



Llywodraeth Cymru  
Welsh Government

# Guidance on Recommencing Face-to-Face Further Education and Work-Based Learning

Version 1.0: June - August 2020



**DIOGELU CYMRU**  
KEEP WALES SAFE



UNDEB EWROPEAIDD  
EUROPEAN UNION



Llywodraeth Cymru  
Welsh Government

**Cronfa Gymdeithasol Ewrop**  
European Social Fund

# Contents

<b>Introduction</b>	3
<b>Background</b>	4
<b>Context: Further Education and Work-Based Learning</b>	5
<b>“Rescue” phase: priority groups of learners</b>	6
<b>Planning for recommencing face-to-face learning</b>	8
<b>Safeguarding vulnerable individuals</b>	11
<b>Safe operation of learning environments</b>	13
<b>Maintaining continuity of learning for all learners</b>	15
<b>Monitoring and review</b>	17
<b>Annex A: Operational guidance for independent training providers</b>	18

## Introduction

1. This document provides policy guidance for further education institutions (FEIs) and independent work-based learning (WBL) providers in Wales on managing the safe return of learners and staff to face-to-face learning.
2. This guidance is initially to be used for the first phase of FE and WBL, in the second half of summer term 2020. It will be revised and refined for future phases of learning delivery from autumn 2020 onwards, in consultation with the sectors.
3. The guidance is supported by:
  - Operational guidance for independent work-based learning providers, attached at Annex A; and
  - The [operational protocol](#) to support the return of staff to FE colleges in Wales, developed by the FE sector in consultation with all recognised trade unions as part of the Wales National Committee for Further Education (WNCFE).
4. FEIs and WBL providers must ensure that face-to-face learning complies with the Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020 and that they have regard to the guidance issued by the Welsh Government in respect of those Regulations. A link to the Regulations and guidance can be found in the resources section in this guidance.

## Background

5. This guidance has been developed in context of [The decision framework for the next phase of education and childcare](#) as published on 15 May as a working document to advise on approaches to changing the operation of education providers over time in response to COVID-19.
6. On 20 May we published our overarching Covid-19 Resilience Plan for the post-16 sector, setting out how the Welsh Government will work with its stakeholders to meet the changing needs of Welsh learners, communities and employers during and beyond the Covid-19 pandemic. It outlines three phases of work:



7. This guidance forms part of the short-term “Rescue” phase, and focuses on delivery for current learners who need to complete vocational qualifications, and those who need support to remain in learning. Future guidance will be developed for the “Renew” phase.

## Context: Further Education and Work-Based Learning

8. In developing this guidance, we have worked with the FE and Independent Training Provider (ITP) sectors to understand their current operations, priorities and factors that will influence the scale and nature of reopening<sup>1</sup>. These discussions have informed decisions about groups of learners that should be prioritised for returning to face-to-face learning, when this can be managed safely, within current [social distancing advice](#), and in accordance with the Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020. In the case of FE Corporations and designated institutions, this guidance and related protocols apply to the extent of their publicly funded operations within Wales. FE institutions and independent training providers should follow all the appropriate requirements in force in respect of any other operations.
9. It is the responsibility of individual learning providers to undertake [suitable and sufficient risk](#) assessments and to put measures in place to ensure compliance with the Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020 and the safety of their learners and staff. This guidance is intended to provide an overall framework to support providers in doing this and to ensure that they undertake appropriate planning before reopening.
10. It is important to note that, while we are aiming for as much consistency as possible so that learners in different settings have the same opportunities to continue and progress in learning, we do not expect a “one size fits all” model in all providers. This is because there is considerable variation in providers’ learning environments, delivery models, curriculum mix and capacity. We also recognise that, for a variety of reasons, some individual staff and learners will not be able to return to face-to-face learning in this phase, even learners who are part of an identified priority group. This guidance therefore offers flexibility in how they plan for reopening and support their learners.

<sup>1</sup>For simplicity we have used the word “reopening” in this document to denote “reopening for face-to-face learning for some groups of learners”, acknowledging that providers have continued to deliver online learning since lockdown started on 20 March 2020, and will continue to do so for a majority of learners.

## “Rescue” phase: Priority groups of learners

11. We have worked with the sector to identify two groups of learners who should be included in the first phase of reopening, either because their programmes of learning include qualifications that cannot be completed online, or because they are at significant risk of disengaging from learning. These groups are:

### **First Priority**

12. Those learners who were due to complete vocational qualifications in the 2019/20 academic year, and who need to undertake practical learning and assessments in order to do so. This includes FE learners who are studying qualifications that award occupational competence, and apprentices (where access to employer premises permits).
13. These learners will be recommencing face-to-face learning with the primary purpose of completing practical learning and/or assessments. This will enable the learners to complete their qualifications and progress to the next stage of learning and/or employment, whilst helping to alleviate the pressure on the provider network in 2020/21. We therefore expect that these learners will receive instruction and undertake assessments, where it is possible to do so whilst complying with the Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020 and social distancing requirements.

### **Second Priority**

14. Learners in FE and WBL who, in their provider’s judgement, need specific additional support in order to continue to progress in learning. These include:

**(i) Vulnerable learners including those with safeguarding needs and supported by social care, which include:**

- children and young people<sup>2</sup> with care and support or support plans;
- children and young people on the child protection register and children looked after;
- young carers;
- disabled children and young people; and,
- those who had Statements of special educational needs during compulsory education.

**(ii) Learners who have had difficulty engaging with online learning because of a lack of appropriate equipment, connectivity or digital skills.**

**(iii) Learners who the provider considers to be at risk of disengaging or dropping out of learning.**

15. Resumption of a “normal” programme of learning may not be possible at this time for many of these learners, and providers are offered flexibility in determining what engagement in face-to-face learning should look like. The primary purpose of bringing these learners back into their college or training centre is to check and support their progress, giving them a framework to stay engaged and motivated. Providers should use their professional judgement to decide the best combination of approaches, and use their risk assessments to determine whether learners should be brought back into their college or training centre at this stage.

16. Depending on the learner’s needs and the provider’s capacity, models could include:

- Pastoral support, including mental health and wellbeing check-ins;
- Tutorial support to check how the learner is engaging with online/ remote delivery and that they understand what is expected of them, and to give feedback on their work;
- ICT support to ensure that they are comfortable and confident using online learning platforms and other technologies required for remote learning;

<sup>2</sup>For the purposes of this guidance, children and young people refer to all those aged 0-25 in line with the Additional Learning Needs and Education Tribunal (Wales) Act.

- Safeguarding checks;
  - Advice and guidance on next steps in learning and/or employment; and
  - Where feasible, learning delivery on a small group or one-to-one basis.
17. There is no minimum expectation of attendance for these learners; they may attend their college or centre once, or on a regular basis over several weeks. Tutorial or other support sessions should take place by appointment so that providers can manage the numbers and flow of attendees. Learners should be offered the opportunity to come into their college or training centre where this is practicable, but may choose not to do so, and should be reassured that they will be supported to continue to learn remotely.

## Planning for recommencing face-to-face learning

18. Each individual learning provider must put a plan in place for a safe return to face to face learning. so that it is fully prepared and can articulate that approach, and how it complies with the Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020.
19. In making decisions on this and future phases of reopening, providers should consider the following points:
- **Who** the learners are (their characteristics and learning needs)
  - **Why** learners need to return to face-to- face learning
  - **Where** in the college or training centre the learner needs to be throughout the day
  - **What** the learner needs to do to progress in their learning
  - **When** the learner needs to return to their college or centre



20. We expect providers to:

- Undertake and publish a full risk assessment and implement arrangements to manage risks;

Individual campuses, centres and specialist areas may require their own individual risk assessments, or a Covid-19 focused update to existing risk assessments.

We recommend that risk assessments are published on the provider's website, staff intranet or shared drive.

For guidance on carrying out risk assessments, see the Health & Safety Executive's website: <https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm>

- Consult with staff, unions and stakeholders;
- Develop communication plans for staff, learners, parents/carers and employers, including clear ways for them to ask questions and raise concerns;
- For centre-based learning, consider how the learning environments and communal areas are prepared to meet [social distancing requirements](#), which currently require organisations to take all reasonable measures to ensure that individuals who are not from the same household stay two metres (three steps) apart;
- For apprentices, undertake a health and safety review of employer premises to assess whether it is safe for assessors to undertake visits;
- Assess which staff and learners will be able to recommence face-to-face learning at this stage, including identifying and communicating with those who cannot attend due to shielding requirements, and those who have concerns or anxieties about attending;
- Clearly communicate expected behaviours to learners including social distancing requirements (the UK Government's [social distancing guidance for young people](#) is a useful resource); hygiene requirements such as regular and thorough hand washing; what to do if they feel unwell; what to do if they have concerns or anxiety; and what would happen if they do not comply with requirements;

- For employed learners including apprentices, confirm with employers that appropriate hygiene and social distancing arrangements are in place and that accord with the Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020;
- Consider how social distancing and hygiene requirements should be reflected in disciplinary policies and that learners are made aware of any consequences of non-compliance with social distancing requirements;
- Consider travel to and from learning centres, referring to the Welsh Government's [guidance on travel](#);
- Determine cleaning and disinfection requirements prior to and after re-opening, referring to the UK Government's [guidance on decontamination in non-healthcare settings](#);
- Consider whether any special arrangements need to be made to provide personal protective equipment (PPE) to learners and/or staff, ensuring consistency with the UK Government's [guidance on preventing and controlling infection](#) and the Welsh Government's [guidance on face coverings](#);
- Consider timetabling, including staggered opening hours and break times;
- Continue online learning for those unable to physically attend at this stage, and blended learning for those who are attending their college or training centre for part of the time; and
- Secure alternative arrangements for assessment and progression for those unable to physically attend.

Refer to **Annex A** for operational guidance for Independent Training Providers. Refer to **ColegauCymru's protocol for operational guidance for FE institutions**.

## Safeguarding vulnerable individuals

21. In planning to recommence any aspect of face-to-face learning, providers must prioritise the safety and wellbeing of their learners and staff above all other considerations. Planning, communications and delivery must reflect government guidance on the protection of “clinically extremely vulnerable” (or “shielded”) and “vulnerable” individuals, as outlined below. [Shielding guidance](#) is being reviewed and this guidance will be updated if advice changes.

### “Extremely vulnerable” individuals

[Extremely vulnerable](#) individuals have one of a specific list of pre-existing and long-term serious health conditions, whose immune systems are compromised as a result and who are therefore at high risk of serious illness if they are exposed to Covid-19. These individuals will have received a [shielding letter](#) from the Chief Medical Officer for Wales. Staff and learners in this category **must not** be asked to attend college, work or other learning settings. They may continue to work or learn from home, where this is practicable.

Staff and learners who live with someone who is extremely vulnerable are not required to follow protective shielding measures if they do not themselves have a serious underlying health condition, but are advised to follow guidance on social distancing at home and to be diligent about following good hygiene practices. Individual circumstances may vary depending on the household members’ reasons for shielding (for example, parents of disabled children may not be able to social distance at home because of the child’s personal care needs). Where requested, arrangements to continue to work and learn from home should be put in place for these individuals if possible. If this is not possible, extra care must be taken to ensure that they, and those around them, adhere to social distancing guidelines.

If in doubt about whether their health condition means they should be shielding, staff and learners should take advice from their GP or hospital doctor.

## “At risk” individuals

**At risk individuals** are at greater than average risk from Covid-19. This category includes people aged over 70, those who are pregnant and those who have a range of chronic health conditions. They have not been directed to shield, but should strictly follow social distancing guidance, and should minimise contact with those outside their households. Pregnant women are specifically advised to work from home after 28 weeks’ gestation.

Wherever possible, provisions should be made for staff and learners in the vulnerable category to continue to work or learn from home, with staff responsibilities adjusted to allow for this. If this is not possible, extra care must be taken to ensure that vulnerable individuals, and those around them, adhere to social distancing guidelines.

22. Staff and learners who have any of the Covid-19 symptoms, or who live in a household with someone who has been diagnosed with Covid-19, must be instructed not to attend their college or training centre. Some people, even if they are not in a clinically vulnerable category, experience severe anxiety around the possibility of catching Covid-19. At this stage, staff or learners who not willing to return to face-to-face learning because they do not feel safe, regardless of any safety measures put in place by their learning provider, must not be pressured to do so. In future iterations of this guidance we will review and refine the requirements around learners who are concerned about returning. It will be for individual learning providers to address any future issues around staff returning, in line with their terms and conditions of employment.
23. Some people, even if they are not in a clinically vulnerable category, experience severe anxiety around the possibility of catching Covid-19. At this stage, staff or learners who not willing to return to face-to-face learning because they do not feel safe, regardless of any safety measures put in place by their learning provider, must not be pressured to do so. In future iterations of this guidance we will review and refine the requirements around learners who are concerned about returning. It will be for individual learning providers to address any future issues around staff returning, in line with their terms and conditions of employment.

## Safe operation of learning environments

24. Some aspects of this guidance relate specifically to learning which takes place on college campuses, or in other learning centres (including “off the job” elements of apprenticeship programmes). In these cases, learning providers have control over the learning environment and are responsible for ensuring that it is safe for learners and staff. For learners, including apprentices, whose learning takes place in the workplace, the responsibility for the safety of the learning environment rests with the employer; but the learning provider must satisfy itself of the safety of its staff who are undertaking workplace delivery.
25. In all cases, if the nature of the learning environment means that the provider does not believe that it can effectively manage risks around the return of learners and staff, **learning delivery must not resume at this point**. This includes cases where the layout and size of a centre means that social distancing cannot be maintained, or where the provider cannot reasonably send assessors into workplaces.
26. Learning providers should:
- Ensure that they take mitigating actions identified in their risk assessments, and that they continue to keep risk assessments up to date;
  - Comply with the Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020 and have regard to the Welsh Government’s guidance on taking reasonable measures to maintain social distancing;
  - Adhere to the UK Government’s guidance on cleaning of non-healthcare settings; and
  - Ensure that there are arrangements for learners and staff to report any concerns if others are not following hygiene or social distancing requirements.

Refer to **Annex A** for operational guidance for Independent Training Providers. Refer to **ColegauCymru’s protocol for operational guidance for FE institutions**.

## Test, Trace, Protect Strategy

27. The Welsh Government’s [Test, Trace, Protect strategy](#) sets out arrangements to enhance public health surveillance, in order to prevent infection and track Covid-19 as restrictions are eased. The key elements of the strategy are:

### TEST

The Welsh Government’s Covid-19 [critical workers testing policy](#) sets out a needs-based approach to testing symptomatic critical workers, and symptomatic members of their household. The definition of critical workers in education and childcare settings includes all staff who work in FE institutions and work-based learning providers.

The policy sets out information on how critical workers can access local testing provision.

### TRACE

Trialling of contact tracing started at the beginning of June and will be scaled up rapidly. It is anticipated that contract tracing will need to be maintained at a significant level for the next year, or until a vaccine is found.

Contact tracing is being delivered regionally through local health boards and local authorities. This guidance will be updated as the process evolves.

The Welsh Government and NHS Wales have endorsed the Covid-19 Symptom Study App, which can be used by individuals to report on their health and support research into Covid-19. Learning providers can help by encouraging their learners and staff to download the app from: <https://covid.joinzoe.com/>.

### PROTECT

If any learner or member of staff becomes unwell with a high temperature, a new, continuous cough, or a loss or change to their sense of smell or taste in an education setting, they must be sent home and advised to self-isolate for seven days. Their fellow household members should self-isolate for 14 days. Up-to-date [guidance for households where someone has symptoms](#) is available on the Welsh Government’s website.

Contact tracing means that people may be asked to self-isolate multiple times.

Learning providers should follow their own procedures for recording self-isolation or sickness absence resulting from Covid-19. There is no requirement for central reporting at present.

Refer to **Annex A** for operational guidance for Independent Training Providers.  
Refer to **ColegauCymru’s protocol for operational guidance for FE institutions**.

## Maintaining continuity of learning for all learners

28. Learning providers should ensure that they have plans in place to ensure continuity and progression for all learners, whether they are returning to face-to-face learning, continuing to learn remotely, or a combination of both.

29. Providers should:

- Check in with learners to review their progress, ask what support they need, and offer support and guidance.
- Consider the additional support and information that may be needed by learners who have finished their qualifications and are being awarded calculated grades, to help keep them motivated and to prepare for the next stage of learning and/or employment.
- Use any opportunities for face-to-face reviews, pastoral support or learning delivery to get feedback on how learners feel about the online learning and support they are receiving, and to identify any improvements that are needed.
- Make sure learners are aware of support for their safety, wellbeing and mental health, including support through the provider itself and national services.
- Consider how any resumption of face-to-face learning can be integrated with online delivery.
- Give all learners the “scaffolding” they need to work remotely, whether through an element of face-to-face delivery or continuing remote support from tutors, assessors or lecturers. This could include assignments, Independent research or projects with opportunities to check understanding, receive feedback and interact with other learners.
- Offer as much flexibility as possible for learners and staff who need to accommodate caring responsibilities, such as “bite sized” learning, lesson capture and twilight tutorial sessions.
- Provide opportunities for all learners and staff to ask questions, give feedback on how things are going, raise concerns and make suggestions.
- Reassure learners who are not yet able to resume face-to-face learning that they will still be supported, and ensure that they have a named contact and regular communications.

## Continuity of learning resources

Welsh Government Covid-19 guidance and publications

<https://gov.wales/coronavirus>

Support and advice for learners who are worried or feel unsafe

<https://hwb.gov.wales/zones/online-safety/feeling-worried-need-information-want-advice/>

Jisc resources and guidance on online learning

<https://www.jisc.ac.uk/coronavirus>

Year 11: Distance learning resources to support progression into post-16 learning

<https://hwb.gov.wales/distance-learning/post-16-learning-and-skills/year-11-bridge-to-post-16-learning-and-skills/>

Year 13: Distance learning resources to support progression into university

<https://hwb.gov.wales/distance-learning/resources/post-16>

Education Workforce Council Code of Professional Conduct and Practice

<https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html>

Education Workforce Council good practice guides, including Using Social Media Responsibly

<https://www.ewc.wales/site/index.php/en/fitness-to-practise/good-practice-guides.html>



## Monitoring and review

30. Learning providers are responsible for ensuring that their staff and learners comply with requirements of the Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020 and adhere to guidance on social distancing. Arrangements should be made for people to report any concerns, and processes to send home anyone who refuses to follow the procedures the provider has put in place to ensure their safety.
31. The Welsh Government is closely monitoring changes in the rate of Covid-19 infections, hospital admissions and deaths, at a national and local level. It may be necessary to direct a learning provider to close one or all of its sites if evidence suggests that it cannot remain open safely.
32. This guidance will be updated as new advice is issued, including the further development of Test, Trace, Protect protocols. The guidance included as hyperlinks throughout this document is also updated frequently, so providers should ensure that they are familiar with the latest information relevant to their operation.
33. We will ask for input from learning providers on good practice and “lessons learned”, to inform the development of arrangements for learning delivery from autumn 2020. Employers and trade unions are expected to review agreed protocols and amend their practices and procedures, in light of changing guidance and evidence of effective practice in continuing learning whilst meeting the requirements of the Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020.

# Annex A

## Operational guidance for independent training providers

### Communications

#### **In advance of reopening for face-to-face learning, providers should:**

- Undertake risk assessments for the learning environment, staff and learners.
- Consult with staff about the plans (e.g. safety measures, timetable changes and staggered arrival and departure times), and provide guidance and training.
- Advise learners, parents, carers or any visitors, such as suppliers, not to enter training centres if they are displaying any symptoms of coronavirus (Covid-19).
- Advise learners, parents and carers their allocated arrival and departure times at training centres and the process for doing so, including protocols for minimising adult to adult contact (e.g. which entrance to use).
- Ensure learners and parents are aware of recommendations on transport to and from their provider or employer (including avoiding peak times).
- Communicate early with contractors and suppliers that will need to prepare to support plans for opening e.g. cleaning, catering, food supplies, and hygiene suppliers.
- Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.

## Preparing the learning environment (centre based learners)

**Before reopening for face-to-face learning, learning providers should, as a minimum, consider the following:**

- Whether a deep clean of learning premises is required.
- Refresh their risk assessment and other health and safety advice for learners and staff in light of recent government advice, identifying control measures.
- Review the suitability of individual buildings and rooms to comply with social distancing and hygiene requirements, including size and layout of rooms and corridors; entrances and exits; physical barriers; eating arrangements; emergency and medication arrangements; toilet, handwashing and sanitising facilities; and plan accommodation of returning groups of learners accordingly.
- Undertake health and safety reviews of employer premises where practitioners are visiting workplaces to deliver learning, including apprenticeship assessors.
- Ensure that all health and safety compliance checks have been undertaken.
- Organise delivery timetables so that group sizes are small enough to maintain social distancing requirements.
- Organise workshops and classrooms for those groups, maintaining space between workstations, seats and desks and, where required, removing or blocking off equipment in order to ensure two-metre spacing.
- Remove unnecessary items from classrooms and other learning environments.
- Plan timetables, including staggering learning delivery, arrival and departure times, and break times to help maintain social distancing.
- Consider how learners travel to the provider, and reduce any unnecessary travel on coaches, buses or public transport where possible – and where it's not possible avoid peak times.
- Engage with awarding organisations to ensure that they have capacity at the right time to meet demand for assessments.

- Allow sufficient time for teaching and support staff to prepare for learning delivery, and ensure that strategies are in place to balance the needs of learners who are still at home alongside those who are coming into their college, training centre or workplace (including consideration of staff workload).
- Give consideration to the requirements and guidance for learners and staff who have caring responsibilities and vulnerable family members, so that they are clear on expectations and on what to do if they have concerns.
- Consider contingency for those unable to access provision currently.

## Managing delivery safely: centre based learners

### Cleaning and hygiene

- Follow the UK Government [guidance](#) on cleaning for non-healthcare settings
- Ensure sufficient handwashing facilities and access to hand sanitiser.
- Clean and disinfect surfaces that staff and learners are touching, such as equipment, desks, chairs, door handles and push pads, sinks and taps, toilets, light switches, bannisters, more regularly than normal.
- Where a sink isn't nearby, provide hand sanitiser in classrooms and other learning environments. Hand sanitising is not a substitution for frequent, thorough hand washing and every effort should be made to wash hands.
- Ensure all staff and learners:
  - frequently (whenever they change rooms, visit the toilet, or move between training rooms/workshops and communal areas) wash their hands with soap and water for 20 seconds and dry thoroughly;
  - clean their hands on arrival at the setting, before and after eating, after exercise and breaks, and after sneezing or coughing;
  - are encouraged not to touch their mouth, eyes and nose; and
  - use a tissue or elbow to cough or sneeze and use bins for tissue waste.
- Ensure help is available for learners who have trouble cleaning their hands independently.
- Ensure bins for tissues are emptied throughout the day.
- Ensure adequate ventilation.

### **Managing the physical environment: campus based and centre based learners**

- Where possible access rooms directly from outside.
- Where spaces are accessed by corridors, consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting.
- Operate social distancing rules of two metres' distance at all times, in corridors, classrooms and work spaces.
- Staggered breaks will also ensure that any corridors or circulation routes used have a limited number of learners using them at any time.
- Stagger lunch breaks - learners should clean their hands beforehand and enter in the groups they are already in; groups should be kept apart as much as possible; and tables should be cleaned between each group.
- Ensure that toilets do not become crowded by limiting the numbers who use the toilet facilities at one time.
- Note that some learners will need additional support to follow these measures (for example, routes round the learning centre marked in Braille or with other meaningful symbols, or social stories to support them in understanding how to follow rules).
- Ensure wherever possible learners use the same room or area throughout the day, with a thorough cleaning of the rooms and equipment at the end of the day. Where learners use the same room on consecutive days, providers should ensure that they use the same workstation or desk.
- Seek to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently.

### **Using outside space and shared spaces**

- Outdoor space should continue to be used for exercise and breaks.
- Outdoor learning is encouraged where possible as this can limit transmission and more easily allow for distance between individuals.
- Outdoor equipment should not be used unless the setting is able to ensure it is appropriately cleaned between groups of learners using it, and that multiple groups don't use it simultaneously.
- Use of staff rooms and offices should also be staggered to limit occupancy, maintain social distancing and limit sharing of equipment or utensils.

## Managing delivery safely: apprenticeships and workplace learning

The UK Government has published [guidance on working safely during coronavirus](#), to help employers and employees understand how to work safely during the Covid-19 pandemic. There are currently eight guides covering the following industries:

- Construction and other outdoor work
- Factories, plants and warehouses
- Laboratories and research facilities
- Offices and contact centres
- Other people's homes
- Restaurants offering takeaway or delivery
- Shops and branches
- Vehicles

Workplace assessors visiting employers should familiarise themselves with any guidance for their sectors, to ensure that they understand what employers should be doing to keep their staff safe. The guidance will be updated over time and we anticipate that further sectors will be added as more industries start to reopen for business.

Where a Traineeship learner has been on work placement during the Covid-19 restrictions, this can continue, subject to up-to-date health and safety checks by the provider. Providers should ensure that the learner understands safe working practices around social distancing and hygiene, and that they know to inform the provider if they have any concerns about safety in the workplace. At this time Traineeship learners must not start new work placements, and must not return to work placements that started before lockdown but were disrupted by employer closure. This position will be kept under review and further guidance will be provided at a later date, informed by scientific advice and by sector-specific workplace guidance.

If a learner reports concerns about their safety in their workplace, or if an assessor observes unsafe practices (such as poor hygiene, or failure to observe social distancing in enclosed spaces), the provider should escalate these concerns to the employer. Assessors and other staff involved in workplace delivery must not be required to visit workplaces if the provider is not sure that they are safe.

Learners or assessors can report an issue relating to protecting people from Covid-19 in the workplace to the Health & Safety Executive on **0300 790 6787** (lines are open Monday to Friday 8:30am to 8pm or online using their [working safely enquiry form](#)).

## Transport arrangements

**Where providers are involved in providing or facilitating transport for learners to training centres, they should consider how to:**

- Ensure transport arrangements cater for any agreed staggered start and finish times.
- Encourage learners to walk or cycle to their education setting where possible.
- Transport providers must not work if they, or a member of their household, are displaying any [symptoms](#) of coronavirus (Covid-19).
- Transport providers should, as far as possible, follow hygiene rules and try to keep distance from their passengers.
- Where this is not possible, for example when transporting learners with complex needs who need support to access the vehicle/fasten seatbelts etc., all appropriate actions should be taken to reduce risk.
- Providers should consider the following:
  - substituting smaller vehicles with larger ones, or running two vehicles rather than one, where possible, to reduce the number of passengers per vehicle and/or increase the amount of space between passengers;
  - using allocated seating so that learners sit in the same places, in order to support contact tracing; and
  - cordoning off seats, and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out.
- Communicate revised travel plans clearly to contractors, learners and parents or carers where appropriate (e.g. to agree pick-up and drop-off times).

