



# **Remote Education Policy**

**(Teaching, Learning & Assessment)**

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## Welcome to Essential Site Skills Ltd.'s Remote Education Policy

Following on from our previous update taking all available government advice on board, we would like to offer an up-to-date communication around our contingency plans surrounding the COVID-19 pandemic.

This policy review will ensure that there is up-to-date information regarding:

- > what remote education will be made available for different learner cohorts (14 to 16, 16 to 19, apprentices, adult learners)
- > delivery arrangements, such as timetabling, virtual learning environments and assessment arrangements.
- > expectations of learners
- > arrangements for learners studying courses that require specialist equipment or facilities.
- > support for learners without devices, connectivity, or a suitable environment for learning support for learners with SEND<sup>1</sup>

We have been, and continue to, operate a remote working policy wherever possible to ensure the health, safety and well-being of our staff, our consultants, our learners, and our clients. Where staff and other stakeholders have accessed Monarch House it has been in accordance with our comprehensive risk assessments which are frequently reviewed in line with updates to government advice or as required by law.

Our teams have worked hard to enhance our communication and remote delivery of our programmes and events to ensure our high quality continues and our sessions are as engaging as our face-to-face delivery. This has enabled us to continue, business as usual, delivering across our adult learning, apprenticeship and commercial training/learning business with our delegates and clients fully engaged and our learners making good progress.

Our delivery teams will continue to engage, support and coach remotely where possible, as we have successfully done throughout 2020 or until such time as it is safe for us to review our position. If you would like to discuss your own preferences for future contact and support, please do so by contacting your ESS representative.

As stated previously we have prepared COVID guidelines for any face-to-face workshops or training that are planned with an accompanying risk assessment as well, these will be completed prior to any event taking place. We will continue to review and monitor the situation, considering ongoing government advice, and we will issue further updates if our position changes regarding our contingency or operating plans.

All of us at Essential Site Skills would like to take this time to thank everyone for their ongoing support during these uncertain times and to reiterate the health, safety and well-being of us all is and will continue to be of the utmost importance to us.



Catherine Storer

**Managing Director  
Essential Site Skills Ltd**



<sup>1</sup> <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/further-education-fe-operational-guidance#publication-of-remote-education-offers>

## What is the Remote Learning Experience?

At Essential Site Skills (ESS) we pride ourselves in the quality of our delivery. We understand that delivering a great learning experience is essential and we strive to ensure we meet our learner, client as well as our own high expectations at all times.

The health, safety, and well-being of everyone associated with ESS is our principal concern, therefore in response to the current circumstances as a result of COVID-19, ESS have transitioned the majority of the training we offer into a remote delivery model in order to support all learners continue their personal and professional development.

Remote delivery is already established practice for many of our tutors/coaches and learners; however, we will now primarily deliver remote learning on a larger scale and where critical training and activity must be completed face-to-face the local and national guidelines are individually risk assessed and stringently adhered to.

We would therefore like to reassure you that the quality of our delivery and the experience each learner receives will continue to be of a high quality and in no way impact our commitment to our learner experience and aim to fulfil all stakeholder expectations.

## What does a great Remote Learning experience look like?

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching.

For example:

- > ensuring learners receive clear explanations.
- > supporting growth in confidence with new material through scaffolded practice
- > application of new knowledge or skills
- > enabling learners to receive feedback on how to progress<sup>2</sup>

These characteristics of good teaching are in essence more important than the medium of delivery itself, be it in the 'live' classroom or through remote provision (whether that remote provision is live or pre-recorded). What is critical however is that here at ESS we have considered how to transfer this pedagogical approach to learning into our remote education offer and use the effective teaching strategies from the live classroom to inspire, nurture and engage our learners remotely.

Live classrooms enable important interactions between tutors/coaches and learners through questioning, eliciting and reflective discussion. These complex skills in the live classroom are not always easy to recreate in a remote environment, however here at ESS we have strived to recreate this learning experience within our remote delivery offer by embracing several aspects of this interactivity and intentional dialogue in order for the experience to be more effective, support learner motivation and lead to better progress. Due to the ever-changing situation, here at ESS we have been able to adapt and be proactive in meeting the needs of all stakeholders and react quickly to any change in circumstances our learners may face both personally and professionally. We have

<sup>2</sup> <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

seamlessly continued to provide flexible and engaging content whilst fulfilling the specific requirements of certain programmes for example, within apprenticeships<sup>3</sup>.

There are however different methods which encapsulate our remote education offer, to aid responsive and meaningful education here at ESS we define our approach within the following terms:

- > Remote education: a broad term encompassing any learning that happens outside of the formal classroom, with the tutor/coach not present in the same location as the learners.
- > Digital remote education: often referred to as online learning, this is remote learning delivered through a range of digital technologies.
- > Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example via video content), while practice and additional contextual learning then happens face-to-face.
- > Synchronous education: this is live, interactive, real-time learning (for example Zoom/Teams); asynchronous education is when the material is prepared by the tutor/coach in advance and then accessed by the learner at a later date.

## How do we achieve this?

It is important to note that the quality of teaching is far more important than how lessons are delivered. There is however some evidence that the medium (i.e., the method of delivery) does matter, especially when relating to digital remote education.

Feedback and assessment are still as important as in the face-to-face classroom. However, it can be harder to deliver immediate feedback to learners remotely than in the classroom, whilst they may pose a challenge by embracing technology and digital platforms effectively our tutors/coaches have found several ways to achieve this.

For example, providing immediate feedback through:

- > chatroom discussions,
- > 1-2-1 interaction tools
- > interactive 'real-time' questioning in live sessions
- > adaptive learning software

Polls, tests, and quizzes are an important part of effective teaching and can be easily created to precede or follow teaching sequences, providing both active engagement in the session and valuable formative assessment opportunities. We are also able to use other media to supplement the learning experience with relevant resources, such as core text, textbooks, articles, independent research and worksheets (both 'hard copy' and electronic) to complement and support sessions.

This approach also ensures we are personalising the learning experience wherever possible and the expertise and skills of our delivery team allows for differentiated delivery whilst maintaining the quality of the education aligned with curriculum content.

<sup>3</sup> [Providing apprenticeships during the coronavirus \(COVID-19\) outbreak \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611000/Providing_apprenticeships_during_the_coronavirus_COVID-19_outbreak.pdf)

## How do we continue to support the Learner Experience?

In order to be consistent throughout all areas of the business, our approach and commitment to remote education for all is identified aligned with the following:

Learning remotely will include access to:

- > Live lessons on Zoom according to prearranged/timetabled training sessions facilitated by Tutor/Coach.
- > Recorded lessons/narrated PowerPoints and other resources issued by Tutor/Coach.
- > Lesson materials/resources shared by email/OneFile/Realtime via Zoom as agreed with Tutor/Coach.
- > Phone and e-mail contact as a minimum in line with the corresponding Curriculum of Intent and/or Course specifications
- > Face-to-face training will only be considered for relevant and appropriate programmes or for learning that is deemed as critical (for example, within the key sectors recognised by government guidance<sup>4</sup>) and where social distancing can be observed – See Annex A COVID 19 Training Guidance 2020-2021 for further details.

Resources to deliver remote learning include:

- > Realtime online sessions through Zoom.
- > Use of Recorded video/webinar content.
- > Phone calls and emails
- > Printed/electronic learning materials.
- > Use of programme specific course resources (for example, resources held in OneFile) and similar learning platforms (for example, Illuminate).

Learners/apprentices are responsible for:

- > Attending the timetabled training sessions and be ready to start at the required time.
- > Take part without distractions, as directed turn on camera/raise hand and should leave themselves “muted” until the tutor/coach asks them to speak., check background, and wear suitable clothing.
- > Complete work to the deadline set by Tutor/Coach.
- > Seek help/clarification or requirements, if they need it, from Tutor/Coach.
- > At no time are learners allowed to take photos/screen shots or record anyone or any sessions during remote training
- > Making any absence for sickness/unforeseen circumstances on a training day known to ESS staff/tutor/coach with verification from employer where necessary immediately

Employers are responsible for

- > Verify any absence due to sickness/unforeseen circumstance on a training day known to ESS staff/tutor/coach.
- > Giving their employee/apprentice the time and equipment required for remote learning to take place.
- > Notifying ESS if there are any business priorities that may affect an employee’s attendance and enabling a catch-up period.

<sup>4</sup> <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

## Our continued commitment to Remote Education.

The fundamental aim of this policy is to ensure:

- > Consistency in the approach to remote learning for all learners who are accessing training sessions and teaching online by using appropriate online and offline resources.
- > Provide clear expectations to learners with regards to delivery of interactive remote learning
- > Include continuous delivery of programmes, as well as being aware of Health, Safety and Well-Being and individual support needs.
- > Support effective communication between ESS, learners and employers to support attendance and engagement throughout their learning journey.

## ESS Policy Links

Links with other ESS policies and guidance:

- > Safeguarding, Prevent, Communication Policies
- > Data Protection Policy and Privacy Notices
- > Acceptable Use of ICT and E Safety Policies
- > Learner and Apprentice Privacy Policy
- > Learner Health and Well-being Policy
- > Equality and Diversity Policy
- > Health and Safety Policy
- > 012\_ESS\_RA\_Covid19 - v3.0 5 Jan 21
- > COVID 19 Training Guidance 2020-2021 (See Annex A)

## Annex A - COVID 19 Training Guidance 2020-2021





# **COVID 19 Training Guidance**

## **2020-2021**

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## Purpose of Guidance

The purpose of this guidance is to inform stakeholders of Essential Site Skills procedures and requirements for face-to-face training and events during the COVID-19 pandemic as well as guidance related to health, safety and well-being for learners accessing both remote and face-to-face training.

Essential Site Skills (ESS) will constantly be reviewing these guidelines to ensure they are in line with both the government and World Health Organisation's most up-to-date advice.

Further information and guidance about COVID-19 can be found at the following websites:

<https://www.nhs.uk/conditions/coronavirus-covid-19/>

<https://www.gov.uk/coronavirus>

## Venue Guidelines

The venue must provide a copy of their COVID-19 guidelines to the client and ESS prior to confirmation of training event (See Appendix D).

This should include:

- > The venue's cleaning process on the day of an event, e.g. Does regular cleaning on high touch points occur?
- > What is the venue's policy on using air conditioning?
- > Does the venue use temperature screening?
- > The process in place if someone reports feeling symptoms of COVID-19 during a session.
- > Does there need to be staggered arrival times?
- > Are masks required in shared spaces such as reception and corridors?
- > What is the policy on use of shared areas?
- > What is the registration process?
- > Food and refreshment arrangements
- > Isolation process if someone becomes ill.
- > Overnight procedures where applicable

Rooms must be big enough to accommodate the specified number of people attending the training/event with social distancing at 2 metres.

- > There must be at least 2 metres between seats.
- > The client and ESS should discuss with the venue if their desired set up is possible while adhering to the guidelines. (See Appendix C).
- > Where applicable rooms need to be an appropriate size to be able to accommodate break-out sessions and group work.
- > Where possible, venues with outdoor space should be booked to provide the option of working outside if appropriate.

A pre-agreed list of what the venue can provide on the day. Including but not limited to:

- > AV and any other equipment required for presenting.
- > Hand sanitiser
- > Refreshments such as bottled water

- > Flipcharts and stationery
- > Appropriate refuse collection

ESS will carry out a risk assessment for every venue prior to any event and amend for ESS Head Office, Monarch House, Chrysalis Way, Eastwood, Nottingham NG16 3RY as required. (See Appendix B).

ESS and the client should have a full understanding from the venue what their cancellation policy is in line with local/national lockdown rules that effect the running of the session/event.

## External Client Guidelines

The client and ESS should agree on an appropriate venue which meets the above guidelines.

- > The client should consider if they have a preference on how delegates register attendance, for example, would they like to organise digital registration?
- > The client should consider if they would like masks to be worn during the event?
  - If masks are to be worn, does this include the speaker/consultant or just delegates.
  - Clients should consider the implications wearing a mask may have on events and training and any additional learning needs identified.

If there is a large group of people attending the event, the client should consider staggered arrival times to avoid a lot of people arriving at once.

- > The client should provide a full delegate list with contact details at least three days before the session.
- > The client and ESS should discuss and agree a contingency plan in the event of an outbreak that will affect the running of the session, for example, transferring the event to virtual, postponing, cancellation.
- > If any planned attendee develops symptoms of COVID-19 or tests positive for COVID-19 within 14 days before the event the client should inform ESS and ask the person not to attend the event.
- > The client should discuss with ESS a process to be in place in case any attendee of the event develops COVID-19 symptoms during the event (following government guidance and NHS Track and Trace where required).
- > If anyone who has attended the session has reported to their organisation, they have tested positive to COVID-19 in (within 14 days) the client should inform ESS immediately.

## Tutor/Trainer/Coach Guidelines

The Tutor/Trainer/Coach should complete/review the risk assessment (see Appendix B) before the session.

The Tutor/Trainer/Coach will be provided with Training Delivery Box containing the following items where needed:

- > Hand sanitiser, pairs of disposable gloves, disposable masks, antibacterial wipes, masking tape and pens.
- > Handouts and materials must be issued in separate self-contained packs which are set out before delegates arrive.
  - There should be no sharing of any handouts or materials.

- No materials should be collected back in at the end of the session, the delegates should take them away with them or the venue will dispose of them safely.
- Disposable gloves should be worn when issuing materials, any name badges should be issued at this point too.
- > Tutor/Trainer/Coach's should mark out breakout/group work areas with masking tape provided in the materials box from ESS.
  - This area should be of the correct size to ensure 2 metre social distancing and where possible consultant should mark out places where individuals should stand.
  - If activities need to take place at reduced social distancing, then additional measures must be in place e.g., wearing masks.
- > A delegate register and contact details must be taken as this essential for track and trace as well in line with Health & Safety and Safeguarding guidelines.
- > Tutor/Trainer/Coach and the delegates should stay inside the designated room/area as much as possible unless you are outside.
- > Tutor/Trainer/Coach should agree 'behaviour boundaries' how best for people to leave and enter the room, move around the room, take comfort breaks, mask wearing, etc.
- > Tutor/Trainer/Coach must ensure as best as possible that the distancing measures are being followed – including regulating the flow of people entering and leaving the room.
- > All Tutor/Trainer/Coach and delegates must wash hands regularly and where possible sanitise when re-entering the venue.
- > Tutor/Trainer/Coach must inform ESS if you have any of the symptoms of COVID-19 before you are due to hold the session.
- > If Tutor/Trainer/Coach becomes unwell on the day and start to develop symptoms of COVID-19 during the session you must pause the session and inform the venue and ESS immediately.
- > If someone else becomes unwell on the day and starts to report symptoms of COVID19, you must inform the venue and ESS immediately.

## Delegate Guidelines

When preparing to attend an event delegates should:

- > Review any guidelines specific to the venue and/or their organisation and fully read the delegate joining instructions for the course.
- > Ensure they feel comfortable attending an in-person event.
- > Inform their stakeholder/organisation if they have any symptoms of COVID-19 and not attend the session.
- > Prepare to bring (where requested); refreshments such as water, hand sanitiser, any materials requested by ESS or their organisation, appropriate stationary, a mask.

When arriving at an event delegates should:

- > Avoid shaking hands or engaging in physical contact with anyone.
  - > Please inform the ESS immediately if you have had any of the following:
    - Been contacted by NHS Track & Trace
    - A positive COVID-19 test in the past 14 days
- <https://www.england.nhs.uk/coronavirus/community-social-careambulance/symptoms-of-covid-19-and-medical-advice/>

Follow any specific guidance in place such as one-way systems in place at the venue, rules on toilet facilities, refreshments, access etc (See Appendix D).

- > Swiftly make their way to the correct room and sit in their assigned seat.
- > Waiting in shared areas such as reception is discouraged.
- > Arrive at staggered arrival times if this has been arranged.

During an event delegates should:

- > Always maintain a social distance of at least 2 metres.
- > If social distancing is reduced to a metre for any reason, then additional measures must be in place e.g., wearing a mask.
- > Wear masks if they feel more comfortable doing so.
- > Not share anything with anyone else including materials, stationary, technology, refreshments, etc.
- > Wash hands regularly and where possible sanitise when re-entering the venue.
- > Wash or sanitise hands after touching anything someone else has touched such as door handles.
- > Adhere to any boundary marking during breakout/group work.
- > Inform the Tutor/Trainer/Coach or another key stakeholder if you start to feel unwell during the session.
  - When doing this the delegate should maintain social distancing and wear a mask if possible.
- > If a delegate has tested positive for COVID-19 within 14 days of attending a face-to-face workshop/event, then they must inform the ESS Representative and their organisation immediately. This includes at any point during the 14 days post the workshop/event.

***Important: Please note certain Awarding Organisations and contracted provision require additional specific COVID risk assessments and associated documentation to be completed.***

***The COVID-19 situation is ever changing, with regular updates from the UK Government. ESS will react to this guidance (where appropriate), which may mean amendments to the Remote Education (Teaching, Learning & Assessment) Policy.***

## Appendix A – Keeping Safe: Health, Safety & Well-being

When someone is working remotely, permanently, or temporarily, you should consider:


- > How will you keep in touch?
- > What work activity will be completed (and for how long)?
- > Can it be done safely?
- > What control measures need to be in place to protect?

The guidance below will provide some information on how to access training, education and work safely.





## Creating the right environment



Observe the **TEMPERATURE** in your work area. When too cold, you may feel more distracted and lose some dexterity in your hands and fingers. If you are feeling cold, you may not be moving regularly enough. When you're too warm, you can be uncomfortable and tire more quickly. Aim for between 21 and 24°C (ideally 22°C).


We spend 90% of our time indoors so consider air quality. Let fresh air in, clean **WINDOWS** regularly to avoid dust build up and consider the cleaning products you are using. Air purifiers should be considered.

**ADD A LAMP** to your desk to increase light levels if required. Illuminate the work area and documents as opposed to the screen as the screen already emits light.

Try to create a workspace away from your living space to reduce noise distraction. If you can't, wear earphones or headphones to take calls. Make sure these are fitted well. Adding **MUSIC** to the background or white noise can also help keep you productive.

**CREATE A GOOD ATMOSPHERE** around your work area including natural light, plants, flowers and artwork. Increasing the connection to nature around your work area improves productivity.

## Navigating your home



**WORKING FROM A SOFA:** Plant feet firmly on the floor and sit back in the seat. Put your laptop on a book / magazine on a cushion to raise the screen slightly and improve neck posture. Place a cushion behind you for better lower back support. Keep shoulders down and relaxed, elbows by your side and wrists straight. Take a break every 15-20 minutes.

**INTERRUPT SITTING:** Stand occasionally to work. An adjustable height ironing board is ideal. Alternatively, put the laptop on any flat surface at a standing height. A good regime could be 20 minutes sitting, eight minutes standing, two minutes moving.

**WORKING AT A DINING TABLE:** Plant feet firmly on the floor and sit back in the seat. Add a cushion to the backrest if needed. Move the chair close to the table and bring the laptop near to the edge. Try to lift the laptop to eye level and connect a separate keyboard and mouse to encourage a more neutral posture.

\*\*\*These tips are offered on a temporary basis, when you do not have the means to set yourself up in an ideal ergonomic position.

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[CIEHF-Working-from-Home-Infographic.pdf \(ergonomics.org.uk\)](#)

Further information on working safely with display screen equipment can be found here:

[Working safely with display screen equipment: Home working – HSE](#)

[Working safely with display screen equipment: Overview – HSE](#)

[Working safely with display screen equipment: Eyes and eyesight testing – HSE](#)

[Mobile Working \(ergonomics.org.uk\)](#)

If you require any further information, please contact the Health & Safety Officer at ESS or speak to the Health & Safety representative at your place of work (see Appendix E - Key Contacts).

## Appendix B – COVID-19 Risk Assessment Guidance & Template

### Risk Assessment Guidance

This Risk Assessment Template<sup>5</sup> should be completed by an ESS Tutor/Trainer/Coach ahead of every event/workshop - please note that this must be repeated each day that training takes place - regardless as to whether it is day 2,3 or 4 etc of the same training event as circumstances change from day to day/week to week as well as the number of participants in attendance. A risk assessment on the training event is only valid for the day and session it is completed for. A copy of this risk assessment should be submitted to ESS ideally 48 working hours prior to the event date<sup>6</sup>.

Whilst allowing for differences in type and style of face-to-face learning environments ESS have had to ensure training event is fit for purpose and complies with COVID/Social Distancing guidelines. This risk assessment template must be completed and in place before participants access the room, as well as any other contract or Awarding Organisation specific documentation.

Our Approach adopts the principles outlined as best practice by the Institute of Occupational Safety & Health (IOSH)<sup>7</sup>. Therefore, before a risk assessment is undertaken, the Tutor/Trainer/Coach must first understand the tasks and/or activities being undertaken as this is vital to assess and manage hazards, exposure and to qualify any subsequent control decisions.

Once the context is understood controls to mitigate risk can be better considered and implemented. It is also important not to lose sight of the normal activity, safety and health risks posed by your operations. It remains important to maintain effective control of exposure to these risks too. When managing hazards and risks, the Hierarchy of Controls must be applied (working top down):

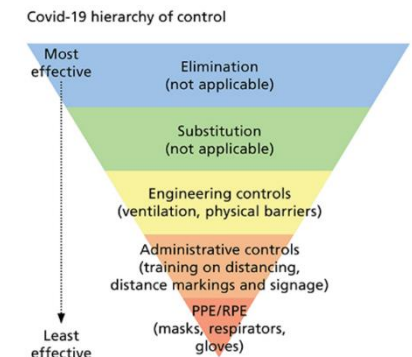
**Elimination** - The hazard, task or activity is physically removed or abandoned (avoiding contact with anyone with symptoms)

**Substitution** - Replace a material or process with a less hazardous one.

**Engineering Controls** - Isolate staff, contractors, visitors, public from the hazard (demarcation, physical barriers)

**Administrative Controls** - Identify and implement procedures to maximise safe working (management of social distancing, hygiene protocols)

**PPE / RPE** - Only to be considered if measures above would be ineffective to control risks.



<sup>5</sup> More information on managing risk: [www.hse.gov.uk/simple-health-safety/risk](https://www.hse.gov.uk/simple-health-safety/risk)

<sup>6</sup> Please follow the guidance within 012\_ESS\_RA\_Covid19 - v3.0 5 Jan 21

<sup>7</sup> <https://iosh.com/coronavirus/returning-safely/risk-assessments/>



Training Provider Name:

Location of Venue (inc postcode):

RA Completed by:

Date RA Completed:

Date of Training Event:

ESS RA Reference:

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?	Action Completed by and date.
Do the workstations comply with the 2-metre social distancing rule? (4sqm for each participant)						
Will the tutor also be complying with the 2-metre social distancing rule?						
Where social distancing (2m rule) is not possible – are face coverings to be worn?						
Is there a designated seating plan – to avoid participants swapping seats?						
Are participants going to be working side by side, and not opposite each other? If opposite each other is the 2-metre rule being followed or other precautions in place (see COVID Seating Plans)?						
If movement around the site is required is there a one-way system in place?						
If sharing items like stationary (pens etc) or any type of tools (hands on workshop) are there						

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What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?	Action Completed by and date.
facilities to wipe down the items shared?						
Are desk wipes readily available to staff and participants (located near the workstations)?						
Is there a clear process for safe disposal of wipes and is this maintained (not overflowing)?						
Do staff and participants have hand sanitiser available to them?						
Is the room well ventilated with windows and doors open (where possible)?						
Will participants and/or delivery staff be using the breakout area and are breakout areas / kitchen facilities provided?						
Are break areas / rooms compliant with social distancing rules?						
What is the maximum number of persons allowed in the area at any one time?						
Are there antibacterial wipes / suitable cleaning products in the breakout / kitchen area?						
Are there clear processes for safe disposal of wipes and is this maintained (not overflowing)?						

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What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?	Action Completed by and date.
Are there access arrangements to the kitchen and refreshment facilities?						
Are all areas cleaned regularly and to what frequency?						
Are there suitable toilet and restroom facilities (soap / hot water / paper towels / sanitiser) available?						
Are there clear processes for safe disposal of waste (e.g., paper towels) and is this maintained (not overflowing)?						
Are attendee details captured in line with Track and Trace guidance and is QR code scanning available?						
Are social distancing and hygiene signage signs displayed appropriately?						
Are any concerns regarding social distancing and COVID controls, able to be dealt with by the tutor and are they comfortable in challenging this and rectifying the situation?						
Please use this space to record any other relevant comments regarding controls put in place, as well as any concerns you may have:						

**Completed By:**

**Signature:**

**Date:**

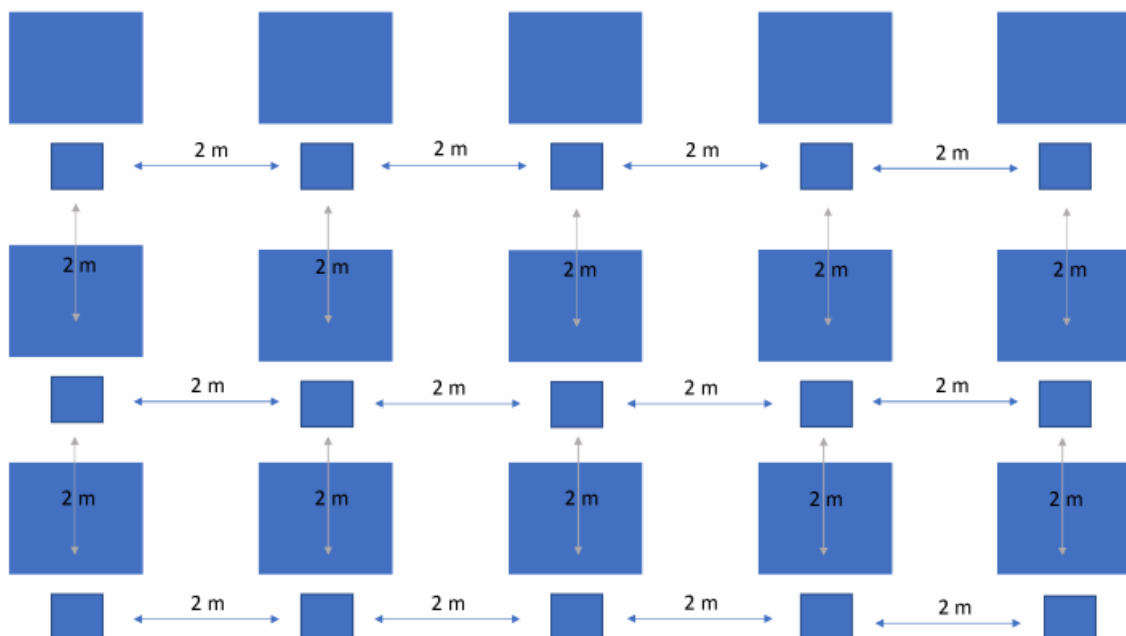
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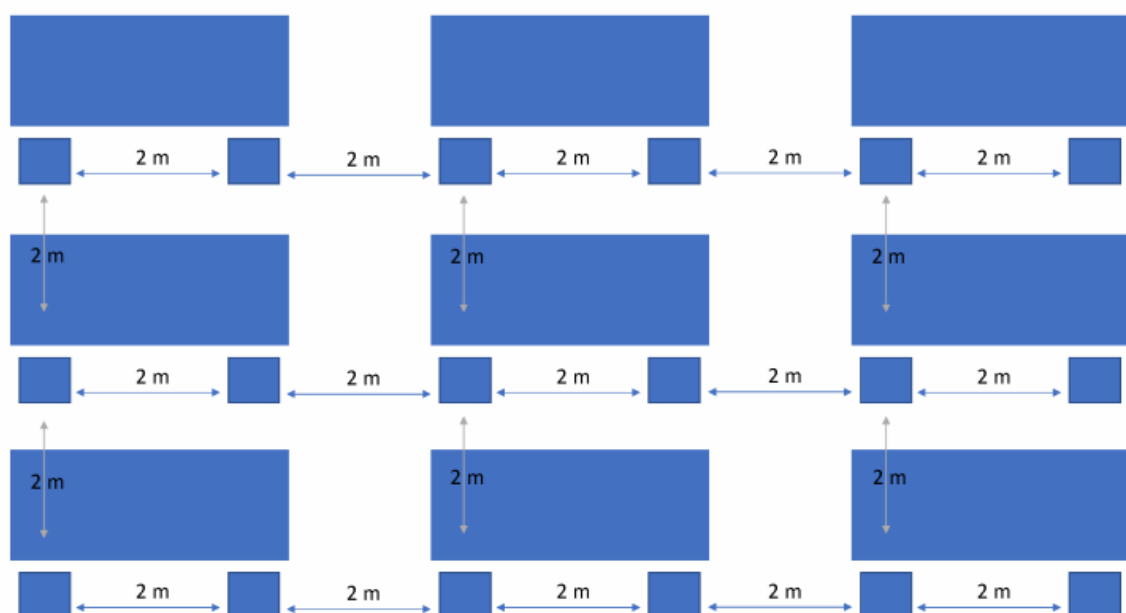
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## Appendix C – COVID-19 Safe Venue Seating Plans

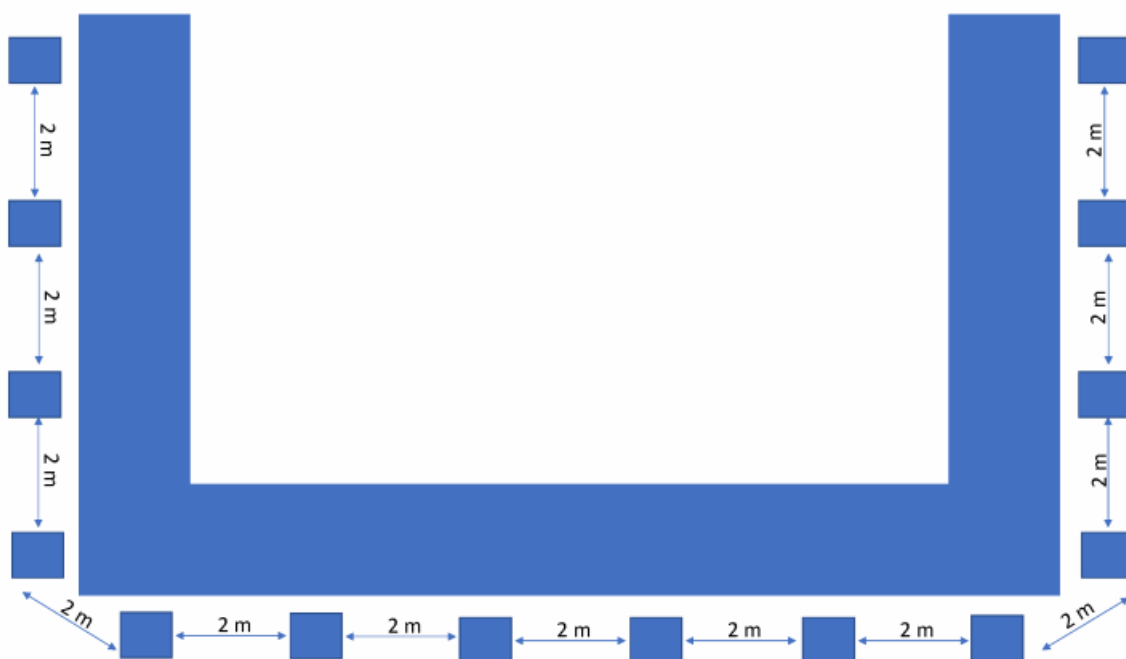
a)



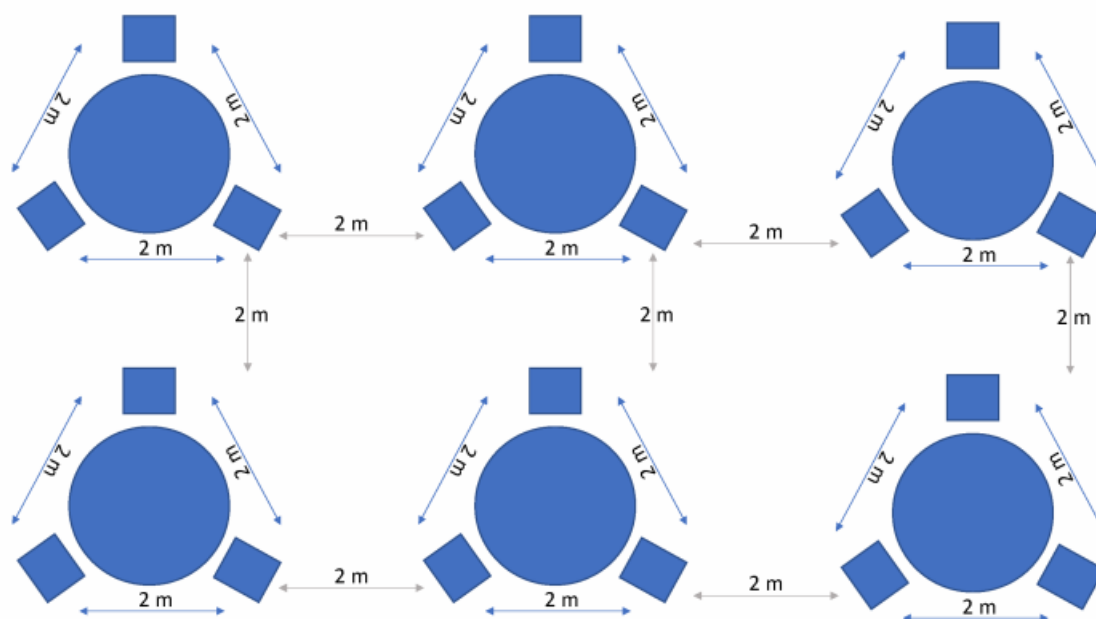
b)



c)



d)



## Appendix D – COVID-19 Centre Compliance Checklist

Due to the current COVID-19 crisis we have made substantial changes to the requirements when attending a course at our training centre.

Please be aware of the following centre rules and protocols when attending:

- > If you or anyone you live with, or have knowingly come into contact with, have any symptoms of COVID 19 then we ask that you please DO NOT ATTEND the training. For any clarification on symptoms please see the government website: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>
- > Only one person is to enter reception at a time – please note that we may ask you to wait outside until called in.
- > Upon entering the building, you will be asked to wash your hands for 20 seconds.
- > We will then conduct a routine temperature check.
- > You will be asked to sign in at reception – you will be given your own individually wrapped pen which we then ask you to keep hold of and use for the training.
- > Hand sanitising stations are also available in reception.
- > A member of staff will give you a safety brief before showing you into the classroom and guiding you to your seat.
- > We ask that you maintain and adhere to the current rules surrounding social distancing. There will be a one-way system in place in the building; please be aware of passing people when walking through corridors.
- > Toilets are to be used on a one in and one out basis and hands are to be sanitised on entry and exit.
- > Water and refreshments will be available in the training room. You will be provided with a cup on your desk which we ask you to use throughout the duration of the course.
- > If during the course you start to feel unwell or show any symptoms, we ask that you kindly leave.
- > The trainer will be in control at all times, please follow their direction.
- > Anybody who does not follow the rules or instruction, are rude or are not COVID compliant will be asked to leave the centre and your employer informed.
- > ESS will ensure total compliance during this crisis. These rules are subject to change and review as government advice dictates.



## Appendix E – Key Contacts & Information

▶

# ESSENTIAL SITE SKILLS

## Nottingham Head Office

Award Winning Training Provider



“

Outstanding  
level of service  
and knowledge  
of the industry.

”

Ground Floor





Fire Exit

Call Point

Fire Extinguishers

▶

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Eastwood, Nottingham

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e: training@essentialsiteskills.com



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# ▶ HEALTH AND SAFETY COMMITTEE.





## Essential Site Skills: SAFEGUARDING



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**Essential  
Site Skills**





# Essential Site Skills: ▶ **MENTAL HEALTH FIRST AIDER**



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**Essential  
Site Skills**

