



# Sport Structures Learner Handbook

Essential information and guidance  
about your apprenticeship

# Welcome to your Sport Structures Apprenticeship

## Your apprenticeship journey starts here

Hello and welcome to your apprenticeship. We're excited to support you on your journey. This handbook is designed to provide you with an introduction to your apprenticeship. It contains information about your learning journey, the people you will be working with, what you can expect from us and the support available to you.

Sport Structures was formed in 2002 and more information on us can be

found on our website [here](#). We hope you find this handbook informative and if you have any questions please speak to your Tutor/Assessor or any member of our team .

All our company policies are available on request and some key ones can be found [here](#), so please familiarise yourself with them.

We wish you a happy, productive and positive apprenticeship experience.

### Our Vision:

**‘Transform sport and physical activity through empowering and inspiring people.’**

### Our Values:

**Passion Integrity Excellence Togetherness**

# About your Apprenticeship

## What is an Apprenticeship?

In short, it's a real job, with hands-on experience, a salary and the chance to train while you work. Earn and learn at the same time, with at least 20% of your time spent in off the job training (we'll come back to this), often at a college, university or with a training provider (Sport Structures). Train to be fully competent in your chosen occupation funded through contributions from the government and your employer.

## Expectations

Our learner code of conduct is [here](#). Please read so we can confirm your understanding of it.

### *We will always:*

- ☑ Support your specific learning needs
- ☑ Treat you with respect and value your opinions
- ☑ Deliver high quality training focussed on your job role and professional development
- ☑ Provide a fully qualified, dedicated Tutor/Assessor
- ☑ Provide you with regular feedback
- ☑ Keep you informed of any changes to the delivery plan
- ☑ Provide details of assessment methods and the appeals process.

### *You should always:*

- ☑ Act appropriately at all times
- ☑ Follow health and safety procedures and report and concerns

- ☑ Complete work on time and to the required standard
- ☑ Ensure you are available for planned visits with your Tutor/Assessor
- ☑ Inform the appropriate person if you are going to be late/miss a visit
- ☑ Have a positive approach towards equality, diversity and inclusion.

## What qualifications will I get?

Undertaking an apprenticeship will provide you with;

### *Apprenticeship Standards*

A certificate to show that you have met the necessary knowledge, skills and behaviours associated with your chosen apprenticeship standard and completed an end point assessments to prove your competence.

### *Accredited Qualifications*

These maybe a mandatory part of your apprenticeship, or be included as a added-value qualifications. These will be subject to Awarding Organisation requirements which you will be guided through.

### *Functional Skills*

The assessment plan associated with your chosen apprenticeship will require you to meet certain levels of maths and English. If this standard isn't met, we will support you to achieve a functional skills qualification. If you meet the required standards, we will continue to embed functional skills into your ongoing study.

# Your Apprenticeship Rights

As an apprentice, you have the same rights as any other member of staff. Should you have any concerns regarding your rights as an apprentice, in the first instance, please contact your apprenticeship Tutor/Assessor.

## Job Title and Description

As an apprentice you must have an assigned job description and title. You should have a list of your duties including your start date, details of any probationary period and the duration of the contract. If you are employed on a fixed term contract, it must exceed the duration of the apprenticeship (including EPA) that you are working towards.

## Contract of Employment

It is a legal requirement that all apprentices have a contract of employment.

## Hours of Work

The employer will set the hours of work that you will be contracted to complete. Apprentices are subject to the Working Time Regulations and as such apprentices aged 16-18 should not exceed 40 hours per week.

Apprenticeship aged 19+ should not be contracted to work more than 48 hours per week. Where any apprentice works less than 30 hours a week the programme will be extended proportionately from our standard durations to comply with government rules. This includes temporary periods but excludes holidays and other occasions under legal rights to time off.

## Pay

Your level of pay will be decided by your employer and should be detailed in your contract of employment. It is a legal requirement that your employer complies with the Minimum Wage Act. All employees should be given itemised pay statements.

Minimum wage information can be found by clicking [here](#) and must be paid for the time spent at work and training as part of the apprenticeship.

## Annual Leave

As an Apprentice you are subject to the same working regulations as all other staff members and minimum annual leave entitlements should be set out in your contract of employment. Apprentices should accrue their annual leave from the first day of employment.

## Disciplinary, Grievance Procedures and Sickness

Apprentices are to be treated in the same way as all other employees. Therefore, you should be made aware of your disciplinary and grievance procedures at the start of their employment and the procedures to be followed in the event of sickness.



# Who's who

## Tutor/Assessor

Your Tutor/Assessor will deliver your training programme and be your key support throughout your apprenticeship. They will deliver your teaching in the off-the-job element of your apprenticeship and ensure it links to your on-the-job training. Their job is to effectively prepare you for your End Point Assessment and wider working life.

## Internal Quality Team

The internal quality team make sure overall quality and support is provided, and your learning experience is of the highest standard. The team are committed to continual improvement and your feedback will be requested to support our ongoing quality monitoring.

## End Point Assessment Organisation (EPAO)

The EPAO has the responsibility of reviewing, assessing and grading all the evidence collated throughout your apprenticeship, in accordance with the knowledge, skills and behaviours detailed within your apprenticeship assessment plan.

## Education and Skills Funding Agency (ESFA)

The ESFA are the government agency responsible for managing apprenticeship funding and ensuring compliance from provider, such as Sport Structures, with the funding rules.

## Office for Standards in Education, Children's Services and Skills (Ofsted)

Ofsted are an independent and impartial organisation who report directly to Parliament. They inspect and regulate organisations, such as Sport Structures, who provide education and skills, to ensure we meet rigorous high standards.

## The Institute for Apprenticeships and Technical Education (IfATE)

IfATE develop, approve, review and revise apprenticeship standards and technical qualifications with employer feedback to ensure these programmes are fit for purpose and meet the skills needs of our economy.

## Office of Qualifications and Examinations Regulation (Ofqual)

Ofqual regulates qualifications, examinations and assessments in England, some of which may be included in your apprenticeship.



# Apprenticeship Perks

## [Discount card for apprentices](#)

You are entitled to apply for a discount card as an apprentice. The NUS Apprentice extra provides discounts in-store and online at popular brands to help your hard earned cash go a little further. This has been created by the National Union of Students (NUS), and so the money raised by selling the discount card helps to fund the National Society for Apprentices, which will serve to represent your needs and those of all vocational learners.

More details can be found by [clicking here](#) and if you need support when purchasing your discount card, please contact us.



**THE ONLY  
DISCOUNT  
CARD FOR  
APPRENTICES**

**nus  
apprentice  
extra**

982613 6050 3141 4505

John Smith  
A2B Training Ltd

dob: 03/05/02  
exp: 05/09/20



**national  
express**



 **Microsoft**

**ASOS**  
discover fashion online



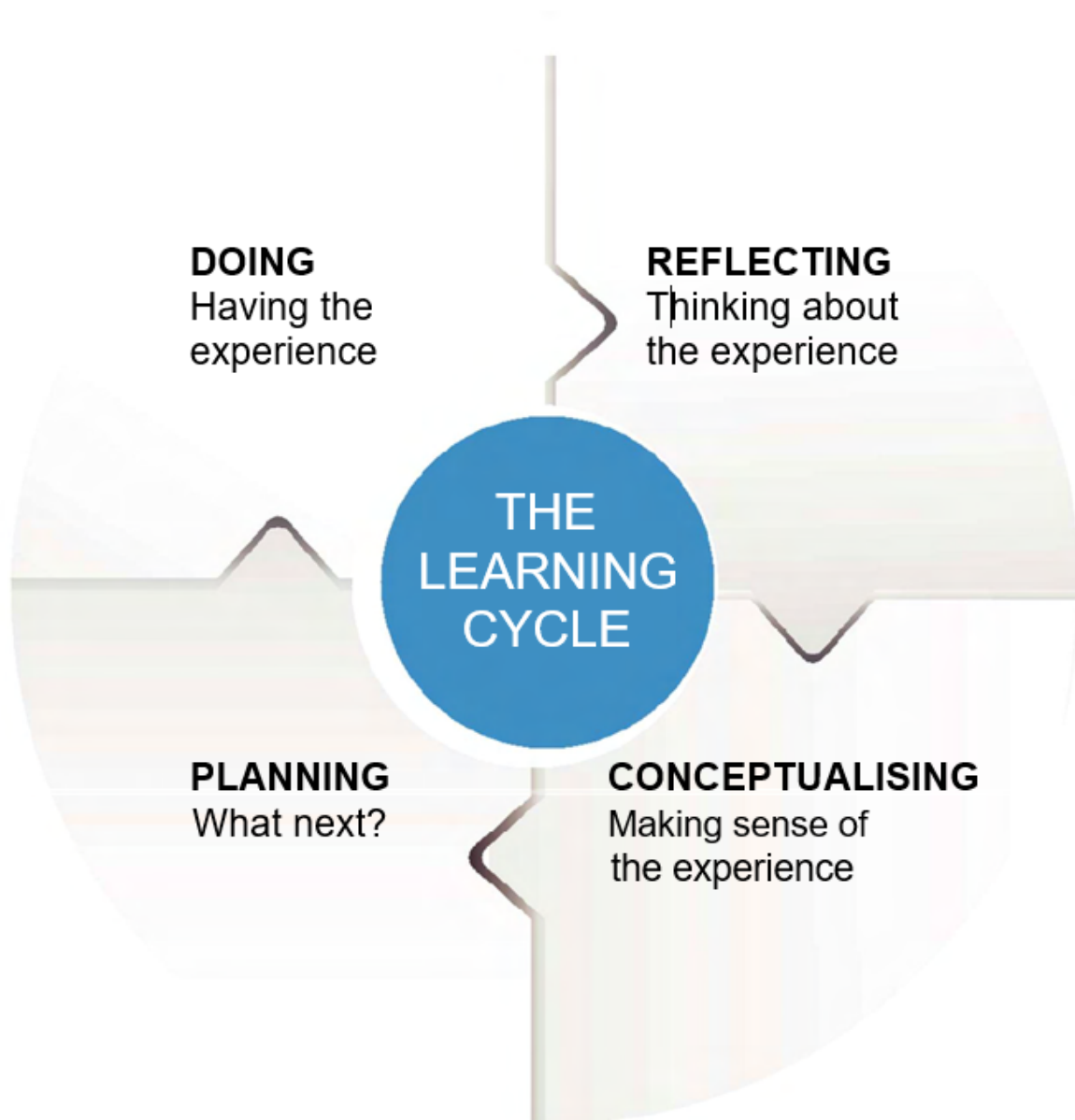
**Only £11 for 12 months of savings.**  
Join today [apprenticeextra.co.uk](http://apprenticeextra.co.uk)

**Join today**

T&C Apply

# The Learning Cycle

We all learn in different ways but the process of learning typically follows this cycle:



By following the learning cycle, you will gain knowledge and develop new skills to support your apprenticeship and your wider career goals.

# Apprenticeship Journey Stages

There are 8 stages to your apprenticeship journey. We will work with you at each stage to ensure you have the best possible experience.



Enrolment



Teaching & Learning



Ongoing Assessment  
of KSBs



Tracking of Progress  
& OTJ Training



Internal Quality  
Assurance



Gateway Submission



End Point  
Assessment



Completion &  
Certification

## Information, Advice and Guidance (IAG)

Sport Structures staff will, at all times throughout the duration of your apprenticeship, be on hand to offer comprehensive and impartial advice which will enable you to make the right choices about your apprenticeship, so you can complete the programme with confidence.

This process will start before your enrolment where we certify if the apprenticeship is right for you.

During your apprenticeship, you will regularly meet with your tutor to discuss your progress and ensure the support you're receiving from both Sport Structures and your employer is tailored to your individual needs.

There may be occasions throughout your apprenticeship where you will be signposted to external sources for information, advice and guidance for varying reasons. At the end of this document there is a 'Useful Contacts'

page which provides a non-exhaustive list of support networks and resources available to you. In addition, there is a 'Safeguarding Contacts List' page which lists useful safeguarding organisations and support available to you.

## Enrichment

Our job, alongside helping you to achieve your apprenticeship, is to support you to become a positive influence on society.

This can be achieved through raising awareness and knowledge of important topics and by developing soft skills that society and employers need.

To develop these skills, knowledge and behaviours, we will embed resources and activities into the apprenticeship programme. Named 'enrichment', we believe the activities enrich your learning experience and positively contribute to your own personal development.



# 1) Enrolment

## Pre-Enrolment Checks

We will normally conduct some form of pre-enrolment checks as part of our IAG services to ensure the apprenticeship is the right programme for you and key eligibility criteria has been met. This may involve you and/or your line manager. And once completed we will plan your enrolment.

## Initial Assessments

The first thing we do as part of your enrolment is to conduct a skills gap analysis to check any prior learning linked to the apprenticeship standard. This confirms eligibility and ensures we can tailor the programme to your requirements. In addition, we conduct initial assessments in Maths and English to identify if Functional Skills qualifications are needed as part of your apprenticeship. These initial assessments give us a clear benchmark at the start of your apprenticeship and allow us to arrange any further support for you, if necessary.

## Individual Learning Plan (ILP)

After initial assessments, we will create an individual learning plan that outlines the specific programme of learning you will undertake. It is tailored to reflect your strengths, your training and learning needs, your preferred learning styles and your aspirations and long-term goals.



## Aptem

We will introduce you to your e-portfolio Aptem, which you will use to undertake and submit work and track progress.

## Commitment

As part of the enrolment process, both you and your manager will agree to the ILP and confirm understanding of all commitments of the apprenticeship.



## 2) Teaching and Learning

### What is Covered?

The ILP will cover all areas of development within the apprenticeship, such as:

- ✓ Knowledge
- ✓ Skills
- ✓ Behaviour
- ✓ English and maths (if applicable)
- ✓ Digital literacy

In addition, we will raise your knowledge and awareness of key themes such as:

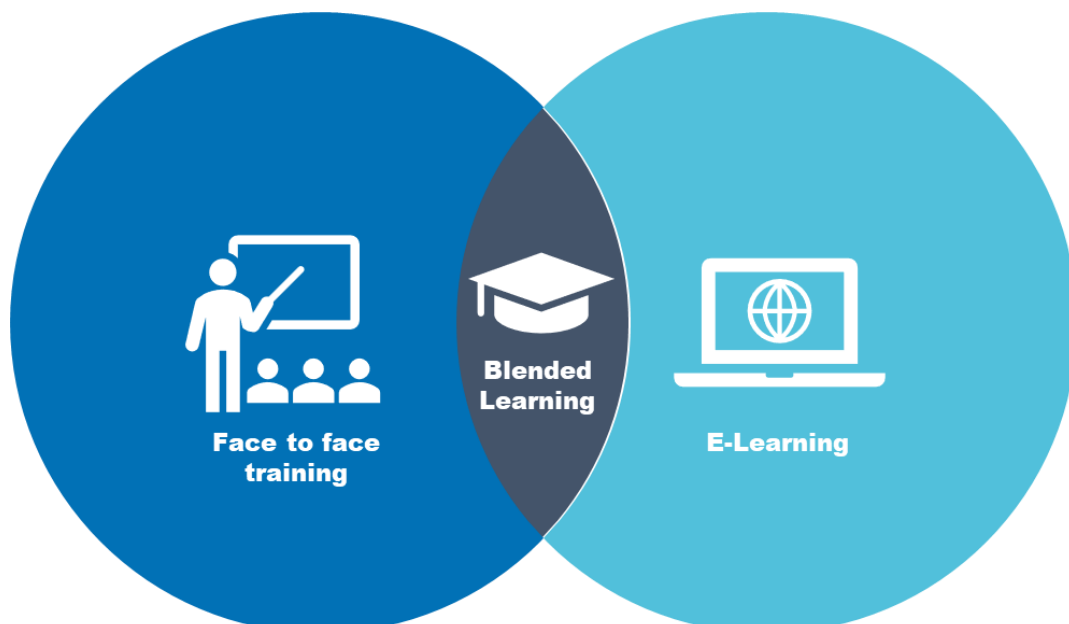
- ✓ Safeguarding and prevent
- ✓ Health and wellbeing
- ✓ Fundamental British Values
- ✓ Health and Safety
- ✓ Equality, Diversity and Inclusion

### How is Teaching and Learning Delivered ?

To support your continued development, your programme of teaching and learning will include a variety of activities, such as:

- ✓ Group/workshop training sessions
- ✓ Research projects
- ✓ 1-2-1 interaction with your Tutor/ Assessor
- ✓ Written assignments
- ✓ Task-based learning
- ✓ Practice and reflection
- ✓ Independent learning
- ✓ Unique learning activities designed in collaboration with your manager

We use a mixed approach to deliver our apprenticeships, tailoring the content to your learning style.



### 3) On-going Assessment of KSBs

To underpin your apprenticeship programme, there will be regular checks to ensure you have demonstrable evidence of a practical understanding and application of skills within your job role, which are aligned to your apprenticeship standard. You will be assessed through a variety of methods to ensure you are making progress and in preparation for your End Point Assessment to give you the best possible chance of success.

Your Tutor/Assessor will help you record evidence and track your progress to demonstrate what you have achieved. They will help you plan, collect and review your evidence within Aptem.

Evidence can include methods such as:



Written Assignment



Reports



Scenario / Case Study



Guides or Factsheets



Work – Based Evidence



Reflective Accounts



Presentations



Ongoing Commentary



Observations



Witness Testimony



Professional discussions



Online Projects



Questioning

Evidence can take many forms such as photographs, videos, audio recordings, paper-based or digitally formatted documents.

## 4) Tracking of Progress and Off-The-Job Training

### Progress Reviews

We will conduct regular progress reviews every 10 weeks throughout your apprenticeship involving you and your manager. The aim of the review is to ensure that you are making progress with your apprenticeship, undertaking development activities and achieving any agreed objectives. It will give all parties a clear understanding of where you are in relation to your learning programme and discuss any areas of concern or barriers to success identifying how these can be overcome.

### Off-The-Job Training

Off-the-job (OTJ) training is a statutory requirement for an apprenticeship and it is training, which is received by the apprentice, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and

behaviours of the approved apprenticeship standard. Each apprentice must spend a minimum of 20% of their contracted time on OTJ training and we will work with you to ensure this is completed and tracked accurately.

### Tracking of Progress

Your ILP will set out the expected learning, and this will be shown on Aptem. As part of our quality and compliance processes, learner progress is tracked and measured to ensure learners are being supported to develop.

Progress reports can be shared with managers and employers on request. At Sport Structures we expect high standards of all our staff and where learners are making insufficient progress, we may flag this and put an action plan in place to address it.

### **Included in OTJ Training**

- ☒ Teaching of theory e.g. lectures, role play, simulation exercises and online learning.
- ☒ Practical training e.g. shadowing, mentoring, industry visits and participation in competitions.
- ☒ Learning support and time spent completing assessments and assignments.

### **Excluded in OTJ Training**

- ☒ Training to acquire knowledge, skills and behaviours that are not required for the standard.
- ☒ Progress reviews or on-programme assessment required for the standard.
- ☒ Training which takes place outside the apprentices normal working hours.



# 5) Internal Quality Assurance

## Quality Assurance Strategy

We are committed to continual improvement of our apprenticeship programmes for the benefit of all of our learners, and we have a robust quality assurance strategy in place to support this, with processes including:

- ☑ Observations of Teaching, Learning and Assessment
- ☑ Evidence sampling
- ☑ Interviews
- ☑ Surveys.

## Observations of Teaching, Learning and Assessment (OTLAs)

OTLAs are conducted to ensure our Tutor/Assessors are offering the best possible teaching or assessment experience to you as a learner. If someone from our quality assurance team wants to observe a session they will always check with a learner before attending.

## Evidence Sampling

Our quality assurance team will sample evidence submitted to ensure it is robust and meets requirements. This is especially important when reviewing evidence that will be used for assessments in the EPA process. Sampled material can include: progress reviews, OTJ logs, teaching and learning evidence, functional skills evidence or any evidence as part of a value added qualification.

## Interviews

In-depth interviews with learners and employers are conducted periodically by our quality assurance team to gain feedback on the quality of our apprenticeship provision.

## Surveys

We share surveys with learners, employers and staff involved in our apprenticeship delivery to gain further feedback and identify strengths and areas for improvements. We encourage you to complete any surveys we send as it will be used to support you and other learners in the future.

## Standardisation

All feedback we receive is collated and shared with staff to identify best practice and shape any training required.

Standardisation sessions are held to ensure consistency in our delivery and to drive improvements.



## 6) Gateway Submission

Once you have completed the training and learning element of your apprenticeship, we will conduct a final gateway review. This gateway review will check all requirements have been achieved in preparation for your End Point Assessment. The below points will be completed at this stage.



Complete prescribed EPA documents for End Point Assessment Organisations (EPAO)



Employer and provider agree the apprentice has completed the programme assessment, holding knowledge and skills to demonstrate the necessary behaviours to progress to EPA

Submission to gateway leads you to the final stage of your apprenticeship, the EPA.

## 7) End Point Assessment (EPA)

As part of your apprenticeship you will need to complete an EPA with and EPAO. The specifics of what will be required for EPA will be outlined in your apprenticeship assessment plan, but will often include a selection of the following:



Knowledge Tests



Review of Portfolio of Evidence



Work – based Project



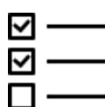
Assignments



Professional Discussions



Competency Based Interview



Workplace Observations



Question and Answer Session

Your tutor/assessor will provide more information on the format, grading and timeline of your EPA well in advance.

## 8) Completion and Certification



The EPAO will complete your assessment and give you a grade. If you are unsuccessful in any element of the EPA, you will have an opportunity to resit, but this may incur a cost for your employer.

On successful completion of your EPA assessments, the EPAO will apply for your apprenticeship certificate. Your apprenticeship certificate will be sent directly to your employer. Certificates are normally received by employers within a month of successful completion of EPA, however, on occasions this process may take a little longer.

# Safeguarding and Welfare

## Safeguarding and Welfare

Safeguarding is the term used to define the actions we take to promote the welfare of individuals and protect them from harm, abuse, and exploitation. We are committed to providing a safe, supportive, and inclusive learning environment for everyone. Every member of staff has a responsibility to help ensure your safety and wellbeing.

A safeguarding concern is: *"Anything that may cause worry about another person or contributes to a person feeling uncomfortable or unsure about the safety or welfare of someone else or themselves (including indications of potential radicalisation and expression of extremist views)"*

### Safeguarding concerns can include:

- ♦ Abuse—including physical, psychological, emotional, sexual, financial and neglect
- ♦ Discrimination
- ♦ Homelessness
- ♦ Mental health issues
- ♦ Physical health issues
- ♦ Substance use
- ♦ Radicalisation
- ♦ Concerns about welfare of friends, family or neighbours

As part of our duty of care to you, it is important for you to understand the following:

- ♦ If you have a safeguarding concern about yourself or someone else, it is

important you tell someone you trust or you may choose to contact one of the organisations on the Safeguarding Contacts List page.

- ♦ We have robust safeguarding arrangements in place and more details on this can be found in our Safeguarding and Prevent Policy and Procedures [here](#) and on our Safeguarding Poster [here](#).
- ♦ We have a duty of care to all of our learners, where there is risk of harm we will need to take action. We will treat any safeguarding suspicions or disclosures with professionalism and care.
- ♦ We have to work on the assumption that sexual harassment and online sexual abuse is happening, so we will check for this even when no reports are made.
- ♦ Depending on the nature of the safeguarding concern, information may have to be shared with your Tutor/Assessor, their manager, or the Designated Safeguarding Lead (DSL). It may also be appropriate for information to be shared with external organisations in order to get appropriate help.

## Prevent

The Prevent Strategy is part of the Government's Counter Terrorism Strategy (CONTEST). Prevent is a multi-agency approach to safeguarding people at risk of radicalisation (e.g. being drawn into extremist groups, including terrorist groups).



As part of the strategy, we have a legal duty to “pay due regard to the need to prevent people from being drawn into terrorism.”

The radicalisation process is very similar to a grooming process for abuse. Often individuals can be made to change their behaviour and can end up supporting extremist groups when they maybe wouldn't have chosen to do so before.

If you have concerns about radicalisation in relation to yourself or someone else, speak to your Tutor/Assessor or contact the confidential anti-terrorist hotline on 0800 789 321.

Prevent is about helping the individual to change before it's too late. If we become concerned about you or someone else, and believe radicalisation may be happening, it may be appropriate for us to involve Channel. This is a process designed to support the individual and reverse the radicalisation process through input from different agencies.

### E-Safety

The internet is an amazing tool for learning, gathering information, meeting people, sharing experiences, shopping and more.

Your wellbeing is our top priority, so keep these tips in mind to ensure your online experience is both enjoyable and safe.

#### 1) Keep private information private

Sharing personal information can make you vulnerable to identify theft, cyberstalking, and other issues. Think twice before you put anything on the web, and make sure the information is suitable for all eyes.

Before you make any internet purchases, check the company's privacy policy. If they don't guarantee to safeguard your personal data, shop elsewhere. If you

shop online keep a close eye on your bank or payment activity. If you notice purchases that you have not made, contact them immediately.

Phishing involves creating sites or sending e-mails that appear to be from a legitimate company asking you to confirm personal information. Most reputable sites will not contact you in this way so be wary of any messages asking you for information such as bank account numbers and passwords. If in doubt do not share.

#### 2) Keep your accounts secure

It's tempting to choose a password that is really easy to remember, such as your birth date or favourite sports team, but these kind of passwords leave you open to identify theft and fraud. Create a password that contains:

- ✓ Eight or more characters
- ✓ Numbers as well as letters
- ✓ Upper and lower case letters
- ✓ Special characters e.g. % @
- ✓ No personal information

#### 3) Keep yourself safe

Many people online are not who they say they are. If you use an online platform such as social media or a dating site to arrange a personal meeting with someone, always meet them in a public place. Before you go your meeting, tell a trusted friend or colleague where you're going and be sure to ask them to check up on you at an agreed time later in the day.



# Equality and Diversity

Equality is about ensuring that everyone is treated fairly, equally, and given the same opportunities regardless of race, gender, disability, religion or belief, sexual orientation or age.

Diversity refers to the visible and invisible differences between people, respecting and accepting an individual's values, attitudes, cultural perspectives, beliefs, ethnic background, skills, knowledge and life experiences.

We are committed to fostering a safe, inclusive, learning environment free from discrimination, harassment or victimisation.

The Equality Act 2010 brought together previous equality laws into one piece of legislation. The Act is a law that protects the rights of individuals and supports equal opportunity for all, promoting a fair and more equal society.

## 9 Protected Characteristics

It is against the law to discriminate against someone based upon the following protected characteristics.

### **Age**

A person who is a particular age or belongs to a certain age group.

### **Disability**

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

**Gender reassignment** - Gender reassignment is process of transitioning from one gender to another.

### **Marriage and civil partnerships** -

Marriage is a union between a man and a woman or between a same-sex couple. Couples can also have their relationships legally recognised as Civil Partnerships. Civil partners must not be treated less favourably than married couples.

**Pregnancy or maternity** - Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after a birth and is linked to maternity leave. Equality in maternity includes not treating a person unfavourably because they are breastfeeding.

**Race** - Race refers to a group of people defined by their race, colour, or nationality (including citizenship), ethnic or national origins.

**Religion or belief** - Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

**Sex** - The gender an individual identifies as.

**Sexual orientation** - Sexual orientation is how a person identifies their sexual attraction towards others, towards their own gender, opposite gender, both or neither.



# Fundamental British Values and Citizenship

British Values (BV) underpin what it is to be a citizen in a modern Great Britain valuing our community and celebrating diversity of the UK. BVs are not exclusive to being British and are shared by other democratic countries as a way of creating an orderly society, where individual members can feel safe, valued, and can contribute for the good of themselves and others.

## 4 Fundamental British Values

**Democracy** - A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.

**Rule of Law** - The need for rules to make a happy, safe and secure environment to live and work.

**Individual Liberty** - Freedom to make your own choices, protection of your rights and the rights of others.

**Mutual respect for, and tolerance of those with different faiths and beliefs, and for those without faith** - Understanding that we all do not share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others.

## British Values (BV) and Citizenship

BV and citizenship can include the following factors:

- ✓ How we make society work together
- ✓ Enabling people to make their own decisions

- ✓ Taking responsibility for our own lives and communities
- ✓ Promoting a sense of belonging
- ✓ Showing respect and tolerance for all beliefs, backgrounds and cultures
- ✓ Embracing diversity and tackling stereotypes
- ✓ Living in a democracy where your opinion counts
- ✓ Abiding by the rule of law to help protect everyone
- ✓ Ensuring your individual liberty and the right to freedom of speech
- ✓ Promoting equality and human rights



# Health and Safety

## Health and Safety

Everyone has the right to work and study in a place they feel safe, where risks to health and safety are properly controlled. We are committed to providing a safe and secure learning environment for everyone that uses our facilities.

## What We Will Do:

- ☑ Provide and maintain a healthy and safe learning environment
- ☑ Comply with all relevant legislation e.g. Health and Safety at Work Act 1974
- ☑ Promote good health and safety practices and raise awareness of risk
- ☑ Investigate and record any injuries, accidents or dangerous occurrences and implement preventative action if required
- ☑ Conduct a Health and Safety Review with your employer to ensure you are working in a healthy and safe environment.

Whilst we have a responsibility for your welfare, you also have a responsibility for your own health and safety,

## What We Ask Of You:

- ☑ Take reasonable care of your own and other people's health and safety
- ☑ Follow all health and safety rules and regulations set
- ☑ Respect all equipment and use only as trained to do so for their intended purpose
- ☑ Use of correct Personal Protective Equipment (PPE)
- ☑ Make sure you are aware of all safety procedures in the unlikely event of a fire or an accident
- ☑ Report any incidents or potential hazards to a member of staff immediately.

## Accidents

If you have an accident whilst on our premises you should report this to a member of staff immediately who will raise the issue with the first aid representative. All accidents and emergencies should be recorded and reported under RIDDOR if required.

If you are worried about health and safety in your workplace, talk to your employer, supervisor, health and safety representative, or Tutor/Assessor.



# Data Protection

## General Data Protection Regulation (GDPR)

The General Data Protection Regulation (GDPR) and Data Protection Bill replaced the previous European Directive and UK Data Protection Act 1998.

The regulation considerably changed the data protection law in many areas, harmonising and ending the inconsistent approaches taken by different countries. It enabled people to exert better control of their personal data. Modernising rules allow for a 'one-stop shop' which reduced the complex need to deal with multiple Data Protection Authorities, where businesses operate across multiple countries.

Your personal data will only be stored whilst it is relevant (e.g. for managing the progress of your apprenticeship) and will not be disclosed to any person without your written authority, or, unless required by law.

## How We Use Your Data

Further information on how we will use your data can be found in your Apprenticeship Learning Agreement and by reviewing the Education and Skills Funding Agency Privacy Notice, which you can find here: [www.bit.ly/ESFA-Privacy](http://www.bit.ly/ESFA-Privacy).



# Safeguarding Contact List

## Able Futures

Support for mental health at work.

[www.able-futures.co.uk](http://www.able-futures.co.uk)  
0800 321 3137

## B-Eat

Support for those affected by eating disorders.

[www.beateatingdisorders.org.uk](http://www.beateatingdisorders.org.uk)  
0808 801 0677

## Bullying UK (part of Family Lives)

Information and advice for victims of bullying.

[www.familylives.org.uk](http://www.familylives.org.uk)  
0808 800 2222

## Care Quality Commission

For those with concerns about a child or adult.

[www.cqc.org.uk](http://www.cqc.org.uk)  
03000 616161

## Child Exploitation and Online Protection

For reporting inappropriate online chat or behaviour.

[www.ceop.police.uk](http://www.ceop.police.uk)  
0870 000 3344

## Emergency

To be contacted in an emergency.

999

## Childline

Counselling service for children and young people

[www.childline.org.uk](http://www.childline.org.uk)  
0800 1111

## Children's Rights Alliance

Guidance on safeguarding and promoting the rights of children and young people.

[www.crae.org.uk](http://www.crae.org.uk)  
020 3174 2279

## Cruse Bereavement Care

Helping bereaved people to cope with their loss.

[www.cruse.org.uk](http://www.cruse.org.uk)  
0808 808 1677

## Domestic Violence UK

Support for those affected by domestic abuse.

[domesticviolenceuk.org](http://domesticviolenceuk.org)

## Drink Aware

Advice about alcohol and issues relating to its misuse.

[www.drinkaware.co.uk](http://www.drinkaware.co.uk)  
020 7766 9900

## Equality and Human Rights Commission

Independent body for the elimination of unlawful discrimination.

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

## Get Connected

Advice and information about mental health, dual diagnosis and addiction.

[www.getconnected.org.uk](http://www.getconnected.org.uk)  
0203 993 5571

## Gingerbread

Advice and support for single parents.

[www.gingerbread.org.uk](http://www.gingerbread.org.uk)  
0207 428 5400

## Frank

Advice and information about drugs and legal highs.

[www.talktofrank.com](http://www.talktofrank.com)  
0300 123 6600

## Mencap

Learning disability support.

[www.mencap.org.uk](http://www.mencap.org.uk)  
0808 808 1111

## Mind

Supports individuals and families coping with mental health difficulties.

[www.mind.org.uk](http://www.mind.org.uk)  
0300 123 3393

## National Centre for Domestic Abuse

Helps victims of domestic violence.

[www.ncdv.org.uk](http://www.ncdv.org.uk)  
0800 970 2070

### National Bullying Helpline

Support for victims of bullying.  
[www.nationalbullyinghelpline.co.uk](http://www.nationalbullyinghelpline.co.uk)  
0845 225 5787

### National Debtline

Support with financial and debt problems.  
[www.nationaldebtline.org](http://www.nationaldebtline.org)  
0808 808 4000

### National Prevent Hotline

The team to contact to report concerns about radicalisation or extremism.  
0800 789 321

### National Suicide Prevention Hotline

Support for anyone with thoughts of suicide or self-harm.  
0808 689 5652

### National Society for the Prevention of Cruelty to Children (NSPCC)

For those with concerns about a child.  
[www.nspcc.org.uk](http://www.nspcc.org.uk)  
0808 800 5000

### NHS Direct

Support and guidance on medical issues.  
[www.nhs.uk](http://www.nhs.uk)  
111

### Relate

Relationship counselling and support.  
[www.relate.org.uk](http://www.relate.org.uk)  
0300 100 1234

### Remploy

Mental health support service for apprentices.  
[Click on this webpage](#)  
0300 456 8114

### The Samaritans

Confidential support and advice for anyone in distress.  
[www.samaritans.org.uk](http://www.samaritans.org.uk)  
116 123

### The Site

Online guide and support on a range of issues for 16-25 year olds.  
[www.thesite.org.uk](http://www.thesite.org.uk)

### Scope

Disability advice.  
[www.scope.org.uk](http://www.scope.org.uk)  
0808 800 3333

### Stonewall

Information and support for Lesbian, Gay, Bisexual and Transgender individuals and communities.  
[www.stonewall.org.uk](http://www.stonewall.org.uk)

### Think U Know

Guidance on internet safety.  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

### UK Internet Safety

Resources and guidance on internet safety.  
<https://saferinternet.org.uk/>



# Useful Contacts

Contact	Website	Phone Number
<b>Sport Structures</b>	<a href="http://www.sportstructures.com">www.sportstructures.com</a>	0121 455 8270
<b>Institute for Apprenticeships</b>	<a href="http://www.instituteforapprenticeships.org">www.instituteforapprenticeships.org</a>	
<b>National Apprenticeship Service</b>	<a href="http://www.apprenticeships.gov.uk">www.apprenticeships.gov.uk</a>	08000 150400
<b>Health and Safety</b>	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	
<b>Citizens Advice Bureau</b>	<a href="http://www.citizensadvice.org.uk">www.citizensadvice.org.uk</a>	
<b>Careers Advice</b>	<a href="http://www.nationalcareersservice.direct.gov.uk">www.nationalcareersservice.direct.gov.uk</a>	0800 100 900
<b>HMRC (Tax)</b>	<a href="http://www.gov.uk/contact-hmrc">www.gov.uk/contact-hmrc</a>	0300 200 3300
<b>CIMSPA</b>	<a href="http://www.cimspa.co.uk">www.cimspa.co.uk</a>	
<b>Sport England</b>	<a href="http://www.sportengland.org">www.sportengland.org</a>	
<b>Prevent</b>	<a href="http://www.gov.uk/government/publications/prevent-duty-guidance">www.gov.uk/government/publications/prevent-duty-guidance</a>	
<b>Keeping Children Safe in Education</b>	<a href="http://www.gov.uk/government/publications/keeping-children-safe-in-education--2">www.gov.uk/government/publications/keeping-children-safe-in-education--2</a>	
<b>Working Together to Safeguard Children</b>	<a href="http://www.gov.uk/government/publications/working-together-to-safeguard-children--2">www.gov.uk/government/publications/working-together-to-safeguard-children--2</a>	



If you would like more information, please contact:

TomHolmes@sportstructures.com

Phone: 0121 455 8270

Sport Structures  
Suite 8, The Cloisters  
12 George Road  
Edgbaston  
Birmingham  
B15 1NP  
0121 455 8270

Sport Structures Education CIC is a company registered in England and Wales with company number: 6591600. VAT number: 915 2882 15  
We are registered as a data controller under the Data Protection act number Z9319887

