



Online Learning

Student Handbook 2019



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1. WELCOME

1.1 ABOUT THIS HANDBOOK

This handbook aims to answer some of the most frequently asked questions that our students have, and to give students reference material for the administration of their studies with LLA.

Student Support is available during office hours Monday – Friday 08:30 – 15:00 hrs GMT, via Skype, email and telephone.

Tutors are available during the same hours and, if your Tutor is unavailable, there are other Tutors available who are all expert across the various suites of Programmes, who will be able to help and advise as necessary, should you need it.

Once you have completed your Course, we have an Enquiry Team who can advise you of the next step in your learning.

2. GETTING STARTED

2.1 MINIMUM PC REQUIREMENTS

- A computer capable of running Internet Explorer 7.0. We would recommend you use the Google Chrome web browser for best results.
- A Windows operating system is preferable. Windows 7/8 or later is recommended, however the open source versions of the case study should be suitable for Mac users.
- Some of the files in the download require Microsoft Excel and Adobe Acrobat Reader in order to run. If these packages are not currently installed on your system, you will need to install Adobe Acrobat Reader and Excel Viewer. These can be accessed from the left hand menu under 'Downloads'. Click 'downloads', then follow the on screen instructions. For Mac users the Course files can also be downloaded and opened with "Open Office" – available as a free download.
- Recommended screen resolution 1024 x 768 pixels

2.2 RUNNING INSTRUCTIONS

Once you have completed the full enrolment process, you will be forwarded an email from Student Support, giving you details of how to log in to your chosen Course, how to access the learning materials and access the virtual learning environment case study. This email will also include a "How To Get Started" guide which you must refer to in order to get started on your programme. You will also be provided with your introductory 'Case Study Questions' which you should complete once you have downloaded the case study and learning materials.

In order to correctly install and operate the SCIL case study that is used for all of our online courses, please refer to the 'How to Get Started' guide in your Welcome email. If you have not received either your Welcome email or the guide, please contact us.

Learning plans are sent to all students at the beginning of each unit. These plans are simply guides. Some students are more used to a structured, classroom based way of learning so these guides are simply a way to give more structure to the learning system should you need it.

You are in control of your own learning and if you wish to submit 3 tasks per week or more/less, then that is up to you. So long as the previous task has been cleared by your Tutor and there are no outstanding questions, you can progress at your preferred rate.

2.3 LEARNING MATERIALS

Please note the learning materials for all units for your course are available to download. Details of how to download these learning materials are included in your Welcome email and/or 'How to Get Started' guide. These are available in PDF format. To view these files you may need to download and install Acrobat Reader if your PC or browser does not support viewing PDFs.

2.4 PROBLEM SOLVING

Most issues can be resolved by following the 'How to Get Started' guide but, occasionally, you may need additional help to get started. If you do require additional assistance, please contact the Student Support team at the email address that you received the welcome email from.

Once you have tried all the steps in the How To Get Started guide, if you have problems with the case study please contact us, giving as much information about the issue as possible. A screen shot of the error message or last screen you were working in is often a very useful tool for diagnosing the problem. You can take a picture of the current screen by pressing "Ctrl" and "PrtScr" buttons together. Open a new email and press "Ctrl V" to paste the screen picture into the email. Alternatively open a new Word document, press "Ctrl V", save and email that as an attachment.

2.5 LABELLING AND FORWARDING EMAILS

HUMANITARIAN

CHL/CLH/CHSCM

Name * Unit * Number * Task * Number: e.g: **John Smith Unit 1 Task 1**

Medlog

Name * Task * Number: e.g: **John Smith Task 1**

COMMERCIAL

Name * Programme * Unit Number * Task * Number:

Eg: **John Smith L5 Core Management – Task 1**

Please forward every email to the email address from where you received your welcome email.

Please do not send emails directly to the Tutor, Finance Department or Enquiry inboxes. All emails are required to go to Student Support who will then forward your emails to your Tutor. This is for record keeping/audit purposes.

3. HOW WE CAN HELP

3.1 STUDENT SUPPORT

For all those Course related issues that are not necessarily task related, we have a dedicated Student Support Team who are available via email (the email you forward your tasks to), Skype (admin_lla) or by telephone 01530 276591. Student Support will be your first point of contact throughout the Course.

3.2 TUTOR SUPPORT

For task related queries, you have an industry-experienced, fully qualified Tutor. They are expert in the various logistics areas and are available via Skype (please request Skype name from your allocated Tutor), email (via Student Support) and on the telephone 01530 276592. If you are struggling, need support or simply want guidance on your tasks, your Tutor will be happy to help. If your Tutor is on annual leave or is unavailable for any reason, one of the other Tutors will be able to assist in their absence.

3.3 TECHNICAL SUPPORT

If you have a Course related technical query, your first option is to refer to the How To Get Started guide. If this does not resolve the issue, please take a screen shot of the problem and email it to us.

3.4 STUDENTS WITH A DISABILITY

Students who enrol on a Programme with LLA can declare a disability at any time, although preferably, for pre-existing conditions, during the registration process. Special arrangements can be made for students who can provide evidence of having a learning difficulty such as dyslexia. Such students can request additional support at any time. Once a disability is disclosed, a needs assessment will be carried out and reasonable adjustments to assessment arrangements made.

3.5 HOW TO MAKE AN INSTALMENT PAYMENT

If you need to make a payment:

1. Follow the instructions on the email containing the invoice or payment details.
2. Payments are acceptable via bank transfer, Paypal or through credit/debit card using WorldPay (please request a payment link if this is your preferred option).
3. Please note instalments are payable at a maximum of six monthly intervals or earlier as advised by LLA Finance.

4. HOW YOUR WORK IS ASSESSED

4.1 TASKS

The assessment process is designed for two purposes:

1. To test the knowledge of the individual
2. To test the ability of the individual to apply that knowledge

The assessment process will take into account prior learning, achievement and experience which is appropriate to the requirements of the Programme and these should be brought out in your responses to the tasks set wherever possible.

Each candidate is assigned a personal Tutor, who will work with you to provide the evidence to satisfy:

1. All the performance criteria
2. All aspects of the qualification
3. All the knowledge requirement of the qualification

Evidence of performance will be assessed on an on-going basis by Logistics Learning Alliance through your responses to the assigned tasks. For regulated and accredited qualifications your final completion will need to be verified by the appropriate Awarding Organisation before your final Certificate is issued.

The Awarding Organisations we work with have set time limits on your registration period in which to complete your Programme. You should check what this limit is and have it firmly in mind as you work through the Programmes. All of the Programmes have been designed to be completed in considerably less time than the maximum allowed. The average completion times for the Programmes and are all achievable given the right level of commitment.

4.2 COMPETENCY

LLA does not follow an examination route for the majority of its Programmes which have been designed against outcomes of performance, i.e. what you should be able to do at the end of the Programme. For this, competence, assessment, the Tutor is trying to find out not just how much you know, but if you understand it sufficiently to apply it in real life.

Unlike a teacher, or college Tutor, they have no knowledge of your background, past attainments or experience. They can take nothing for granted, and in addition cannot be too specific in the advice they give you at times, as this may give you the answer without you having to research it yourself and working it out from first principles. It is common for questions to be asked to clarify particular issues but once you have completed a few of the lessons you will see how the system works.

Your Tutor will use a combination of directive and supportive behaviour to Tutor you through this process. This may be delivered face-to-face, via e-mail, or by a fusion of the two. You will also be required to submit regular reports to your Tutor, who will brief the appropriate assessor as you progress through the tasks.

If at any time you feel you need help or advice either on the Course content or the questions being asked, please let us know. There may also be some difficulty in understanding the terminology or understanding fully the problem you feel you have. If you are experiencing difficulties, please let us know as soon as possible.

In each unit, following the completion of a brief introductory task, your "line manager" will set you a series of tasks designed to enable you to demonstrate your underlying knowledge and understanding.

Reporting back to you will show and justify how, using this knowledge and understanding together with your own experience, you would respond to each task. The full Course of study is then completed in this tried and tested 'little and often' way enabling the principles learned to be gradually integrated into your real-life daily work plan. The method is enjoyable, practical and a genuine fast-track route to an internationally recognised qualification.

You will be taken through the steps of:

1. Analysing the current operational processes for a given scenario
2. Identifying the simulated company's current and future requirements
3. Devising a series of options to meet those requirements

4. Showing how to implement your chosen solution

On the completion of the tasks for the unit, you will have compiled a portfolio of evidence of competence which your Tutor will refer for assessment by a qualified Assessor and/or Internal Verifier. This may lead to a request for further evidence of your competence. In this eventuality, the candidate may have to re-visit one or two of the tasks and expand on or clarify work previously submitted. This will only happen if the final Assessor and/or Internal Verifier disagrees with the assessment of the learner's Tutor.

4.2 INDEPENDENT ASSESSMENTS

Some Programmes offered by LLA have a requirement for Independent Assessment. This is where a selected piece of Course work has to be assessed externally to LLA.

The Programme of submissions for the Independent Assessment is controlled by the Awarding Organisation and you will be informed of the relevant submission dates.

You are strongly advised not to leave this work until the end of the Programme, as there can sometimes be limited occasions when we can submit them for review and feedback will take longer than you will have been accustomed to with your LLA task submissions.

Where your Programme has an element of Independent Assessment, we will send you out full instructions on how to prepare the report and you should plan your submission into your overall work plan for the Programme.

Candidates are fully supported through their report construction and subsequent draft submissions. However, in regards to the final submission for independent assessment, we allow two failed attempts (Refers) where all standard advice and examples have been supplied to the candidate, the project portfolio will then get reviewed by a second assessor. If that assessor cannot add to the prior instruction given, then the candidate will not receive any further advice and the project is left to the approval of the Independent Assessor.

4.3 COMPLETING YOUR STUDIES

Once you have passed your Independent Assessment (if necessary, for your chosen Course) and your Tutor has cleared all your tasks, you have completed your studies (qualifications are subject to external verification by the Awarding Organisation). For those studying LLA Short Courses, you will receive a signed Certificate through the post from LLA. In the case of those studying Fritz-CILT Humanitarian Certification Programmes, certificates will be sent directly by the Awarding Organisation. This can take 6-8 weeks depending upon local postal services. In the case of Commercial qualifications the Awarding Organisation will forward you their Certificate following external verification, at the latest.

5. INTEGRITY OF YOUR STUDIES

5.1 PLAGIARISM

- Copying someone else's work and presenting it as your own is unacceptable.
- Copying sections of someone else's work but changing the odd word or phrase will be rejected.
- Work must be your own and written by you.
- If you use someone else's work as your own, it will be rejected. You will be required to redo and resubmit that task.

5.2 CUTTING & PASTING

Cutting and pasting from the case study and/or learning material will not be accepted as evidence of learning. All work presented to your Tutor must be written in your own words. It will need to show a clear understanding of the task and its application in the case study or your own working environment. It may also include reference to the use of additional learning materials where required. Work sent to your Tutor that has been created by cutting and pasting will be rejected and you will be required to redo and resubmit.

5.3 COLLUSION

Do not submit work produced collaboratively, unless expressly permitted by your Tutor. All work submitted has to be solely your own work. Whilst studying the Course with others can give added support and help the studying process, the task submitted must be unique to each student.

5.4 PROCEDURE FOR PLAGIARISM AND COLLUSION

The acting Tutor, Assessor and/or Internal Verifier alert the Centre Coordinator to the incident as soon as it is recognised. The Centre Coordinator reviews samples of work from the student/s involved and takes the decision whether to contact the student/s. In severe cases line managers and sponsors are involved in the disciplinary procedure and can lead to students being disqualified from the Programme.

5.5 PROCEDURE FOR CHECKING PLAGIARISM AND COLLUSION

All students should be aware that work submitted for assessment purposes may be submitted to Turnitin UK software for screening. Any piece of assessed work may be submitted to the software for similarity review and retained within the Turnitin UK source database for future comparisons.

5.6 STUDENT REGISTRATION

All students are registered with the Awarding Organisation in the month of their payment and online registration. LLA will not be liable to support learners beyond the specified registration period.

5.7 CLAIMS FOR CERTIFICATION

A student cannot be claimed for certification until all tasks have been completed; a check of this is part of our completion process. A student portfolio is not complete until all Candidate Assessment Records have been completed and submitted by an Assessor. Students may be asked additional questions by the Assessor or Internal verifier at these stages to ensure the necessary course outcomes have been thoroughly covered. A final check is the Portfolio Check List (PCL) signed by an assessor and Internal Verifier.

5.8 STUDENT MANAGEMENT

All students are registered on LLA's CRM system; details include name, Organisation, email address and contact numbers. The Awarding Organisation receives identical information and issues an identification number. The actual student number is issued upon Course payment. This system ensures the correct identification of students and if applicable the corresponding Organisation. All data is protected under the Data Protection Act of May 2018.

5.9 EXAMPLES OF LEARNER MALPRACTICE

This list below is not exhaustive and this centre at its discretion may consider other instances of malpractice.

- Collusion: working collaboratively with other candidates, beyond what is permitted;
- Copying from another candidate (including the use of ICT to aid the copying);
- Allowing work to be copied by another candidate or posting written coursework on social networking sites;
- Making a false declaration of authenticity in relation to the authorship of controlled assessments, coursework or the contents of a portfolio;
- The inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework or portfolios;
- Plagiarism: copying from published sources without using or incomplete referencing;
- Behaving in a manner to undermine the integrity of the assessment process.

6. HEALTH & SAFETY

LLA has a full policy regarding the Health and Safety of its students. The full policy can be found and read in Appendix 6 of this Handbook.

7. TIPS FOR SUCCESS

7.1 MANAGING YOUR TIME

Certain students utilise a Time Management Plan. See the Appendices for a Time Management Plan template.

Students with LLA usually have very busy lives. Not only are they employed, they have busy family and social lives too. If you need advice on time management, please feel free to ask your Tutor for tips.

7.2 ASKING FOR HELP

As previously mentioned, we have a full Student Support Team available to all students and your Tutor will give you advice and help if you need it. Remember: all you have to do is ask.

7.3 LISTENING TO TUTOR ADVICE

If your Tutor gives you advice, the best suggestion is to listen carefully and follow this advice. Our Tutors have worked with many students over many years and have come across a wide range of problems, issues and unusual events that have prevented work from continuing, at least in the short term. Tutors are here to advise and support all students.

7.4 BEING AWARE OF YOUR COURSE DEADLINE

All Courses have a deadline in which to complete. You will be sent your course expiry, together with your student number, after you have started your course. Students who fully commit to the Programme and finish within the initial timeframe are those who, in the long run, are more successful with their studies. **IF YOU NEED TO BE REMINDED OF YOUR STUDY DEADLINE, PLEASE CONTACT STUDENT SUPPORT.**

7.5 REGULAR TASK SUBMISSIONS

There is total flexibility with student's learning, and they can factor into their study times, periods of holiday, increased work load within their employment or other times when study may need to take a 'back seat' and catch up with work in their own time. However, it is best to submit tasks on a regular basis around these busier periods. Experience has shown that students who make regular task submissions are more likely to complete the Course than those who do not.

8. WHAT TO DO NEXT

8.1 ENQUIRY TEAM

We have an Enquiry Team who will be able to advise you on the next Course you may want to undertake with LLA to further progress your career, further enhance your skills or to gain the next level of qualification.

Please contact the Enquiry Team on: 01530 276590 Or email:
Enquiry@logisticslearningalliance.com

9. LLA EXTENSION POLICY

Extensions are only permitted in exceptional circumstances, and for a maximum of six months. The team at LLA will contact you as you approach the end of your Programme.

Please note that extension policies are regularly updated and, for the most up-to-date information and quotation, contact LLA Student Support prior to your expiry date.

10. APPENDICES

APPENDIX 1 - TIME MANAGEMENT PLAN TEMPLATE

Weekly Time Management Plan

Week Commencing: Monday 4 – Sunday 10

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

APPENDIX 2 – DATA PROTECTION AND GDPR POLICY

1. DATA PROTECTION PRINCIPLES

LLA is committed to processing data in accordance with its responsibilities under the GDPR.

Article 5 of the GDPR requires that personal data shall be:

- a. processed lawfully, fairly and in a transparent manner in relation to individuals;
- b. collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes;
- c. adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;
- d. accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay;
- e. kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals; and
- f. processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.”

2. GENERAL PROVISIONS

- a. This policy applies to all personal data processed by LLA.
- b. The Responsible Person shall take responsibility for LLA ongoing compliance with this policy.
- c. This policy shall be reviewed at least annually.
- d. LLA shall register with the Information Commissioner’s Office as an organisation that processes personal data.

3. LAWFUL, FAIR AND TRANSPARENT PROCESSING

- a. To ensure its processing of data is lawful, fair and transparent, LLA shall maintain a Register of Systems.
- b. The Register of Systems shall be reviewed at least annually.
- c. Individuals have the right to access their personal data and any such requests made to LLA shall be dealt with in a timely manner.

4. LAWFUL PURPOSES

- a. All data processed by LLA must be done on one of the following lawful bases: consent, contract, legal obligation, vital interests, public task or legitimate interests ([see ICO guidance for more information](#)).
- b. LLA shall note the appropriate lawful basis in the Register of Systems.
- c. Where consent is relied upon as a lawful basis for processing data, evidence of opt-in consent shall be kept with the personal data.
- d. Where communications are sent to individuals based on their consent, the option for the

individual to revoke their consent should be clearly available and systems should be in place to ensure such revocation is reflected accurately in LLA systems.

5. DATA MINIMISATION

- a. LLA shall ensure that personal data are adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed.
- b. LLA will retain personal data for a maximum of 7 years on completion of their programme.

6. ACCURACY

- a. LLA shall take reasonable steps to ensure personal data is accurate.
- b. Where necessary for the lawful basis on which data is processed, steps shall be put in place to ensure that personal data is kept up to date.

7. ARCHIVING / REMOVAL

- a. To ensure that personal data is kept for no longer than necessary, the LLA shall put in place an archiving policy for each area in which personal data is processed and review this process annually.
- b. The archiving policy shall consider what data should/must be retained, for how long, and why.

8. SECURITY

- a. LLA shall ensure that personal data is stored securely using modern software that is kept-up-to-date.
- b. Access to personal data shall be limited to personnel who need access and appropriate security should be in place to avoid unauthorised sharing of information.
- c. When personal data is deleted this should be done safely such that the data is irrecoverable.
- d. Appropriate back-up and disaster recovery solutions shall be in place.

9. BREACH

In the event of a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data, LLA shall promptly assess the risk to people's rights and freedoms and if appropriate report this breach to the ICO ([more information on the ICO website](#)).

APPENDIX 3 – LLA LEARNING AGREEMENT

By signing this learning agreement, I recognise that I, or my organisation, have contracted LLA to supply the services required to complete my course of study.

I understand that, to comply with UK Government (HMRC) and UK Awarding Organisation requirements, LLA will retain my personal data for a maximum of 7 years from the completion of my studies.

I have viewed the LLA privacy policy on the website at www.logisticslearningalliance.com

I also understand that:

1. I can request to access the personal data held by LLA
2. LLA will not hold or process any sensitive personal data
3. I can update my personal data at any time
4. I can request that my personal data is deleted except as specified by regulatory requirements
5. My personal data will not be used for profiling or automated decision making
6. If I am unable to complete my programme of study, LLA will retain my personal data for a maximum of 7 years and that it will not be processed further unless I request to re-join the programme
7. My personal data will be shared only with the Chartered Institute of Logistics and Transport/UKWA for the purposes of student registration.
8. LLA undertakes to hold my personal data in a safe and secure manner.

Learning agreement between (Student Name) and Logistics Learning Alliance Ltd In committing to this Programme I will follow the agreed process:

1. To agree a learning plan for each unit with LLA
2. To access the materials and tasks made available to me and to complete each task as agreed in my learning plan
3. To respond to all requests from my Tutor for clarification and improvement to my assignments within 7 days
4. To complete each part of the Programme under normal circumstances within the agreed learning plan.
5. Under special circumstances to request dispensation in advance from my Tutor to extend my study period beyond the timetable agreed in the learning plan.
6. To ensure all work submitted is my own and not copied from the learning material or other sources without appropriate referencing
7. In the event of my being unable to continue in the Programme or requiring an extended break in my studies, I will immediately inform LLA giving my full reasons
8. To contact LLA in the event of my requiring special assistance with any of my assigned tasks.
9. To contact LLA immediately in the event of a dispute between myself and my allocated Tutor/Assessor to request a copy of the Centre's Appeals and complaints procedure.
10. I understand the Programme I have undertaken has a limit on how long I can take to complete, from the date of enrolment, and further fees will be payable if I exceed this timescale. If 4 years have elapsed from the date of enrolment I will have to re-start the Programme and the full, current Course fees will be payable.

I attach proof of identity or residency at the address shown on my registration

Name Signature:Date:

APPENDIX 4 – EQUALITY AND DIVERSITY POLICY

This policy is provided for **Logistics Learning Alliance (LLA)** customers, including all staff members and learners accessing the courses and qualifications we offer.

COMMUNICATION OF THE POLICY

A copy of this policy is included within the Student Handbook which is provided to all students on enrolment. Students are required to confirm they have read this as part of signing their Learning Agreement.

LLA Staff will be advised of the policy during the company induction process.

Updates to the policy will be communicated directly to all parties directly.

REVIEW OF THE POLICY

LLA will review the policy annually and revise as and when required in response to feedback, changes in legislation, practices or actions required by any of the affiliated awarding or regulatory bodies.

Our review will ensure that our procedures remain consistent with the regulatory criteria and are applied properly and fairly in arriving at judgements. Reviews and amendments will be recorded in the tables at the end of this policy.

STATEMENT OF PRINCIPLES

LLA is committed to the principles of equality and diversity. Equality of access and opportunity for all are core values of our organisation, and we are committed to raising the profile of equality and diversity by being proactive in fairness to all. The Equality Act 2010 underpins our policies.

All learners and staff members are required to follow and honour these principles. We encourage everyone to play a part in promoting our policy in the course of their learning or work.

There are no circumstances in which LLA will tolerate discrimination, harassment, bullying or victimisation from or towards any staff member or learners. This also includes cyber-harassment or cyber-bullying.

Any issues must be reported to the Centre Coordinator.

DISCRIMINATION

Discrimination is when people are treated less favourably than others because of a protected characteristic they have or are thought to have. This includes discrimination on the grounds of their gender, race, ethnic background, religious beliefs, age, marital status, stage of development, ability or disability, sexual orientation, gender reassignment and wealth and background.

There are four types of discrimination: Direct discrimination, Discrimination by association, perception discrimination and indirect discrimination.

RACIAL HARASSMENT

Racial harassment is any action of a racist nature that results in people feeling threatened or compromised, it can include (but is not limited to):

- Racial name calling
- Derogatory remarks
- Racist graffiti or jokes
- Display or circulation of racially offensive material
- Physical threats, insulting behaviour or gestures
- Open hostility
- Exclusion from normal conversation or social events

SEXUAL HARASSMENT

Sexual harassment is unwanted conduct of a sexual nature that affects the dignity of women and men at work, including physical, verbal or non-verbal conduct. It can be in the form of (but is not limited to):

- Insensitive jokes or pranks
- Lewd comments about appearance
- Unnecessary bodily contact
- Displays of explicit material
- Gestures and leering
- Speculation about a person's private or personal life

BULLYING

Bullying is a form of harassment, whether by staff or other learners. Bullying is verbal, nonverbal or physical conduct that causes individuals to feel threatened, isolated or humiliated.

This may include members of a group other than those being directly targeted. Bullying can take many forms and can be quite difficult to detect by those not directly involved. All learners and staff are asked to report bullying at the earliest stages, so that it can be stopped. Your confidentiality will always be respected.

The law recognises bullying as a serious issue and the protection from the Equality Act 2010 makes it a criminal and civil offence to cause harassment, alarm or distress another person.

VICTIMISATION

Victimisation is when a person is treated less favourably in the same circumstances because that person has, in good faith, made a complaint or raised a grievance under the Equality Act, or because they are suspected of doing so.

VULNERABLE ADULTS

A vulnerable adult is a person aged 18 years or over who may be unable to take care of themselves or protect themselves from harm or from being exploited.

Abuse can take a number of forms and cause victims to suffer pain, fear and distress. Adults may be too afraid or embarrassed to raise any complaints. They may be reluctant to discuss their concerns with other people or unsure who to trust with their worries. Sometimes people can be unaware they are being abused.

LLA staff members have a responsibility to follow this policy and report any suspicions that may arise.

PROTECTION OF CHILDREN

The policy of safeguarding a child is to protect any person under the age of 18 years and those whom are considered vulnerable. The Children Act 1989 provides the legal framework for the protection of children and young people in the UK.

LLA is committed to the safeguarding of children and our staff members have a responsibility to follow this policy and report and suspicions that may arise. Both the safeguarding policies above also include the protection of our staff from unfounded allegations of abuse.

TRAINING

All staff take part in Equality and Diversity Training as part of the induction process, this must be updated at least every 2 years. Staff may be required to engage in regular CPD activities to ensure up to date knowledge of Safeguarding topics, procedures and regulations. LLA current Equality and Diversity training is detailed in Appendix A.

SAFEGUARDING

LLA has a separate Safeguarding and Prevent Policy, with details of procedures and named contacts.

EQUALITY AND DIVERSITY LEAD

Adrian Leigh, Centre Coordinator

Office+44 (0)1530 276591

Mandatory Training
To be completed during LLA company induction and refreshed every 2 years.
Foundation Online Learning: <ul style="list-style-type: none"> • ADVANCING EQUALITY AND DIVERSITY https://www.foundationonline.org.uk/
Suggested Additional Training
This training can be completed in addition as part of a staff members CPD.
Foundation Online Learning: <ul style="list-style-type: none"> • Age Equality • Implementing Disability Equality • Challenging Inappropriate Behaviour • Trans-Gender Equality • Visible and Valued https://www.foundationonline.org.uk/

APPENDIX 5 – COMPLAINTS AND APPEALS PROCEDURE

APPEALS PROCEDURE

1. Your chosen Programme involves you in the gathering of evidence to prove that you have met the requirements of the Awarding Organisation's standards. Your efforts in meeting these standards are supported your allocated tutor/assessor who will:
 - Advise on the evidence that should be gathered – this may take a variety of forms and may include some form of testing.
 - Assess and internally verify your evidence.
 - Ensure that the assessment you receive meets the required standards.
2. For the assessment you will receive written and/or verbal feedback on your evidence, which shows that:
 - You have provided enough evidence.
 - Your evidence is based upon what you can do currently.
 - You have proven that your evidence is your own work.
 - You have achieved the appropriate level to gain your chosen award.
3. If, however, you do not understand or agree with this assessment, this following information outlines how you might resolve the problem and how you can obtain help and advice.

All candidate complaints will be handled in the strictest of confidence.

4. Appeals Process:
 - Talk to your tutor/assessor first and explain your point of view. If, after your assessor has explained how the decision has been reached and how you could improve your evidence so it can be re-submitted, you still believe that the assessment decision is mistaken, you have the right to appeal and your assessor will understand this.
 - Send an email to Email Logistics Learning Alliance Student Admin, detailing your issue and requesting a review of the assessment decision.
 - On receipt, your appeal will be forwarded immediately to one of the LLA Internal Verification team, with a request to check student work against Tutor/Assessor responses, to ascertain whether proper Tutor/Assessor guidance and support is being given, or to consider grounds for discrimination. This check will be carried out within 3 working days and handled in strict confidence.
 - If the verifier considers that the Tutor/Assessor has acted correctly, an email will be sent to the candidate explaining this.
 - Tutor/Assessors not maintaining the expected standards will be removed from the approved list until further evidence of competence has been demonstrated.
5. Tutor/Assessors who have been investigated will be monitored and supported more closely to ensure the expected standards of Tutor/Assessors are maintained.
 - LLA will ensure that the Tutor/Assessor is able to provide the level of Tutor/Assessor skills required to fulfil their obligations to the candidate
 - The Tutor/Assessor will be reminded of the need to ensure that advice and support are given without discrimination on any grounds.
 - LLA will decide whether the candidate should be allocated to another Tutor/Assessor.

6. If you still disagree with the assessment decision or have any other grievances with the training provided, you should inform Logistics Learning Alliance Student Admin Team. We will consider all evidence and discuss a way forward that will satisfy all parties.

GRIEVANCE PROCEDURE

1. Your chosen Programme involves you in the gathering of evidence to prove that you have met the requirements of the Awarding Organisation's standards. In your efforts in meeting these standards you are supported by:

- LLA Student Admin Team.
- Allocated Tutor/Assessor.
- Support Materials.

2. You have the right to request an inquiry into any areas of the support functions.

The procedure:

- Email is to be sent to Logistics Learning Alliance (LLA) for review.
- On receipt, your complaint will be forwarded immediately to one of the LLA Internal Verification team. This check will be carried out within 3 working days and handled in strict confidence.
- If the verifier considers that there are inadequacies in any of the support functions, an email will be sent to the candidate explaining this.

We will consider all evidence and discuss a way forward that will satisfy all parties.

APPENDIX 6 – LLA HEALTH AND SAFETY POLICY

GENERAL POLICY STATEMENT

This policy and procedures is specific to the health and safety of learners and should be read in conjunction with the Logistics Learning Alliance (LLA) Health and Safety Policy and Procedures in operation across the company.

HEALTH AND SAFETY IN TRAINING CENTRES

LLA will ensure that:

- All training takes place in accordance with Health and Safety Policy and Procedures
- All learners are given appropriate induction into LLA Health and Safety Procedures
- All risk assessments relating to the training activities are relevant to the needs of learners being trained
- All learners will receive specific Health and Safety training related to their training course
- All health and safety training and induction will be regularly reviewed to ensure that it reflects current legislation and good practice.
-

HEALTH AND SAFETY FOR ONSITE TRAINING

LLA will ensure that:

- Teaching staff will ensure they are familiar with the Health and Safety policy's and procedures for the site they are delivering training on.
- Teaching staff will ensure that the learning environment is safe for students and the delivery of training.
- Teaching staff will work with site management to resolve any issues.
- All issues will be recorded and reported back to the LLA Centre Coordinator.

HEALTH AND SAFETY FOR APPRENTICESHIPS

LLA supply content and deliver on-line training to support elements of the apprenticeship programme, responsibility for the Health and Safety of Apprentices rests with their Apprenticeship Training Provider and Employer.

HEALTH AND SAFETY FOR DISTANCE LEARNING STUDENTS

Distance learning students are responsible for ensuring their own Health and Safety. LLA encourages all distance learning students to seek advice from their employer or local Health and Safety body, to ensure that they have the relevant knowledge to maintain safe learning practices and environments.

Appendix 1 holds guidance Students may find helpful relating to the use of computers and display screens while studying and using LLA online course materials.

MONITORING EFFECTIVENESS

This policy will be regularly reviewed to ensure the Health and Safety of learners at all times. The Centre Coordinator or responsible person will be required to keep a log and raise any concerns about the health and safety of learners immediately with the Directors.

POLICY REVIEW

This policy and associated procedures will be reviewed annually or in the following circumstances:

- changes in legislation and/or government guidance.
- as a result of any other significant change or event.

APPENDIX 6.1 - COMPUTERS AND DISPLAY SCREENS. HOW CAN I HELP MYSELF?

GETTING COMFORTABLE

- Adjust your chair and VDU to find the most comfortable position in which to work. As a rough guide, your forearms should be approximately horizontal and your eyes level with the top of the VDU.
- Make sure you have enough desk space for documents and other equipment
- Try different arrangements of keyboard, screen, documents and mouse to find what suits you best
- Arrange your desk and VDU to avoid glare or bright reflections on screen. This will be easier if neither you nor the screen is directly facing windows or bright sunlight. Adjust curtains and blinds to prevent unwanted light and glare

- Make sure there is sufficient space under your desk to move your legs freely and remove any obstacles that might prevent this
- Avoid excess pressure from the edge of your seat on the backs of your knees and legs. For smaller people, a footrest might be helpful

KEYING IN

- Adjust your keyboard so that you have a comfortable keying in posture. A space in front of the keyboard often helps for resting the hands and wrists in between typing
- Try to keep wrists straight when typing. Type softly and don't overstretch your fingers

USING A MOUSE

- Keep the mouse within easy reach so that it can be used with a straight wrist. Sit upright and close to the desk and move the keyboard out of the way if it is not being used.
- Support your forearm on the desk and don't grip the mouse too tightly
- Rest your fingers on the buttons and press them gently

READING THE SCREEN

- Adjust the brightness and contrast of the screen to suit the lighting conditions in the room
- Make sure the screen surface is clean
- In setting up software, choose text that is a suitable size for you to read and colours that are easy on the eye
- Individual characters on the screen should be sharply focused and should not flicker or move. If they do, your VDU may need servicing or adjusting

POSTURE AND BREAKS

- Do not sit in the same position for long periods and move around so that your posture is not rigid. However, avoid repeated stretching for things you need. Move the items you need closer to you
- And remember to take breaks - short, frequent ones are best. Changing tasks for short periods, e.g. completing photocopying or filing duties can be a productive way of taking time away from the screen. The general recommendation is a 5 to 10 minute break away from the screen for every hour you are sat in front of it.

HEALTH PROBLEMS ARISING FROM BAD WORKING PRACTICE AT VDU EQUIPMENT

Incorrect use of VDUs can place people's health at risk in a variety of ways. It can cause:

- Eyesight problems and headaches caused by screen glare, straining to look at VDU screens for long periods and by monitors positioned too close or too far away
- Increased levels of stress which can usually be attributed to an increased pace of work or being made to work in front of a VDU without a break for a longer period of unbroken time than is recommended
- Repetitive Strain Injury (RSI) which refers to aches, pains and disorders that can occur in the hands and arms which, although usually only temporary in nature, can evolve into an ongoing condition and can even be disabling

Take this advice on health and safety implications of using a VDU or computer at work to reduce the health problems that can arise from incorrect use.

APPENDIX 7 - INTERNAL VERIFICATION POLICY

This policy is available to all customers of Logistics Learning Alliance (LLA), to include all learners and staff members who are using or delivering courses and qualifications offered by LLA.

COMMUNICATION OF THE POLICY

It is important that all staff involved in the management, delivery, assessment and quality assurance of qualifications and learners undertaking a qualification are aware of this policy.

POLICY STATEMENT

Internal verification is a key part of the LLA internal quality assurance system. Internal verification at LLA is concerned with being accurate, consistent and ensuring all learners' have access to quality assessments that are fair and of high quality which results in achievement.

STATEMENT OF PRINCIPLES

This policy will ensure all assessment and internal verification activities conform to the qualification specification and awarding body standards. We will ensure that all evidence is valid, authentic, reliable, current and sufficient. LLA will provide a sampling plan detailing our internal activities and monitor this on a regular basis.

We will ensure assessors meet on a regularly to share best practice and identify areas for improvement. These meetings will be documented, and actions monitored. We will hold regular standardisation and team meetings with assessors, tutors and internal verifiers. As a minimum these will be held every 6 months. The finding of these will be used to inform annual appraisals and training and development needs. They will also be used to update centre staff on qualification and associated information.

Example standardisation meeting agenda

- Actions from previous meetings
- Resources, H&S, E&D issues
- Progression and achievement of learners
- Examples of learners work to standardise
- Good practice from assessors
- Areas for improvement
- Internal quality assurance reports
- External quality assurance reports
- Qualification updates

LLA will monitor the quality of the qualifications and courses we offer. We will consider the quality of delivery, assessment decisions and judgements made and highlight any issues, emerging trends and the development needs for assessors.

All assessments and sampling strategies will be in agreement with awarding body guidelines and we will ensure that internal verification drives the assessment process. We will keep reliable, up to date and auditable records of all internal quality control activities. These will be made available to an awarding body upon request.

As part of our internal quality procedures, we will ensure all of our assessors and tutors who deliver and assess on our qualifications are suitably qualified and experienced. All staff will receive access to Continuous professional development (CPD)

PROCESS

Internal Verification Process

1. To IV the student portfolio in accordance with the following guidance:
 - a. For each new programme every unit is to be checked.
 - b. For ongoing programmes containing 4 units, 25% of units sampled, , 20% sampled for 5 unit programmes, 33% sampled for 3 unit programmes & 100% for single unit programmes
 - c. Complete IV form and sign-off the Candidate Record
 - d. Send completed Candidate Record to Student Support for recording and posting to student mailbox folder.
2. To inform the Coach/Assessors of relevant feedback requiring action. To be checked as complete within 7 working days.
3. For Completed students – where allocated as the Lead IV, complete Portfolio Check List after completion by Assessor and return PCL to Student Support.
IV to check:
 - a. All unit CAR forms present and completed
 - b. That at least the minimum IV has been completed for the programme
4. Coach/Assessors who have been investigated will be monitored and supported more closely to ensure the expected standards of Coach/Assessors are maintained. 100% of all completed units will be internally verified until it is agreed that the standards have now been met. Coach/Assessors not maintaining the expected standards will be removed from the approved list until further evidence of competence has been demonstrated.
5. The Internal Verification process not only serves as means to improve coaching and assessing practices, but to review the assignments and overall programmes. Comments made to an assessor must be shared with the assessment team to raise awareness and to promote continuous improvement. Assignments that constantly prove difficult, in terms of understanding for learners, should be noted and flagged at the next assessor meeting.

REVIEW OF THE POLICY

LLA will review the policy annually and revise as and when required in response to feedback, changes in legislation, practices or actions required by any of the affiliated awarding bodies. Our review will ensure that our procedures remain consistent with the regulatory criteria and are applied properly and fairly in arriving at judgements.

APPENDIX 8 - SAFEGUARDING & PREVENT POLICY STATEMENT

1. INTRODUCTION AND AIMS

Logistics Learning Alliance (LLA) is committed to the safeguarding and promotion of the welfare of all its students. To that end, we seek to ensure that our organisation, its activities, staffing and procedures are carefully managed through rigorous application of safeguarding principles that reflect our statutory responsibilities and government guidance.

We also aim to ensure that our approach to handling any issues of a safeguarding nature is in accordance with sector best practice.

Our safeguarding policy and procedures seek to ensure that regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all students:

- have a positive and enjoyable experience while learning with LLA;
- have the opportunity to study or take part in their studies in an environment where they are safe, listened to, respected and valued;
- are supported to challenge discrimination and promote the right to equal protection;
- are protected from emotional and other forms of abuse whilst participating in:
- tutor-led sessions, whether in the classroom or online;
- organised online discussion forums;
- LLA-led online networking groups (social media);

Our safeguarding policy also seeks to ensure:

- effective management of safeguarding and prevent procedures through support and training;
- prompt response to any concerns raised;
- confidential, detailed and accurate records of all safeguarding and prevent concerns are kept and securely stored;
- ensure that all staff members in unsupervised direct contact with minors are subject to annual DBS checks, and that accurate records of these are maintained.

Failure to comply with the safeguarding and prevent policy and procedures will be addressed without delay and may ultimately result in dismissal or exclusion from the organisation.

2. DEFINITIONS

2.1 **A Minor**

A minor is defined as anyone who has not yet reached their eighteenth birthday.

2.2 **A Vulnerable Adult**

A vulnerable adult is someone aged eighteen or over who is, or may be, in need of additional support and/or community services due to age, illness or mental or physical disability, or who is, or may be, unable to take care of him/herself or unable to protect him/herself against significant harm or exploitation.

2.3 **Abuse**

Abuse (physical, emotional, sexual or neglect) is a form of maltreatment of a child or vulnerable adult, caused by inflicting harm or by failing to act to prevent harm.

2.4 **Prevent**

Prevent is the government's national counter-terrorism strategy aimed at stopping people from being drawn into terrorism or extremism. It aims to reduce the risk of radicalisation and to ensure those at risk are given advice and support.

2.5 Extremism

Extremism is vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

2.6 Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

3. DESIGNATED SAFEGUARDING LEAD

In the event of any concern of a safeguarding nature, a student or his/her parents/carers or chosen representative should contact the relevant Designated Safeguarding Lead.

Chris Taylor

Mob: +44(0)7492 699630

Office+44 (0)1530 276591

3.1 DESIGNATED PREVENT LEAD

In the event of any concern relating to Prevent, any student, staff member or other individual should **EMAIL** or contact:

Chris Taylor

Mob: +44(0)7492 699630

Office+44 (0)1530 276591

4. RESPONSIBILITIES

All staff in direct contact with students have a responsibility to be alert to the possibility of abuse, extremism or exposure to radicalisation and to raise a concern via the appropriate channel. LLA expects its staff to promote tolerance and respect by acting as a role model. Guidance on how to behave if a student discloses abuse, or provides any information that suggests abuse, is included as Appendix 1.

The **Designated Safeguarding Lead** has the responsibility for operational coordination of safeguarding procedures and for advising and supporting staff who raise concerns.

The **Designated Prevent Lead** has overall responsibility for compliance with the Prevent Duty and for operational coordination of prevent procedures and for advising and supporting staff or students who raise concerns.

The **Centre Coordinator** has overall responsibility for the strategic and operational implementation of Safeguarding and Prevent duty policy.

5. PROCEDURES

Safeguarding or Prevent concerns should be reported immediately to the relevant Designated Safeguarding Person (see Section 3 above).

Any allegation against a member of staff with regard to safeguarding or prevent should be reported immediately to the Designated Safeguarding Person in the first instance.

Designated Safeguarding Persons will assess any concern raised and determine what action, if any, should be taken. Actions may include:

- Referral to social services, police or other relevant agencies;
- Seeking further advice from the relevant agencies such as:
 - Leicester, Leicestershire and Rutland Safeguarding Boards
- Referral to the LLA Directors for any case involving an allegation against a member of staff.
 - All allegations against members of staff will be referred to the relevant bodies, to ensure

The Prevent Lead will then assess any potential prevent-related concern raised and determine what action, if any, should be taken. Actions may include:

- Referral to social services, police or other relevant agencies, including the Channel programme;
- Seeking further advice from the relevant agencies such as:
 - Leicestershire Police Prevent team
 - Leicestershire and Rutland Safeguarding Boards

Confidential case notes will be kept for all referrals by the Designated Safeguarding and Prevent Lead

6. STUDENTS WHO ARE MINORS

LLA will work with referring partners, employers and training providers to ensure the consent of parents or guardians of students under the age of 18 has been received prior to the enrolment on a programme of study with LLA.

7. STUDENT INFORMATION

Students will be advised about LLA procedures with regard to safeguarding and prevent through Induction and the Learning Agreement (in relation to online monitoring and acceptable use policies) and publication of this policy.

8. CONFIDENTIALITY AND INFORMATION SHARING

Staff should only disclose information or sensitive information about students with nominated safeguarding or prevent contacts. All staff must be aware that they have a professional duty to share information with other agencies in order to safeguard minors, adults and those at risk of radicalisation. However, information will be shared on a need to know basis only, as judged by the Designated Safeguarding Persons and the Prevent Lead.

9. STAFF TRAINING

All student facing staff will undertake Safeguarding and Prevent Duty training, including updates at least every two years. Staff may be required to engage in regular CPD activities to ensure up to date knowledge of Safeguarding and Prevent topics, procedures and regulations.

10. ONLINE MONITORING

All online activity and communications with students are monitored. Students are advised of this practise via the terms and conditions.

During monitoring any terms that are linked to terrorism or extremism, are reported to the Prevent Lead to determine whether there is any cause for concern.

11. POLICY ACCESS

A copy of this Policy is included within the Student Handbook which is provided to all students on enrolment. Students are required to confirm they have read this when they sign their Learning Agreement.

12. REVIEW

The safeguarding and prevent policy and associated procedures are reviewed at least every two years, or in the following circumstances:

- changes in legislation and/or government guidance;
- as a result of any other significant change or event.

APPENDIX 8.1 - STAFF GUIDANCE

If a student discloses that they are being abused, or provides any information suggesting that this is the case, staff should follow the guidance below.

DO

- Remain calm, accessible and receptive
- Ensure you are meeting the student an appropriate place (i.e. private)
- Listen carefully without interrupting or asking leading questions
- Communicate with the person in a way that is appropriate to their age, understanding and preference
- Be aware of the non-verbal messages you are giving
- Make it clear that you are taking them seriously.
- Acknowledge their courage and reassure them that they are right to tell.
- Reassure them that they should not feel guilty and say that you're sorry that this has happened to them.
- Let them know that you are going to do everything you can to help them and what may happen as a result.
- Make a note of what was said, using the person's actual words wherever possible
- Make note of your observation (signs of abuse, if any)
- Complete cause for concern form (if urgent contact a safeguarding officer immediately)

DON'T

- Judge the person
- Investigate or seek to prove or disprove possible abuse Investigate, suggest or probe for information
- Make promises about confidentiality or keeping 'secrets'
- Jump to conclusions, be dismissive or react with shock, anger, horror etc.
- Speculate or accuse anybody
- Offer opinions about what is being said or the persons allegedly involved
- Confront another person (adult or child/young person) allegedly involved
- Forget to record what you have been told
- Assume that someone else will take the necessary action
- Fail to pass this information on to a safeguarding officer

APPENDIX 8.2 – SAFEGUARDING AND PREVENT LINKS

Leicestershire and Rutland Safeguarding Boards
Children: 0116 454 6520 Adults: 0116 454 6270 http://lrsb.org.uk/
Leicester County Council:
MINORS First Response Children's Duty Team: Telephone: 0116 305 0005 (24-hour Phone line) Phone 999 if a crime is being committed or if a child is in immediate danger. Contact Leicestershire police on 101 if you think a crime has been committed but there is no immediate danger
Adults Adult Social Care: Telephone:0116 305 0004(Monday to Thursday, 8.30am to 5pm, Friday 8.30am to 4.30pm) Email: adultsandcommunitiescsc@leics.gov.uk Emergency Duty Team: Telephone:0116 255 1606 (Evenings, weekends, Bank Holidays)
Local Authority Designated Officer Mark Goddard - 0116 305 7597
Leicestershire Police Prevent Team
Telephone: 101 Email: prevent.team@leicestershire.pnn.police.uk
Other links (advice and information)
http://www.workingtogetheronline.co.uk/

APPENDIX 8.3 – LLA TRAINING DETAILS

Mandatory Training

To be completed during LLA company induction and refreshed every 2 years. For Prevent, staff should complete the training relevant to their role.

- Safeguarding

<https://www.foundationonline.org.uk/>

Safeguarding and Safer Recruitment in FE (latest Version)

- Prevent

<https://www.foundationonline.org.uk/>

Teaching and Training Staff

Prevent for Practitioners

Administration and Support Staff

Prevent for Support Staff

Leadership and Management

Prevent for Leadership and Management