



SEMESTER

LEARNING & DEVELOPMENT

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Online Learning Solutions
NVQ
Academic
Professional
Apprenticeships



Simplifying Remote Learning

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1. Welcome

Welcome to your Semester Learning and Development Limited (Semester) Learner Handbook – here you will find lots of information to support you through your learning journey.

2. Application Management

Please take the time to read through and complete this document, along with the online forms. If there is any information which isn't clear, or if you have any further questions, please discuss these with your tutor/assessor or contact the Semester administration team.

3. Contact Information

Phone Number:	01792 732001
General Enquiries Email Address:	info@semesterlearning.com
Registered Address:	Semester Learning and Development Limited 201 Great Portland Street London W1W 5AB
Postal Address:	Semester Learning and Development Limited 2-3 Allerton Road Rugby Warwickshire CV23 0PA
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Safeguarding Email Address:	safeguarding@semesterlearning.com
Designated Safeguarding Lead:	Emma Johnson (Operations Manager)
Designated Safeguarding Deputy:	Leah Brown (Apprenticeship Coordinator)
Safeguarding Information:	https://semesterlearning.com/safeguarding/



4. Our Vision

To become the number 1 independent online training provider for Engineering, Protective Services and Fire apprenticeships and qualifications.

5. Our Mission

Semester Learning and Development's mission is to increase flexibility in learning and in life. We do this through innovative use of technology whilst using sustainable training methods to help protect the environment. We work closely with employers to upskill their workforce by providing a flexible and bespoke service.

6. Our Values



Learners first – We place the learners at the heart of everything we do, focusing on apprenticeship delivery which enhances their knowledge, skills and behaviours whilst preparing them for their future and career progression



Flexibility through innovation – We encompass technology to deliver innovation and flexibility to training and assessment solutions to provide learners and employers with a bespoke package to meet their needs



Integrity – We will always operate honestly, ethically and reliably to provide solutions to meet the needs of learners and employers



Respect and support – We will treat everyone fairly and equally and listen to the views of our learners, employers, staff and stakeholders to provide a supportive and respectful environment

7. Your Entitlements

You have the right to expect a high-quality programme and effective management of your learning:

1. You have an initial assessment of your needs and understand how they will be met. This will be followed up by a diagnostic which will map your learning programme for you
2. You know how your prior learning could contribute to your planned learning
3. You understand the details of your Apprenticeship Programme
4. You know the name of your tutor/assessor how they may be contacted and who you should contact on any issues concerning your programme of learning
5. You receive regular and constructive advice, support and feedback on your performance
6. Any concerns or complaints you may have will be handled quickly and sympathetically
7. You know what to do if you have a complaint, compliment or want to give us feedback
8. You learn in a safe and secure environment and understand our policy on Health & Safety
9. You are respected as an apprentice as defined legally and by Semester Learning and Development's Equal Opportunities Statement/Policy (available on our website)
10. You receive appropriate help and support to deal with English, mathematics, study skills and other identified needs
11. You have access to trained tutors who are competent in the subject area
12. Programmes of learning are managed and co-ordinated to high standards
13. You receive information and advice on progress or other learning opportunities
14. You are asked for your views on the quality of your programmes of learning and you receive feedback on any improvement actions taken as a result

8. Learning Records Service

It is a requirement that every Apprentice is given a Unique Apprentice Number (ULN). This is given automatically when you enrol on an Apprentice Record Service (LRS) course. This unique number will allow you to track your achievements at any college or training provider you may attend. Please keep this information in a safe place as you may be asked to provide this number at enrolment with us or with another provider.



The Learning Records Service (LRS) is operated by the Education & Skills Funding Agency. The LRS offers an apprentice registration service allocating ULNs which enable individuals to access the service. The Learning Record Service offers the apprentice the facility to access their participation and achievement data via a website and to share this with other organisations and individuals where permission is granted. The LRS will allow those organisations listed on section 537A of the Education Act to use the Unique Apprentice Number as a key to sharing participation and achievement data in a consistent and approved manner promoting good information management practice. All organisations that will have access to the information you provide are registered under the Data Protection Act 2018.

9. Individual Learning Plan

It is important that you understand what your goals are whilst on an Apprenticeship and how we are going to help you achieve them. Your tutor will develop an Individual Learning Plan (ILP), following an assessment of your job role or career aspirations, your prior qualifications and experience, considering how you prefer to learn. As a working document (maintained in OneFile), your Individual Learning Plan will be sequenced, reviewed and updated regularly if needed so it reflects your achievements and any changes to your circumstances.



10. What is an Apprenticeship Standard?

As outlined by the UK Government, “apprenticeship standards show what an apprentice will be doing and the skills required of them, by job role.” They are developed by employer groups which are known as 'trailblazers'.

In a nutshell, an apprenticeship standard is essentially the job role that the apprentice will be training for. The knowledge, skills and behaviours (KSBs) set out within the standard are tailored specifically to ensure that the apprentice succeeds within that job role.

As well as each apprenticeship standard having different KSB requirements, each standard also has different requirements for Gateway when it comes to end-point assessment (EPA).

11. What is an end-point assessment (EPA) Gateway?

An end-point assessment (EPA) gateway is the period of time between an apprentice finishing their training and starting their EPA. During this time, the apprentice demonstrates the knowledge, skills, and behaviours (KSBs) they've learned.

The length of the gateway can vary from a week to a few months, depending on the assessment methods and the availability of the end-point assessment organisation (EPAO).

Each apprenticeship has its own rules for determining when an apprentice is ready to enter the EPA. These rules may include:

- Evidence of or passing functional skill levels in English and maths
- Completing a minimum of 12 months training
- Completing any qualifications specified in the standard
- Completing a portfolio, if specified in the standard
- To prepare for the EPA, apprentices can:
 - Read the occupational standard and assessment plan for their apprenticeship
 - Understand the knowledge, skills, and behaviours they need to learn
 - Familiarise themselves with the EPA requirements

Most EPAs are graded as fail, pass, merit, or distinction. Apprentices cannot complete their apprenticeship without passing the EPA.

12. What is the end-point assessment (EPA)?

An end point assessment (EPA) is an independent assessment that takes place at the end of an apprenticeship to determine if an apprentice is competent in their occupation. All apprentices are required to complete an EPA. There are a variety of assessment methods to test apprentices' competency.

End-point assessments are designed by employers in the sector and are conducted by independent bodies known as end-point assessment organisations (EPAOs). Your end-point assessment will either be conducted in your place of work or in a training centre. This can change depending on the apprenticeship standard and the end-point assessment organisation.

13. What is an occupational brief and where do I find them?

All apprenticeship standards have an occupational brief. This brief gives:

- A summary of the occupation
- Typical job roles/job titles linked to the apprenticeship standard
- A list of occupation duties
- The knowledge, skills and behaviours (KSBs) required to pass achieve the apprenticeship
- Information about mandatory qualifications, including any Functional Skills requirements
- Information about any professional recognition
- The level of the apprenticeship standard
- The duration of the apprenticeship standard

A full list of approved apprenticeship standards can be found on the Institute for Apprenticeships and Technical Education's website:

<https://www.instituteforapprenticeships.org/apprenticeship-standards>

Each apprenticeship standard has an occupational brief and an assessment plan.

14. What is an assessment plan and where do I find them?

Each apprenticeship standard has its own assessment plan, which has been developed by employers and approved by the Institute for Apprenticeships and Technical Education. The assessment plan is the document which contains the detail relating to the apprenticeship standard and the requirements of the Gateway and end-point assessment. Typically, an assessment plan will include:

- An EPA summary table
- Details about the typical length of an end-point assessment
- The assessment methods for that specific apprenticeship standard
- Information about the Gateway, including any specific evidence requirements and time periods
- Information relating to grading and how each assessment method is used to calculate the final grade
- Information about re-sits or re-takes

A full list of approved apprenticeship standards can be found on the Institute for Apprenticeships and Technical Education's website:

<https://www.instituteforapprenticeships.org/apprenticeship-standards>

Each apprenticeship standard has an occupational brief and an assessment plan.



15. Roles and Responsibilities

Apprentice	<ul style="list-style-type: none"> • Attend off-the-job training provided by the training provider (20%) • Compile evidence of tasks/jobs completed in the workplace • Complete any mandatory vocational qualifications • Complete Functional Skills at the required level (if required) • Participate in development opportunities to improve their knowledge, skills and behaviours as outlined in the apprenticeship standard • Meet all of the Gateway requirements • Understand the purpose and importance of the end-point assessment • Undertake the end-point assessment
Employer	<ul style="list-style-type: none"> • Allocate a mentor to support the apprentice • Attend progress review meetings with the apprentice and training provider • Review apprentice progress and readiness for end-point assessment • In collaboration with the training provider, select the end-point assessment organisation (EPAO) • Confirm any arrangements with the EPAO for the end-point assessment (who, when, where) in a timely manner • Ensure the apprentice is well prepared for the end-point assessment
Training Provider	<ul style="list-style-type: none"> • Deliver a structured off-the-job training programme • Provide support in the workplace for the apprentice and the employer • Work with the employer to ensure the apprentice is given the opportunity to develop the required knowledge, skills and behaviours as outlined in the apprenticeship standard • Monitor the progress of the apprentice during the on-programme period • Deliver the required level of Functional Skills training and ensure the apprentice is ready for any Functional Skills assessments (if required) • Advise the employer on the apprentice's readiness for end-point assessment, prior to Gateway

16. Apprenticeship Standards offered by Semester

- [Compressed Air and Vacuum Technician \(Level 3\)](#)
- [Construction Equipment Maintenance Mechanic \(Level 2\)](#)
- [Drinks Dispense Technician \(Level 3\)](#)
- [Engineering Fitter \(Level 3\)](#)
- [Engineering Manufacturing Technician \(Level 4\)](#)
- [Engineering Technician \(Level 3\)](#)
- [Fire Emergency and Security Systems Technician \(Level 3\)](#)
- [Smart Home Technician \(Level 3\) – not currently accepting new registrations](#)
- [Welder \(Level 2\)](#)

17. Your Learning Journey

a. Enrolment

To enrol on an Apprenticeship, you must first meet any programme specific entry requirements as well as funding eligibility requirements. We may ask for additional evidence when making eligibility decisions. To enable us to enrol you, you must be a UK or EU citizen or have a legal right to be in the UK and have been a resident for the three years preceding your Apprenticeship start date. If you are the spouse or dependant of an EU citizen, you may also be entitled to funding.

b. Meetings with your tutor and Apprenticeship Coordinator

Your meetings will consist of your tutor discussing with you what skills, knowledge, and behaviours you are developing as part of your programme and which of these areas require further development. There will be a planned activities such as observations, professional discussions and an opportunity for you to present evidence to your Tutor.

You will also participate in three-way feedback sessions between you, your manager/mentor and our Apprenticeship Coordinator to review your overall progression towards completing your programme and to document off-the-job training that has taken place.

c. Gateway

Once you reach the end of your training, your employer (supported by Semester) will decide if you're ready to take your End-Point Assessment (EPA) – this process is known as the "Gateway."

You, your employer, and Semester will hold a Gateway meeting to agree that you have gained the required level of knowledge, skills and behaviours. Reports and evidence of on-programme achievements are required.

To confirm this meeting has taken place all three parties are required to complete a 'Gateway Declaration Form' which must be signed and dated at the Gateway meeting and then submitted to the End-Point Assessment Organisation (EPAO).

d. End-Point Assessment

All Apprentices must be independently assessed at the end of their programme - this is known as End-Point Assessment (EPA). Every Apprenticeship Standard has an assessment plan, which gives details of the types of assessment activities that must be undertaken to achieve your Apprenticeship programme and the grades that are available, together with the skills, knowledge and behaviours each assessment method is evaluating.

Assessment plans are different for each Standard but may include a number of activities such as a professional discussion, observation, presentation, interview or developing a portfolio of evidence.

To ensure that the EPA is truly independent and assessed separately to the learning that has taken place whilst on programme, this element is completed by an independent assessor from an End-Point Assessment Organisation (EPAO). You must achieve your EPA before your Apprenticeship certificate can be issued.

18. Off-The-Job Training

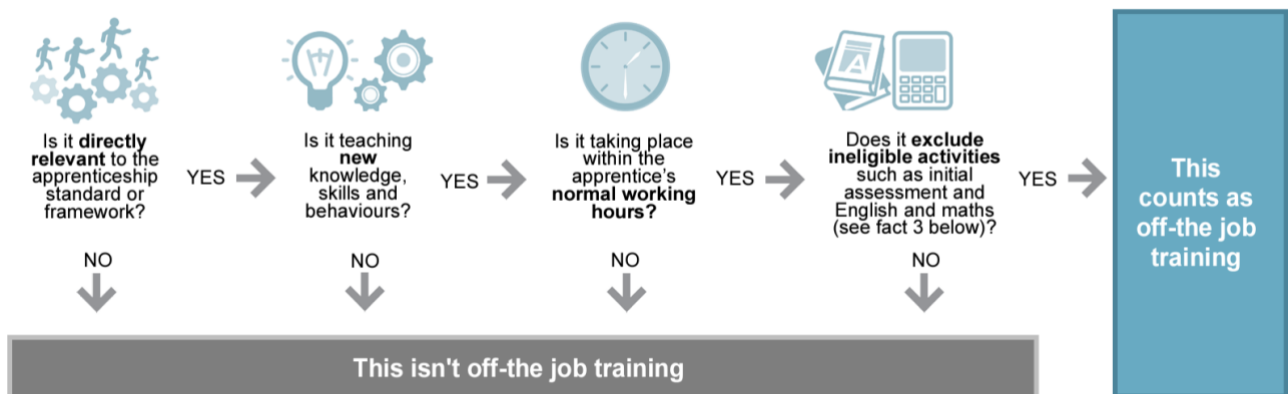
Each Apprenticeship Standard requires you to undertake a minimum of 20% of your learning off-the-job. This means a minimum of 20% of your normal working hours should be spent, learning. This can include training that is delivered at your normal place of work but must not be delivered as part of your normal working duties.

The minimum volume of off-the-job training for any apprentice is **278 hours** and this applies to all Apprenticeship Standards with a typical duration of 12 months. This volume is extrapolated for longer duration apprenticeship programmes using the following calculation:

$$(278 \text{ hours}/12) \times \text{the duration of the apprenticeship in months}$$

For example, an 18-month apprenticeship programme would require a minimum of **417 hours**.

Steps to help you determine if an activity counts as off-the-job training



Key facts:

- 1** Off-the-job training must make up at least 20% of the apprentice's normal working hours (normal working hours are capped at 30 hours a week for funding purposes only). For a full-time apprentice, this is an average of 6 hours per week over the planned duration of the apprenticeship.
- 2** Off-the-job training must be away from the productive job role, but this doesn't mean it must be away from the workplace. Training can take place at the employer's premises, off-site (e.g. in a provider classroom) or at home (e.g. distance learning).
- 3** Time spent on initial assessment and onboarding, English and maths, training not required by the apprenticeship standard, progress reviews, examinations and other testing, and training which takes place outside the apprentice's normal working hours does not count towards off-the-job training.

a. Examples of acceptable off-the-job training

- Coursework (carried out during your normal working hours)
- Distance learning
- Industry visits
- Observing or shadowing colleagues
- Job coaching
- Attending meetings (when directly related to the achievement of the Apprenticeship Standard and behaviours)
- Mentoring
- Demonstrations
- Learning journal/reflective learning
- Preparation or revision for assessment
- Training from suppliers
- Guided study
- Self-study

19. Discounts

a. NUS Apprentice card

A National Union of Student (NUS) Card is a form of student identification and can be used to find discounts from certain shops or restaurants.

If you are ever applying for a student TV License or need to provide evidence for student council tax exemption, then the NUS Card can often be used for evidence in these cases, they will likely also ask you for your NUS extra card number.



b. TOTUM

TOTUM is the only student discount, proof of age ID and campus life card and platform recommend by the National Union of Students.

c. Applying for an NUS Card

The process for getting an NUS discount card is actually pretty straightforward. You can apply for an NUS card through the NUS website and go from there.

<https://www.nus.org.uk/student-discounts>

The website is easy to fill out and the NUS card application forms are simple enough, not only that, there is a policy in place to help students who need to replace a lost NUS card and also have a list of vendors that will help you find some NUS extra card discounts, which you can find on your NUS card login.

Just fill in the NUS card application form and start racking up those savings!



20. What is BKSb?

BKSb is our chosen system for initial and diagnostic assessments and learning resources for Functional Skills in English, Maths and ICT. Programmes are in line with the appropriate national standards allowing for simple and efficient learning and tracking.



a. Initial Assessments

The initial assessments will accurately identify your Current Level in each subject area. The assessment questions respond to your answers and adapt accordingly depending on the level of your ability. The questions are banked so you will never sit an identical assessment twice. The initial assessment will accurately assess your level from pre-entry to Level 2. A dyslexia/dyscalculia screener is available if requested. In addition, the diagnostic assessments will produce an Individual Skills Plan (ISP) that will sign-post you to the resources you may need.

b. English and Maths Initial Assessment

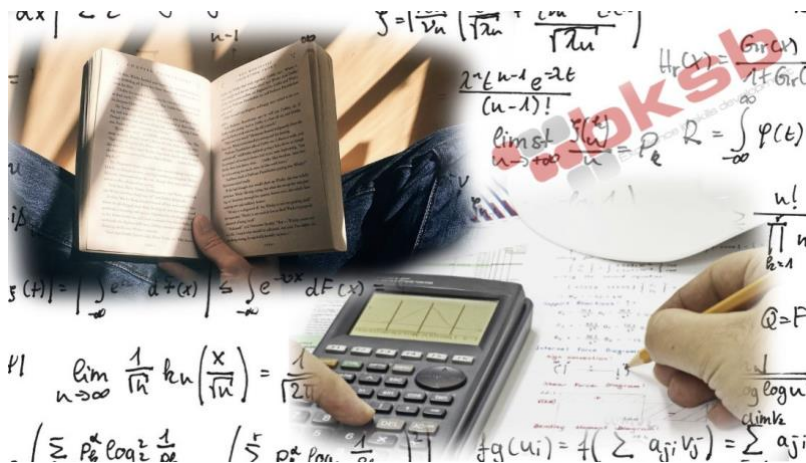
The initial assessment is the vital starting point of your student journey. It provides the benchmark from which your progress can be measured. The English initial assessment will show your level of ability for reading and writing against various topics and provide guidance around Spelling, Punctuation and Grammar (SPaG). The maths initial assessment will show your level of ability against various topics, including measurements, shape & space and handling data.

c. English and Maths Diagnostic Assessment

The diagnostic element is a crucial element of the assessment process and will shorten your student journey if followed correctly. On completion, our diagnostics provide you with a colour-coded ISP that clearly displays the topics that you are competent in and any areas for improvement.

The benefits for you include:

- A personalised learning programme in Functional Skills
- Interesting and engaging interactive assessments which adapt to your abilities, providing a positive learning experience
- Personalised learning materials, including video resources, which correspond to the areas for development identified by the diagnostic assessment



21. Staying Safe Online

Technology is brilliant for keeping in touch with people, for sharing content and talking to others. It is also a great way to help you with your studies and work, but it is always key to stay safe when using the internet. Technology does not just mean your computer and laptop - it could also mean your smart phone, games console, tablet or even an eBook reader.

Keep your personal information private

The Internet is full of opportunities to share personal information, but this can make you vulnerable to identity theft, cyberstalking, and other issues. According to Public Opinion on Privacy, 89% of people are concerned about the level of personal information on the Internet. The following tips can help you stay safe.

- **Consider what you share in profiles** - On social networking sites, it's common to include a lot of information on your profile. From your employer to your religious views, think twice before you put it out on the web. Make sure the information you share is suitable for all eyes.
- **Think about photos before sharing** - Sharing photos can be a great way to connect with friends and family, but they can also make you vulnerable. Before sharing a picture, take a few minutes to examine the background for details. Be sure you fuzz out our crop photos that show your house address, your car license plate, and other information people could use to find you.
- **Watch out for Phishing** - Phishing is a common trick used by identity thieves to gain your personal information. This crime involves sending e-mails or creating sites that appear to be from a legitimate company and asking you to confirm personal information such as bank account numbers, passwords, birth dates, or addresses. PayPal and eBay are two of the most common targets for phishing scams. Before adding any personal information, contact the supposed site directly to see if they have been trying to contact you. Most reputable sites will not contact you in this way.
- **Be aware of your internet presence** - Everything you do on the Internet is apparent to other users, and you should be aware of what they are seeing. In cases of cyberstalking and identity theft, someone could use your name and information to create damaging profiles or post public messages. Take a moment to "Google" yourself and see what others are seeing about you. This will keep you aware of any unauthorised use of your name, pictures, or personal information.



ZIP IT

Keep your personal stuff private and think about what you say and do online.



BLOCK IT

Block people who send nasty messages and don't open unknown links and attachments.



FLAG IT

Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

Keep your accounts secure

In addition to protecting your privacy, it's very important to keep your Internet accounts secure. Keep these tips in mind.

- **Choose a strong password** - Although it may be tempting to choose a password that's easy to remember, such as your child's name, your birth date, or your favourite sports team, these kinds of passwords leave you open to identity theft and fraud. According to Consumer Reports, 32% of adults used passwords based on simple personal information. Instead, it's better to create a password that meets the following criteria:
 - Eight or more characters
 - A number, letters and special characters
 - Upper and lowercase letters
 - Don't use personal information
- **Don't reuse passwords** - To remember your passwords, you may reuse the same password for multiple accounts. Avoid this, if possible since it makes multiple accounts vulnerable if your password is discovered.



Stay vigilant at all times

A lapse in attention can lead you to automatically click on a link or open an email attachment that may put your computer or your information at risk. Staying vigilant can help you stay safe.

- **Think before opening email attachments** - Don't open email attachments from people you don't know. These attachments may contain viruses or other malware. Additionally, think twice before you open an attachment from someone you do know. It's common for email accounts to get hacked, and the hackers may send messages and attachments to all of the people in the address book. If it doesn't sound like something your friend might send you, email him or her separately to find out if it's legit.
- **Keep your anti-virus software up to date** - Install virus protection software and a firewall. Check for updates regularly.



Keep your experience enjoyable and safe

If you're aware of the hazards and use the Internet responsibly, it can be a wonderful tool for meeting people, sharing experiences, shopping, and gathering information. Keep these tips in mind to ensure your Internet experience is enjoyable and safe.



22. Safeguarding

It is Semester's Policy that every learner has the right to be happy, safe and secure. We are committed to our Safeguarding Policy, and this is reflected in our work with learners and employers.

It is our aim to ensure that all our learners have confidence in our employees and believe that they will do everything they can to keep children and young people (those under the age of 18) and vulnerable adults safe from harm. Semester has a Policy of zero tolerance relating to any behaviour that may abuse or harm any of our learners or employees.



A copy of our Safeguarding (Keeping Apprentices Safe) can be downloaded from our website by visiting: https://semesterlearning.com/wp-content/uploads/2024/12/SEM-P008-Safeguarding-Policy-Keeping-Apprentices-Safe_v1.2.pdf

Our website also has a page dedicated to safeguarding, with additional information and contact details. This can be viewed here: <https://semesterlearning.com/safeguarding/>

Safeguarding Email Address: safeguarding@semesterlearning.com

Designated Safeguarding Lead: Emma Johnson (Operations Manager)

Designated Safeguarding Deputy: Leah Brown (Apprenticeship Coordinator)

Safeguarding Information: <https://semesterlearning.com/safeguarding/>

23. Fundamental British Values

We have a duty to actively promote 'Fundamental British Values' with our students. This duty was first set out by the government in the 'Prevent' strategy in 2011. What are Fundamental British Values?

Fundamental British Values are defined as "democracy, the rule of law, individual liberty have confidence in our employees and believe that they will do everything they can to keep children and young people (those under the age of 18) and vulnerable adults safe from harm. Semester has a Policy of zero tolerance relating to any behaviour that may abuse or harm any of our learners or employees. and mutual respect and tolerance for those with different faiths and beliefs". Semester expects and encourages learners to respect other people and any protected characteristics set out in the Equality Act 2010. Semester approaches the promotion of Fundamental British Values in line with the Government's PREVENT theme of the anti-terrorist strategy CONTEXT.



Democracy

Britain is a democracy – this means that the people in Britain vote for the people who make the laws and decide how the country is run.



Respect and Tolerance

We might not always agree with others, but we try to show respect for their thoughts and feelings. We can give respect to others, and we can expect other people to show us the same respect.



Individual Liberty

In Britain, as long as we do not break the law, we can live as we choose and have our own opinions about things.



The Rule of Law

In Britain we have a police force who make sure people do not do the wrong thing and break the law – this means that we are safe.

24. PREVENT

Since early 2003, the United Kingdom has had a long-term strategy for countering international terrorism known as CONTEST. The strategy aims to reduce the risk we face from terrorism so that people can go about their lives freely and with confidence. It is made up of four areas of work known as the “four Ps.”

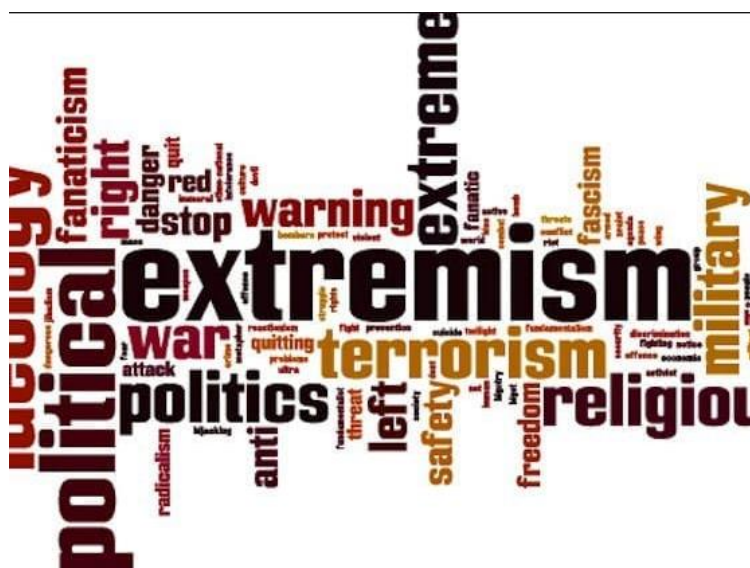
- **Protect** – Strengthening our borders, infrastructure, building and public spaces from an attack
- **Prepare** – Where an attack cannot be stopped, to reduce its impact by responding effectively
- **Pursue** – To disrupt or stop terrorist attacks
- **Prevent** – To stop people becoming terrorists or supporting terrorism

Prevent has been described as the “only long-term solution” to the threat we currently face from terrorism. Unlike the other Ps, PREVENT is about taking action before any criminal activity has taken place.

a. What is PREVENT

PREVENT involves supporting and protecting people who might be susceptible to radicalisation, ensuring that they are diverted away before any crime is committed.

The successful delivery of CONTEST and in particular Prevent, is dependent on the engagement of national, regional and local partners across multiple sectors, including initiatives such as WRAP (Working to Raise Awareness of Prevent) and Channel - a national project that has been put in place to safeguard individuals who may be vulnerable to recruitment by violent extremists.



People working in neighbourhood and community safety roles, carrying out home visits, volunteering, working in safeguarding roles and those who are already supporting vulnerable people are often the first to see signs of concern.

The help of the general public and people's families is essential, as these individuals often recognise concerning behaviour at an early stage.

If you see any suspicious behaviour or have any concerns, it is important to report this immediately.

25. GDPR

The General Data Protection Regulation (GDPR) is an EU regulation which came into force on 25th May 2018. Building on the 1995 EU Data Protection Directive (DPD), which it has replaced, the GDPR aims to improve protection of EU citizens' personal data. This is done by increasing the rights of data subjects, raising the obligations of businesses who collate and process personal data, and putting into place tougher penalties for anyone found to be breaking these new laws.



The new legislation (GDPR) focuses upon the following principles:

- Obtain and process people's data fairly, keeping it only for one or more specified and lawful purposes
- Process it only in ways compatible with the purposes for which it was given to you initially
- Keep it safe and secure
- Keep it accurate and up to date
- Ensure that it is adequate, relevant and not excessive
- Retain it no longer than is necessary for the specified purpose or purposes
- Provide a copy of own personal data to any individual on request

26. Equality, Diversity and Inclusion

We are committed to promoting equality of opportunity for all employees, job applicants and students. We aim to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment and in which all decisions are based on merit. We do not discriminate against age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (protected characteristics). All students have a duty to treat colleagues with dignity at all times and not to discriminate against or harass others, regardless of their status.



Equal Opportunities

Equal opportunities means that all people will be treated equally or similarly and not disadvantaged by prejudices or bias. In the working world this means that the best person for a job or a promotion is the person who earns that position based on qualifications, experience and knowledge. If you have any questions about equal opportunities, please contact your line manager.

Forms of Discrimination

Discrimination by or against a student is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally. Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics set out above. For example, rejecting an applicant on the grounds of their race because they would not “fit in” would be direct discrimination. Indirect discrimination occurs where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment is dealt with further in our Anti-harassment and Bullying Policy. Please ask your Tutor for a copy of this if required. Victimisation is also prohibited - this may manifest itself as less favourable treatment of someone who has complained or given information about discrimination or harassment or supported someone else’s complaint.



Disability

If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you to the best of our ability. If you experience difficulties at work because of your disability, you may wish to contact your manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Your manager may wish to consult with you and Human Resources who in turn may want to consult with your medical adviser(s) about possible adjustments.

27. Health and Safety

The Health and Safety at Work Act 1974, also referred to as HSWA, HSW Act or HASAWA, is the primary piece of legislation covering occupational health and safety in Great Britain.

All employment settings have a responsibility, as laid down in the Health and Safety at Work Act 1974. This Act places overall responsibility for health and safety with the employer and places duties on employees, so everyone in a setting has some responsibility for the health and safety of anyone who is there.

The Act covers a number of aspects, including:

- Conditions in which places of work must be kept
- Protection of employees
- Appropriate information, training and supervision
- Legal duties of employers

You are required to:

- Take reasonable care of your own health and safety and that of other people who may be affected by your actions
- Co-operate with your employer on all health and safety matters
- Not interfere with or misuse anything that is provided for your health, safety and welfare
- Complete an Accident Report Form with your employer and notify your Tutor if you sustain an injury or have an accident at work at any time whilst you are on the training programme. Alternatively send details to our dedicated Admin team email address info@semesterlearning.com but in all cases you must inform your employer



Your employer must display the Health and Safety Law poster in the workplace or provide employees with a Health and Safety leaflet. If the employer fails to follow the Health and Safety at Work Act they may be fined or, in very serious offences, even imprisoned.

What is a Health and Safety Policy?

A health and safety policy sets out the employer's general approach and commitment, together with the arrangements they have put in place for managing health and safety in their organisation. It is a unique document that says who does what, when and how. The policy is usually made up of three parts:



- **A Statement of Intent** – A written policy statement shows employees and anyone else, that employer's commitment to health and safety.
- **Organisation details** – This section names those who will have responsibilities for health and safety matters in the organisation.
- **Arrangements** - This section explains how the employer will control the main hazards that have been identified through risk assessment.

The Health and Safety policy will only be effective if it is acted upon and followed by the employer and employees.

Please ensure you ask your employer for a copy of their health and safety statement.



28. Mental Health

Mental health has many different definitions. Many publications and organisations describe it as having a resilience to pain, disappointment and sadness, and is the ability to live life in a positive way.

Mental health includes the following factors:

- Healthy cognition (thinking)
- Positive emotional health
- Healthy perception
- Being able to function in everyday society
- Being able to cope with the ordinary demands of life.

Each mental health disorder is managed and treated in a different way. There are numerous resources containing more information, guidance, and support if you should need it. Please ask your Tutor for more information.

You can also read more about taking care of your mental health from the Mental Health Foundation.

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



29. Information, Advice and Guidance

As a learner, you have the right to access a broad range of information, advice and guidance before, during and after your learning journey. Semester can offer you confidential support at all times.

If you wish to discuss your options further, please contact us on 01792 73 20 01 or write to: Semester Learning and Development Limited. 2-3 Allerton Road. Rugby. Warwickshire. CV23 0PA.

A high-quality information, advice and guidance service is key to success. It ensures you enrol on programmes suited to your needs. We support the concept of lifelong learning, and we will endeavour to help individuals make informed choices about training and development opportunities.

Semester can offer you:

- Open access to information on education, training and career opportunities in a range of formats
- An initial assessment to help identify your skills and aptitudes
- A trained member of staff to discuss your needs and aspirations, and to plan for the achievement of goals

If you have any learning needs, disabilities or circumstances that may affect your training, your Tutor will always be happy to discuss your learning journey, including the additional support options which are available to you.

In some circumstances, it may be beneficial for you to receive outside assistance in support of your learning. Comprehensive information is available from the National Careers Service, a provider of information, advice and guidance to help you make decisions on learning, training and work opportunities.

The service offers confidential and impartial advice - visit www.nationalcareersservice.direct.gov.uk or, call 0800 100 900.

30. Code of Practice

During your time on programme with Semester, you can expect:

- Training which is appropriate to your needs
- Support with your learning needs and career aspirations
- A qualified, experienced and committed tutor
- Continued support and guidance from our Apprenticeship Coordinator
- Appointments and meetings which will be scheduled in advance and attended on-time
- Access to fair assessment and developmental feedback on your submitted work
- Regular updates on your progress and achievements
- To be treated with respect
- Access to relevant policies and procedures
- Professionalism from every member of staff

In return, we expect you to:

- Behave professionally and appropriately
- Abide by Health and Safety regulations
- Follow good academic practice
- Work conscientiously and to the best of your ability
- Attend appointments and meetings on time and provide valuable input
- Notify your tutor or the Apprenticeship Coordinator of any absence
- Complete and submit the required work in a timely manner
- Work together to promote equality, community cohesion and good relations

31. Feedback and Complaint Procedure

Should you wish to inform Semester Learning of your feedback or make a complaint, please follow the steps below:

1. Visit www.semesterlearning.com and complete the 'Complaints and Feedback' form provided. Alternatively call 01792 73 20 01.
2. The complaint or feedback is passed on to the relevant Manager.
3. The appointed Manager will contact you within 24 hours of your complaint or feedback being received. This same Manager will investigate your complaint.
4. The appointed Manager will agree a resolution with yourself.
5. The appointed Manager will contact you after the resolution has been agreed to ensure you are satisfied with the outcome and how the complaint/feedback was handled.

