

2026



Learner Handbook

DAVIES PROFESSIONAL EDUCATION
DAVIES GROUP LTD

<https://talent.davies-group.com/>

 Davies Talent Solutions

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Introduction



Please can I offer you a very warm welcome to Davies and thank you for choosing us as your Apprenticeship provider. It means a great deal that you have put your trust in us to support you on your continued development journey and progressing towards your high career aspirations. I'm immensely proud of our fantastic team, and their ability to make sure you get the most out of this opportunity, so you are in very safe hands.

This handbook provides a useful guide to everything you need to know about Apprenticeships and your journey ahead. You will receive comprehensive support from your dedicated Coach, and together, work in partnership with your line manager to make sure you are developing relevant and valuable knowledge, skills and behaviors in your role. We will help you maximise the impact of the learning opportunities provided by Davies and your employer, and we will work with you to help you meet and even exceed your expectations in the apprenticeship and your job role.

Whatever your goals and aspirations, our team are here to support you to develop, progress and achieve. Whether you are starting a new job or wishing to progress in your career, an apprenticeship is a transformational journey that can help you to achieve your goals and open amazing career opportunities.

I wish you every success during your time with us and with your future careers. The future is looking very bright indeed...



Craig Potter
Chief Operating Officer,
Davies Learning Solutions

What is an Apprenticeship?



An apprenticeship is an occupation specific training package that is directly linked to your job role. An Apprenticeship is made up of three key stages: Practical Learning Period, Gateway and End Point Assessment.

During the Practical Learning Period, Learners work towards a holistic development of relevant knowledge, skills and behaviors (KSBs), and undertake any relevant technical qualifications, as well as achieving Maths and English Functional Skills qualifications in some cases. The curriculum will also involve wider topics such as Safeguarding and Diversity, Equity, and Inclusion (DE&I).

Apprenticeships require Off-The-Job (OTJ) learning to be evidenced. OTJ learning refers to any activity that develops the relevant KSB's and removes learners from their everyday responsibilities. Learners who work 30+ hours must be given a minimum of 6 hours per week to complete Off-The-Job learning.

Gateway occurs when all learning elements of the apprenticeship have been completed and the coach, line manager and Learners are all in agreement of the learner's readiness for End Point Assessment. In some cases, Learners may need a portfolio of evidence for End Point Assessment, which will be finalised with support from your coach during Gateway.

End Point Assessment is the final stage where Learners will participate in a 'synoptic' assessment of competence in role against the learning outcomes set in the assessment plan. This assessment is carried out by an independent End Point Assessment Organisation (EPAO) and may include the final exam.

Apprenticeships are fully funded by the Government Apprenticeship Levy which was introduced in 2017. If your company does not pay the Levy, the apprenticeship can be partially funded by the Government, with your employer funding 5% of the total cost of the apprenticeship or can even be gifted by larger organisations who pay the Levy.



The Learner's Journey

Apprenticeships can be undertaken by new employees or by existing employees. Some Learners are specifically employed on apprenticeship Contracts of Employment. If you are an existing employee, you would not be expected to change your Employment Contract or rate of pay if you are undertaking an apprenticeship with your employer.

Contract of Employment

All employees should receive a written Contract of Employment from their employer within 8 weeks of starting work. Your Contract of Employment is a binding document which comes directly from your employer and outlines terms and conditions of your employment. A contract of employment is a formal document and must meet the Employment Rights Act 1996.

Typically, a Contract of Employment will include:

- 🕒 Hours of work
- 📍 Place of work
- 📅 Start date
- 🗨️ Length of notice
- 📄 Job title
- 💰 Scale or rate of pay
- 🏖️ Holiday entitlement and pay
- 🛌 Sick pay entitlement
- ⚖️ Disciplinary rules

If you are a new employee undertaking an apprenticeship, your employer will undertake an induction which will ensure you have a thorough knowledge of procedures relating to your employment responsibilities, company policies on health and safety, equality and diversity, welfare, and terms and conditions of employment.

Client Success and Client Solutions

The way Davies works with employers is very much a partnership. We pride ourselves on guiding and supporting employers - both those new to apprenticeships and those with many years of experience.

The Client Solutions team works with employers to design apprenticeship programmes to meet the needs of both the individual and the wider business. The Curriculum team sits within Client Solutions and works tirelessly to design and create engaging, innovative programmes which, when delivered, provide a tailored learning experience for each Learner.

Each employer is given a direct point of contact at Davies. These Client Relationship Managers sit within the Client Success Team and have detailed conversations with employers to help educate and set the expectations around apprenticeships. By the time you are ready to enroll on to an apprenticeship your employer may have already spoken to you about what this means for your personal development, and how the apprenticeship will help you achieve your development goals. Your employer may also have told you about Davies and the relationship we have with your organisation.

Client Relationship Managers often conduct webinars or face-to-face sessions with prospective Learners and their line managers. These sessions help to understand the development goals of individuals, departments, business areas, and employers, and provide guidance on the apprenticeship programme best suited to each role.

Initial Assessment

When a Learner joins a programme at Davies, our starting point is to confirm your eligibility for Government funding and your suitability for your chosen level of apprenticeship.

This starts with conversations with the Client Relationship Managers but then extends through our onboarding stages. We have a duty to ensure that the apprenticeship programme is right for you, meeting the requirements set out by the Institute for Apprenticeships & Technical Education. We will review your prior experience and past qualifications and assess your Maths and English ability levels.

From the beginning of your journey and throughout your programme we review your progress against the key knowledge, skills and behaviors and ensure we are providing you, and your employer, with specific support to complete the apprenticeship.

Onboarding

Apprenticeships are overseen by the Education and Skills Funding Agency (ESFA), and Davies must follow their rules when onboarding Learners. To complete your onboarding, we use three systems: BKSB®, Aptem®, and Thrive®. These work together to collect the information needed to check your eligibility and suitability for your chosen apprenticeship.

During onboarding, you and your Line Manager will receive emails from our onboarding team explaining the steps you need to take. Once you've completed these activities, you will both have a clear understanding of the commitment required to be successful on your programme.

Onboarding consists of 3 stages:

Stage One

- Activate your Aptem® account within 2 days using the email link and complete the onboarding tasks.
- Watch the Thrive® apprenticeship overview video and complete the short Aptem questionnaire.
- Complete the online form with your background information so we can confirm your eligibility and suitability.
- Complete a short Neurodiversity questionnaire to establish if you have any additional support needs.
- Provide GCSE Maths and English evidence (or equivalent):

Ages 16–18: Evidence is required; if you don't have it, Davies will support you with compulsory Functional Skills.

Ages 19+: Evidence is preferred but not mandatory. You may choose to complete Functional Skills, and your employer may request it. Davies will provide a Tutor if needed.

- Complete your Maths and English initial assessments on BKSB® (required for everyone).
- Attend a 45-minute Skills Radar call via Microsoft Teams® with a Coach (and your Line Manager) to confirm your job role is suitable and to discuss your skills, expectations and any questions.

Stage One activities need to be completed within 5 working days of activating your Aptem® account.

After completing Stage One the Onboarding team will check the information you have given and provided everything is approved, they will move you to Stage Two.



Stage 2

You will return to **Aptem®** to complete the Individual Learner Record (ILR) and an online enrolment form.

- You and your line manager must read and sign the **Training Plan** and **Apprenticeship Agreement**. These are official ESFA-audited documents that Davies must keep on file.
- **Stage Two** activities must be completed within **2–3 working days** after progressing from Stage One.
- Once Stage Two is complete, the onboarding team will review your information and, if everything is approved, you will be moved to **Stage Three**.

Stage 3

- You will receive a calendar invite during Stage One for a Welcome Webinar on your agreed First Day in Learning.
- The webinar will show you how to use the systems, and you'll be emailed a learning activity in Thrive®, specific to your apprenticeship.
- This activity must be completed on the date of the webinar, not before.
- After completing Stage Three, you are officially enrolled on your apprenticeship, and your Coach will contact you to book your first session.

Teaching, Learning and Assessment

You will receive training to build your knowledge, skills, and behaviors needed for your apprenticeship.

Training happens on the job and off the job, supported by both your Coach and your employer.

Your Coach will help you build your portfolio of evidence for your End Point Assessment (EPA).

If you need help with Maths, English, or learning support (ALS/ALN), specialist tutors will support you in a way that works best for you.

Your Coach will use a mix of learning methods to personalise your experience, such as:

- One-to-one coaching
- Professional discussions
- Skills workshops
- Digital learning activities
- Feedback and witness statements from your line manager
- Research tasks

Off-the-job (OTJ) Learning

Off-the-Job Training (OTJT) is a mandatory requirement set by the Department for Education. It means you must be given time away from your normal day-to-day duties to develop the Knowledge, Skills and Behaviors needed for your apprenticeship.

Every apprenticeship standard has a set number of OTJT hours you must complete during your programme. Your learning plan will explain how you can achieve and record these hours.

OTJT ensures you receive high-quality training that helps you grow in your role. It benefits both you and your employer by developing you into a skilled, confident, and well-rounded employee by the end of your apprenticeship.

Progress Reviews

You will meet with your **Coach and Line Manager every quarter** to review how you are progressing.

Progress is checked using your **Skills Radar**, revisiting the questions you completed during onboarding.

You will agree on **SMART targets** to keep you on track and support any areas where further development is needed.

Gateway

When you reach the end of your learning period, you, your Coach, and your Line Manager will check that you meet the **minimum requirements** of your apprenticeship. This meeting is called the **Gateway Review**.

If everyone agrees you are ready, you will all **sign the Gateway documents**. These documents are sent to the **End Point Assessment Organisation (EPAO)** to confirm you can move on to the final assessment stage.

End Point Assessment (EPA)

The EPA is your **final assessment**, and the format depends on your apprenticeship. It may involve:

Case study	Observation
Portfolio review	Exam
Interview	Professional discussion
Project	Or a combination of these

Some apprenticeships with **professional qualifications** (e.g., CII) include an integrated exam at the end.

Your Coach will explain what your EPA involves and help you prepare. Apprenticeships are graded **Distinction, Pass or Fail**.



Who is Involved in your Apprenticeship?

YOU - There are many people involved in your apprenticeship programme, but by far the most important person is you!

YOUR COACH

Will be responsible for identifying any learning or skills needs you may have, ensuring your Individual Learning Plan is followed, teaching you the knowledge required in your chosen vocation, and they will also provide you with constructive feedback on assessment decisions and progress as well as advice and guidance.

YOUR LINE MANAGER

They will review progress against your apprenticeship as part of your internal review process and provide you with the time and resources to complete your qualification. They will be asked to confirm you have completed tasks set by your Coach and provide witness testimonies.

QUALITY SPECIALIST

Responsible for ensuring the work undertaken by your Coach meets the required standard. They may visit with your Coach to observe the quality of teaching and learning being provided. They are checking the quality of work undertaken by your Coach, not you. The Quality Specialists can also support you through the EPA process.

WORKSHOP TUTOR

Where your programme includes a technical qualification, you will be given access to a variety of materials to help you develop. If the programme includes technical workshops that contribute towards preparation for exams, these will be run by one of our Tutors. They also provide the answers within the 'Ask the Expert' service (for CII learners) within our Thrive learning system.

INCLUSIVE LEARNING AND SKILLS DEVELOPMENT TUTOR

To support learners and Learners with the upskilling of Maths and English, providing Additional Learning Support (ALS), and pastoral care for under 19's. Work closely with Skills Coaches to ensure Learners have timely, required pre-requisites for their End Point Assessment (EPA), supporting colleagues to recognise Learners and learners with potential Additional Learning Needs (ALN) and putting plans in place to support them, and directly providing under 19's with well-being, personal, and professional development information and support..

THE END POINT ASSESSOR

The assessors are employed by the EPAO / awarding body who undertake the EPA by assessing the competence of a Learner against the learning outcomes of their standard.

DELIVERY MANAGER

Manage a team of coaches and provide support, advice and guidance to their teams, as well as being a useful point of escalation as needed for you, your line manager or the delivery teams.

CLIENT SUCCESS MANAGER

The primary point of contact for the apprenticeship lead within your company. They will provide data and information linked to existing learners, as well as being involved in providing information to new learners who are considering an Apprenticeship.

CURRICULUM WRITER

A team of people that create and maintain the learning journeys and variety of learning experiences for all our programmes. Structured and well sequenced programmes are an essential part of the value you will get from the experience, and this team ensures up to date information and content on your learning journey.

Apprenticeship Expectations

What Davies will provide for you as a Learner:

Support & Safety

- Safeguarding and Prevent Duty handled sensitively
 - A supportive environment for all Learners

Your Learning Journey

- Thorough onboarding outlining your programme and support needs
 - Regular coaching and ongoing learning
- Quarterly progress reviews with your Coach and Line Manager

Quality & Professionalism

- Qualified, experienced staff
- Fair marking within agreed timeframes and constructive feedback
 - Clear complaints process with quick resolution
- Commitment to delivering a high-quality learning experience

What Davies will expect from you as a Learner:

Professional Behaviour

- Act in a professional and respectful manner
- Follow all Davies, employer, and legal policies
- Report any concerns or breaches immediately

Time & Learning Management

- Manage your diary and timekeeping effectively
- Attend all scheduled visits, assessments, and online sessions on time
 - Come prepared for every meeting
- Take responsibility for completing your work by the deadlines
- Record your training activities weekly (minimum 6 hours OTJT)

Communication & Support

- Notify your Coach early if any issues may affect your progress
- Actively promote Health & Safety, Equality, Diversity, Inclusion and Equal Opportunities
 - Commit to completing your apprenticeship on or before your planned end date

Special Educational Needs & Disability

Davies Learning Solutions is committed to the delivery of learning which is inclusive and accessible to all sections of the community.

The purpose of the **Special Educational Needs and Disability policy** is to assert this commitment in relation to Learners who may have special requirements, for example, physical disabilities, mental ill health, sensory impairment, literacy, and numeracy needs or specific learning difficulties.

It underpins the entitlement of all Learners and potential apprentices to make formal or informal disclosures of physical, personal, or social barriers to learning and of the special requirements these may incur.

The policy reflects Davies Learning Solutions' recognition that Learners may:

- Make a formal or informal disclosure of a condition creating special requirements in relation to their programme of learning
- Have access to a formal assessment of needs associated with their apprenticeship
- Require reasonable adjustments to ensure they are not placed at a substantial disadvantage because of their learning needs
- Be made aware of the confidentiality applying to information disclosed in relation to special requirements
- Be made aware of the implications of failure to disclose information in suitable time to ensure adjustments can take place

Equality and Diversity

Davies Learning Solutions will ensure that this policy is consistent with its policy on Equality, Diversity, and Inclusion. Davies Learning Solutions recognises that support should be sensitive, nondiscriminatory, impartial to ensure progression, achievement, and development of the individual regardless of any differences they may have.

Disclosure

Prior to onboarding on an apprenticeship standard, Learners are encouraged to disclose information relating to special requirements or additional needs on the onboarding forms to enable us to put support in place as soon as possible so as not to disadvantage them in any way.

Disclosure may also take place at the Skills Radar call or Approach your Coach meeting with their dedicated Coach, Tutor, or other member of Davies Learning Solutions staff.

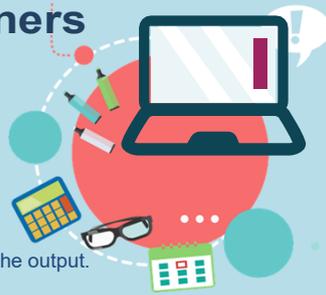
Informal disclosures of special requirements arising, for example, during general contact with staff, feedback from assessments or because of observation of difficulties will be passed to the Head of Delivery with the aim of making reasonable adjustments in a timely manner. Whenever an Apprentice discloses, either formally or informally, the Davies Learning Solutions member to whom the disclosure is made will stress the availability and benefits of possible additional support or reasonable adjustment.

AI Usage During Your Apprenticeship

Expectations from all our Learners

What learners can do with AI:

- Use AI to support workplace tasks where appropriate.
- Use AI for non-assessed tasks that aid learning or productivity.
- Generate ideas or summaries—if they critically evaluate and reference the output.
- Use AI to review their own work (e.g. spelling, grammar, clarity).



What learners must not do:

- Submit AI-generated content without referencing.
- Use AI during closed-book assessments (unless pre-approved).
 - Copy or paraphrase large sections of AI output.
- Use AI to bypass learning or misrepresent understanding.

Good practice:

- Clearly state when and why AI was used.
- Name the AI tools used.
- Personally verify AI-generated content.
- Ask their coach if they are unsure about appropriate use.

Learners are encouraged to complete relevant AI training modules on Thrive to build awareness of AI's capabilities and limitations.

For preventing AI misuse, Davies Professional Education will:

- Restrict access to AI tools where appropriate
- Use AI detection and plagiarism prevention tools
- Provide training and awareness for all Learners and staff
- Complete assessments that test independent knowledge and understanding
 - Investigate and escalate suspected AI misuse

Plagiarism and Collusion



 Davies



At Davies Learning Solutions, we want every Learner to feel confident and supported in producing their own work. To help protect the fairness and integrity of our qualifications, it is important that all work submitted is original and that any sources used are acknowledged properly.

What Do We Mean by Plagiarism and Collusion?

Plagiarism is when someone presents words, ideas, or work from another person or source as their own, without giving credit. This could include copying text directly or using someone's ideas without referencing them.

Collusion happens when two or more Learners work together in a way that leads to submissions that are very similar in ideas, wording, or structure — beyond what would normally be expected. Even if this happens unintentionally, it is still considered malpractice.

Both plagiarism and collusion are treated seriously and are managed in line with the Davies Learning Solutions Malpractice and Maladministration Policy and Procedure.

What Happens When Work Is Submitted?

When a Learner submits an assignment, they must complete a **Statement of Authenticity**. This confirms that:

- The work is their own
- It meets all policy requirements, including word count and rules around plagiarism and collusion

Davies Learning Solutions also signs this statement, confirming that, to the best of our knowledge, the work appears to be original.

If the Statement of Authenticity is not completed, the assessment will be returned to the Learner to complete before marking can begin.

If Plagiarism or Collusion Is Suspected

If concerns arise about plagiarism or collusion, the process outlined in the Malpractice and Maladministration Policy and Procedure will be followed. This ensures that all Learners are treated fairly and that any investigation is handled consistently.

If Malpractice Is Confirmed

If it is found that a Learner has committed malpractice, the Learner will unfortunately, be withdrawn from the qualification. In these cases, fees cannot be refunded, and the relevant Regulatory Body will be informed.





 Davies

Diversity, Equity and Inclusion

Davies is an equal opportunity training provider that welcomes and encourages individuals from a variety of backgrounds to apply for an apprenticeship programme. We believe everyone has the right to be treated with dignity and respect and that nobody should be bullied, harassed, discriminated against, or victimised on any grounds. Davies is committed to following and applying the 5 Principles of Social Justice for equity, which include access to resources, equality, participation, diversity, and human rights.

Our [Diversity, Equity and Inclusion policy](#) is available on our e-learning platform Thrive, and your Coach will discuss what this means to you. We will take positive action to eliminate any form of discrimination or any other inequalities that are brought to our attention. We will adhere to all applicable legislation in this area, ensure that learning and assessment materials are inclusive and promote equality and diversity.

Our Coaches undergo Diversity, Equity and Inclusion training, so can recognise their personal responsibilities in applying this policy.

As a Learner you will also have responsibilities under the Equal Opportunities legislation, which relates to the equal opportunity of every person regardless of colour, age, race, gender, and nationality, ethnic or national origin. If you are unsure, please speak to your Coach.

The Prevent Duty

Prevent Duty is one of the elements of the Government's counter terrorism strategy known as CONTEST. Prevent is about safeguarding Learners from radicalisation and extremism by taking measures to prevent extremism in work-based learning and by promoting British Values. It is not about preventing you from having political or religious views or concerns.

What is Extremism?

The Government has defined extremism in the Prevent strategy as "vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs".

What are British Values?

British Values are defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs"; institutions are expected to encourage Learners to respect others, particularly the protected characteristics set out in the Equality Act 2010.



Safeguarding

Safeguarding is how we will keep you and others safe:

- What we will do if we think you are being harmed, or likely to be harmed
- What you should do if you think somebody else is being harmed
- What we will do if we think you are about to harm someone else
- What we will do to keep you and others safe
- The prevention of all types of harm and is about keeping you safe
- Preventing cyber bullying

How we will keep you safe:

- All staff who work directly with Learners have been safely vetted through the Disclosure and Barring Service (DBS).
- Staff are fully trained and appropriately qualified for the work they carry out.
- We have a clear internal process for identifying and supporting Learners who may be at risk.
- We work closely with external agencies who can provide specialist help and support when needed.
- A designated Safeguarding Lead and Safeguarding Team are available to support you with any concerns or difficult situations.
- You can report a concern using any communication method you feel comfortable with, including social media platforms, surveys, or direct contact details.

Harm means:

- Anything which is happening to you which is physically or emotionally hurtful
- Examples include bullying, sexual abuse, neglect, physical attack or being forced to do something against your will
- This could be at home, at work, in a training center, with friends, in the street, online, anywhere

Davies has a primary responsibility for the care, welfare and safety of the Learners / employees and employers.

Our Safeguarding Team structure and contacts are available on Thrive®.

Please see here for our Safeguarding and Prevent Handbook.

Email: DLs Safeguarding@davies-group.com or by phone 0208 304 3666.

E-Safety

E-safety, or online safety, refers to the safe and responsible use of technology and the internet. This includes using electronic communication such as email, text messages, gaming platforms and other online tools in a secure and appropriate way.

E-safety is not only about electronic security, but also about behaving responsibly online.

E-safety is grouped into three main areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: experiencing harmful online interactions with others
- Conduct: personal online behaviour that could cause harm or increase the risk of harm

It is important to understand how to stay safe when using the internet. If you believe that you or someone you know is experiencing cyberbullying, please inform your Coach or a member of the safeguarding team for support.

You can learn more by clicking: : [What is Cyber Security?](#)



GDPR

Every day Davies receives, uses and stores personal information about our Learners, employers and employees. It is essential this information is handled lawfully and appropriately in line with the requirements of the Data Protection Act 2018 and the General Data Protection Regulation (collectively referred to as the 'Data Protection Requirements'). Read our [Apprentice Confidentiality and Data Protection policy](#) for more details.

Davies takes Data Protection duties seriously, because we respect the trust that is being placed on us to use personal information appropriately and responsibly.

When we are processing personal data, we will ensure that data is:
Processed fairly, lawfully and in a transparent manner.

Collected for specified, explicit and legitimate purposes and any further processing is completed for a compatible purpose.
Adequate, relevant, and limited to what is necessary for the intended purposes.

Accurate, and where necessary, kept up to date.
Kept in a form which permits identification for no longer than necessary for the intended purposes.

Processed in line with the individual's rights and in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.
Not transferred to people or organisations situated in countries without adequate protection and without firstly having advised the individual.

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Feedback

Listening and reviewing feedback from our Learners and employers is vital to help us make decisions that lead to the most effective development of the teaching, learning and other services provided by Davies.

As such, you will be asked to complete surveys at 3 different points during your apprenticeship programme:

- Start of Journey – 3 months into your programme
- Mid-Point – 6 months into your programme
- End of Journey – when your gateway is booked

Feedback can bring about immediate change or trigger the mechanisms which support long-term changes which can take longer to implement. Either way, we value all feedback.

Being part of an apprenticeship programme means you have an integral role in maintaining and improving the quality and evolution of our apprenticeships.

The Department of Education will contact you 3 months into your programme to gather feedback. Click <https://signin.account.gov.uk/sign-in-or-create> to get started, or alternatively click on the QR code below:



Appeals Policy

The [Apprentice Assessment Appeals Policy and Procedure](#) set out the principles that Davies Learning Solutions follows in conducting an appeal and procedure to be followed by the Learner. Davies Learning Solutions will assess each appeal to confirm whether it is an appeal or a complaint. If the appeal is considered a complaint the Learner should follow the Davies Learning Solutions Complaints Policy.

Those handling an appeal should refer to relevant quality assurance, assessment information and/or course documentation. This could be provided by the qualification awarding organisation or other stakeholders such as the Institute for Apprenticeships and Technical Education (IFATE) or Education and Skills Funding Agency (ESFA).

The principle we follow in appeals is to enable the Learner to re-present their assessment evidence and to give Learners the best opportunity for successful completion of the End-Point Assessment as soon as possible after an assessment decision is made.

A further principle, in the case of a dispute over result, is to offer the Learner the opportunity to retake the relevant component of the End-Point Assessment but this is subject to the relevant assessment plan. It is noted that some assessment plans do not permit a retake or place a restriction on the time frame which a retake may be undertaken.

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Complaints Procedure

This policy sets out the process for Learners and employers to make a complaint about the service provided by Davies Learning Solutions. It can be accessed here:

[Davies Learning Complaints Policy](#)

We are committed to delivering a high-quality service and take feedback from Learners and employers very seriously. It is our aim to settle complaints promptly, fairly and courteously in the best interest of all parties and to address areas where improvement is needed. We are keen to ensure that the interests and well-being of all those associated with a complaint are properly safeguarded.

Through our complaints process we ensure that:

- Complaints and appeals are treated fairly, consistently, transparently and in a timely manner.
- Matters of concern can be raised without risk of disadvantage and any matter raised that may be considered in line with the principles of Whistleblowing will receive the same protections available to Whistle Blowers.
- Where complaints or appeals reveal any failure on our part, we take appropriate action to rectify this for the complainant and to identify any others who may have been adversely affected by the same issue.
- We review aspects of our service in the light of any complaints or appeals.
- We maintain duties of confidentiality to third parties, or other legal duties, in responding to complaints and appeals.
- Complaints are logged centrally so that oversight of any emerging trends in complaints or concerns can be assessed by our Compliance Team.

Whistleblowing Procedure

Davies are committed to transparency and openness, if there were anything you would like to raise directly to the Department for Education (DfE), you can follow the Whistleblowing process by contacting the DfE using the below details:

Email customer.complaints@education.gov.uk

Or write a letter to:
Customer Service Team,
Department for Education
Cheylesmore House
Quinton Road
Coventry CV1 2WT

The DfE will

- acknowledge receipt
- confirm that they will not contact the complainant further unless they need more information
- the DfE will not enter into a conversation with the complainant once a formal investigation has started to:
- protect their identify and do nothing that could potentially undermine the legitimacy of the outcome of any investigation

The link to the DfE Whistleblowing policy can be found here:

[Blowing the whistle to the Department for Education - GOV.UK](#)

Helplines and useful support numbers

Advice on drugs 0300 123 6600 www.talktofrank.com
Alcohol advice 0300 123 1110 www.drinkaware.co.uk
Careers advice 0800 100
900 www.nationalcareersservice.direct.gov.uk Citizens
Advice Bureau www.citizensadvice.org.uk
Depression Alliance www.depressionalliance.org
DIAL (Disability Advice) 0800 800 3333 www.scope.org.uk
Eating Disorders Association 0345 634 1414 www.b-eat.co.uk
Equality & Human Rights Commission 0800 800 0082 www.equalityhumanrights.com
Get Connected 0808 808 4994 www.getconnected.org.uk
Gingerbread (Lone Parents) 0808 802 0925 www.gingerbread.org.uk
HMRC (Tax) 0300 200 3300 www.gov.uk/contact-hmrc
Mencap (Learning disability support) 0808 808 1111 www.mencap.org.uk
MIND (Mental Health) 0300 123 3393 www.mind.org.uk
National Apprenticeship Service 0800 0150400 www.Apprenticeships.gov.uk
National Bullying Helpline 0845 2255787 www.nationalbullyinghelpline.co.uk
National Centre for Domestic Violence 0800 970 2070 www.ncdv.org.uk
National Debt Line 0800 808 4000
www.nationaldebtline.org NHS Direct 111
www.nhsdirect.nhs.uk
NHS Smoking helpline 0300 123 1044 www.nhs.uk/smokefree
NSPCC Child Protection 0808 800 500 www.nspcc.org.uk



Getting In touch

Queries relating to delivery please Contact:

Hayley Beattie - Head of Delivery
Hayley.Beattie@davies-group.com

Queries relating to the handbook please contact:

Joanna Harrison- Head of Quality
Joanna.Harrison@davies-group.com

Queries relating to onboarding please contact:

Kate Ewbank - Head of Operations
Kate.Ewbank@davies-group.com



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