



# CREATIVE ALLIANCE LEARNER HANDBOOK

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## Welcome

Welcome to the **Creative Alliance Learner Handbook**.

This guide has been compiled to provide you with a practical reference to the delivery of your learning programme.

We hope that we have provided sufficient information to help you in this and also in finding your way round the Centre's services and policies.

We have tried to cover all the areas that we think will be of use and support to you, but if you have any further queries, please contact your development coach.

## Who we are

Creative Alliance will support you to ensure that you gain the skills, behaviours and knowledge that you need in order to complete your apprenticeship successfully and develop your future career.

Creative Alliance is an independent training provider that operates as a social enterprise. We specialise in enabling talented people from a range of backgrounds and experiences to succeed. We help them get into and then get on in creative, digital and marketing roles in any company.

We offer services that are tailored to the needs of the apprentices and employers. We have a strong reputation for our ethics and our recognition of our duty of care to both apprentice and employer.

We do this through providing:

- Careers education and employability skills programmes
- Apprenticeships, internships and traineeships
- Business support for people developing their creative enterprise.

Creative Alliance is an independent learning provider working collaboratively with creative organisations and individuals to develop new and emerging creative talent and support and provide continual professional development for existing creatives.

Creative Alliance has worked hard to build strong relationships with industry and employers to ensure that all learning is relevant, appropriate and credible.

**Relevant: It is based on research with employers and addresses:**

- Technical skills
- Business skills
- Applied skills – communication, problem solving, initiative, team building, etc.
- Management skills
- Leadership skills

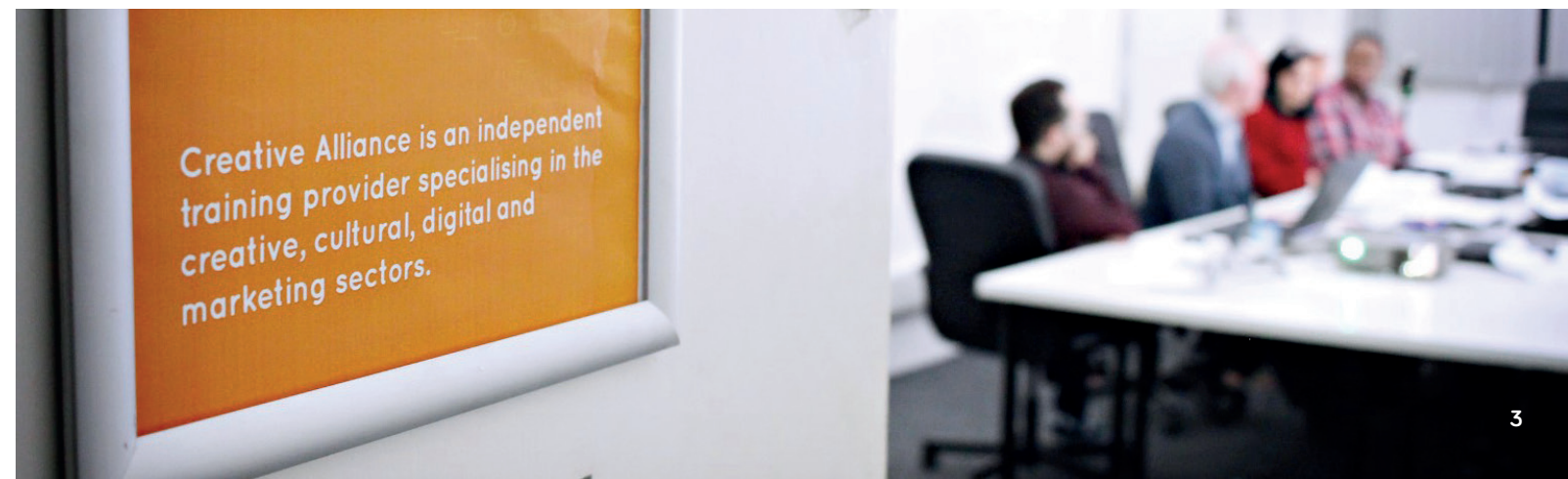
**Appropriate: Models of learning are developed to reflect the sophistication and complexity of the sector.**

- Programmes are flexible and adaptable to ensure different solutions are developed for different people and situations and to avoid a “one size fits all” approach.
- A mixture of learning provision is provided on any learning programme, from seminars, coaching and peer mentoring to action learning sets, shadowing and work placements, to suit the different learning needs of different people.
- New advances in technology are utilised for streamlined delivery and access for all.

**Credible: Offers bespoke and tailored programming with real links to industry and employers.**

- Understands what businesses need and how to upskill employees.
- Has working partnerships with both learning providers and industry.
- Embraces quality and continuous self-improvement.

These skills are not only sought after in the creative industries, but are also transferable in the wider workplace.





## Centre housekeeping

These housekeeping points refer to our training room at unit 214 and 216 Scott House, Custard Factory, Gibb Street, Digbeth, Birmingham B9 4AA.

Access: You will need to report to the main Custard Factory reception, who will then telephone the office and someone will come and collect you from reception.

Toilets can be located as follows:

- ➔ Ladies – left out of the training room to the end of the corridor and left again
- ➔ Gents – same position as the ladies but on the second floor, access by stairs or lift (swipe fob will be needed)

**Fire Exits** – In the event of a fire alarm or other evacuation, please follow green fire escape signs and rally in the Custard Factory car park on Heath Mill Lane (crushed cars mark the entrance) – please take special care when crossing the road as cars move very quickly along this road.

Both IT equipment and meeting spaces are available to all past and present learners, but these facilities must be pre-booked with office staff, on a “first come, first served” basis. Please leave these as you find them.

**Attendance** – Your training days with Creative Alliance form a significant part of your apprenticeship qualification and your attendance for these sessions is mandatory – please see your contracts for more information. Non-attendance will be taken very seriously and will affect your salary and adherence to your contract of employment.

**Timekeeping** – All training will start promptly, and you will be notified of timings depending upon the session you are attending.

Please ensure you sign all registers circulated during your group sessions and complete any paperwork issued by office staff or tutors by the deadline stipulated.

You are welcome to make use of the refreshment facilities at the centre, but are reminded to clear up after yourselves. If this is not adhered to, these facilities may be revoked.

Smoking is not permitted on the premises; please smoke outside.

If you have any questions or suggestions, please address these to the Administration officer.

## Apprenticeship information

### What about the training?

An apprenticeship is work-based learning. Creative Alliance and your employer are jointly responsible for providing learning opportunities. These will include face-to-face and online coaching, interactive online videos and learning guides, work shadowing, mentoring, e-learning, individual research, and some classroom-based seminars and workshops. You and your employer will work with a dedicated Creative Alliance trainer assessor who will provide support, advice and guidance. They will work with you to deliver and record a training plan that is bespoke to your organisation.

### Off-the-job training

As an apprentice you'll be completing 20% of your total working hours in “off-the-job” training. We have developed training plans using a blended learning approach combining online learning with face-to-face learning and seminars. This can include the following:

- ➔ Training in the workplace
- ➔ Time spent shadowing colleagues
- ➔ Being shown how to use equipment and software
- ➔ Time spent researching and preparing work as directed by the development coach
- ➔ Watching tutorial videos, e.g. on YouTube
- ➔ Evaluations and feedback from colleagues
- ➔ Teaching and training time spent with your development coaches
- ➔ Seminars and other sessions at Creative Alliance
- ➔ Reading industry news, magazines, books or publications
- ➔ Receiving mentoring support
- ➔ Visiting other organisations and attending conferences and trade shows

## Is there any day-release or centre-based learning?

Creative Alliance's ethos is that most of our training and assessment should take place within the workplace. You will have a bespoke training and assessment plan which allows us to maintain one-to-one training; this means your skills are developed in the most effective way possible and the time taken out of the workplace is minimised.

Creative Alliance will provide you with two full days of introductory training at the beginning of your apprenticeship. During these two days, you will learn about health and safety, equality and diversity, and safeguarding and Prevent.

# Frameworks and standards

## Frameworks

Apprenticeships are learning programmes intended to lead to the acquisition and application of the skills, knowledge and understanding required by employers. Devised by sector skills councils and standard-setting bodies in consultation with employers, apprenticeships in England and Wales comprise the following five elements:

- ➔ Competence-based element - for example, a National Award
- ➔ Knowledge-based element - for example, a technical certificate
- ➔ Transferable skills - for example, key skills or functional skills
- ➔ Employment rights and responsibilities - determined by the sector skills council or standard setting-body
- ➔ Personal learning and thinking skills

In England and Wales, apprenticeships are available at Level 2 (Intermediate), Level 3 (Advanced), and level 4 (Higher) for people from the age of 16.

## English, Maths and ICT

In regard to English, Maths and ICT, Creative Alliance will provide your training if you haven't already got a GCSE grade C or above or equivalent. As agreed with your employer, you will be required to attend sessions at the Creative Alliance offices one day a week for seven weeks. After that, you will have an exam with us and hopefully receive your qualification. If you do not pass the first time round, you can resit this free of charge.



## Creative, Digital and Marketing

Group	Programme	Level
Creative and Digital Media	Creative and Digital Media	3
	Broadcast Production Assistant	3
	Junior Content Producer	3
Digital Marketing	Social Media & Digital Marketing	4
	Digital Marketer	3
Events and Promotion	Events Assistant	3



## Creative and Cultural Venues

Group	Programme	Level
Technical Theatre	Technical Theatre Sound Light and Stage	2
	Technical Theatre Sound Light and Stage	3
	Administration	2
Community Arts	Management	3
Creative Venue Technician	Cultural Heritage and Venues Operations	3
Cultural Venues	Cultural Heritage and Venues Operations	3



## Business and Management

Group	Programme	Level
Business Administration	Business and Administrator	3
	Business and Administration	4
Customer Service	Customer Service Practitioner	2
Project Management	Associate Project Management	4



## End-point assessment

The final, end-point assessment is completed in the last few months of the apprenticeship, and only once the employer and training provider are confident that you have shown knowledge and skills in all required areas of the apprenticeship standard.

This is completed by an external organisation and is required for apprentices to successfully pass the apprenticeship standard.

The end-point assessment date is set externally by the apprentice assessment organisation. This date will be decided through the gateway and will be between 13 and 15 months. A number of approaches are being used for the end-point assessment. These may include Interviews, presentations, a portfolio review, an employer reference and a synoptic project.

The EPA takes place at the end of the apprenticeship when all the on-programme training has been completed and after the gateway has been passed.



## Standards

### On-programme assessment

Technical knowledge, understanding and competencies will be assessed on-programme through a combination of knowledge modules, projects and vendor qualifications depending on the standard you are working towards. Evidence will be collected and monitored through the work-based learning eportfolio system, OneFile. The duration of the programme is a minimum of 15 months.

### Gateway

Gateway is the decision-making process that takes place to decide if an apprentice is ready for the end-point assessment (EPA). An apprentice will only be considered ready for EPA when they have completed all elements of their training programme, including functional skills; therefore, Gateway can only be applied for after 365 days of being on-programme.

**Summative Portfolio** - This portfolio will be to showcase the very best work that the apprentice has completed during the programme and must contain all areas of the apprentice standard.

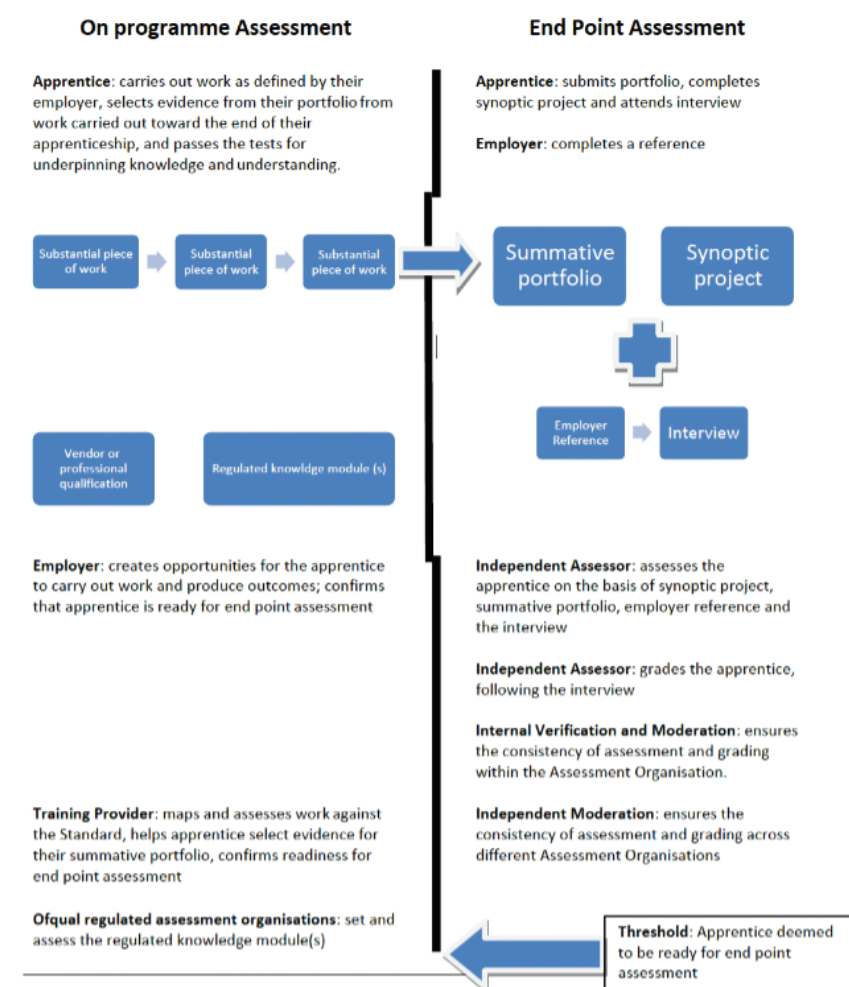
**Synoptic Project** - This assessment is to be completed either in the workplace or on the training provider's premises. It is set by the end-point assessment organisation.

**Employer Reference** - This reference will confirm the learning that has taken place for the apprentice and that the apprentice is competent and confident within their occupation.

**Structured Interview** - This interview will be conducted by the end-point assessment provider, exploring the work that has been completed within the summative portfolio and synoptic project.

An independent end-point assessment organisation will assess each element of the end-point assessment and will make the decision whether to award successful apprentices with a pass, merit or distinction.

## Example end-point assessment for the Digital Marketer Standard



### Development coach role

To coach and train the apprentice through the learning of knowledge and presentation of skills gained in the workplace. The development coach will complete workplace visits to support with assessments and to complete progress reviews, which will be scheduled every 8-10 weeks and will require attendance from the apprentice and workplace manager.

## Functional Skills

Functional skills are a mandatory element of your apprenticeship framework and standard. There are usually three functional skills that have to be achieved as part of your apprenticeship programme. They are:

- ➔ Maths
- ➔ English
- ➔ ICT

### Does every apprentice need to complete functional skills?

You might have covered Functional Skills at school and achieved a grade C or above. If you can provide Creative Alliance with your certificates at the appropriate level, then you will be exempt.

### Is additional support available for functional skills?

Creative Alliance will support you with additional revision and coaching to support your learning and achievement of functional skills.



## Introduction to our awarding organisations

### Awarding organisations for the apprenticeship programme

Pearson, AIM Awards, NCFE & Edexcel are accredited awarding bodies with a wide range of products and services including vocational and professional qualifications both within the UK and internationally. Approved training programmes for employers and learners alike, an electronic assessment delivery system, an electronic portfolio package and specialist business broadband support the apprenticeship qualifications.

### Vocational qualifications created with industry for industry

**NCFE** is a national awarding organisation, passionate about designing, developing and certificating diverse, nationally recognised qualifications and awards. These qualifications contribute to the success of millions of learners at all levels, bringing them closer to fulfilling their personal goals. Last year alone, over 340,000 learners from over 2,000 colleges, schools and training organisations chose NCFE as the awarding organisation to help them move their careers forward. For more info go to [www.ncfe.org.uk](http://www.ncfe.org.uk)

**Edexcel:** Edexcel is the brand name for academic and general qualifications from Pearson, including GCSEs and A levels, as well as some vocational qualifications, including NVQs and functional skills. Designed to advance learners' skills while developing knowledge, Edexcel's qualifications help learners either progress to higher education or go directly into employment. They are grounded in the quality and traditions of the British education system made relevant for today's UK and international learners. For more info go to [www.edexcel.com](http://www.edexcel.com)

**AIM Awards:** AIM Awards is a national awarding organisation, offering a large number of Ofqual-regulated qualifications at different levels and in a wide range of subject areas. Our qualifications are flexible enough to be delivered in a range of settings, from small providers to large colleges and in the workplace both nationally and internationally.

[www.aimawards.org.uk](http://www.aimawards.org.uk)

All components of the qualification must be completed to qualify for a full apprenticeship framework certificate. If all components are not completed, we will ensure that learners will receive unit accreditation for fully completed units.

### Recognition of prior learning (RPL)

Creative Alliance has a policy for recognition of prior learning. RPL will enable learners to have their prior learning formally recognised and part or all of their qualification pathway accredited. RPL will be discussed with you at your initial meeting with your development coach. For full policy details contact [john@creativealliance.org.uk](mailto:john@creativealliance.org.uk)

## How will we keep track of learning?

Creative Alliance uses an e-portfolio system called OneFile. It benefits both you as an apprentice and your employer, helping to keep track of your progress.

All communications with you and all work and feedback is provided through this system. This enables you to track your progress over the course of the apprenticeship. It is your assigned development coach's role to review progress, give feedback and set targets. They will also provide additional support for you or your employer if required – such as help in balancing your workload with your training, advice on safeguarding and the government's Prevent agenda, or helping you adjust to the workplace.

Some apprentices can find the transition from school/college-based learning to work-based learning difficult and get anxious about their progress. Your development coach has experience of supporting and guiding the process. They ensure you are progressing in line with your OneFile profile and will adjust your tasks and objectives if required.

### Workplace reviews

Regular reviews of training and assessment will take place between yourself, your apprentice and your development coach. Visits will be arranged every six to eight weeks throughout the apprenticeship. The reviews are recorded on OneFile.



# Appeals procedure

## Introduction

As an accredited assessment centre we have an appeals procedure. This is in place to ensure learners know they have the right to challenge an assessment decision about which they are dissatisfied.

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The reasons for an appeal are likely to be:

- ➔ Learners do not understand why they are not yet regarded as competent, because of unsatisfactory feedback from the development coach.
- ➔ Learners believe they are competent and that the development coach has misjudged them, or has failed to utilise some vital evidence.
- ➔ The learner is unhappy about the number of opportunities offered to demonstrate competency.
- ➔ The learner feels they experienced discrimination in the assessment process.

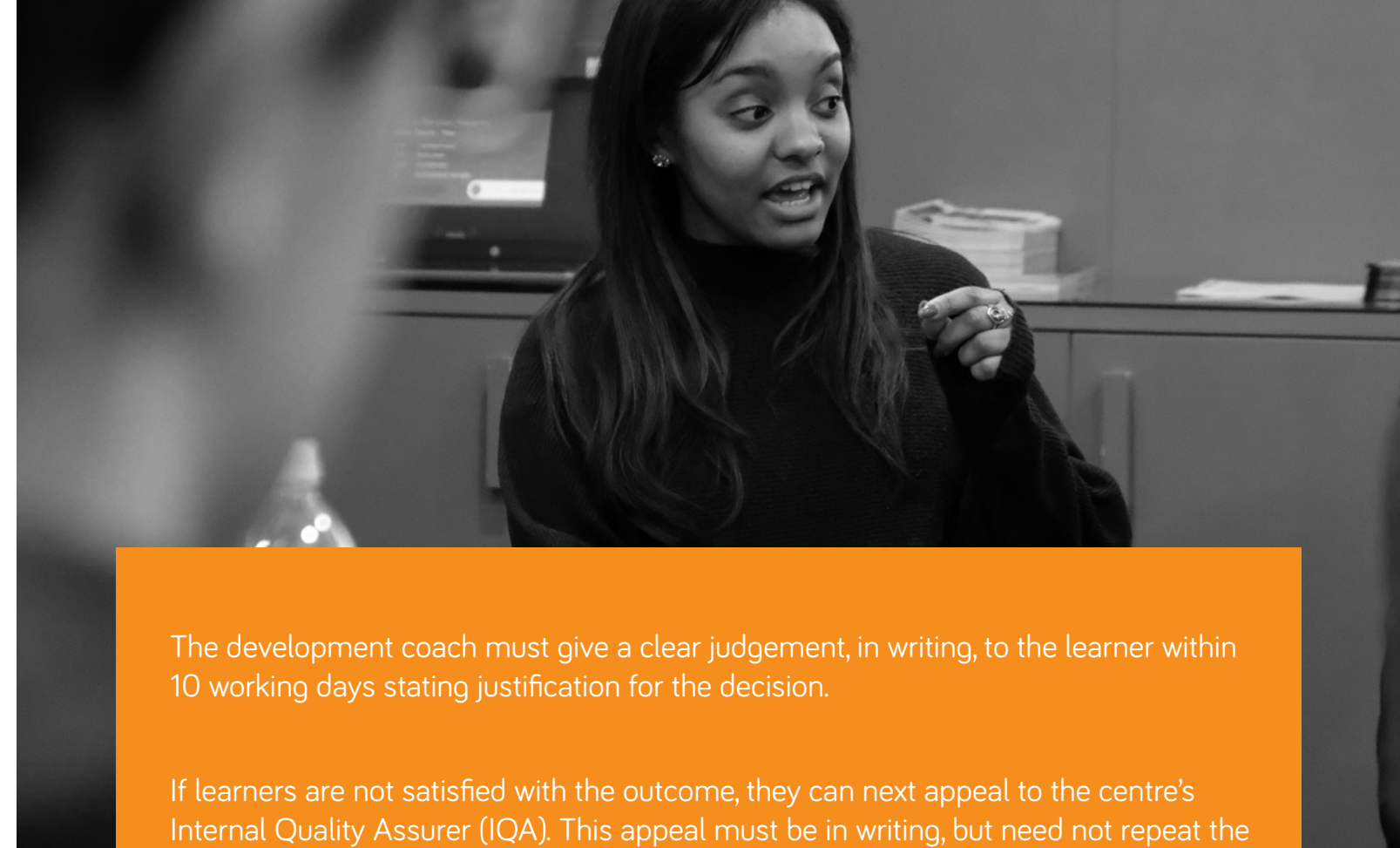
## Stage 1 - Appeal to the Centre

If learners have received a decision as to their competence with which they are dissatisfied, they have the right to appeal directly to the development coach who carried out the assessment. The learner should initially discuss this matter with their development coach and explain the reasons as to why they feel they want to appeal. If the learner is not satisfied with the assessor's response they must proceed to stage 2.

## Stage 2

This appeal must be in writing to the development coach, be made within 28 days of the learner being assessed and clearly indicate:

- ➔ The points of disagreement
- ➔ The evidence in the portfolio that the learner believes meets the requirements of the Performance Criteria and/or knowledge for claiming competence.



The development coach must give a clear judgement, in writing, to the learner within 10 working days stating justification for the decision.

If learners are not satisfied with the outcome, they can next appeal to the centre's Internal Quality Assurer (IQA). This appeal must be in writing, but need not repeat the detail provided to the assessor. The original written appeal to the development coach, and the development coach's judgement, must be made available to the IQA.

The IQA will reassess the evidence and will give a clear judgement, in writing, to the learner within 10 working days stating justification for the decision made. The judgement will be one of the following:

- ➔ That the original assessment decision is confirmed
- ➔ That the learner should be reassessed by the original development coach
- ➔ That the learner should be reassessed by a different development coach
- ➔ The original development coach should reconsider that the evidence presented does demonstrate knowledge and the original decision

If the learner is still dissatisfied, they may appeal to the awarding organisation who will arrange an appeals panel. They will review the case and determine an appropriate outcome.

**Please note: The decision of the appeals panel is final.**

Following appeal from the awarding body, if learners are unsatisfied with the result, they may escalate to Ofqual, the regulatory body for qualifications, examinations and assessments in England.



## Democracy

Do I have a voice in my community?  
How do I make a difference?  
Does my opinion count?

## Rule of Law

How am I protected by the law?  
What are my responsibilities?  
What rules must I follow?

## British Values

## Individual Liberty

Do I make my own choices?  
Do I learn independently?  
How can I express my opinions?

## Respect and Tolerance

How do I show respect and tolerance?  
How do people from different backgrounds support me?

At Creative Alliance we are preparing you for life in modern Britain. We promote Fundamental British Values in everything we do, and we expect you to represent these values throughout your training, in the workplace and everyday life.

If you would like more information, please feel free to speak to a member of Creative Alliance staff.

## British values

As part of the Prevent strategy, Creative Alliance will be promoting fundamental British values to reflect life in modern Britain.

These values are **Democracy, Rule of Law, Respect and Tolerance, and Individual Liberty.**

Fundamental British values underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating the diversity of the UK.

Fundamental British values 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 and valued and can contribute for the good of themselves and others.

These will mirror the principles and values of Creative Alliance and all the work areas that we support. You can expect members of Creative Alliance to demonstrate a respect for the rule of law; to respect the rights of you as an individual; to demonstrate respect and tolerance for people of different backgrounds, experiences, abilities, faiths, beliefs and opinions; and to discuss ideas openly and democratically. They will also expect you to do the same and will support you to do so.

## Safeguarding

### What is safeguarding?

As a learner with Creative Alliance you have the right, in law, to learn in an environment in which you feel safe and secure and free from anything that might harm your well-being.

Safeguarding is all the things we do at Creative Alliance to try to ensure that you do feel safe and secure and the steps you can take if you feel that your well-being is being threatened by anyone.

Safeguarding regulations have been around for a while, across a wide range of legislation, but were brought together by the Safeguarding Vulnerable Groups Act 2006.

This legislation provides definitions of children (anyone under 18) and vulnerable adults and sets out the legislative framework of measures to protect them from harm.

- ➔ Promotion of your health and development
- ➔ Ensuring your safety and care
- ➔ Ensuring you are offered the best life chances
- ➔ Protection from abuse and neglect
- ➔ Prevention of bullying and harassment



We have a legal duty to protect anyone under 18 and anyone classified as a vulnerable adult from harm, but we extend safeguarding to include how we keep all our learners, employers and staff safe and protect their welfare and well-being.

Creative Alliance is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and employers to share this commitment. We have developed a safeguarding policy and procedure that aims to meet this commitment.

**Why is safeguarding necessary for employed learners?**

Providers of government-funded training have a duty to safeguard their learners and to take such steps to try to ensure the safety and well-being of their learners at all times. As part of that duty, we will talk to you about what you can do to ensure that you are not exposed to threats or dangers and what to do if you think you are.

Your employer is also responsible for protecting your health and well-being. You can expect your employer to:

- ➔ Understand what is meant by safeguarding and promote your welfare
- ➔ Be aware of their statutory duties towards the welfare of children and vulnerable adults
- ➔ Be familiar with our guidance, in particular the reporting arrangements.

**What do I do if I feel I need to report information about a person or situation that is making me feel unsafe?**

- ➔ Talk to someone you trust, ideally from Creative Alliance, because all members of the team have received Safeguarding training and know what to do. You can talk to

someone from your employer, but we'd like them to contact us so we can help put a plan in place to sort out the issues that are concerning you.

- ➔ You will be reassured that you have done the right thing.
- ➔ The person you talk to will ask you if you are happy for them to take notes. If you would rather they just listen, they will do that; but as soon as the conversation with you has finished, they have a responsibility to record what you have said, as accurately as possible, using your words where possible. They will then sign and date the record.
- ➔ That person should then inform our Designated Lead Safeguarding Officer (or Deputy) as soon as possible and pass on the written record.
- ➔ They cannot guarantee to you that they will maintain your confidentiality: they do need to pass your concerns on, but they do know not to discuss the matter with anyone else until they have talked with the Lead Safeguarding Officer at Creative Alliance.
- ➔ They will listen to you without making judgements, and they know that they should stay calm and let you talk without asking too many questions. They will not offer you advice there and then, and they should not try to investigate the matter. Their role is to listen to you, find out what you want and then report it back so Creative Alliance can start to address the issues in the best way possible.
- ➔ If you don't feel comfortable raising issues with your development coach, then you can talk to another member of the team at Creative Alliance or go straight to the Lead or Deputy safeguarding officer.

All the members of the Creative Alliance team know that if any of them has a safeguarding issue brought to their attention, they must treat it as a matter of urgency and document and email/phone one of our Designated Safeguarding Team within 24 hours of the disclosure. However, if you are still classed legally as a child because you are under 18 or you are legally defined as a vulnerable adult, and they feel that you are in immediate harm or danger, they know to contact the relevant authorities immediately. In this situation they will ensure that you are accompanied and kept safe until the relevant authorities arrive.

**Designated Safeguarding Officer with Lead Responsibilities**

Noel Dunne: noel@creativealliance.org.uk  
07793 200701

**Deputy Designated Safeguarding Officer and Quality Lead**

Helen Dixon: helen@creativealliance.org.uk  
0121 753 0049

Our full policy and procedures on safeguarding and Prevent can be accessed in the resource area of OneFile.

**Prevent**

Another aspect of safeguarding is the Prevent duty, which requires the education sector to have "due regard to the need to prevent people from being drawn into terrorism, supporting terrorism or being drawn into non-violent extremism". Building the resilience of young people and the promotion of fundamental British values is at the heart of preventing radicalisation.

**Purpose of Prevent**

Prevent aims to safeguard vulnerable individuals (both adults and children) who may be at risk of potentially becoming involved in terrorist activities. It also aims to support institutions, such as schools, colleges and universities, where this may happen.

All staff have a responsibility to report any instances where they think they have identified a Safeguarding/Prevent issue to their Safeguarding Officer and to work with employers to identify health and safety, equality and diversity, and safeguarding and radicalisation risks in the workplace.

**Responsibilities**

All Creative Alliance staff have a legal responsibility under the Prevent Duty to make sure that:

- ➔ They have undertaken training in the Prevent Duty.
- ➔ They are aware of when it is appropriate to refer concerns about learners to the Prevent Officer, who is also the Designated Safeguarding Officer.
- ➔ They exemplify British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" in their practice.

Development coaches are fully trained in safeguarding and can be a useful first point of contact for discussing queries. Never hesitate to get in touch.

Our full policy on safeguarding and Prevent can be accessed in the resource area of OneFile.

## Privacy policy for learners

### Notice about how we use your personal information

We are the data controller of personal information about you. We are: Creative Alliance. Our address is: 213 Scott House, Custard Factory, Gibb Street, Birmingham, B9 4AA.

Our Data Protection Officer is John Parker. If you have any questions about this policy or the ways in which we use your personal information, please contact our Data Protection Officer at [john@creativealliance.org.uk](mailto:john@creativealliance.org.uk)

### The information that you give us

As part of your enrolment onto the apprenticeship programme or other training programmes, we may collect your personal details, including: name, address, date of birth, siblings, email address, first and second language, work assessment data, dates of attendance, exam/test results, religion, ethnicity, health information, doctor's details, behaviour record, special needs details.

Some of the information provided by you will be used by the Education and Skills Funding Agency ('ESFA') to fulfil its statutory duties and functions, issue/verify your Unique Learner Number (ULN) and maintain your Personal Learning Record. The ESFA may share your ULN and Personal Learning Record with other education-related organisations. Further details of how your information is processed and shared can be found at <https://www.gov.uk/government/publications/lrs-privacy-notice>

## Anti-bullying including cyber bullying policy

Creative Alliance is committed to maintaining a learning and working environment free from harassment, bullying, intimidation and offensive behaviour in any form, verbal or non-verbal.

**The anti-bullying policy is in the resource area of OneFile.**

### What is cyberbullying?

Cyberbullying is when someone uses technology, like the internet or a mobile phone, to deliberately hurt, humiliate, harass, intimidate or threaten someone else. It is different from bullying at school or in the community because it can happen at any time of the day or night and it may feel like you can't get away from it.

Here are some links to useful websites to help you with online safety and cyberbullying:

[www.Bullying.co.uk](http://www.Bullying.co.uk) | [www.childline.org.uk](http://www.childline.org.uk) | [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

### Top tips for staying safe online

- ➔ Don't post any personal information online – like your address, email address or mobile number.
- ➔ Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online, most people can see it and may be able to download it; it's not just yours anymore.
- ➔ Keep your privacy settings as high as possible.
- ➔ Never give out your passwords.
- ➔ Don't befriend people you don't know.
- ➔ Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.
- ➔ Remember that not everyone online is who they say they are.
- ➔ Think carefully about what you say before you post something online.
- ➔ Respect other people's views; even if you don't agree with someone else's views, that doesn't mean you need to be rude.
- ➔ If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult at work, at home or at Creative Alliance immediately.

Visit [www.bullying.co.uk](http://www.bullying.co.uk) – this is a website where you can receive support from trained counsellors if you are being bullied, either by chatting online or by calling their free helpline. You can also find some top tips on how to stay safe.

Full details of our policy around cyberbullying is available in our safeguarding policy in your resource area on OneFile.

## Malpractice policy

Creative Alliance aims to ensure that we follow a robust and fair fact-finding and investigation process when we or other parties identify situations that give us cause for concern. We are committed to following the policies and processes of the awarding bodies, partners and others. All awarding body malpractice policies are available for all to view on the eportfolio/support materials section.

The full Centre policies on health and safety are available in your resources on OneFile.



## Health and safety policy statement

### 1 Statement of Intent

**1.1.** Creative Alliance recognises that it has statutory duties to ensure, so far as is reasonably practicable:

- ➔ the health, safety and welfare of all its employees; and
- ➔ that learners, and visitors and others, who use the Centre's premises are not exposed to risks to their health and safety.

**1.2.** The Centre accepts these duties. The Centre's policy is to achieve and maintain high standards of health, safety and welfare that comply fully with the Health and Safety at Work Act 1974 and related legislation. These statutory duties are regarded as minimum standards and, so far as is reasonably practicable, used as a basis for continuous improvement.

### 2 Policy

**2.1.** To meet its responsibilities for health and safety, the Centre will, so far as is reasonably practicable, take steps which include arrangements for:

- a) making safe arrangements for the use, handling, storage and transport of articles and substances;
- b) promoting safety awareness and developing a positive health and safety culture in the Centre;
- c) making available sufficient information, instruction, training and supervision to enable all employees and learners to avoid hazards and contribute actively to their own health and safety at work;
- d) maintaining the Centre's premises in a condition that is safe and without risks to health, together with means of access and egress that are safe and without risk;
- e) providing a safe and healthy working and learning environment for all employees and learners with adequate facilities and arrangements for their welfare;
- f) ensuring that there are systems for the assessment of risks in the workplace; and
- g) encouraging effective consultation with employees on health and safety matters.

**2.2.** Although a prime responsibility for health and safety is placed on the employer, staff are reminded that they have duties, under the health and safety legislation, to co-operate with the employer and to take reasonable care for the health and safety of themselves and others. If it were shown that, through an employee's "acts or omissions", other people had been put at risk, the employee may have a liability.

**2.3.** Ultimate responsibility for health and safety rests with the Centre. In practice, the Centre will need to delegate its functions to achieve an effective link between policy and practice.

The full Centre policy on health and safety is available in the resource area of OneFile.

## Equality and diversity

Creative Alliance is committed to promoting equality and maintaining an environment free from discrimination, harassment or offensive behaviour in any form, written, verbal or non-verbal.

The Centre welcomes all applicants, regardless of age, colour, race, sex, religion, nationality, sexuality, ethnic origin, disability, gender, background or marital status.

To support a diversity of views, opinions and experience, we actively promote core British values.

The full equal opportunities policies are available in the resource area of OneFile.

## Data protection

Personal data will only be held for the purpose of the course and will not be used in any manner incompatible with the requirements of the learning project, other than to make contact in event of future opportunities.

Creative Alliance will ensure that we protect your personal privacy in the handling of the information that you give to us.

## Your responsibilities include:

- ➔ Providing accurate information.
- ➔ Informing us of any changes to your personal details, for example your address, contact telephone number, etc.
- ➔ That you will sign the induction checklist to show that you understand that you are providing information for Creative Alliance, for the completion of records that are relevant to your training and safety and the support of your placement.
- ➔ You understand that all information provided will be held by Creative Alliance in compliance with the provisions of the Data Protection Act 1998 and may be disclosed to colleagues within the education-service and other relevant educational establishments and related agencies/services.

# Health and well-being

Able Futures is a specialist network in Great Britain set up to provide the Access to Work Mental Health Support Service on behalf of the Department for Work and Pensions (DWP). The support provided is designed to help people living with mental health difficulties and is funded by the DWP.

## What support can I get?

The Access to Work Mental Health Support Service is designed around you, your needs and your daily routine. It is available over the phone, through email and in face-to-face meetings.

What's more, there is no waiting list for the Access to Work Mental Health Support Service. So, once you have signed-up, you will get a call within one working day. Qualified health care professionals with experience of helping people with mental health difficulties provide support. They will listen to you to understand the difficulties you are experiencing and produce a plan of support.

Your health care professional may also recommend additional support services as part of your plan. They are local experts who can help you with issues like sleeping problems or eating disorders.

## Will my employer know if I use this service?

The support you receive is completely confidential. From your first phone call to your final meeting, your boss, your colleagues and even your family and friends will never know, unless you decide you want them to.

## Will the service cost me anything?

There is no charge to access the Access to Work Mental Health Support Service. This includes phone calls, meetings and support services.

Call free on **0800 321 3137** from 8am to 10.30pm, Monday to Friday.

# Useful support agencies

## GENERAL

**The Mix:** 0808 808 4994 | [www.themix.org.uk](http://www.themix.org.uk)  
**Samaritans:** 116 123 | [www.samaritans.org](http://www.samaritans.org) | [jo@samaritans.org](mailto:jo@samaritans.org)  
**UK Youth:** 0203 1373 810 | [www.ukyouth.org](http://www.ukyouth.org) | [info@ukyouth.org](mailto:info@ukyouth.org)  
**Childline:** 0800 1111 | [www.childline.org.uk](http://www.childline.org.uk)  
**Refuge (Domestic Violence):** 0808 2000 247 | [www.refuge.org.uk](http://www.refuge.org.uk)  
**Beat (Eating Disorders):** 0808 801 0677 | 0808 801 0711 | [www.b-eat.co.uk](http://www.b-eat.co.uk)  
(adults) (for under-18s)

## FINANCIAL HELP

**Step Change – Debt Remedy:** [www.stepchange.org/Debtremedy](http://www.stepchange.org/Debtremedy)  
**CAB Online Budgeting:** [www.citizensadvice.org.uk/debt-and-money/budgeting/budgeting/work-out-your-budget](http://www.citizensadvice.org.uk/debt-and-money/budgeting/budgeting/work-out-your-budget)  
**Turn 2 Us:** [www.turn2us.org.uk](http://www.turn2us.org.uk)  
**Money for Life:** [www.moneyforlife.org.uk](http://www.moneyforlife.org.uk)  
**Trussel Trust – Find A Foodbank:** [www.trusselltrust.org/get-help/find-a-foodbank](http://www.trusselltrust.org/get-help/find-a-foodbank)

## DRUGS/ALCOHOL

**Talk to Frank:** 0300 123 6600 | [talktofrank.com](http://talktofrank.com) | [frank@talktofrank.com](mailto:frank@talktofrank.com)  
**Alcoholics Anonymous:** 0845 769 7555 | [www.alcoholics-anonymous.org.uk](http://www.alcoholics-anonymous.org.uk)  
**Narcotics Anonymous:** 0300 999 1212 | [www.ukna.org](http://www.ukna.org)  
**Terrence Higgins Trust:** 0808 802 1221 | [www.tht.org.uk](http://www.tht.org.uk) | [info@tht.org.uk](mailto:info@tht.org.uk)

## WORK RELATED

**Prince's Trust:** 0800 842 842 | [www.princes-trust.org.uk](http://www.princes-trust.org.uk)  
**Citizens Advice Bureau:** 03444 77 1010 | [www.citizensadvice.org.uk/about-us/how-we-provide-advice/advice/search-for-your-local-citizens-advice](http://www.citizensadvice.org.uk/about-us/how-we-provide-advice/advice/search-for-your-local-citizens-advice)

## HOMELESSNESS

**Shelter:** 0808 800 4444 | [www.shelter.org.uk](http://www.shelter.org.uk)

## DISABILITY SUPPORT/ADVICE/GUIDANCE

**United Response:** 0800 0884 377 | [www.unitedresponse.org.uk](http://www.unitedresponse.org.uk)  
**Scope:** 0808 800 3333 | [www.scope.org.uk](http://www.scope.org.uk)

## LEARNING DISABILITY GUIDANCE

**Mencap:** 0808 808 1111 | [www.mencap.org.uk](http://www.mencap.org.uk) | [helpline@mencap.org.uk](mailto:helpline@mencap.org.uk)

## CARE LEAVERS

**The Care Leavers Association:** 0161 236 5665 | [www.careleavers.com](http://www.careleavers.com) | [info@careleavers.com](mailto:info@careleavers.com)

## SAFEGUARDING/PREVENT

**Children's Advice and Support Service:** 0121 303 1888 | [secure.cass@birmingham.gcs.gov.uk](mailto:secure.cass@birmingham.gcs.gov.uk)  
**Birmingham City Council – Adult Safeguarding:** 0121 303 1234 | <http://bit.ly/BCCAS>  
[ACAP@Birmingham.gov.uk](mailto:ACAP@Birmingham.gov.uk)

## DISCOUNTS, FOR APPRENTICES!

**NUS Apprentice extra, the discount card for UK Apprentices with loads of discounts in-store and online, helping your hard earned cash stretch a little further!** To apply: <https://www.apprenticeextra.co.uk/>

Right Talent; Right Workplace;  
**BRIGHT FUTURE**

[www.creativealliance.org.uk](http://www.creativealliance.org.uk)



## Case study: Catherine Wells

Catherine Wells has completed a Level 3 Creative & Digital Media Apprenticeship at the award-winning corporate communications agency Jones & Palmer, and is now employed full-time as a designer.

### What does your role in the company involve on a day-to-day basis?

*My role is really varied. At the moment I'm part of a pooled resource that is looking after the financial reports for a number of FTSE 100 companies and dealing with the varied requests that comes along that. One of the hardest things to do as a designer is to make these reports readable! My internal day-to-day jobs often involve things like creating graphics and posters and producing booklets for new starters.*

### Why did you choose an apprenticeship?

*Really I am a slight exception to the rule as the possibility of an apprenticeship was introduced to me by Jones & Palmer after I approached them. They offered me an apprenticeship, and when I found out I could learn on the job, gain a legitimate qualification and get paid at the same time, I thought it was a no-brainer.*

### How is this apprenticeship helping you prepare for your future?

*Mostly I am happy to firmly put a graphic-design-based-qualification on my CV – it means my skills are truly validated. Overall, of course, the hands-on experience I've gained is completely invaluable. This apprenticeship has really given me a leg up into the industry I wanted to get into!*



### How does Creative Alliance support your apprenticeship?

*I would say that Creative Alliance, and my assessor James, have been my 'reality check' throughout the process. I really saw CA as a forum to talk about any worries or concerns. What I also thought was great was that James made sure I was never just plodding along; I was challenged. One thing I particularly appreciated was how the qualification was tailored to me – I was able to choose units that I wanted to study and learn about.*

### What would you say to someone considering doing an apprenticeship?

*I would tell people to be open-minded – challenge the perception of qualifications! Formal education/university really isn't the only way forward any longer. An apprenticeship is a really good balance of getting used to the world of work whilst still being trained and supported throughout.*

## Case study: Jakub Korupczynski

Jakub has worked in the marketing department and completed a Level 3 apprenticeship in Digital Marketing. He then was offered a full-time contract of employment. He decided to continue to train with Creative Alliance and transition to a Level 4 Digital Apprenticeship.

### What can you do now that you couldn't before?

*Overall the biggest thing I've gained from my apprenticeship is confidence. My ability to take my own initiative has really developed, and this hasn't just stopped at the workplace but in my personal life too.*

*In terms of technical knowledge, I am happy to say that I've become competent in digital marketing practices, learnt how to use Adobe Photoshop and gained an understanding of analytics.*

### Why did you choose an apprenticeship?

*I went to university for six months but found that it really didn't fit with my style of learning. I saw an apprenticeship as a valid alternative to the traditional education system. Being able to get stuck in to a job and to also gain a qualification is great.*

### How is this apprenticeship helping you prepare for your future?

*Working at Queen Alexandra College and completing this apprenticeship has given me so much specialised knowledge and really developed my skills. I completed a Level 3 apprenticeship originally and then decided to continue my training and step up to a Level 4 – which I am due to finish in February.*



### How does Creative Alliance support your apprenticeship?

*Having a dedicated assessor on your side and offering advice and guidance is fantastic. I've felt supported all the way through the process. I've been particularly happy to be given the opportunity to come along to digital marketing seminars at CA where I've learnt loads.*

### What would you say to someone considering doing an apprenticeship?

*In the current climate I'd say that although graduates may have the qualifications on their side, they really haven't got that hands-on experience in the industry. I really believe that apprentices have an advantage on the career ladder, as they are still gaining qualifications, but they've also got 13+ months of relevant experience!*



DIGITAL MARKETING

KATIE GREEN

TECHNICAL THEATRE

CURRENTLY WORKS AT: SWOF MEDIA

*"Within my first 6 months at Swof Media I've worked with a range of businesses across multiple work sectors. This has been absolutely awesome."*

CURRENTLY WORKS AT: BIRMINGHAM ROYAL BALLET

*"I wanted to do something that I was really proud of, and working for these theatres and with these costumes, I am."*

WEB DEVELOPMENT

MATT JOHNSON

GRAPHIC DESIGN

CURRENTLY WORKS AT: McCANN

*"Coming in as an inexperienced web developer who could barely write CSS, colossal would be an understatement for the amount of knowledge I had learnt within my time in the apprenticeship. To summarise: I learnt PHP, JavaScript and SCSS to develop dynamic websites... My success in this gave me a new found confidence which I never knew I had in me."*

CURRENTLY WORKS AT: WASHINGTON GREEN FINE ART

*"By going down the apprenticeship route, I have been able to progress my career at a much quicker rate. I owe it to Creative Alliance for the career that I now have."*

## Useful websites

### APPRENTICESHIPS

[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk) [www.skillset.org/qualifications/apprenticeships](http://www.skillset.org/qualifications/apprenticeships) [www.digital-apprentice.co.uk](http://www.digital-apprentice.co.uk) (Arts & Media)  
[www.imthurricane.org/employers/apprenticeships](http://www.imthurricane.org/employers/apprenticeships) (Arts)

### ARTS, DESIGN, CULTURE AND MEDIA:

[www.thestage.co.uk](http://www.thestage.co.uk) (Performing arts)  
[www.productionbase.co.uk/](http://www.productionbase.co.uk/) (TV, film and radio)  
[www.drapersonline.com](http://www.drapersonline.com) (Fashion)  
[www.talismanretail.co.uk](http://www.talismanretail.co.uk) (Fashion)  
[www.fashionrecruit.com](http://www.fashionrecruit.com) (Fashion)  
[www.bbc.co.uk/jobs](http://www.bbc.co.uk/jobs)  
[www.crimsonuk.com](http://www.crimsonuk.com) (TV and film)  
[www.guardianunlimited.co.uk](http://www.guardianunlimited.co.uk)  
[www.majorplayers.co.uk](http://www.majorplayers.co.uk)  
[www.the-aop.org](http://www.the-aop.org) (Photography)  
[www.theknowledgeonline.com](http://www.theknowledgeonline.com) (Pre and Post Production)  
[www.UKscreen.com](http://www.UKscreen.com) (Film and Music)  
[www.artsculturemediajobs.com](http://www.artsculturemediajobs.com)  
[www.artsjobs.co.uk](http://www.artsjobs.co.uk)  
[www.a-n.co.uk](http://www.a-n.co.uk)  
[www.artshub.co.uk](http://www.artshub.co.uk)  
[www.artsquest.org.uk](http://www.artsquest.org.uk)  
[www.artsjobsonline.com](http://www.artsjobsonline.com)  
[www.creative-choices.co.uk](http://www.creative-choices.co.uk)  
[www.forum3.co.uk](http://www.forum3.co.uk) [www.ideastap.com](http://www.ideastap.com)  
[www.nationalmuseums.org.uk/jobs](http://www.nationalmuseums.org.uk/jobs) (Museum jobs)  
[www.uk.music-jobs.com/](http://www.uk.music-jobs.com/) (Music)  
[www.musicweek.com/](http://www.musicweek.com/) (Music)  
[www.showbizjobs.com/](http://www.showbizjobs.com/) (Actors)  
[www.modeljobs.biz/](http://www.modeljobs.biz/) (Actors)  
[www.journalism.co.uk/](http://www.journalism.co.uk/) (Journalism)

### GENERAL AND AGENCIES

[www.totaljobs.com](http://www.totaljobs.com)  
[www.gumtree.com](http://www.gumtree.com)  
[www.agencycentral.co.uk](http://www.agencycentral.co.uk)  
[www.cv-library.co.uk](http://www.cv-library.co.uk)  
[www.reed.co.uk](http://www.reed.co.uk)  
[www.monster.co.uk](http://www.monster.co.uk)  
[www.londonjobs.co.uk](http://www.londonjobs.co.uk)  
[www.indeed.co.uk](http://www.indeed.co.uk)  
[www.simplyhired.co.uk](http://www.simplyhired.co.uk)  
[www.workthing.com](http://www.workthing.com)

### CAREERS ADVICE AND USEFUL WEBSITES

[www.careeradviceonline.co.uk](http://www.careeradviceonline.co.uk)  
[www.careers.guardian.co.uk](http://www.careers.guardian.co.uk)  
[www.ccskills.org.uk](http://www.ccskills.org.uk)  
[www.creative-choices.co.uk](http://www.creative-choices.co.uk)  
[www.ideastap.com/nsa](http://www.ideastap.com/nsa) (Creative)  
[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)  
[www.prospects.ac.uk](http://www.prospects.ac.uk)  
[www.trythearts.co.uk](http://www.trythearts.co.uk) (Creative)  
[www.thestage.co.uk](http://www.thestage.co.uk) (Creative)

### GRADUATES

[www.activate.co.uk](http://www.activate.co.uk)  
[www.eurograduate.com](http://www.eurograduate.com)  
[www.gradunet.co.uk](http://www.gradunet.co.uk)  
[www.insidecareer.co.uk](http://www.insidecareer.co.uk)  
[www.milkround.co.uk](http://www.milkround.co.uk)  
[www.prospects.ac.uk](http://www.prospects.ac.uk) (Arts & Media)  
[www.stepstone.co.uk](http://www.stepstone.co.uk)  
[www.targetjobs.co.uk](http://www.targetjobs.co.uk)  
[www.seo-london.com/](http://www.seo-london.com/)  
[www.fecareers.co.uk](http://www.fecareers.co.uk)  
[www.thegraduate.co.uk](http://www.thegraduate.co.uk)

### INFORMATION TECHNOLOGY AND TECHNICAL

[www.computerjobs.com](http://www.computerjobs.com)  
[www.cwjobs.co.uk](http://www.cwjobs.co.uk)  
[www.hp.com](http://www.hp.com)  
[www.microsoft.com/jobs/](http://www.microsoft.com/jobs/)  
[www.rda.uk.com](http://www.rda.uk.com)  
[www.topjobs.co.uk](http://www.topjobs.co.uk)  
[www.zdnet.co.uk](http://www.zdnet.co.uk)

### TRAINING COURSES

FREE online Microsoft Training  
[www.free-training-tutorial.com](http://www.free-training-tutorial.com) (Word, Excel, PowerPoint courses)





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[www.creativealliance.org.uk](http://www.creativealliance.org.uk)

Right Talent; Right Workplace;  
**BRIGHT FUTURE**



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