you are developing. I will tell you more about transferable skills in a moment.

#### **SLIDE 5 – The Learner Handbook**

As part of this induction we will provide you with a copy of our Learner Handbook. This contains information about what you can expect from us and what we would like from you in return. The handbook also explains how your learning journey will progress, the

skills you will develop and the advice and guidance you will receive to help you plan your next steps. There is also important contact information for us and other support organisations.

### **SLIDE 6 – ILP continued**

To help you to determine how well you are proceeding, I will monitor your progress throughout the course using a range of assessment methods that could include things such as:

completion of assigned tasks, question and answer, participation in group work and discussions, quizzes or observations.

As you work towards achieving each of your goals, I will provide you with written feedback relating to your progress and offer suggestions to help you to improve if required. There is also an opportunity for you to write feedback to me about how you think you are progressing, and to request further support if you need it.

**SLIDE 7** - Earlier, I mentioned that you would be working towards developing your transferable skills and aptitudes throughout your time on your course. Transferable skills are abilities that employers look for. They include:

Speaking and listening; problem solving; creativity; positivity; aiming high; leadership; teamwork;

**SLIDE 8** – Aptitudes are personal skills that will enable you to learn and develop as a person. These include: resilience; confidence; independence and tolerance.

These skills and aptitudes have been identified by employers to be hugely beneficial when applying for work, and something they particularly look for in applications. I will tell you which tasks and activities you complete on your course that directly relate to these skills and attributes so that you can measure your achievement of them on your ILP.

**SLIDE 9** – During your course you will also be addressing your maths and English Skills, and where possible, your digital skills too. There are many ways in which you can develop skills in these areas, and they will differ from course to course. For example, maths skills can be practised by reading timetables, maps or making lists. You may improve your IT skills by accessing virtual learning sessions or conducting research

using a smart device. English skills may be improved by taking part in group discussions or learning new words. I will point out when these skills are being developed.

### **SLIDE 10 – Information Advice and Guidance**

It is your right to receive free and impartial Information, Advice and Guidance, or IAG, to help you progress, whether that be into further learning, employment (through Careers Education and Guidance), or both.

The services can help you overcome barriers that may limit your opportunities such as lack of skills and experience, money and housing.

We offer a free, confidential and impartial service throughout your journey with us.

We will provide support that is relevant to you personally even if this means referring you to somewhere else that better meets your needs.

### **SLIDE 11 – IAG/CEG - Progress, Careers and Further Learning**

Perhaps you need help identifying another course to help you reach your future aims, or help setting SMART targets. We can also help with advice on job hunting, creating a CV and interview skills. If you are struggling with issues like travelling to work or childcare, we can help with that too. I will never give advice based on something I am not sure about, but I will help you find someone who is better placed to help you if I can't.

### **SLIDE 12 – IAG/CEG - Progress, Careers and Further Learning**

Here are some organisations that will be able to help you with careers, volunteering, learning and any other advice and support you might need.

### **SLIDES 13 to 16 – Health & Safety and Safeguarding**

**SLIDE 13** – Tutor to inform learners of the venues emergency evacuation procedures, the location of fire exits and toilets and other health and safety considerations relating to the venue, for example, the venue's policy on smoking.

**SLIDE 14** - During your course, I will promote ways to help maintain your health and wellbeing. Evidence suggests there are 5 steps you can take to help with this.

These steps are:

- Connect
- Be Active

- Take Notice
- Give
- Keep Learning

More information about the 5 Ways to Wellbeing can be found in your learner handbook.

**SLIDE 15** - Each one of us has the right to feel safe in our lives. Our safeguarding policies and procedures assure you that we take your wellbeing very seriously. If you are concerned about your own safety, or the safety of another person, please speak to me or CW&C's safeguarding lead, Matthew Smith, or one of the designated officers, Ben Watts and Jodie Ronan. Their contact details are on the screen, in your ILP and your Learner handbook.

**SLIDE 16** - During your course, we will discuss the 4 British Values. An easy way to remember what they are is to think of the word MILD as each letter stands for one of the values.

M – for mutual respect and tolerance

I – for individual liberty

L – for the rule of law, and

D – for democracy

I will go into further details about British Values and discuss with you how to apply them during your course.

**SLIDE 17** - You may have heard of the Government's PREVENT Strategy before. Prevent includes the British Values we have just heard about, and also issues relating to extremism and radicalisation. Extremism is vocal or active opposition to fundamental British values, and radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

If you are concerned that someone is portraying extremist beliefs, or if you suspect that they may be planning an act of terrorism, it is your duty to report your concerns to the Anti-terrorist hotline on 0800789321.

**SLIDE 18** – The following 2 slides are only relevant to online learning courses.

When working online there are some considerations needed to keep you and other learners safe.

- **Personal Information – keep this private.**

*Don't post information about your address, date of birth, family or health information online.*

- **Chat rooms and messaging may be part of the course delivery. Don't post inappropriate or offensive comments**

*These will be monitored by tutors and users are reminded that they must only post appropriate content*

- **Keep your password secure and ensure you log off your computer when you leave**

*Choose passwords that are difficult for others to guess. Include letters, numbers and symbols to increase their security. Logging off your computer ensures that no one else can access your information even if they are using the same computer. Never tell anyone your password, even if they are on the same course.*

- **Reject any unwanted online requests for contacts/friends**

*Only accept friend requests from people you know. You can block/refuse requests from people at any time.*

- **Recordings and screenshots of online sessions must not be taken without permission**

*If a session needs to be recorded, this will be done by the tutor who will seek the relevant permissions. Recordings will be stored securely and only shared appropriately.*

**SLIDE 19** - Classroom rules still apply

- **Offensive or abusive language will not be tolerated during online teaching sessions, in group messages or online chats**

*As we are in a learning environment, please be respectful of everyone you are working with and behave in an appropriate manner.*

- **Backgrounds should be blurred during online sessions**

*Busy backgrounds are a distraction to others, so best to use the 'blur' option when in online sessions*

- **To avoid disturbing the session, remember to limit interruptions**

*Even though you might be comfortable at home, remember that people will hear and see what is happening around you*

## **SLIDE 20 – Equity, Diversity and Inclusion**

Each one of us has the right to be treated fairly in our lives. The Equality Act, 2010, means that it is against the law for anyone to be harassed or discriminated against due to one of the 9 Protected Characteristics. These are:

Age, disability, sex, gender, race, religion, sexual orientation, marriage and civil partnership, pregnancy and maternity.

Tutor to show video if time allows. Please speak to me if you have any additional needs, health conditions or illnesses which might affect you, your wellbeing or attendance on this course. I will do what I can to support you to access your learning.

If you feel that you have been treated unfairly on your course, you can report this to me or Ben Watts. Ben's contact details are on the screen, in your ILP and in your Learner Handbook.

## **SLIDE 21 – Course Improvement and Feedback**

Your feedback about our courses is extremely important to us and helps us to improve our service and plan for the future. As well as feeding back about your progress towards achieving your goals on your Individual Learning Plan, I will also ask you to provide some feedback at the end of your course. It is important that you respond honestly to let us know your thoughts about what has worked well, and what you think we need to do to improve.

You can talk to me at any time about your course, or if you prefer, you can also send feedback to Ben Watts, or leave feedback online directly to the Cheshire West Adult learning team using the link on the screen, or through the Ofsted website. Ofsted regulates and monitors education providers in England.

## **SLIDE 22 - Final**

This concludes the Induction. I will provide you with any additional information that you might require to ensure you receive the full benefits of this course, and a copy of this presentation for future reference. Thank you for listening to this information. Please use this time now to ask me any questions you might have.