



Learner Handbook

Learner Name

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Learner Checklist

Learner please tick appropriate box and hand this form back to the SLIC representative – thank you

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Has a SLIC Training representative completed the enrolment documentation with you?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you understand your goals and aims?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you know what qualification(s) you are working towards?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you understand how you will be assessed?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you know name of the awarding body?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do you know what progression routes are available to you?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Has the qualification workbook / logbook been issued to you?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Do you know what your expected completion date is?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Have you completed the initial assessments?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Has the SLIC representative completed an individual learning plan with you?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Have you read the Safeguarding document and do you understand its contents?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Do you understand the complaints procedure?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Do you understand the appeals procedure?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Have you completed the Equal Opportunities document?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Have you read, understood and signed the Health and Safety policy?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Have you read and understood the Learner Charter?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Has the confidentiality policy been discussed with you?..... | <input type="checkbox"/> | <input type="checkbox"/> |

Learner signature Date

SLIC Representative Signature..... Date

Assessor name Date started

Information and Guidance

Welcome to your training programme with SLIC Training Ltd. We hope you enjoy your experience with us and we will do all we can to ensure your training with us is rewarding. This handbook will provide with you with important information about SLIC training and we ask that you spend time reading through it. Your Assessor/Tutor will answer any questions you may have and will also assist you in completing the relevant sections if required. Once you have read the handbook please complete the Learner checklist overleaf. If there are any sections of the checklist you have not covered or understood, please discuss these with your tutor/Assessor. Your Assessor will need to sign relevant sections when you have signed the checklist in this handbook.

General information

Your Assessor/Tutor will provide you with details of how you can contact them, but here is information you may find useful.

SLIC Training LTD address:

Bradbury House, Goytside Road, Chesterfield, S40 2PH

Telephone: 01246 505144

Website www.slictraining.org.uk

The training process

Your Assessor/Tutor or another SLIC training representative will discuss your training programme with you and your employer (where appropriate) and together you will decide the most appropriate programme for you. At this stage you will need to discuss whether you have any additional requirements (please complete the Equality and Diversity Learner Information sheet to identify any additional requirements you may have). You will also discuss how long the training programme will be and when you are expected to complete it. Depending on the qualification you are working towards your Assessor/Tutor will carry out a mix of training and assessment with you. Your Assessor/Tutor will plan proposed times and dates to visit with you, inform you of your progress after each visit, and leave you with an action plan for the next visit.

Once you have completed the evidence for your qualification your Assessor will claim your certificate from the awarding body for you. In some qualifications such as National Vocational Qualifications your evidence will be checked by someone else before it is submitted for certification.

Your Assessor will have experience in the sector you are working in.

Progress Reviews

Every 6 to 8 weeks, your Assessor/Tutor will carry out reviews with you to determine your progress on the qualification and any issues you may have with your training. This will also involve your employer if appropriate. Your Assessor will also seek to ensure you feel safe, happy and healthy at work and you feel your training is helping you in your job role. Your Assessor will inform your employer of your progress and develop action plans to ensure you complete your qualification on time. Progress reviews are your opportunity to give feedback on any issues with your training and any factors which may affect it.

Further training

Towards the completion of your qualification your Assessor/Tutor will discuss options of further training with you. Your Assessor will complete an exit Information Advice and Guidance form with you, and further training you have identified will be passed on to our Business Development Officer to follow up.

Your feedback

At SLIC training your views about your training are very important to us. We would ask that you complete feedback sheets after you have started your training with us and when you have completed your training. If you have completed a short course please complete the appropriate short course feedback sheet only. This handbook includes samples of these feedback sheets but your Assessor/Tutor will provide you with the appropriate feedback form and give you guidance. Your employer will also be asked for their feedback about the training you have received.

Complaints

If you have a complaint about any aspects of your training with SLIC training there is a process you can follow. Please see the complaints procedure included in this handbook. Your complaint will be dealt with swiftly and in the strictest confidence.

Appeals procedure

If you do not agree with an assessment decision your Assessor has made, you can appeal against that decision. The appeals procedure differs from the complaints procedure as it deals with assessment decisions only. You will find the appeals procedure in this handbook, but in brief, if you do not agree with an assessment decision you should first discuss this with your Assessor. If you are still unhappy with the assessment decision you should put this in writing and send it to the appropriate Internal Verifier at SLIC training. Your Assessor will inform you who your internal verifier is. There may be other people involved in dealing with your appeal but you will be kept informed at every stage until a decision has been made. The procedure will give guidance on the process of dealing with your appeal.

Additional information

What is an awarding body?

The awarding body is independent from SLIC Training Ltd and is responsible for providing the standards that your Assessor will assess against. Once you have completed your qualification the awarding body will issue your certificate. SLIC Training Ltd are currently accredited with three awarding bodies: City & Guilds - NPTC, Educational Development International and NCFE.

What is an External Verifier?

An External Verifier (EV) is a representative for the awarding body and ensures that SLIC Training's quality assurance is being carried out correctly including assessing. The EV will check a learner's work to ensure it meets the standards of the awarding body. Sometimes SLIC Training Ltd may retain your portfolio or work evidence for the EV to view and check.

What is an Internal Verifier?

An Internal Verifier (IV) works for SLIC training and ensures the work that has been assessed by your Assessor meets the standards of the awarding body. The IV will not assess or mark your work but will feedback to your Assessor whether they agree or disagree with the assessment decision. The IV may ask the Assessor to ensure you provide additional information to satisfy the standards. Many qualifications will require an IV to sample your work before a certificate can be claimed.

Who else may be involved in your training?

Depending on what qualifications you have selected, you may have training from different SLIC Tutors and Assessors. For example, if you are completing an apprenticeship which involves different qualifications including key skills you may have key skills Tutor/Assessor as well as a tutor/Assessor for your NVQ. Your main Assessor will discuss this with you.

How much work do you need to do?

This will depend on the qualification and level you decide to do. We would like you to be fully involved in your learning, and your Assessor will discuss how you will be assessed and methods of how you can collect evidence. For NVQs and other qualifications, the more you are involved in your training, the faster you will complete your qualification.

What you need to do now.

Discuss your learning programme with your tutor/Assessor and what you need to do to complete your qualification. Please ensure that you keep your appointments with your Assessor but if you cannot, please let your SLIC Assessor know as soon as possible.

Guidance for learners undertaking or wishing to undertake a National Vocational Qualification (NVQ) or Qualification Credit Framework Award, Certificate, Diploma in Work Based Learning (WBL)

What are NVQs and WBL qualifications?

National Vocational Qualifications (NVQs) are qualifications which are assessed in the workplace. By December 2010 all NVQs will be replaced by QCF Award, Certificate and Diploma in work based learning (WBL) qualifications.

For both NVQs and WBL qualifications you will be assessed carrying out tasks which satisfy the national occupational standards of the particular qualification you are doing. For example if you are completing a NVQ level 2 in Customer Services you will be assessed on how you deal with customers on different occasions. You must prove to your Assessor that you can do this to a good or 'competent' standard. As well as being assessed carrying out tasks, you will be assessed on your knowledge and understanding of the task i.e. why you do the things you do.

NVQs and WBL qualifications cover all the main aspects of an occupation, including current best practice, the ability to adapt to future requirements and the knowledge and understanding that underpin competent performance.

Within reason, NVQ's / WBL qualifications do not have to be completed in a specified amount of time. They can be taken by full-time or part-time employees in a job that enables them to develop the appropriate skills. There are no age limits and no special entry requirements other than you must be in employment.

NVQs comprise of units which are sometimes broken down into elements. Within these units you are required to demonstrate competence carrying out particular tasks and demonstrate knowledge and understanding to cover that unit. For example in NVQ level 2 Amenity Horticulture Unit CU 27 comprises of two elements: 27.1 & 27.2. One element includes tasks (or scope) to **maintain** horticultural equipment and machinery, and the other includes tasks to show competence when **using** different horticultural equipment and machinery.

All NVQs have mandatory units which you must complete. You can then choose optional units. You will need to complete a number of units to complete your NVQ. For example, NVQ Level 2 in Business Administration requires you to complete five units, while NVQ 2 Amenity Horticulture requires you to complete seven units in total.

Work based learning qualifications such as the Level 2 Award, Certificate and Diploma in work based Horticulture have units which also cover performance, scope and knowledge and understanding but are not further broken down into elements. QCF work based qualifications differ from NVQs in that you can progress from Award, to Certificate to Diploma within the Level 2 qualification. This also applies to Level 1 and Level 3 QCF qualifications. Each unit will have a credit value, e.g. unit 201 may have a credit value of 5. The more credits you gain,

the higher the level of qualification. E.g. to qualify for a Diploma you will need to gain more credits than a Certificate or an Award at Level 2.

Apprenticeships

If you are on an apprenticeship scheme under the QCF you will need to achieve a Diploma at Level 2. In addition you will need to achieve other qualifications to complete the apprentice framework including key skills or functional skills at Level 1 in Communication and Level 1 Application of Number. Much of the evidence required for key skills can be gained from your normal everyday work. Your Assessor will discuss this with you. Some apprenticeship frameworks will have additional short qualifications for you to complete as well as online tests. Again, your Assessor will discuss this with you.

If you are on an advanced apprentice programme, you must achieve a Level 3 Diploma in work based learning (QCF) and key skills as Level 2. Your Assessor will discuss this with you.

How are NVQs / WBL qualifications achieved?

NVQs/WBL qualifications are achieved through assessment and training. Assessment is normally through on-the-job observation and questioning. Learners produce evidence to prove they have the competence to meet the NVQ standards. Assessors 'sign-off' units when the candidates are ready - the Assessor tests candidates' underpinning knowledge, understanding and work-based performance to make sure they can demonstrate competence in the workplace.

When new learners start an NVQ with SLIC training, the Assessor will help them to:

- Identify what they can do already
- Agree on the standard and level they are aiming for
- Analyse what they need to learn and be trained upon
- Discuss activities that would allow them to learn what they need.

NVQ's/WBL qualifications are suitable for learners who already have skills and want to increase them, but also for those who are starting from the beginning.

Definition of NVQ levels

NVQs are organised into five levels. The following definitions provide a general guide to the progression from one level to another. It is not a requirement that you start at level 1 and work up. For example, if you are responsible for a certain amount of planning and overseeing others in your workplace you may want to start at Level 3. However, you may wish to progress to a higher level once you have completed a NVQ at a particular level. Your Assessor will give you and your employer (if applicable) guidance on what your progression options are.

Levels Description

Level 1 Competence that involves the application of knowledge in the performance of a range of varied work activities, most of which are routine and predictable and may be demonstrated through assisting others.

Level 2 Competence that involves the application of knowledge in a range of varied work activities, performed in a variety of situations. Some of these activities are complex or non-routine with some individual responsibility. Working with others, perhaps in a team, is often a requirement.

Level 3 Competence that involves the application of knowledge in a broad range of varied work activities performed in a wide variety of situations, most of which are complex and non-routine. There is considerable responsibility and autonomy and control, management or guidance of others is often required.

Level 4 Competence that involves the application of knowledge in a broad range of complex, technical or professional work activities performed in a variety of situations and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.

Level 5 Competence that involves the application of a range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work and management of others and for the allocation of substantial resources features strongly, as do personal accountabilities for analysis, diagnosis, design, planning, execution and evaluation.

Work based learning qualifications are similar in their definitions but flexibilities allow the learner to achieve a range of qualifications within each level e.g. Award, Certificate or Diploma.

How you will be assessed.

Your Assessor will discuss a range of assessment methods with you to enable you to achieve depending on the requirements of your qualification. You need to discuss the most appropriate methods with your Assessor. Here is an outline of the methods you may choose:

1. **Direct observation** – Assessor observes you carrying out a task. This is an important type of evidence because it should be **RELIABLE, AUTHENTIC, SUFFICIENT AND VALID**. Much (if not all) the performance criteria can be assessed using this method as well as some (if not all) of the range/scope. Some underpinning knowledge can be covered particularly if you talk through the task while doing it. Because the evidence is directly observed by the Assessor it is viewed as the best assessment method that can be used.

2. **Oral questioning** – a very useful assessment method which assesses underpinning knowledge and consolidates performance evidence when required. Your answers are recorded by your Assessor so there is little writing involved for you. You may be asked if your answers can be recorded by electronic methods e.g. digital voice recorder. This is a quick method of establishing your knowledge and understanding.

This assessment method is where your Assessor will ask you questions to show your knowledge and understanding. Oral questions can be asked whilst you are being observed e.g. if your Assessor ask you to show them where your photocopier is and how you use it, you can give a description of what you are doing and your Assessor may ask why you are doing it that way; this is an oral question.

The purpose of questioning is for you to:

- Show your knowledge and understanding
- Support your evidence

Oral Questioning can be:

- Written or recorded as above
- Done face to face
- Done over the telephone

Sometimes your Assessor may not be around to observe you carrying out tasks or ask you questions. However, you can still collect evidence that you do tasks to high or competent standards such as:

3. **Written evidence** – Examples of this could be:

- **Written answers to set questions** which satisfies underpinning knowledge
- **Written testimonials** from witnesses who can confirm that you have performed certain tasks to a competent standard. This can be used to satisfy performance evidence and range/scope. NOTE: witness statements should be written on company headed paper wherever possible and be descriptive of the work you have actually carried out.

A witness is someone other than your Assessor, and a statement is a record of what a witness has seen you do when you have carried out a task or activity. The purpose is to:

- Support your evidence

- Provide valuable evidence of a task or activity that your Assessor does not necessarily see you do

It can be:

- Written on an assessment sheet or on company headed note paper (preferable method), word processed or audio recorded

It will be:

- Signed by your Assessor to say they have assessed that piece of evidence and accepted it
- Signed and dated by the witness
- Valid, Authentic, Current, Sufficient

The more detail a witness statement contains, the more useful it is as evidence. Give the witness a copy of the standards for the unit.

A witness can be one of a number of people. In some cases this person may be very busy and you may be waiting sometime for them to write the statement. This may hold up your progress and you may prefer to write it for them. If you do, remember to write it in the “third person”. If you write it for them they must sign it to show they agree with what is written. Don't forget to complete the witness status list with them as well.

- **Witness statements** can be gained via oral discussion between your Assessor and the witness to cover occupational standards. Witness statements are extremely useful to determine you carry out tasks over time. They are also used to validate evidence that you have presented.
- **Expert witness testimony** – useful in situations where the Assessor may not have access to you due to privacy or confidentiality issues. An expert witness would carry out an observation on you but must be occupationally competent and familiar with the occupational standards.
- **Products of work** – this could be documentation you have completed e.g. risk assessments, to prove your competency. In some cases this could also be used as evidence for knowledge and understanding e.g. “What health and safety documentation have you responsibility for?” You do not necessarily have to include product of work in your portfolio as long as you show your Assessor.
- **Photographic evidence** – is good evidence as long as you write what you are doing in the photograph or what the photograph is showing. Photographs should ideally show a process or montage from beginning to end. This evidence should be signed by you and dated and validated by a witness wherever possible. You need to ask permission of other people if you include them in your photographs.
- **Assignments & Projects** - these can be used as evidence if it can be shown they have been completed by you and are relevant to the occupational standards.
- **Diary evidence** - This can be extremely useful particularly if completed on a daily basis. However, your evidence must be sufficient enough to cover performance or

knowledge evidence claimed and must be signed and dated by a witness, preferably a line manager or similar who is occupationally competent. Diary evidence can be recorded on an electronic recording device.

- **Reflective accounts** – Similar to diary evidence but in addition, the learner evaluates their work identifying improvements they could make and what they have learned.

A description of a recent activity or situation you have dealt with or been involved in, always relate the reflective account to the unit you are writing the account for, read the standards in your portfolio for the unit and write the account to fit the standards.

The purpose of a reflective account is for you to:

- Reflect on your own practice
- Support your evidence
- Show your knowledge and understanding

Your reflective account should be:

- Written, word processed or audio recorded
- Written with your actions referred to as “I did” and “I would”

Information to include in your reflective account:

- The date, time and place
- Who else was involved? (remember data protection)
- What was happening?
- What were your actions and reasons for them?
- Did you access or complete any records? Explain why and how you did this (your Assessor may ask to see the documentation)
- Which organisational policies and procedures affected how you completed this task? Explain how and why
- What have you learnt?
- What would you do differently if the activity or situation should happen again? Give your reasons for this

- **Tests** – This can be a method used to gather knowledge and understanding. These can be multiple choice questions, identification sheets etc. Many new QCF qualifications will now include tests.

- **Accreditation of Prior Achievement/Learning (APA/APL)** – Evidence which you have completed previously (e.g. 3 year first aid certificate, projects and assignments, GCSEs), can be used towards your current qualification. The advantage of using APA as evidence is that it reduces the amount of evidence you need produce with other methods. After all, if you have already achieved something previously which meets the occupational standards why would you need to do it again for this current qualification? It is a good idea to present any certificates to your Assessor so they can evaluate whether it can be used as evidence.

- **Video recordings/Camera recordings** – can be used to cover performance, scope and knowledge evidence. It is useful evidence, particularly when your Assessor is not available to observe you in your workplace. The recording should show the date and time of the task and show the whole task, not edited. It is also useful if you are nervous about being directly observed. Care should be taken in issues of data protection and confidentiality i.e. anyone in the video should be asked their permission first. It is a really good method for distance learning.
- **Audio recording/tapes** – are very useful as evidence for assessing knowledge and understanding, and if you have difficulty with literacy skills or are nervous when asked questions face to face. You should give your recording to your Assessor to assess.
- **Professional Discussion** – is a useful assessment method often used to ‘tie up loose ends’ with evidence. It differs from oral questioning in that you lead the conversation while your Assessor takes notes of the discussion. It is often used in conjunction with examination of evidence e.g. walking around a workshop or office while you point things out that you use in your job role. As with other evidence not directly observed by the Assessor, professional discussions need to be validated or backed up by witness statements to show you actually do the tasks you say you do to a good standard
- **Arranging simulations** – is often the only way to demonstrate things which may not naturally occur, e.g. dealing with accidents, fires. However many NVQ/QCF units will not allow simulations to cover evidence. Performance evidence and scope may be covered by observing role play activities, but examples of a true simulation would be to assess you using equipment not found in your normal working environment, or assessing you in an alternative environment which does have the facilities needed for the occupational standards to be assessed.

How you can help to achieve your qualification in good time

By using a range of assessment methods you can achieve your qualification in good time. The more you contribute to the process by producing evidence for your Assessor the faster you will achieve. You will probably need to be observed by your Assessor carrying out tasks so this will be discussed this with you.

Please note all assessments and evidence can be recorded using electronic devices, for example evidence can be sent by email to your Assessor. This will help us reduce our carbon footprint and environmental impact.

Other support you can expect from SLIC Training

Everyone at SLIC Training Ltd hopes that you will enjoy your training experience with us, so every time your Assessor visits and assesses you they will tell you what you have achieved so far and discuss actions for the next visit. The Assessor visits will be a combination of training and assessing depending on your experience and knowledge. The Assessor will also be able to give you further advice on where to find other information on issues which may be affecting your training such as bullying, harassment, health and safety, equal opportunities and

discrimination, and healthy lifestyle. During progress reviews, your Assessor will discuss all these topics with you. However, you may find the following advice useful.

Safeguarding of Children, Young People and Vulnerable Adults

Safeguarding

It is important that you feel happy, healthy, safe and secure in your place of work. Factors which may affect this include:

Your Lifestyle

Feeling threatened and unsafe at work

What are bullying and harassment?

Many definitions include bullying as a form of harassment. Harassment, in general terms is unwanted conduct affecting the dignity of men and women in the workplace. It may be related to age, sex, race, disability, religion, sexual orientation, nationality or any personal characteristic of the individual. It may be persistent or an isolated incident. The key is that the actions or comments are viewed as demeaning and unacceptable to the recipient.

Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient. Bullying or harassment may be by an individual against an individual (perhaps by someone in a position of authority such as a manager or supervisor) or involve groups of people. It may be obvious or it may be insidious. Whatever form it takes, it is unwarranted and unwelcome to the individual.

Examples of bullying/harassing behaviour include:

- spreading malicious rumours, or insulting someone by word or behaviour (particularly on the grounds of age, race, sex, disability, sexual orientation and religion or belief)
- copying memos that are critical about someone to others who do not need to know
- ridiculing or demeaning someone – picking on them or setting them up to fail
- exclusion or victimisation
- unfair treatment
- overbearing supervision or other misuse of power or position
- unwelcome sexual advances – touching, standing too close, the display of offensive materials, asking for sexual favours, making decisions on the basis of sexual advances being accepted or rejected
- making threats or comments about job security without foundation
- deliberately undermining a competent worker by overloading and constant criticism
- preventing individuals progressing by intentionally blocking promotion or training opportunities.

Bullying and harassment are not necessarily face to face. They may also occur in written communications, email, phone, and automatic supervision methods such as computer recording of downtime from work or the number of calls handled if these are not applied to all workers.

Bullying and harassment make someone feel anxious and humiliated. Feelings of anger and frustration at being unable to cope may be triggered. Some people may try to retaliate in some way. Others may become frightened and unmotivated. Stress, loss of self-confidence and self-esteem caused by harassment or bullying can lead to job insecurity, illness, absence from work, and even resignation. Almost always job performance is affected and relations in the workplace suffer.

Source: ACAS, 2010 <http://www.acas.org.uk/index.aspx?articleid=797>

What can you do?

Bullying and harassment are often clear cut but sometimes people are unsure whether or not the way they are being treated is acceptable. If this applies to you there are a number of things to consider, including:

- has there been a change of management or organisational style to which you just need time to adjust – perhaps because you have a new manager or work requirements?
- is there an organisational statement of standards of behaviour that you can consult?
- can you talk over your worries with your personnel manager, your line manager/supervisor, union representative or colleagues, who you may find share your concerns?
- can you agree changes to workload or ways of working that will make it easier for you to cope?

If you are sure you are being bullied or harassed, then there are a number of options to consider, and these are set out below. You should take any action you decide upon as quickly as possible.

Let your union or staff representative know of the problem, or seek advice elsewhere, perhaps from a Citizens Advice Bureau, the Acas helpline (08457 47 47 47) or one of the bullying helplines that are now available by phone and on the internet.

- Try to talk to colleagues to find out if anyone else is suffering, or if anyone has witnessed what has happened to you. Avoid being alone with the bully or harasser.
- See someone with whom you feel comfortable to discuss the problem. This may be your manager or someone in personnel (particularly if there is someone who specifically deals with equality issues), your trade union representative, or a counsellor if your organisation has suitably trained people available.
- Keep a diary of all incidents – records of dates, times, any witnesses, your feelings, etc. Keep copies of anything that is relevant, for instance annual reports, letters, memos, notes of any meetings that relate to your ability to do your job. Bullying and harassment often reveal themselves through patterns of behaviour and frequency of incidents. Keep records and inform your employer of any medical help you seek.
- Tell the person to stop whatever it is they are doing that is causing you distress, otherwise they may be unaware of the effect of their actions.

- If you find it difficult to tell the person yourself, you may wish to get someone else – a colleague, trade union official or confidential counsellor– to act on your behalf.
- If you cannot confront the bully, consider writing a memo to them to make it clear what it is you object to in their behaviour. Keep copies of this and any reply.
- Be firm, not aggressive. Be positive and calm. Stick to the facts.
- Be prepared to describe what happened even if you find it embarrassing.
- If you do decide to make a formal complaint, follow your employer’s procedures, which should give you information about whom to complain to and how your complaint will be dealt with.
- If you have access to a union representative or other adviser, ask them to help you state your grievance clearly, as this can help in its resolution and reduce the stress of the process.
- Employers should have a grievance procedure which will be used to handle your complaint; some organisations have special procedures for dealing with bullying or harassment.

After investigation you and your employer may wish to consider different ways of resolving your complaint, such as mediation or counselling. Alternatively your employer may decide to take disciplinary action against the bully/harasser in accordance with the organisation’s disciplinary procedure. Disciplinary procedures may also be used for disciplinary action against someone who makes an unfounded allegation of bullying or harassment.

Where can you get help?

Additional advice can be obtained through the Acas national helpline (tel 08457 47 47 47). Advice can also be obtained from your trade union, legal advisers, Citizens Advice Bureaux and the Equality and Human Rights Commission (EHRC).

Bullying help sites can also be found on the Internet — search under ‘Workplace bullying’.
Equality and Human Rights Commission

The EHRC brings together the work of the CRE, DRC and EOC and also takes on responsibility for the other aspects of equality: age, sexual orientation and religion or belief, as well as human rights. Go to www.equalityhumanrights.com for further information.

Acas, (2010) *Bullying and harassment at Work: Guidance for employees.*

<http://www.acas.org.uk/CHttpHandler.ashx?id=306&p=0>

Healthy eating

It is important that you maintain a healthy and balanced diet, particularly in a physically or mentally demanding job. Here are some tips in maintaining a balanced and healthy diet.

All adults and children over five years of age are encouraged to eat a varied, balanced diet that is low in fat, salt and added sugars. This means a diet which includes a wide variety of foods, plenty of fruit and vegetables and starchy foods, moderate amounts of meat and/or alternatives, and moderate amounts of milk and dairy products.

- Base meals on starchy foods e.g. Pasta, Bread, Rice
- You should eat lots of fruit and vegetables, and eat a range from your 5 a day.
- Your diet should include fish
- Limit how much saturated fat and sugar you eat
- Try to eat no more than 6g of salt a day
- You should be active and try to be a healthy weight
- Make sure you drink plenty of water
- Make sure you don't skip breakfast
- Try to eat little and often

Energy density

This is the amount of stored energy in food. Just 1g of fat provides nine calories, which is more than double the calories in 1g of protein or carbohydrate. This means you can feel fuller on fewer calories if you choose the right foods, and in the long term you're less likely to gain weight.

Exercise helps to maintain your body weight by balancing your energy intake (food eaten) with energy output (exercise).

Take small steps if you're new to exercise - use the stairs instead of the lift at work, get off the bus one stop early and walk the rest of the way.

Example daily diet

Breakfast: Have fruit juice or fruit, or both, with your breakfast every day.

Mid-morning: Keep a well-stocked fruit bowl at home and at work so you can eat fruit during the day.

Lunch: Try taking an extra serving of vegetables or a side salad with your lunch. If lunch means fast food, try a vegetable chilli with a baked potato. The potato doesn't count towards 5 A DAY but the vegetable chilli will.

Mid-afternoon: Snack on some fruit or sticks of raw vegetables like celery, carrots or peppers.

Evening meal: Serve 2 types of vegetables with your dinner, and make the portions a bit bigger than usual.

Learner Charter

This charter explains to students what they can expect from SLIC Training and in return what SLIC Training expects of its learners.

What a learner can expect SLIC Training to provide

When considering applying for a course:

- Clear and accurate information on available courses.
- Unbiased advice and guidance on courses.
- Enquiries and applications for courses handled fairly and promptly.
- Clear advice and guidance on how you can be supported whilst on a course, covering learning disabilities and difficulties, finance, transport and accommodation.

When studying on a course:

- An environment which is secure, safe and where healthy lifestyles are promoted.
- Opportunities to make positive contributions to SLIC Training and the local community.
- An environment where everyone is treated equally and fairly.
- A course of study that leads to a nationally recognised qualification(s).
- An appropriate induction to the course which confirms your learning programme and any additional needs
- Handbooks which explain the key feature of SLIC Training and the teaching, learning and assessment arrangements for your course.
- Teaching that is of a high standard delivered by suitably qualified and experienced staff.
- Assessments that are marked fairly and within an agreed timescale.
- High quality facilities and equipment specific to your course.
- Access to learning resources and computer facilities that help you complete course work.
- Mechanisms to provide you with constructive feedback and help you set your own targets and improve performance on the course.
- Mechanisms to record your attendance and progress and to set minimum requirements.
- Access to careers, welfare and confidential counselling services.
- Access to appropriate learning support to ensure you make the best of your studies.
- Access to advice on future careers and courses.
- Opportunities to consult and seek your views on a regular basis on how SLIC Training and the course can improve. We will ask for your opinions via discussion with your tutor / Assessor and completion of course evaluation sheets.
- Any complaints are dealt with promptly and are fully investigated.

If you feel that you are NOT receiving the service described we would like you to tell us.

- Speak to your tutor or another member of staff.
- Speak to a member of the Management Team.
- If you cannot resolve an issue through discussions with staff then it would be appropriate to use SLIC training complaints procedure.

In return, the Training Provider expects its learners to:

- Attend all timetabled sessions and to be punctual.
- Inform SLIC Training of any absence, as explained in the course handbook, and to make appointments for dentists/driving lessons etc that don't conflict with appointments with your Tutor/Assessor.
- Arrive at training sessions prepared and organised to fully participate in activities.
- Take responsibility for your own learning and complete course work to your highest standard by the deadlines set.
- Inform your Assessor/Tutor of any problems that might affect your performance.
- Conduct yourself in a manner where behaviour is of a high standard and to be respectful to all members of SLIC training at all times
- Understand and comply with the SLIC training rules and regulations, especially those relating to health and safety and equal opportunities. SLIC Training does not tolerate unacceptable behaviour or harassment or bullying of any members of SLIC Training or other learners. Any breach of these rules **will** result in SLIC training applying disciplinary procedures and / or the possible removal of learners from the course.

If SLIC Training feels that you are NOT meeting your responsibilities we will:

- Meet with you, and this may involve discussions with the Chief Executive
- Speak to your parents / employer.

If we cannot resolve an issue through discussions with you, it may be appropriate that you are asked to leave your course.

Further sources of information that you might find useful:

- Training Provider learner handbook
- Course handbook
- Health and safety policy
- Equal opportunities policy
- SLIC training complaints procedure
- SLIC Training appeals procedure
- "Every Child Matters" self assessment report (Available on request)

I confirm I have read and understood the Learner Charter and agree to abide by the expectations and rules outlined above.

Learner name..... Date.....

Equality and Diversity Learner Information Sheet

The information you provide below will assist your Assessor / tutor to provide or adapt resources to assist you in completing your qualification. You can complete this document on your own or with your SLIC representative who will give you guidance on resources and assessment methods available. This information will be kept in the strictest confidence.

Please complete the following:

Learner name.....

Qualification name.....

Please state any medical or other conditions which may impact on your learning and training. (Asthma, dyslexia, epilepsy, visual impairment, hearing impairment etc)		
Are there any particular requirements that will assist you with your learning? (Large print documents, coloured paper, etc)		
Please state anything else you think would be useful for us to know which may assist you with your learning and training.		
Please discuss any issues with your SLIC training representative. Your SLIC representative will complete the box below		
Action plan equality and diversity.	By who	By when

Learner signature..... Date.....

SLIC training representative name.....

SLIC training representative signature.....

Date.....

Equal Opportunities Statement

SLIC Training Ltd is committed to a policy of equal opportunity in its services and employment practices.

The aim of the policy is to ensure that no client, employee or job applicant is less fairly treated because of age, gender, marital status or civil partnership, race, disability, sexual orientation, religious belief, maternity/paternity rights, carer responsibility, spent convictions or other conditions not justified in law or relevant to the provision of service or performance of the job. N.B. Gender reassignment is not currently legislated for, but indications are that it could be included in the near future.

All clients, employees and potential employees will be given equal opportunity in service provision, work opportunities and training, where appropriate, to advance their careers.

SLIC Training Ltd recognises the importance of securing the co-operation of staff and will review the implementation and further development of the policy.

Legal Requirements

It is SLIC Training Ltd's policy to meet the provisions and the requirements of the Sex Discrimination Act 1975, Race Relations Act 1976, the Employment Act 1990, Disability Discrimination Act 1995 and the Human Rights Act 1998 which make it unlawful for an employer to discriminate directly or indirectly on the grounds of Trade Union membership/non membership, race, gender, age, sexual orientation, religious belief or disability. In addition, the Company will not discriminate directly or indirectly under the provisions of the Equal Pay Act 1970, and the Rehabilitation of Offenders Act.

In order to implement this policy effectively SLIC Training Ltd will have due regard to the guidance given in:

- I. The Equal Opportunities Commission's Code of Practice
- II. The Commission for Racial Equality's Code of Practice
- III. Disability Rights Commission Code of Practice

N.B. The above Commissions are now replaced by the Equality & Human Rights Commission (EHRC)

- IV. The Employment Department Training Agency's Code of Good Practice
- V. The Education and Employment Department Code of Practice. (now the DIUS) and subsequent changes in law as applicable

Implementing the Policy

Responsible Officer

The Chief Executive will have overall responsibility for the Equal Opportunities Policy for the Company. This officer will ensure that the policy is understood and implemented at all levels within the Company. Copies of this document will be available to all staff and the officer will arrange for the implications of the policy and the obligations that are relevant to all employees to be properly explained to them.

Employee Practices

SLIC Training Ltd will continue to examine its service provision, selection and appointment process, personnel procedures and training provisions so as to ensure the elimination of direct or indirect discrimination and the provision of equality of opportunity.

There will be regular reviews to maintain good service and employment practices and those engaged in the service provision and selection process will be made aware of the Equal Opportunities Policy, the Acts and their personal liability to law.

Publicising the Policy

SLIC Training Ltd will demonstrate to clients, employees, potential applicants and to the public at large that SLIC Training Ltd is an equal opportunities employer.

Monitoring the Policy

SLIC Training Ltd has accepted that it will be necessary, in order to demonstrate the effectiveness of the policy, to monitor the service provision, selection and appointment process and the make-up of the workforce.

Learner signature..... Date.....

Equal Opportunities Code of Conduct for Learners

SLIC training Ltd is committed to securing genuine equality of opportunity in its work to all and embraces the values embodied within the qualifications it offers and embraces the values embodied within these qualifications.

As identified in the equal opportunities statement included in this handbook the main principles are:

- to ensure that no client is less fairly treated because of age, gender, marital status or civil partnership, race, disability, sexual orientation, religious belief, maternity/paternity rights, carer responsibility, spent convictions or other conditions not justified in law or relevant to the provision of service or, performance of the job
- Recognition of individuals having equal value
- Communication suitable for individual needs
- Maintaining confidentiality (within the legal constraints of their setting)
- Promoting independence
- Offering choice
- Promoting people's rights and responsibilities

SLIC Training Ltd is committed to encouraging and supporting organisations and individuals in their efforts towards implementing genuine equality of opportunity as outlined in the SLIC training equal opportunities statement.

SLIC Training Ltd asks learners and participating agencies to commit themselves to ensuring equal opportunities and expects individuals participating in its work (whether as Assessors, Internal Verifiers or learners presenting themselves for assessment) to demonstrate in their practice commitment to challenge discrimination and demonstrate their understanding of anti – discriminatory perspectives.

I confirm that I have read and understood the SLIC training equal opportunities statement and equal opportunities code of conduct for learners.

Learner signature..... Date

Health and Safety Policy Agreement

1. Aims

Employers have a legal obligation to provide a Health and Safety Policy Statement. Our aim is to keep employees and others affected by our work informed of our responsibilities and procedures for ensuring that SLIC Training is a healthy and safe place of work.

SLIC Training is committed to continually improving standards in all aspects of our work, including health, safety, welfare and fire prevention and abides by legislation and requirements under the Health and Safety at Work Act.

It is our policy to safeguard the health and safety of our employees, learners and others working in or visiting our premises, which may be subject to risk from our activities. This includes others who may be affected by our operations.

SLIC Training's employees and learners should not endanger their own health and safety, nor put others at risk, and should follow safe working practices at all times.

Within his/her area of authority each Manager should:

- promote a healthy and safe working environment and control the risk of damage to plant, equipment and products;
- secure compliance with legal obligations in relation to health and safety;
- require learners and others who carry out work at, visit or provide services to SLIC Training to adopt similar standards in relation to health and safety when working or visiting the Training Provider

2. Responsibilities – All Employees

All SLIC Training employees are responsible for actively co-operating in the application of this Health and Safety Policy and particularly:

- for following safe working procedures at all times, and ensuring as far as possible that others do so;
- informing their supervisor or manager of any accident or hazardous situation which comes to their notice.

Responsibilities – All Learners

Learners are responsible for actively co-operating in the application of this Health & Safety Policy for:

- following safe working procedures at all times and not endangering themselves or others;
- complying with safety instructions and codes of practice issued to them by members

of staff;

- informing a member of staff of any accident or any hazardous situation which comes to their notice.

Responsibilities – Management

THE SLIC TRAINING MANAGEMENT TEAM is responsible for:

the Health and Safety policies of the corporation. At present the Health and Safety Co-ordinator is part of the remit of SLIC training Quality Manager's role with the support and co-operation of SLIC Training Management Team.

THE CHIEF EXECUTIVE is responsible for:

- ensuring that appropriate policy proposals are made to the Management Team;
- applying adopted policies and monitoring Training Providers performance;
- advising and keeping the Management Team informed of any relevant health and safety matter;
- ensuring that within their areas of responsibility they oversee that the Management Team's policy is applied;
- performance is monitored;
- ensuring that advising the Management Team on any relevant health and safety matter.

MANAGERS are responsible for:

- ensuring that the Training Provider's policy is implemented within their area of operational control by agreeing a programme of work for health and safety, setting objectives and monitoring their effectiveness and achievement;
- keeping the Chief Executive informed on progress in the implementation of the Training Provider's policy on health and safety and the attainment of objectives;
- publishing details of the organisation and arrangements for implementing the policy in each section within their area of control;

ASSESSORS and ADMINISTRATION STAFF:

have overall responsibility within their areas of control, for implementing the Training Provider Health and Safety Policy. All staff that have initial contact with learners should ensure the learner has received a copy of the Learner handbook and understands the health and safety policy. This will be carried out in accordance with the details given in the Arrangements section of this policy.

ASSESSORS, INSTRUCTORS AND THE EMPLOYER SUPERVISORY MANAGERS (i.e. those who directly control the work of others):

are responsible for organising their day-to-day work in compliance with this health and safety policy and particularly:

- ensuring that safe working procedures are followed and that safe working conditions are maintained;

- seeing that employees and learners are trained and instructed in safe working methods and follow them;
 - investigating accidents and taking steps wherever possible to prevent a recurrence.
- THE SLIC TRAINING HEALTH AND SAFETY CO-ORDINATOR* is responsible to the Chief Executive for:

- monitoring (through health and safety assessments or otherwise) the implementation of the health and safety policy;
- providing for the Training Provider a co-ordinated and effective Training Provider-wide functional advisory service on health, safety and fire precautions, including training where appropriate;
- monitoring and assessing changes in legislation or standards and advising on the action necessary to meet them;
- assessing the impact of proposals of new European and national legislation or standards, informing and advising management and making any necessary comment to those responsible.

3. ARRANGEMENTS

The planning, organisation, control, monitoring and review of the preventive and protective measures for meeting our aims are documented and available for inspection from the Training Provider Health & Safety Co-ordinator. They include...

Positive Management of Health and Safety and Fire Prevention

The promotion of health and safety and fire prevention by the adoption of positive health and safety management such that hazards are identified, risks evaluated and any appropriate steps taken to ensure that suitable safeguards are provided where the risks cannot be eliminated.

Standards

The introduction and application of appropriate standards necessary for meeting the requirements of legislation and SLIC training policy for health and safety.

New Plant and Processes

The compliance with appropriate standards of health and safety in the design and installation of new plant and processes.

Procedures

The preparation and approval of formal practical procedures where necessary to assist in safe working, with review and amendment from time to time as necessary and appropriate monitoring of their application.

Safety Audits

The introduction of safety audits to identify risks and to monitor standards and

procedures together with any necessary follow-up action. SLIC staff will carry out an initial health and safety audit of employers' premises followed by regular reviews.

Objectives

The formulation of objectives and programmes for the improvement of performance, monitoring them and taking follow-up action when necessary.

Accidents and Serious Incidents

The investigation and reporting of accidents and other serious incidents with appropriate management involvement, including the follow-up of recommendations.

Information

The preparation of practical guidance and advice on key aspects of health and safety at work based on known risks.

Training

The provision of appropriate training programmes for staff, employers and learners where appropriate. Health and safety training and assessment of learners are a key component to all qualifications SLIC training provides.

Joint Consultation

SLIC Training will, through Assessor, quality assurance, management and all staff meetings, monitor and discuss health and safety issues, representing all sectors and interests within the SLIC Training, for the purpose of:

- advising the Chief Executive on Health and Safety matters;
- monitoring accidents and advising on their avoidance;
- adoption and execution of plans for the reduction of key risks;
- development of Training Provider Health and Safety Policy and procedures

Suppliers

Obtaining information from suppliers on hazards associated with the use of articles or substances and making that information available to those concerned.

Clients

Making information available to learners, employers, visitors and others to enable them to take appropriate precautions in connection with the use of SLIC Training products and services to prevent risk to employees, customers or members of the public.

Contractors

Implementing and monitoring the application of the SLIC Training policy on the health

and safety aspects of contractor activity.

Records

Maintaining records of accidents at work and health records throughout the company and using them to monitor progress.

SUPPLEMENTARY ADVICE - Further guidance to learners

SLIC training takes your health and safety very seriously. Under the Health and safety at Work Act you have legal obligations as an employee or employer. Please read the following information carefully and sign at the foot of the page. If you do not understand any aspect of this document please do not hesitate to contact your SLIC representative for clarification.

As a learner you are responsible for your own and others health safety and security in the workplace at all times. This includes you, colleagues, managers, contractors and members of the public. The qualification you are completing will probably ask you prove that you follow health and safety procedures.

Examples of responsibilities under the Health and Safety at work Act include:

- You must follow safe organisational training given to you.
- You must not abuse or misuse any equipment provided for your use.
- You must maintain equipment in a safe manner where your job role permits this.
- You must report any health and safety issues to your organisation.
- You must wear any personal protective equipment identified by your organisation, manufacturer’s instructions and risk assessments
- You must read and adhere to your organisation’s risk assessments where applicable.
- You must use & store chemicals in a safe manner in line with Control of Substances Hazardous to Health Regulations and organisational COSHH assessments.
- You must lift and handle equipment and materials safely and adhere to safe manual handling training and regulations.
- Report incidents which may affect the health and safety to yourself and others.

For further details on how health and safety affects you visit the Health and Safety Executive website on <http://www.hse.gov.uk>

I confirm I have read and understood this policy

Learner signature..... Date.....

Learner / Employer Confidentiality Policy

Overview

SLIC Training Ltd believes that all learners and employers should have the right to expect that personal information held about them will be treated with confidentiality and with respect. Under the Data Protection Acts 1998 and 2004 employees of SLIC training have a legal duty to keep personal and potentially sensitive information that learners and employer provide confidential and secure.

1. Procedure

1.2 All personal details provided will be stored securely by SLIC training. For audit reasons, details of learners remain with SLIC for three years after qualification completion. After this all learner personal details are destroyed.

1.3 Personal details of learners are not given or divulged to other parties unless permission is granted. However, under the Data Protection Act, the information provided will be passed to the Learning and Skills Council (LSC) who is responsible for funding and training for young people and adults in England and Wales and is registered under the Data Protection Act 1998. The information provided may be shared with other organisations for the purpose of administration and statistical research on behalf on the LSC. The LSC also administers the learner registration service (LRS) which will use your information create and maintain a unique learner number (ULN). Further information about LSCV partner organisations, the ULN and what they do may be found at www.lsc.gov/providers/Data/help/ and following the links to data protection.

1.4 At no time will the LSC or SLIC Training pass personal information onto organisations for marketing and sales purposes. The LSC or its partners may wish to contact a learner from time to time about courses, learning opportunities or feedback about SLIC training provision.

1.5 Under the Data Protection Act learners have the right to see any personal information SLIC Training stores upon request.

1.6. Learners can refuse to give personal information about them and discuss the impact this will have.

1.7 Learners have the right to know where the information you give is stored and how it is used.

2. Exceptions

2.1 Issues may only be discussed with other members of SLIC training with the explicit consent of the Learner concerned, except in cases where;

- a) A Learner is considered to be at risk of harming themselves or others.
- b) A student discloses details pertaining to their involvement in child

abuse, terrorism or treason.

c) A learner discloses their involvement in an activity which constitutes a criminal offence (or discloses plans to be involved in such an activity)

d) A learner requests that we pass on information to a third party and signs that he/she agrees to the release of information (e.g. information from a learner additional needs report sent to personal Tutors/Assessors)

2.2 It should be noted that, by law, consent is still required from under 18s in the same way as for adults with regard to matters of data protection and confidentiality. However in accordance with statutory requirements, where child protection issues are involved, it is not possible to offer confidentiality to a person under 18 as any disclosures must be reported.

2.3 If the need ever arises for confidentiality to be breached every attempt will be made to discuss this with the learner beforehand, unless to do so would worsen the situation.

3 Confidentiality and Record Keeping

3.2 SLIC Training provides a range of services for Learners, employers and staff in their work with Learners. Each member of staff, who has contact with Learners will keep records of appointments or conversations with them in accordance with their professional judgment.

3.3. Both paper and computer records are the property of SLIC Training Ltd, which in practice devolves responsibility for them to Chief Executive. SLIC Training has an obligation to maintain confidentiality and the Learners right to decide who should have access to confidential information which must be explained to the Learner and made clear to Learners on appropriate forms. This confidentiality policy is present in the Learner handbook.

4 Database Records

4.1 Learners registered with SLIC Training Ltd may have their contact details and records of attendance kept on a database. The data currently kept on computer records includes name, date of birth, address, telephone number and other relevant information and is kept confidential to SLIC Training Ltd.

4.2 All information from the databases will be anonymised when used for statistical purposes. Individual identity is always protected. Access to databases is strictly limited to the staff and all Learners should have access to such data relating to themselves and be provided with a printout on request. This is a legal right.

5. Paper records

5.1 Paper records held by SLIC Training Ltd including forms completed by Learners must be stored securely. Progress review forms must be retained by the Assessor, Learner and Employer only, with an additional copy stored in the learners personal file at SLIC Training.

5.2 All learners have the right of access to all personal individual records from SLIC Training upon request and photocopies given under the Data protection Act. As a learner you have the right to see any personal information SLIC Training holds about you upon request, and to refuse to give personal information about yourself. You also have the right to know where the information you give is stored and how it is used.

If you have any concerns or questions about confidentiality and data protection, please do not hesitate to talk to your SLIC representative.

Please sign and date below to indicate you have read, understood and agree with this policy.

Learner signature..... Date.....

Complaints Monitoring Procedure

1.0 Background

The monitoring of complaints received by SLIC Training Ltd forms an important part of the quality assurance process. Monitoring enables SLIC Training to identify trends and common issues that may be raised by our customers. It also allows us to determine how successfully the complaints have been dealt with and whether these have been resolved to the satisfaction of the complainant. SLIC Training will monitor its complaints and will report these through SLIC Management Team meetings and quality assurance meetings on a regular basis.

- 1.1 Complaints relating to Equality and Diversity, including Race Relations, will be identified as such on the reports.

2.0 Complaints monitoring

- 2.1 Complaints are monitored throughout the year and administered through the Quality Manager. All complaints received by the Quality Manager will be recorded in the complaints folder database on the company Z drive. The folder will have restricted access to maintain confidentiality. The database will be used to record a summary of the complaint and whether it has been successfully resolved, or what stage of the complaints process has been reached.

- 2.2 All written complaints (including emails and complaints recorded via telephone using appropriate message Information sheets) will be stored by the Quality Manager in the complaints folder in a secure place.

- 2.3 It is important to ensure that data protection requirements are adhered to and therefore care will be taken to ensure sensitive details are not recorded.

- 2.4 All complaints at **Stage 3** and beyond will need to be received in writing from the complainant.

- 2.5 The collection of this information will be administered through the Quality Manager's PA, in order for this report to be discussed at the Management Team Meeting.

What you should do if you are not happy with the service you have received from the Training Provider?

Complaints are important to us, as they assist us with the continuous improvement of our services. You have the right to make a complaint about a product or service, if it does not meet your expectations. As well as having rights, you have responsibilities to the providers of the product or service; we would ask that you ask yourself whether you have fulfilled your responsibilities to us before you make a complaint.

How to make a complaint

If you are a Learner with SLIC Training Ltd you need to start at Stage 1.

If you are an employer, or a prospective student, or other client of the Training Provider, then you need to start at Stage 2.

If your complaint is against a Manager then you need to start at Stage 4.

If your complaint is against the Chief Executive then you need to start at Stage 5.

Stage 1:

Discuss the issue with your personal tutor. If your tutor is unable to answer your complaint to your satisfaction, then they will refer you to an appropriate SLIC Training Manager to discuss the problem (stage 2). The Manager you will be referred to will depend on the nature of your complaint.

Stage 2:

(For learners who have not been able to resolve their complaint). Please see below for nature of complaint and the appropriate Manager who you should contact either in writing or telephone.

Nature of the complaint	Manager responsible
Course provision and related resources	Quality Manager
Learning Support	Quality Manager
Equal Opportunities/Harassment	Quality Manager
Careers guidance/Course information	Quality Manager
Admissions/enrolments	Quality Manager

If you are not a learner of the SLIC Training Ltd, but an employer, a prospective student or other client, then you need to make contact with the appropriate manager directly, depending on the nature of your complaint.

If the Quality Manager cannot answer your complaint to your satisfaction, then they will assist you with completing a complaints form. The completed complaints form will go to the Quality Manager (**Stage 3**) who will deal with your complaint, as shown in **Stage 3**.

Stage 3:

The Quality Manager will write to you to confirm that (s)he has received your complaint. (S)he will investigate the issue, either personally or in conjunction with the appropriate manager including the Chief Executive(s).

The Quality Manager will reply formally, in writing, usually within 5 working days.

Stage 4:

If your complaint has not been resolved to your satisfaction, you should write to the Chief Executive, SLIC Training Ltd, Bradbury House, Goytside Road, Chesterfield, S40 2PH. Your letter will be acknowledged within 5 Training Provider working days and you will receive a full response within 15 Training Provider working days of your receipt of the acknowledgement.

Stage 5:

If your complaint is against the Chief Executive you should write to The Management Team, SLIC Training Ltd, Bradbury House, Goytside Road, Chesterfield, S40 2PH. Your letter will be acknowledged within 10 Training Provider working days and a full response will be given within 15 Training Provider working days of your receipt of acknowledgement.

Stage 6:

If your complaint has not been resolved and you are still not satisfied in the final resort you can make a complaint to:

The Local Learning and Skills Council (LLSC) at Dalton House, Dalton Way, Middlewich, Cheshire, CW10 0HU, if your complaint is of a general nature or relates to Further Education or Work Based Learning provision

Finally:

It helps us to know when our services are working well or you have ideas for improvement. So even if you have no complaint, we would still like to hear your comments about our services

How to contact us concerning a complaint;

Quality Manager Tel 01246 505144. email john.hall@slictraining.org.uk

Chief Executive Tel 01246 505144 email ian.benison@slictraining.org.uk

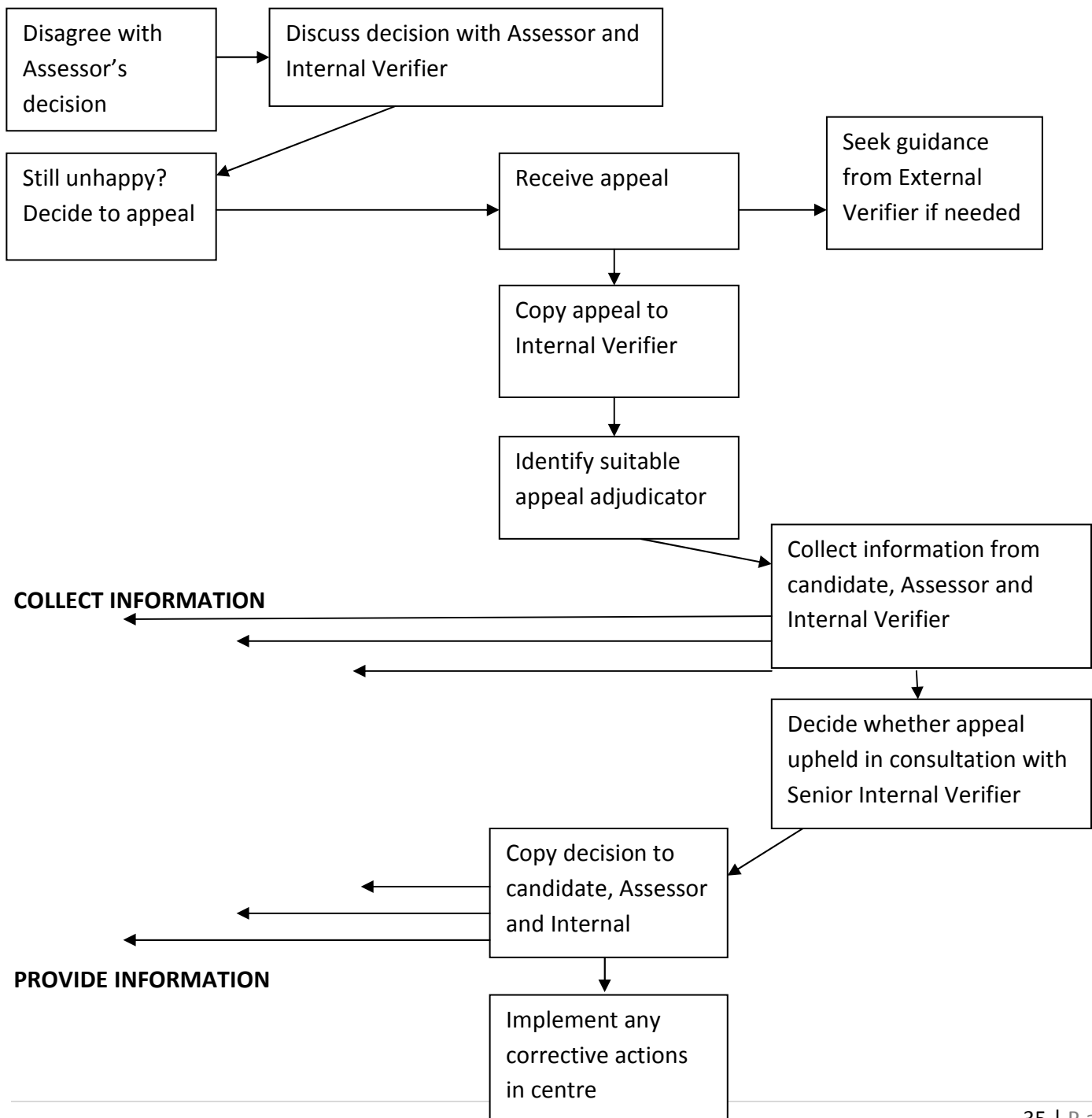
In writing to:

**SLIC Training Management Team, Bradbury House, Goytside Road,
Chesterfield, S40 2PH**

Summary of Assessment Appeals Procedure

If you disagree with the assessment decision, firstly please discuss this with your Assessor. If you are still unhappy, please put your concerns in writing and send it to your Internal Verifier at SLIC Training Ltd. You will be kept informed of your appeal's progress throughout the process.

Candidate	Assessor	Internal Verifier	Director or Quality, Learning and Support	Appeals adjudicator	EV
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Respect Agreement for Learners

As a Learner I will:

- Treat fellow learners and staff with courtesy and respect.
- Follow reasonable instructions from staff.
- Treat SLICs environment and equipment with respect to ensure we all maintain an environment that is conducive to learning.
- Be positive and committed towards my learning aims and objectives.
- Be punctual and on time completing coursework to deadline.
- Put in effort in my own time to ensure I maximise my opportunities whilst at SLIC.
- Report any absences in line with SLIC's procedure.
- Report (in confidence) any incidences of bullying that I may witness.
- Keep my mobile phone off during timetabled lessons and in designated quiet areas.
- Adhere to SLIC's no smoking policy. (only smoke in designated areas)
- Adhere to SLIC's Health and Safety policy.
- Not use offensive language/behaviour will not be tolerated.

In return, SLIC Training will:

- Provide an environment that supports your learning experience.
- Provide you with regular updates on your performance.
- Provide group support through your Tutorial programme.
- Provide an accessible and broad enrichment programme.
- Ensure that all our lecturers and support staff have the requisite qualifications, skills and knowledge to help you succeed in your chosen programme of study.

Failure to adhere to these will result in disciplinary procedures being carried out.

Quality Manager. Tel 01246 505144. email john.hall@slictraining.org.uk

Chief Executive Tel 01246 505144 email ian.benison@slictraining.org.uk

Learner signature Date

Learner Disciplinary Procedure

In the event of learner misconduct or gross misconduct the following disciplinary procedure will be followed and may result in a learner being excluded from taking part in further learning activities within adult education provision.

The following examples are not exhaustive but representative of what is classed as 'misconduct':

- Deliberate breach of health and safety regulations within a classroom/site or whilst attending classes
- Failure to follow reasonable instructions of a member of the adult education staff
- Conduct which disrupts teaching, learning or the administration process
- Failure to comply with SLIC's smoking policy
- Use of bad or abusive language (medical conditions recognised, eg Tourette's Syndrome)
- Interference with software belonging to adult education or misuse of computer facilities in the teaching room/open access area, including accessing offensive material via e-mail or internet
- Bringing alcohol or drugs on adult education premises or being drunk or under the influence of drugs
- Offensive behaviour or language to others, including references to race, disability, gender, sexual orientation, age, faith or religion

The following examples are not exhaustive but representative of what is classed as 'gross misconduct'. Any gross misconduct will be automatically dealt with under phase three below.

- Violence or threat of violence to any member of SLIC staff, learners, or members of the community whilst on private/community premises
- Putting the health and safety of others in danger
- Harassment, bullying or intimidation of any kind
- Disruptive behaviour
- Deliberate damage of any kind
- Any illegal activity whilst on SLIC private/community premises

Disciplinary procedure – three phases

Phase one:

The tutor or member of adult education staff involved must raise the issue of misconduct/behaviour with the learner. This must be recorded and/or reported (e.g. racist incident report) to the adult education manager responsible for that area of provision. Information must be factual and free from judgements and personal comments. Documentation must be signed and dated and is subject to confidentiality.

Phase two:

Where there is evidence of continued misconduct, the adult education manager responsible for that area of provision will arrange to meet with the learner about their misconduct/behaviour. They should be advised that they may wish to consider bringing someone along to the meeting to support them.

Result of meeting may include:

- Agreed actions (which will be recorded and kept on file for one year)
- Formal written warning (which will be kept on file for one year)

Phase three:

Where Phase two actions are breached, or gross misconduct re-occurs, the adult education manager must report directly to the Quality/Operational Manager who will deal with the matter urgently.

Written notification will be given to inform the learner in writing of:

- The allegation and evidence to substantiate the allegation
- A request to hold a meeting, giving the venue, time and date of the meeting
- The learner’s entitlement to have another person present

The Quality/Operational Manager will make his decisions known which may result in:

- No further action taken
- The learner receiving a final written warning
- Further investigation taking place before a final decision is made

The head of service will confirm decisions, and reasons for decisions, in writing to the learner within one week which will be implemented with immediate effect.

The learner will have the right to appeal within one week from receipt of decision stating any grounds for appeal. Any grounds for appeal will be considered; however, the head of service’s decision is final.

How to contact us concerning a disciplinary query;

Quality Manager. Tel 01246 505144. email john.hall@slictraining.org.uk

Chief Executive Tel 01246 505144 email ian.benison@slictraining.org.uk

Learner signature Date

TRAINING EVALUATION FORM (LEARNER START/MID PROGRAMME)

Your Name:		Your Tutor:	
Date:		Course Title:	

	Questions	A	B	C	D	Comments
1	How did you hear about the programme?					
2	How would you rate the quality of marketing material you have seen?	Excellent	Good	Satisfactory	Poor	
3	How would you rate the initial advice and guidance you were given?	Excellent	Good	Satisfactory	Poor	
4	How would you rate the course information you have received to date?	Excellent	Good	Satisfactory	Poor	
5	How would you describe the level of support you have received so far?	Excellent	Good	Satisfactory	Poor	
6	How would you describe the quality of tuition?	Excellent	Good	Satisfactory	Poor	
7	Are you enjoying the programme?	Yes	No	Any Comments?		
8	Please identify what improvements we can make to our service and to the course					

Thank you for your comments.

Please return this form to your Course tutor or to: SLIC Training Ltd, Bradbury House, Goytside Road, Chesterfield S40 2PH

For any enquiries please call John Hall 01246 505144 or email John.Hall@slctraining.org.uk

TRAINING EVALUATION FORM (LEARNER END OF PROGRAMME)

Your Name:		Your Tutor:
Date:		Course Title:

	Questions	A	B	C	D	Comments
1	Have you fully completed your learning programme?	Yes	No			
2	How would you describe the quality of training and assessing you have received from your course tutor?	Excellent	Good	Satisfactory	Unsatisfactory	
3	How would you rate the frequency of visits you have received from your course tutor?	Excellent	Good	Satisfactory	Unsatisfactory	
4	How would describe the level of feedback concerning your progress Throughout the course?	Excellent	Good	Satisfactory	Unsatisfactory	
5	How would you describe the level of support you received?	Excellent	Good	Satisfactory	Unsatisfactory	
6	Has the programme fully met your expectations about the course?	Yes	No	Unsure	Comments	
7	Has progression onto other courses been discussed with you?	Yes	No	Any Comments?		
8	What course(s) may you be interested in completing in future?	Please give details				
9	Would you recommend SLIC training to other people?	Yes	No	Unsure	Comments	
10	Please identify what improvements we can make to our service and to the course					

Thank you for your comments.

Please return this form to your Course tutor or to: SLIC Training Ltd, Bradbury House, Goytside Road, Chesterfield S40 2P

For any enquiries please call John Hall 01246 505144 or email John.Hall@slictraining.org.uk

Short course feedback form – Individual Candidate

As an organisation and training provider we value your opinions and feedback. Please take a few moments to complete the feedback form to allow us to deliver outstanding and relevant training that meets learner needs.

About You

Name	
Organisation	
Telephone / Mobile Number	
Email Address	
Course Title	
Tutor / Assessor Name	
Date	

Please answer the following questions

Please mark (tick) scores from 1 to 10 (10 being the highest)

Q1. Did the pre-course joining instructions and information provided prior to start of course provide you with the information required?

Score	1 Very Poor	2	3	4	5 Average	6	7	8	9	10 Very good
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Q2. Please rate the pre course advice and information you received at the point of enrolment?

Score	1 Very Poor	2	3	4	5 Average	6	7	8	9	10 Very good
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Q3. How far did the course duration suite your requirements?

Score	1 Very Poorly	2	3	4	5 Average	6	7	8	9	10 Highly
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Q4. Please rate the quality, knowledge and overall ability of your Tutor/Assessor

Score	1 Very Poor	2	3	4	5 Average	6	7	8	9	10 Very good
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Q5. Please rate the overall delivery and relevance of the course.

Score	1 Very Poor	2	3	4	5 Average	6	7	8	9	10 Very good
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Q6. Please rate the quality and details of training materials (e.g. handouts) provided.

Score	1 Very Poor	2	3	4	5 Average	6	7	8	9	10 Very good
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Q7. How far did the course satisfy your training aims and objectives?

Score	1 Very poorly	2	3	4	5 Average	6	7	8	9	10 Very well
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Q8. How far have you developed/improved your skills of relevance to your current job role?

Score	1 Very little	2	3	4	5 Average	6	7	8	9	10 Very much
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Q9. Please state your overall perception / opinion of the course.

Score	1 Very Poor	2	3	4	5 Average	6	7	8	9	10 High
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Q10. Do you have any further training requirements? (If yes please state below).

Q11. Any other Comments

We value your feedback; please write any additional comments here.

Thank you for completing the feedback form.

Please return to your tutor / Assessor upon completion

Useful Contacts

Subject	Name	Website
Blind	Royal National Institute for the Blind	http://www.rnib.org.uk/
Children	Childline	http://www.childline.org.uk/
Children	NSPCC	http://www.nspcc.org.uk/
Deaf	RNID	http://www.rnid.org.uk/
Disabilities	Direct Gov	http://www.direct.gov.uk/en/DisabledPeople/index.htm
Drugs	Frank	http://www.talktofrank.com/
Dyslexia	The British Dyslexia Society	http://www.bdadyslexia.org.uk/
Education	Ofsted	http://www.ofsted.gov.uk/
Employment	ACAS	http://www.acas.org.uk/
Employment	Connections	http://www.connectionsrecruit.co.uk/
Equal Opportunities	Equal Rights Commission	http://www.equalityhumanrights.com/
Finance	CAB	http://www.citizensadvice.org.uk/
Health	NHS	http://www.nhsdirect.nhs.uk/
Volunteering	Do It	http://www.do-it.org.uk/
Wellbeing	Samaritans	http://www.samaritans.org/