

Family And Community Education

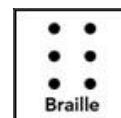
Learner Handbook 2020/2021



The information contained in this handbook can also be made available in other formats, e.g. audio tapes, large print, Braille.



Large
Print



The handbook is also available in other languages, including



For further information please telephone ☎ 0151 443 2066

Photograph permissions granted

Equality and Diversity

Knowsley Family And Community Education is committed to providing a learning environment that is free from discrimination, harassment and victimisation and opposes all unlawful or unfair forms of discrimination, harassment and victimisation on the grounds of

- Age
- Disability
- Gender
- Gender reassignment
- Marriage & Civil Partnership
- Pregnancy & Maternity
- Race
- Religion / Belief
- Sexual Orientation

Each year the service publishes its Equality and Diversity Strategy which sets out the actions the service will address to ensure that it meets its obligations relating to equality of opportunity. A copy of the service's Equality and Diversity Strategy are displayed in classrooms and are available upon request from Liz Leigh, 443 2066 or by email:

liz.leigh@knowsley.gov.uk

Lesbian, Gay, Bi-sexual, Transgender, Queer or Questioning and Intersex (LGBTIQ+)

In 2018, the Office for National Statistics published a report identifying the proportion of the UK population aged 16 years and over identifying as heterosexual or straight decreased from 95.3% in 2014 to 94.6% in 2018.

- The proportion identifying as lesbian, gay or bisexual (LGB) increased from 1.6% in 2014 to 2.2% in 2018.
- In 2018, there were an estimated 1.2 million people aged 16 years and over identifying as LGB.
- Men (2.5%) were more likely to identify as LGB than women (2.0%) in 2018.
- Younger people (aged 16 to 24 years) were most likely to identify as LGB in 2018 (4.4%).
- Among English regions, people in London were most likely to identify as LGB (2.8%), with people in the North East the least likely (1.8%).
- More than two-thirds (68.7%) of people who identified as LGB were single (never married or in a civil partnership).

<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2018>

For further information, advice and support visit the following websites:

www.stonewall.org.uk
www.gires.org.uk

www.genderttrust.org.uk
www.brokenrainbow.org.uk

www.genderadvisorybureau.com
www.gladd.org

www.equalityhumanrights.com
www.lgbt-safety.co.uk

LGBT History Month is October

LGBT Helpline: ☎ 0300 330 0630



Liverpool Pride – Saturday, 31st July 2021



Courtesy of pathfinder.com

If you need to report any abuse that you have experienced and/or witnessed please contact Liz Leigh on 443 2066 or by email: liz.leigh@knowsley.gov.uk .

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September 2020

On behalf of Knowsley **F**amily **A**nd **C**ommunity **E**ducation (**FACE**), we would like to welcome you to another year of study which we hope you will enjoy.

We have produced this handbook for you which we hope you will find useful. The handbook sets out our commitment to you to deliver a first class service during your programme of study. Please spend some time reading the contents of the handbook which is in an easy A-Z format.

Under normal circumstances, the service would deliver classroom based learning. However, since March 2020, in response to the Covid-19 pandemic, the Service has been delivering its provision remotely through the use of online software such as Zoom, Edmodo, Google Classroom etc. This mode of delivery will continue during this academic year with the addition of scheduled face to face sessions.

During face to face sessions it will be essential that all learners follow the service's Covid-19 Guidance – please see pages 22-23 for further information.

We believe success is ultimately achieved through hard work and commitment and through feedback from learners.

To ensure you have the best chance of succeeding, it is important to commit to attending every class. We will help you do this. If you need help or support at any stage during your course, please contact any member of staff (see list on pages 7-8).

The service has also introduced its own website which will provide you with details of all the courses on offer www.knowsleyface.co.uk.

Finally, may we take this opportunity to wish you every success in your chosen course.

Yours sincerely



Angie Kitching
Head of Adult and Community Education
www.knowsleyface.co.uk

Introduction to Knowsley Family And Community Education

Knowsley Family And Community Education (FACE) is Knowsley Council's Adult and Community Education Service and we seek to provide a friendly and supportive service where adults can learn in non-threatening environments. We offer affordable and accessible adult education provision throughout the Borough and want all learners to fulfil their learning potential.

We deliver classes in a range of venues across Knowsley including local Academies, Centres for Learning, Libraries, Children's Centres, Primary Schools and Community Venues.

Vision: Learning for Life

Mission: FACE supports individuals to engage in the widest range of learning opportunities to improve confidence, raise self-esteem, build personal, creative and social development, support with the challenges of modern life, reduce social isolation and improve employability and skills.

FACE encourages individuals to be aware of and achieve their own potential in order to progress successfully in learning, work, health, leisure and life.

Objectives:

1. Strengthen communities in order to support groups or individuals who are in greatest need of learning
2. Enhance employability by developing specific skills required in the labour market, in particular English, Maths and Digital Skills (Modern Technologies)
3. Develop individuals through learning in order to improve health, resilience and well-being
4. Support families by promoting and developing family learning, positive parenting and increasing parental engagement

Safeguarding

We believe that all adults have a right to enjoy life that is free from violence and abuse, a right that is enshrined within the Human Rights Act 1998. As part of Knowsley MBC's Safeguarding Adults Policy, our Service is committed to providing learning opportunities in safe environments. All Knowsley FACE staff possess enhanced Disclosure and Barring Service (DBS) clearance.

We operate a whole service approach to safeguarding learners; addressing our responsibilities to ensure the safety of all our learners. In addition to the Council's Safeguarding Policy, the service has a Safeguarding Policy – you can request a copy of the policy by contacting Liz Leigh ☎ 443 2066 or by email: liz.leigh@knowsley.gov.uk

Disclaimer for all Childcare, Counselling Courses and Supporting Teaching and Learning:

We reserve the right to review registration and/or participation on these courses if full disclosure of any disability or difficulty is not made either at the enrolment stage or at any subsequent stage. If a disclosure is made, eligibility and/or suitability for the course will be assessed against justified academic standards.

Disclosure and Barring Service (DBS) check – Childcare Level 2

As part of the Service's safeguarding arrangements **all** learners who are enrolled on Childcare Level 2 and Supporting Teaching and Learning **must undergo** DBS clearance as a condition of enrolling on any of the above courses and will be required to cover this cost.

Knowsley Safeguarding Children Board

You can access all the latest information about Safeguarding in Knowsley on the Knowsley Safeguarding Board's website: www.knowsleyscb.org.uk.

The Knowsley Safeguarding Children Board is an independent statutory body responsible for ensuring that individuals and organisations work effectively together to safeguard children in Knowsley. They make sure that arrangements work effectively in bringing about better outcomes for all children. Whilst the primary aim is to safeguard children, there is also a requirement to safeguard vulnerable young adults and to raise awareness of Safeguarding as it is everyone's responsibility.

Safeguarding adults

Many adults, especially older people and those with a physical or learning disability, rely on other people to help them in their day to day living. If you are a victim of abuse or you suspect somebody else is being abused here are details about what you can do to get help - Contact Knowsley Access Team ☎ 0151 443 2600.

Who is at risk of abuse?

A vulnerable adult may be at risk from people they know such as a relative, friend, neighbour or paid carer. Sometimes people can be abused by a stranger. Abuse can happen anywhere, but it is likely to happen in your own home, in a residential or nursing home or in a day centre or hospital.

What is abuse?

Abuse can be:

- Hitting, slapping and pushing.
- Shouting or swearing, humiliating, ignoring or harassing.
- Unwanted touching, kissing and sexual intercourse.
- Money or property taken without consent or under pressure.
- Not being cared for properly or denied privacy, choice or social contact.
- Treating a person in a way that does not respect their needs including race, culture and ethnic background, age, sex, religion, disability and sexuality.

What should I do if I suspect abuse?

Safeguarding adults is everybody's business. If you are concerned that a vulnerable adult may be a victim of abuse, please contact one of the numbers listed below. They will deal with your concerns in the strictest of confidence and their trained staff will carry out a careful and sensitive enquiry. If you are a victim of abuse or want to report the possible abuse or neglect of a vulnerable adult please use one of the following contact numbers.

For all referrals:

Contact Knowsley Access Team ☎ 0151 443 2600.

Policy and procedure queries:

If you have any queries regarding policy and procedures contact the Safeguarding Adults Unit on ☎ 0151 443 4260 or email KnowsleyAccessTeam@knowsley.gov.uk .

Prevent Duty

All further education providers have a duty to safeguard their learners. Prevent is about safeguarding learners to keep them both safe and within the law. The Prevent Duty is not

about preventing students from having political and religious views and concerns but about supporting them to use those concerns or act on them in non-extremist ways.

What is the Prevent Duty?

[Section 26 of the Counter-Terrorism and Security Act 2015](#) places a duty on certain bodies, listed in Schedule 3 to the Act, to have "due regard to the need to prevent people from being drawn into terrorism".

The 4 Ps – Pursue, Prevent, Protect and Prepare

The Government's Counter Terrorism Strategy CONTEST is designed to reduce the risk from Terrorism, so people can go about their daily lives freely and with **confidence**.

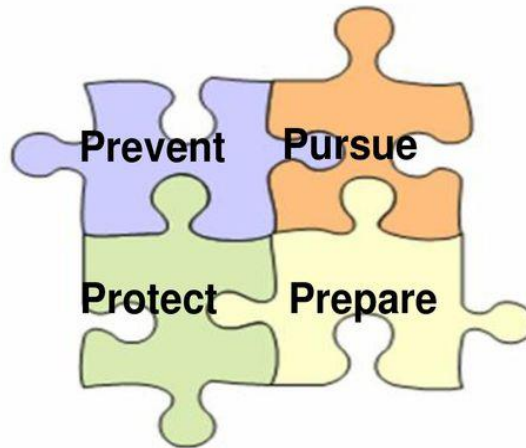
The Four P's

Protect – to strengthen our protection against a terrorist attack

Prepare – to mitigate the impact of a terrorist attack

Pursue – to stop terrorist attacks

Prevent – to stop people becoming terrorists or supporting terrorism



Courtesy of Wiltshire council

What is Extremism?

The Government has defined extremism in the Prevent strategy as: "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." This also includes calls for the death of members of the British armed forces

What are British Values?

British values are defined as:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect and tolerance for those with different faiths and beliefs**



Institutions are expected to encourage students to respect other people with particular regard to the protected characteristics set out in the [Equality Act 2010](#).

For further information visit:

www.gov.uk/government/publications/channel-guidance

www.gov.uk/government/publications/preven-duty-guidance

Venue Safety

As part of its commitment to safeguarding, all teaching venues have safeguarding plans in place including accessible entrance via an intercom system, visitor signing in log, and all staff and tutors have current DBS clearance and are identified through their service ID badges.

E-Safety Policy and Cyber Security

The internet provides enormous opportunity to enhance the learner's learning experience. The internet offers endless supplies of additional learning resources available for tutors to enrich their delivery. Whilst the service encourages staff, tutors and learners to make full use of this readily available resource to improve service delivery, it should be remembered that correct and safe use of the internet should be maintained at all times.

Some useful tips to keep you safe

- Never share passwords with friends or colleagues
- Never share personal details over the internet unless you are sure it is safe to do so
- Always respect others – be careful what you say online and what images you share with others
- Think before you send – whatever message you send can be made public very quickly and may stay online indefinitely

Cyber Bullying



Cyberbullying is the use of digital-communication tools (such as the Internet, mobile phones and social media) to make another person feel angry, sad, or scared, usually again and again. Examples of cyberbullying include sending hurtful texts or instant messages, posting embarrassing photos or video on social media, and spreading mean rumors online or via mobile phones.

For more information, visit the following websites.

www.nationalbullyinghelpline.co.uk/

www.stopcyberbullying.org/flash/stopblockandtell.html

www.saferinternet.org.uk.

Who's Who in Knowsley FACE and Contact Numbers

New Hutte Neighbourhood Centre, Lichfield Road, Halewood, L26 1TT

Contact	Role	Based at	Telephone No.
Alex Horrocks email : alex.horrocks@knowsley.gov.uk	Senior Mental Health Practitioner/Non Medical Prescriber (NHS 5 Boroughs) – FACE Forward Recovery Project	New Hutte Neighbourhood Centre	☎ 0151 443 5400 ☎ 07717 301356
Angie Kitching email: angie.kitching@knowsley.gov.uk	Head of Adult And Community Education	New Hutte Neighbourhood Centre	☎ 0151 443 2065 ☎ 07500 765018
Ange Powell email : angela.powell@knowsley.gov.uk	Adult Education Tutor – MIS and Halewood	New Hutte Neighbourhood Centre	☎ 0151 443 5386 ☎ 07870 884 266
Barbara Basnett Email : barbara.basnett@knowsley.gov.uk	Adult Education Tutor – FACE Forward Recovery Project	New Hutte Neighbourhood Centre	☎ 0151 443 5399 ☎ 07500 818103

Cathy Cummings email: cathy.cummings@knowsley.gov.uk	Data/Exams Support Worker	New Hutte Neighbourhood Centre	☎ 0151 443 5385 ☎ 07385 347 595
Chris Jones email: chris.jones@knowsley.gov.uk	Education and Performance Manager	New Hutte Neighbourhood Centre	☎ 0151 443 2069 ☎ 07825 996481
Jackie Croft email: jacqueline.croft@knowsley.gov.uk	Lead Education Officer	New Hutte Neighbourhood Centre	☎ 0151 443 2067 ☎ 07825 677131
Lesley Brownlow email: lesley.brownlow@knowsley.gov.uk	Community Education Officer	New Hutte Neighbourhood Centre	☎ 0151 443 5398 ☎ 07919 298514
Liz Leigh email: liz.leigh@knowsley.gov.uk	Business and Inclusion Manager (Deputy)	New Hutte Neighbourhood Centre	☎ 0151 443 2066 ☎ 07810 053367
Michelle Daly email: michelle.daly@knowsley.gov.uk	Lead Education Officer	New Hutte Neighbourhood Centre	☎ 0151 443 5389 ☎ 07810 053971
Sandra Feerick email: sandra.feerick@knowsley.gov.uk	Community Education Standards Manager (Deputy)	New Hutte Neighbourhood Centre	☎ 0151 443 5387 ☎ 07825 117474
Tony Delaney email: tony.delaney@knowsley.gov.uk	Community Education Officer	New Hutte Neighbourhood Centre	☎ 0151 443 5388 ☎ 07919 298513
Tracey Evans-Rittenberg email: tracey.evansrittenberg@knowsley.gov.uk	Lead MIS and Performance Officer	New Hutte Neighbourhood Centre	☎ 0151 443 5384 ☎ 07825 145126

Family Learning Parenting Service Team based at Westvale Primary School,
Milverley Road, Kirkby, L32 0RQ:

Contact	Role	Telephone No.
Gill Downey email: gill.downey@knowsley.gov.uk	Family Learning Co-ordinator	☎ 0151 443 4503 ☎ 07717 727 592
Pam Brown email: pam.brown@knowsley.gov.uk	Family Learning Assistant	☎ 0151 443 4501 ☎ 07919 111 224
AnnMaria Miller email: annmariamiller@knowsley.gov.uk	Parent Support Worker	☎ 0151 443 4503 ☎ 07825 117 482
Sharon Fitzgerald email: Sharon.fitzgerald@knowsley.gov.uk	Parent Support Worker	☎ 0151 443 4494 ☎ 07825 117 499
Ann Curley email: ann.curley@knowsley.gov.uk	Parent Support Worker	☎ 0151 443 4503 ☎ 07825 117 482
Victoria Powell email: Victoria.powell@knowsley.gov.uk	Parent Support Worker	☎ 0151 443 4503 ☎ 07825 117 487

Term Dates



Autumn Term – weeks commencing

1 st – 4 th September 2020	Enrolment week for accredited provision
w/c 7 th September 2020	Induction and Assessment session for accredited provision
w/c 14 th September 2020	Accredited courses start
w/c 14 th September 2020	Enrolment week for Community Learning (CL) Courses
w/c 21 st September 2020	Induction and Assessment session for CL courses
w/c 28 th September 2020	Community Learning courses start
26th October – 30th October 2020	Half term week (1 week)
Friday, 18 th December 2020	Academic term finishes for Christmas Break (2 weeks)

Spring Term – weeks commencing

Monday, 4 th January 2021	Courses start this week
15th – 19th February 2021	Half term week (1 week)
Friday, 26 th March 2021	Academic term finishes for Spring Break (29 th March-9 th April) 2 weeks
2nd April 2021	Good Friday
5th April 2021	Easter Monday

Summer Term – weeks commencing

Monday, 12 th April 2021	School Academic term begins
31st May – 4th June 2021	Half term week (1 week)
Friday, 2 nd July 2021	Academic Year ends

Adult Learner Charter

This charter sets out a commitment for any adult learner who chooses to study on taught learning programmes with Knowsley FACE. It sets out our commitment to meeting duties under the Equality Act 2010.

Initial Enquiry, Advice and Guidance - we will:

- Respond to any enquiry as soon as possible
- Support your enquiry with impartial information and advice with reference to guidance where appropriate. This is to help you with your choice of learning programme and to ensure it matches your achievements to date, your abilities, your aims and aspirations
- Be able to refer you for financial, personal and careers advice on a confidential basis
- Ensure any course details or prospectuses are:
 - clearly written in an appropriate language

- free from bias
- made available in alternative formats
- reflect commitments to promoting Equal Opportunities
- challenging of stereotypes and promote positive and non-stereotypical role models

Fees, Enrolment/Application Process – we will:

- Issue details of course fees, administration fees, certification or examination fees associated with your chosen course of study
- Ensure your enrolment/application is straightforward, welcoming and standardised
- Provide support for any learner with individual needs
- Provide a copy of your enrolment form upon request

Induction - we will:

- Carry out an effective induction within the first week of joining your course
- Provide a Learner Handbook at the start of your course including straightforward guidance about what you are entitled to and what to expect from attending your course
- Make handbooks available in alternative formats in response to need

Initial Assessment and Personal Learning Records – we will:

- Carry out screening to assess any additional support needs where appropriate
- Ensure that any initial assessment of your needs is carried out with care and consideration
- Provide you with information regarding your course and any assessment arrangements e.g. Course Information sheet, Course Aims or Scheme of Work
- Negotiate key learning and personal objectives with you taking into account your previous knowledge and experience
- Agree your Personal Learning Record with you

Teaching and Learning – we will:

- Deliver well-planned, organised and clearly structured classes/workshops to engage and sustain your interest
- Adopt varied teaching methods to reflect different learning styles
- Ensure that course materials are free from bias and reflect the different backgrounds and interests of different social/ethnic groups
- Give constructive feedback on your work
- Provide additional support if required
- Ensure teaching and learning is monitored by Quality Assurance through observing classes in order to maintain and improve standards
- Ensure adequate notice is given if classes are cancelled

Review of Progress – we will:

- Work with you to review your progress on a regular basis and to revisit your key learning and personal objectives
- Ensure any reviews are non-threatening and handled sensitively
- Ensure you know what you are doing, how you are doing it, what is going well and what needs to be improved
- Ensure your ongoing progress is recorded

Gathering Views – one of the most effective ways of judging the quality of what we do is by listening to our learners, staff and partners. We will:

- Seek your views and our tutors' views both informally and formally at regular times throughout your course of study

- Evaluate and respond to feedback we receive in order to make improvements
- Communicate what you say and what we do
- Respond to any complaints in a responsible and timely manner

Completion and Achievement – we will:

- Inform you of your overall achievement which takes into account attendance throughout your course, progress made towards your agreed learning and personal objectives and any other contributions made as recorded by your tutor
- Inform you of any completed assessments or examination results if your chosen course of study required you to be externally assessed
- Issue you with Certificates of Participation or Achievement (where applicable) in a timely manner

Exit and Progression – we will:

- Provide you with information about progression opportunities throughout your chosen course of study in order to encourage your personal and career development, for example the next level in your chosen subject, further education, job search advice, higher education. This information will include opportunities at different providers
- Provide support and guidance if you decide your chosen course is not appropriate to your needs

Your commitment to us - you agree to:

- Attend regularly at designated times and inform tutors of any unavoidable absence. We strive for you to achieve 100% attendance but expect you to maintain a minimum of 95% attendance as we recognise there may be an occasion where you are unable to attend due to sickness or other personal reason. Maintaining regular attendance contributes to you successfully remaining on your course
- Behave in an appropriate manner which respects others
- Complete all work set by your tutor which will contribute to you achieving high success in your studies
- Abide by appropriate health and safety requirements
- Respect the individual rights and beliefs of others
- Use any computer facilities responsibly avoiding access to any material that is liable to cause offence to others or that could bring our service into disrepute or result in legal action
- Respect No Smoking policies in any of our centres
- Keep mobile phones turned off in classrooms and learning environments

A to Z of Information for Frequently Asked Questions

Accredited and Non-accredited

Accredited means that at the end of your course you will receive a certificate from a recognised Examination or Awarding Body. It does not mean you have to sit an exam or test in all cases, but that the work you produce is marked or assessed to the standards set by the Examination or Awarding Body. All our Further Education provision is accredited.

You may feel nervous about taking an accredited course because of lack of confidence, being out of learning for a long time, frightened of being assessed, having to pay etc. Help and support is available all the way through your course to ensure you achieve!

Non-Accredited means that there is no external assessment at the end of your course but you will receive an internal certificate of achievement or participation. These courses are usually shorter in time and once completed, you will be encouraged and supported to progress to a different or higher level course (which may be accredited or non-accredited).

We consider our non-accredited provision to be our main CL (Community Learning) provision.

Additional Support for your Course

We are able to provide support in different ways but **it is important that you “disclose” any specific requirements that you may have.** You may disclose formally or informally:

- During Initial Advice and Guidance
- On the Enrolment Form
- At Induction using the “How Can We Help You?” Form at the back of this handbook
- On your Personal Learning Record
- By speaking to your Tutor, Community Education Officer (CEO)/ Curriculum Lead/ or the Business and Inclusion Manager (Deputy) at any time if assistance is needed.

Additional Learning Support is available to support any learner who may have specific needs which could include requiring specialist equipment/resources, specialist teaching support, specialist software, support with learning difficulties, e.g. dyslexia, dyscalculia, dyspraxia, visual impairment, hearing impairment or other. It can also support any learner who requires materials in alternative formats, e.g. Braille, audio tape, large print.

Please let us know **at the start of your course** if you have any additional needs so that we may support you in your learning.

If you are studying on an accredited course, we may also be able to support with the costs of books, materials, transport and childcare.

If you require support, ask your Tutor or Community Education Officer or Curriculum Lead for further advice and guidance or you can speak directly with **Liz Leigh, Business and Inclusion Manager (Deputy)** on ☎ 0151 443 2066. Liz will provide assistance in completing the “**How Can We Help You?**” Form at the back of this handbook. Completed forms need to be returned to: Liz Leigh, Business and Inclusion Manager (Deputy) at the Directorate of Children and Family Services, Family And Community Education, New Hutte Neighbourhood Centre, Lichfield Road, Halewood, Knowsley, L26 1TT. ☎ 0151 443 2066 or e-mail liz.leigh@knowsley.gov.uk.

Advice and Guidance (see also Progression)

The first step to take in seeking advice and guidance is to talk with your Tutor or your Community Education Officer. We have trained Information, Advice and Guidance (IAG) Officers on hand. They will be able to help you with information about adult education, adult directions and further opportunities available to you. Contact any of the IAG Officers detailed below: -

IAG Officer	Telephone number(s)	Email address
Barbara Basnett	☎ 0151 443 5399 ☎ 07500 818 103	barbara.basnett@knowsley.gov.uk
Jackie Croft	☎ 0151 443 2067 ☎ 07825 677 131	jacqueline.croft@knowsley.gov.uk
Michelle Daly	☎ 0151 443 5389 ☎ 07810 053 971	michelle.daly@knowsley.gov.uk
Tracey Evans-Rittenberg	☎ 0151 443 5384 ☎ 07825 145 126	tracey.evansrittenberg@knowsley.gov.uk
Lesley Brownlow	☎ 0151 443 5398 ☎ 07919 298 514	lesley.brownlow@knowsley.gov.uk
Vicky Powell	☎ 0151 443 4503 ☎ 07825 117 487	victoria.powell@knowsley.gov.uk
Sharon Fitzgerald	☎ 0151 443 4494 ☎ 07825 117 499	sharon.fitzgerald@knowsley.gov.uk

AnnMaria Miller	☎ 0151 443 4503 ☎ 07825 117 482	annmaria.miller@knowsley.gov.uk
Ann Curley	☎ 0151 443 4503 ☎ 07825 117 482	ann.curley@knowsley.gov.uk

If you need more in depth guidance there are a number of professional organisations that can offer you free and impartial information and advice about:

- Learning opportunities
- Career development
- Returning to work or education (and much more)

‘National Careers Service’ can give you local contact details for colleges, organisations, full careers advice and guidance services and course search facilities. There is a helpline and a website. There are also a number of advice lines that offer other kinds of help – e.g. help with benefits or legal matters. Some offer help in other languages.

Next Step National Helplines

Action Hearing Loss	☎ 0808 808 0123/Text: 0808 808 9000
Rnid Typetalk (Liverpool)	☎ 0151 709 9494
Text Relay	☎ 0800 500 888
National Careers Service	☎ 0800 100 900
“Find a local Adviser” Service	www.findcourses.co.uk

Job Centre Plus (Business Link)

Job Centre Plus Helpline (Business Link)	☎ 03800 055 6688
Job Centre Plus Online (Business Link)	www.gov.uk/browse/business

Specialist Advice

DirectGov Young People (Connexions)	www.direct.gov.uk
Learn Direct	www.learndirect.com or
	☎ 0800 101 901

SKILL Helpline (for learners with Disabilities)	☎ 020 7250 8180
SKILL Website	www.disabilityrightsUK.org
UCAS (University Entrance Advice)	www.ucas.ac.uk

Advice in Other Languages

Citizen’s Advice Bureau	www.citizensadvice.org.uk
AsylumAid – Asylum Seeking	www.asylumaid.org.uk
AsylumAid - Helpline	☎ 0207 354 9264

Access to Fair Assessment Policy

Assessment Statement:

- As an educational service we provide a variety of qualifications which offer our learners the opportunity to succeed and achieve their full potential by the most appropriate and direct route possible.
- The service has an Assessment Policy which is based on the concepts of equality, diversity, clarity, consistency and openness.
- We will make every effort to ensure that our assessment processes and procedures are implemented in a way which is reliable, fair and non-discriminatory.

Accessing the Policy:

- Learners have access to this policy in their **Learner Handbook**. Tutors, assessors and Internal Verifiers have access to this policy in this document (**Service Minimum Standards Framework 2020-2021**).

- The service will review this policy annually and revisions may be made in response to feedback from learners, tutors, assessors, internal verifiers and external organisations.

What our learners expect from us:

Fair assessment:

- We aim to ensure that all assessment of work is carried out fairly and in keeping with an awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards.
- Our assessors will be fully trained or gaining their assessor qualifications under the strict guidance and support of experienced assessors.
- All internal assessments will be carried out fairly and according to awarding body instructions.
- Externally marked tests and exams will be in line with the requirements of the awarding body.

Our learners would also expect:

- To have a full induction onto a new course and be given information that can be shared with individual support personnel when necessary.
- To be fully informed about the programme learning outcomes, performance criteria and other processes and procedures of learning and assessment
- To be provided with appropriate assessment opportunities during the course and feedback on the quality of the work.
- Work to be marked within two weeks of submission by the learner.
- The service to apply any necessary special considerations, equivalents and exemptions as sanctioned by an awarding body.

Cheating/Plagiarism

“A fair assessment of learner’s work can only be made if that work is entirely the learner’s own”

As such, learners can expect us to inform an awarding body if:

- Found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They use an unauthorised learning aid or device during a test or examination
- They copy another learner’s answers during a test or examination
- They communicate with others during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body.

If a learner feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

Assessment and Assessment Appeals

Throughout your course, your Tutor will frequently make checks on your learning – formally and informally. You will be given regular feedback about how you are doing and be asked to comment about your own progress.

If, at any time, during your course you are assessed and are unhappy with any of the feedback provided – and your course is accredited (see Accredited), you have the right to appeal using the following process:

Appeals Procedures

It is the responsibility of Knowsley FACE to make all students aware of the appeals procedure and give them access to a copy of this procedure (in Learner Handbooks).

The Internal Moderator/Verifier for each programme of study is responsible for managing the formal appeals process. If deemed necessary, a panel should be set up comprising of at least one member who is independent of the assessment process.

Written records of all appeals will be maintained by Knowsley FACE. These will include a description of the appeal, the outcome of the appeal and the reason for that outcome. A tracking document will be used to follow the course of an appeal, allowing it to be time tracked and verified at each stage.

Grounds for Appeal

A student/candidate would have grounds for appeal against an assessment decision in the following situations. This list is selective and not exhaustive.

- The work is not assessed according to the set criteria or the criteria are ambiguous.
- The final grade of the work does not match the criteria set for grade boundaries or the grade boundaries are not sufficiently defined.
- The internal verification procedure contradicts the assessment grades awarded.
- There is evidence of preferential treatment towards other students/candidates.
- The conduct of the assessment did not conform to the published requirements of the Awarding Body
- Valid, agreed, extenuating circumstances were not taken into account at the time of assessment, which Knowsley FACE was aware of prior to the submission deadline.
- Agreed deadlines were not observed by staff.
- The current Assessment Plan was not adhered to.
- The decision to reject coursework on the grounds of malpractice

For accredited courses, any learner who is dissatisfied with any assessment feedback they undergo as part of their learning programme has the right to appeal using the following process.

STAGE 1

Learner makes a written appeal against assessment decision to the Internal Moderator/Verifier for the course.

STAGE 2

The Internal Moderator/ Verifier may request another Assessor (if available) to assess the learner's work, in order to test for any anomalies in the assessment process and to gain an independent view.

The Internal Moderator will undertake a thorough review of the first and second assessor's decisions and will report the outcome to the learner. A copy of the outcome will be retained on the Centre file.

STAGE 3

If a resolution is not reached or the learner is unhappy with the Internal Moderator's decision, the learner must report this in writing to the Head of Adult And Community Education,

Knowsley Family And Community Education, New Hutte Neighbourhood Centre, Lichfield Road, Halewood, Knowsley, L26 1TT. The Head of Adult And Community Education will undertake a thorough investigation and report the outcome to the learner and retain a copy on the Centre file.

STAGE 4

If a resolution is still not reached or the learner is unhappy with the Head of Adult and Community Education's decision, the learner must report this in writing to the External Moderator.

The External Moderator will undertake a thorough review of all the investigations and decisions made and will report on the outcome. The External Moderator's decision is final. A copy of this will be sent to the learner and a copy will be retained on the Centre file.

There may be an occasion when you may wish to submit an appeal to an Awarding Body following the outcome of an exam. In this instance, learners are required to make their appeal in line with the Joint Council for Qualifications appeals process. A copy of this document is available from your centre upon request. Further information about making an appeal to an Awarding Body can be found at www.jcq.org.uk or www.ofqual.gov.uk.

Attendance

Attending regularly is important for staying on the course. We ask that if you are unable to attend for whatever reason, you contact your Tutor or a member of the FACE team before the class. We will contact you by letter or phone to enquire about any absence and offer assistance if needed. To ensure you have the best chance of succeeding, we ask that you maintain a minimum level of attendance of **95%** with an aspiration to achieve 100%.

If you have three consecutive absences we will be required to withdraw you from your course in line with our funding regulations.

Under no circumstances must learners bring their child/ren into any lesson.

Blended Remote Learning

Blended remote learning can be very different from sitting in a classroom. However, there are some ways you can still learn effectively and maintain a healthy work-life balance. Although blended remote learning delivery offers a lot of flexibility, it's important that you have the right working space, mind frame and routine in place. You should view online/blended remote learning in the same way as classroom-based learning. You should:

- maintain regular attendance and participate in all planned online sessions and tutorials
- keep in regular contact with your tutor
- complete all assignments etc. on time
- respond to any communications from the service
- report any concerns you may have immediately to either your tutor or other member of service staff

1. Establish a learning routine

As well as waking up on time and participating in online sessions etc. it's also important to:

- schedule time to go over your session notes
- take some form of exercise and continue to enjoy your hobbies and interests

Writing down tasks first thing in the morning will allow you to set your intentions for the day and feel motivated to fulfil them. You should write down every task, big and small, that you want to complete and highlight your main priorities for the day.

2. Stay in contact with your tutor and classmates

The same online tools (Edmodo, Zoom, Microsoft Teams etc.) being used by your tutor to deliver your classes can also be a great way to keep in contact with tutors and classmates. Maintain your level of engagement by asking questions during sessions, discuss topics in forums with others in your class and reach out to others via email. Although your tutor can't be there physically with you, your education is still their priority and they're there to help.

3. Be kind to yourself and practice mindfulness

Set aside some time each day for relaxation and meditation. It could be as little as five minutes or as much as an hour. Meditation will help to reduce stress and anxiety, as well as helping you relax. You can download mindfulness apps such as [Calm](#) or [Headspace](#)*

4. Create an effective working environment

Making a space dedicated to just studying will help you to concentrate better. To create a productive workspace make sure the objects around you are only those that relate to studying. You need to ensure your space is free of clutter and don't use your bed as a place to study as this is your place of rest. If you don't have a desk use a nightstand, a shelf or sit on the floor. It's also best for you to work by a window for some natural light. Ensure your face is visible at all times during sessions and try to find a quiet location in the home to participate, where possible use pre-set backdrops that do not allow parts of your home to be visible.

5. Prepare for study

It's important for you to get out of your night clothes and have a healthy breakfast. It's essential that you get up and prepare for the day, just as if you were heading out to your class. Wearing something other than your pyjamas will make you feel ready to take on any tasks you have. As they say, look good, feel good.

6. Schedule your lunch break

It's extremely important to take your lunch break. This will give you a much needed energy boost and also a break from your tasks. Avoid making things from scratch as this will take up a lot of time. Just make something quick and healthy.

7. Cancel out distractions

Don't get distracted. The easiest way to achieve focus and productivity is to distance yourself from things that might cause a distraction. Put your phone in another room, in a drawer or switch it to 'Airplane mode'.

Another way is to download '[Cold Turkey](#)' on your laptop or phone, to prevent you from logging into social media while you're studying. The app lets you temporarily freeze pages you know you might compulsively visit when studying*.

8. Online sessions and tutorials

Online sessions are just your normal sessions and content delivered in a different way. Listen to them as you would a normal session and if watching a recording, try to watch these at normal speed. Hitting the pause button too often may allow you to get distracted easily. Your priority should be understanding the material more than anything else.

Also, if you are watching recorded sessions, watch them at a time when you'll be able to give them your full attention. For some this may be first thing in the morning, for others this may be in the evening.

9. Recording or pictures

Under no circumstances should screenshots be taken of any group learning or individual sessions or for these to be shared in any form unless explicit permission to share is obtained from all those participating.

Recordings of group or individual sessions is prohibited without the explicit permission of those involved

Be aware that some applications keep records of chats during sessions.

10. 1-2-1 Sessions

Learners under the age of 18 will be contacted by telephone and remotely as long as there is no videoing of the session.

11. Get over a slump in energy and enthusiasm

Channeling your energy elsewhere can help you get over the dip in energy. If you feel restless and unfocused as the day goes on do something completely different for half an hour. When you sit back down, you'll have a clearer mind and be ready to focus for another few hours.

12. Plan in other activities

It's extremely important to plan other activities at the end of the day that will help you take your mind off studying, rest and recharge. Watch a movie, call friends and family or just have a relaxing bath.

13. Confirm your Enrolment on your Blended Remote Learning Course

Read through and return your **Electronic Signature Email** to confirm your enrolment onto your course. Return the email promptly with the response 'YES' to confirm acceptance of the enrolment criteria, Learner Agreement and Privacy Notice, stating your preferences for any options as specified in the email.

14. Emergency Contact Details

Provide us with an **emergency contact name and telephone number** to cover any such eventuality during a blended remote learning session.

15. Observation of Teaching, Learning and Assessments (OTLAs)

The service carries out OTLAs as part of its quality assurance processes. There may be occasion when your online session is observed by a member of the service for this purpose. Permission will be sought from both Tutor and Learners prior to any OTLA taking place.

*Please Note: These Apps may require a subscription fee

Car Parking

Parking is available at individual centres. Please note the following rules:

- Cars are left at the risk of the owner
- No liability is accepted for loss or damage however caused whilst on the Centre's car park
- Disabled parking bays should be used only by those learners with a disability
- Cars must be parked in marked bays

- Parking on double yellow lines is prohibited
- Any one-way system should be adhered to

Code of Conduct (Harassment and Bullying)

Both Tutors and Learners are required to act in a manner that demands respect. Therefore, any person who contravenes this Code of Conduct will face investigation and/or possible exclusion. We do not tolerate any form of behaviour that could constitute harassment, bullying or discrimination.

- **Harassment** is any conduct that is unwanted by the recipient or affects the dignity of an individual or groups. This could include threatening, unwelcome, unacceptable or abusive behaviour, insulting language through jokes, gossip or slander.
- **Bullying** is intentional intimidation or belittling through the misuse of power or position which leaves a person feeling hurt, upset, vulnerable or helpless. This is often where you are placed in a position where if you don't do something, a threat hangs over you.

You are requested to inform staff of any incidents that occur within the centre's boundaries.

Community Learning

Community Learning is about learning for personal development and enjoyment. It is also learning that is developed with local residents and other learners to build the skills, knowledge and understanding for social and community action.

Community Learning is about:

- Learning to know – becoming inspired, discovering and exploring, developing a passion for learning, acquiring knowledge and understanding of ourselves, our immediate world and beyond
- Learning to do – gaining skills, confidence, competence and practical abilities
- Learning to live together – learning tolerance, mutual understanding and interdependence, sharing the experience of learning with family and friends
- Learning to be - developing ourselves, our mental and physical capacity, wellbeing and autonomy, and our ability to take control of our lives and influence the world around us.

The benefits of Community Learning:

- Builds communities of active, confident, enthusiastic, critical, creative people, who also help others to learn
- Promotes empowerment, civic participation and engagement
- Contributes to mental and physical well being
- Enables individuals and groups to prepare for, and respond, to change
- Supports choice and diversity
- Supports social contact and independent living for older people and people with learning difficulties or disabilities
- Stimulates all aspects of people's lives, promoting intergenerational learning and improving employment prospects.

What might Community Learning include:

- It encompasses a huge variety of activities: it could be a dance class at a church hall, a book group at a local library, cookery skills learnt in a community centre, a guided visit to a nature reserve or stately home, researching the National Gallery collection on-line, writing a Wikipedia entry or taking part in a volunteer project to record the living history of particular community.
- People participate for enjoyment and are driven by their desire for personal fulfillment or intellectual, creative and physical stimulation. Such activity also contributes to the health

and well-being of communities by building the confidence and resilience of the individuals involved.

- The social relationships that develop as a result of this informal learning can provide networks of support and solidarity. For the low-skilled and under-confident, informal learning can be an important stepping stone to further learning and a more skilled future.



Concerns and Complaints Process

Raise your concern or difficulty with a member of staff orally or in writing so that he or she can discuss your concern/difficulty with you and have a chance to put things right. You can expect your concern to be acknowledged within 5 working days of receipt by telephone, email or letter and you should receive a response and an explanation with 15 working days.

**STAGE
1**

If your concern or difficulty cannot be resolved informally, then you can make a formal complaint in writing. You should set out the details of your complaint, the consequences for you as a result and the remedy you are seeking. You can expect acknowledgement within 5 working days of receipt by telephone, email or letter and a response within 15 working days. Although our aim is to resolve all matters as quickly as possible, inevitably some issues may be complex and require longer to be fully investigated. Consequently, timescales given for handling and responding to complaints are indicative. You will be informed if a matter requires more detailed investigation.

**STAGE
2**

If you are not satisfied with the response to your complaint, then you can write to the Head of Service for the complaint to be reviewed. You should set out the details of your complaint, the consequences for you as a result and the remedy you are seeking. You can expect acknowledgement within 5 working days of receipt and a response within 15 working days. Although our aim is to resolve all matters as quickly as possible, inevitably some issues may be complex and require longer to be fully investigated. Consequently, timescales given for handling and responding to complaints are indicative. You will be informed if a matter requires more detailed investigation.

**STAGE
3**

Contacts:	Sandra Feerick	Community Education Standards Manager (Deputy)	0151 443 5387 / 07825 117 474
	Liz Leigh	Business and Inclusion Manager (Deputy)	0151 443 2066 / 07810 053 367
	Angie Kitching	Head of Adult and Community Education	0151 443 2065 / 07500 765 018

If you remain dissatisfied with the subsequent reply from the Head of Service, then you have the option of raising your complaint through Knowsley Council's Complaints Process – Have Your Say <http://www.knowsley.gov.uk/pdf/knowsley-council-complaints>.

We aim to distinguish between a concern or a difficulty which can be resolved informally and a formal complaint that will require investigation. We aim to ensure that any concern or complaint is managed sympathetically, efficiently, quickly and at the appropriate level for resolution as soon as possible. We will try to resolve every concern or complaint in a positive way with the aim of putting right a matter which may have gone wrong and, where necessary, we will review our systems and procedures in light of the circumstances of the complaint. We can only resolve issues or concerns if we know about them.

There may be instances where our ability to investigate a complaint thoroughly may be hindered by lack of information or our ability to speak with individuals directly relating to any concerns raised or the nature of any complaint. Personal details may be shared internally where it is essential for responding to and resolving any concern or complaint. We will always investigate a complaint as far as we are able with the information provided. We expect any concern, difficulty or complaint to be raised in a respectful manner avoiding the use of aggression, verbal or written abuse, intimidating behaviour or threats of violence to people or property.

Compliments and Suggestions

The Council has a best practice guide designed to assist staff in the operation of the Council's Compliments and Complaints Procedure. This is available on the website – www.knowsley.gov.uk. The Council is committed to an effective procedure that will help to improve service delivery. The Council welcomes feedback, compliments and suggestions on the services it delivers. You can complete and return a “**Have Your Say**” form to Liz Leigh, Business and Inclusion Manager (Deputy) on ☎ 0151 443 2066 / email: liz.leigh@knowsley.gov.uk.

Course Information Sheet

When you enrol on your course you will be given a Course Information Sheet which will include details of the course, day and times, length of course, what materials/equipment may be required, whether there is a cost involved, what qualification you will achieve and what you will be able to progress to next.

Covid-19 – what you need to do

Since March 2020, in response to the Covid-19 pandemic, the Service has been delivering its provision remotely through the use of online software such as Zoom, Edmodo, Google Classroom etc. This mode of delivery will continue during the 2020/2021 academic year with the addition of scheduled face to face sessions. If Government guidance changes and the service has to move fully to remote delivery of learning, you will be informed.

During face to face sessions it will be essential that learners follow the service's Covid-19 Guidance as set out below in order to reduce transmission (**this is not an exhaustive list and may be added to in the future**). Please comply with signs and guidance at all venues.

- Observe 2 metre social distancing markings
- One way system will be in place in most venues
- Use 'rear' entrance when attending the New Hutte Neighbourhood Centre. Follow signs at all other buildings
- When entering any buildings please use the sanitisers available
- At New Hutte, there will be no opportunities to make a drink but the café will be open. Alternatively you are welcome to bring in your own refreshments. Arrangements will differ depending upon venue
- Ensure classrooms are left clean and tidy for the next class
- Demonstrate effective hygiene practices by regular hand washing for at least 20 seconds
- Wear face coverings in communal areas and in any setting where a minimum distance of 2 metres cannot be maintained
- Desks/chairs will be re-arranged to avoid face to face working (learners will sit side by side)
- Bring own stationery
- Windows in classrooms to remain open
- If attending classes for learning at New Hutte or for any other reason, learners are required to use the toilets located by Learning Bases 1 to 4.

Symptoms of Covid-19 include:

- A new, continuous cough
- High temperature
- Loss of, change in, your normal sense of taste or smell

If you suspect you have Covid-19, the latest guidance for self-isolating must be followed. As at 8/9/2020, this guidance is you must:

- Inform your tutor via email that you are unable to attend your class (either face to face or online)

- If you have symptoms, have tested positive for coronavirus, had an unclear result or did not have a test, you will usually need to self-isolate for at least 10 days
 - If you have symptoms, the 10 days starts from when they started
 - If you have not had symptoms, the 10 days starts from when you had a test.
 - If you have symptoms after your test, self-isolate for a further 10 days from when your symptoms started
- You will usually need to self-isolate for 14 days if:
 - Someone you live with has symptoms, tested positive, had an unclear result or did not have a test
 - Someone in your support bubble has symptoms or tested positive. This is because it can take 14 days for symptoms to appear
 - 14 days starts from when the first person in your home or support bubble started having symptoms OR the day they were tested. If they get symptoms after they were tested, self-isolate for a further 14 days from when their symptoms start
 - You have been told to self-isolate by NHS Test and Trace
- Get tested for Covid-19 as soon as possible to determine if you have the virus (or not). A test needs to be done in the first 5 days of having symptoms.
- If your test is negative whilst you are self-isolating, you should keep self-isolating for the rest of the 14 days.
- If your test is positive, you should self-isolate for 10 days from when your symptoms started. This might mean you are self-isolating for longer than 14 days overall
- You must inform the centre if your test is positive so the service can prepare for contact from Test & Trace

For latest information and guidance, visit the following websites:

www.gov.uk/covid19

www.nhs.uk

www.gov.uk/government/organisations/public-health-england

www.gov.uk/guidance/nhs-test-and-trace-how-it-works

www.who.int

The service will continue to monitor government guidance on Covid-19 and will keep learners updated.

Difficulty, Disability and Disclosure

The Disability Discrimination Act became law in 1995. In 1999 the Government reviewed the Act. The outcome of this review resulted in the 1995 Act being amended by the Disability Discrimination Act (DDA) 2005 and places new duties on all public authorities. The rights of people with disabilities/difficulties is further supported in the [Equality Act 2010](#).

The Disability Discrimination Act defines disability as:

‘A physical or mental impairment, which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.’

Under the duty, we must aim to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination
- Eliminate harassment of disabled people that is related to their disabilities
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of people’s disabilities, even where that involves treating disabled people more favourably than other people

If you need assistance with accessing our services or require a document in an alternative format, for example large print, braille, audio or in a different language we can arrange this.

A **person with a disability** under the Disability Discrimination Act (DDA) is a person who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. You do not have to be disabled to fall into this group. Disability also includes people who are blind, deaf, hard of hearing, those with mental illnesses, cancer, epilepsy and severe disfigurements as well as past history of disability.

A **person with a difficulty** according to the Learning and Skills Act is a person who has a significantly greater difficulty in learning than the majority of people of the same age. A difficulty includes dyslexia, dyspraxia, dyscalculia, etc.

Disclosure. We actively encourage you to disclose if you have a learning difficulty or disability so we can make any necessary adjustments you need. You may disclose formally or informally:

- During Initial Advice and Guidance
- On the Enrolment Form
- At Induction using the “How Can We Help You?” Form at the back of this handbook
- On your Personal Learning Record
- by speaking to your Tutor, Community Education Officer or Liz Leigh, Business and Inclusion Manager (Deputy), at any time if you need assistance.

If you choose not to disclose a known disability or difficulty we may not be able to help you in the right way, for example, if there are any special arrangements that need to be made for examinations.

E-Learning

E-Learning is about using a range of technologies to enhance teaching and learning e.g. digital cameras, videos, computers, and the internet. FACE uses two electronic educational tools that are used to enhance your learning experience; **Edmodo** and **Kahoot**. Edmodo offers learners and tutors the opportunity to upload course work as well as having a ‘forum’ feature for both learners and tutors; and enables tutors to upload additional resources, photos and articles to enhance learning. Kahoot is a tool for using technology to administer quizzes, discussions or surveys linked to your course(s). Learners can participate by using their smartphone, ipad/tablet or computer. Your tutor(s) will be able to give you more information on these software packages.

Since March 2020 the service has been using a variety of software to deliver its provision – see pages 16-18 for further information about e-Learning/remote learning.

Enrolment (Learner Agreement)

All learners **must** complete an enrolment form prior to attending a class. Please ensure that you complete all of the information required. You will be given a copy of your completed enrolment form on request.

Privacy Notice

Knowsley FACE, on behalf of The Education and Skills Funding Agency (ESFA and the Secretary of State for the Department of Education (DfE)) and Liverpool City Region Combined Authority (LCRCA) are required to issue Privacy Notices to all learners. This privacy notice informs learners on how their personal information will be used by the DfE, the ESFA/LCRCA (an executive agency of the DfE) and any successor bodies to these organisation. For the purposes of the Data Protection Act 1998, the DfE is the data controller for personal data processed by the ESFA/LCRCA.

Your personal information is used by the DfE to exercise its functions and to meet its statutory responsibilities, including under the Apprenticeships, Skills, Children and Learning Act 2009 and to create and maintain a unique learner number (ULN) and a personal learning record (PLR).

Your information may be shared with third parties for education, training, employment and well-being related purposes, including for research. This will only take place where the law allows it and the sharing is in compliance with the Data Protection Act 1998.

The English European Social Fund (ESF) Managing Authority (or agents acting on its behalf) may contact you in order for them to carry out research and evaluation to inform the effectiveness of training.

At the time of enrolment you will be given a Privacy Notice form which gives you the option to opt out of sharing your data by completing and returning the Privacy Notice form with your enrolment form.

Further information about use of and access to your personal data, and details of organisations with whom the ESFA regularly share data are available at <https://www.gov.uk/government/publications/esfa-privacy-notice>

General Data Protection Regulations (GDPR)

The GDPR came into effect in May 2018.

The service will ensure that any data collected from you will be kept safe and secure in line with GDPR approved by EU Parliament on 14th April 2016. It will be shared with agencies delivering activities relevant to our service, those being the Education and Skills Funding Agency (our funding body) and the European Social Fund. We will also use your information for registering you with qualification awarding bodies where applicable. Your data will not be shared with anyone outside of these agencies without your explicit consent in line with the principles of the GDPR. Please be sure to read the information regarding GDPR on your enrolment form. For more information about GDPR visit <https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation> .

English Language Development (ELD)



English Language Development

If English is not your first language there are courses available. Improving your English is beneficial to individuals and the community. ELD courses cover:-

- Speaking and listening
- Reading and writing
- Vocabulary
- Punctuation and grammar

ELD courses give people confidence to:-

- Talk to doctors and teachers
- Understand the laws and customs of the UK

- Gain a qualification
- Help children with homework
- Pass the Life in the UK Test; and
- Become a British Citizen

Please contact Jackie Croft ☎ 0151 443 2067 or Lesley Brownlow on ☎ 0151 443 5398 for more information.

Examinations

If you will be taking an examination as part of your course, you will be informed when this will be and if there are any fees. Learners are expected to pay exam fees, however, those in receipt of a means tested benefit **may** be able to claim them back – please see the section on Financial Assistance or check with your Community Education Officer. If you have any special requirements, **please ensure you notify your tutor at the start of your course** so that we can arrange to have any special arrangements to be in place before you sit your exam.

Reasonable Adjustments

Knowsley FACE will work with awarding bodies to ensure that reasonable adjustments/actions are applied to reduce the effect of a disability or difficulty that places any learner at a substantial disadvantage in the assessment situation. However, we will ensure that these reasonable adjustments do not compromise the assessment process or the assessment objectives and may involve:

- changing standard assessment arrangements, for example, allowing learners extra time, usually 25%, to complete the assessment activity
- adapting assessment materials
- providing access facilitators during assessment, for example a sign language interpreter, reader or scribe.

Reasonable adjustments must be approved and set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the assessment activity. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work.

Awarding Organisations and Centres are only required by law to do what is reasonable in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

PLEASE NOTE: learners must disclose at either enrolment or as soon as possible after the start of their course(s) what their specific adjustments will be. Examination Boards and Awarding Bodies have specific timescales by which the service needs to notify them of these arrangements. If the service is not notified of your requirements by these deadlines, then it cannot guarantee that Examination Boards or Awarding Bodies will sanction reasonable adjustments

External Verification/Moderation

Instead of taking a formal test or examination, your work will be externally verified or moderated by an External Verifier or Moderator from the appropriate Awarding Body or Examining Board. You will usually put your work together in a structured file or portfolio whilst you are on your course. Your Tutor will inform you when this will take place. The Awarding Body or Examining Board will then issue final certificates of achievement.



FACE Forward is a community learning mental health programme delivered in partnership between **Knowsley Family and Community Education** and **North West Boroughs Healthcare NHS Foundation Trust**.

If you are experiencing any degree of mental health issue, interested in a community learning activity to help you self-manage your mental health condition or simply just to improve your health/well-being, then why not consider a FACE Forward course.

FACE Forward Recovery Partnership has been offering these courses for several years and evaluations from those who have participated report the following:

- mental health has improved and they can manage this better
- improved self-esteem and confidence
- reduced anxiety and depression
- better social networks
- improved relationships
- able to make better decisions about things
- reduced reliance on medical services
- learning new skills and being motivated to progress to other activities and learn more
- improved skills in English/Maths/IT or managing finance

For more information, contact Alex on ☎ 0151 443 5400 or Barbara on ☎ 0151 443 5399.

Family Learning Parenting Service



The Service offers **FREE** Family Learning Programmes in Knowsley. These programmes are offered mainly in school settings, with some programmes also being delivered in Sure Start and community venues. Courses are delivered by the Parent Support Worker Team and some school staff (e.g. Teachers, Nursery Nurses, Classroom Assistants, Parent Mentors). Some courses are specifically for English (Literacy) and Maths (Numeracy).

Family Learning helps to raise children's attainment, to inform and engage parents/carers in their children's education and to provide educational opportunities for parents/carers.

Learners on all courses except Family Literacy/Numeracy workshops are offered opportunities to gain qualifications through national Literacy and Numeracy tests or accreditation through the Open College Network. Courses are open to all parents/carers regardless of prior educational attainment.

Fees and Course Costs



- Unless a class is closed by the service due to insufficient learner numbers, **course costs are non-refundable** and payable within the first 3 weeks. The service is, however, keen to support any learner who needs to make alternative arrangements for paying fees; contact Liz Leigh, Business and Inclusion Manager (Deputy), ☎ 443 2066 / email: liz.leigh@knowsley.gov.uk. Failure to pay your tuition fees may result in your exclusion from the course and any outstanding course fees will be handed over to KMBC Finance Team for collection
- Exam fees/Registration fees, where payable, must be paid prior to learner registration with an awarding body. The service reserves the right to reclaim any exam fees/registration costs incurred by the service from learners who fail to attend pre-arranged examinations or who fail to submit their course portfolio for assessment regardless of any subsidy entitlement
- Tuition and exam costs for Functional Skills (Literacy, Numeracy and ICT) courses are **FREE**. Tuition and exam costs are also FREE for GCSE Maths and GCSE English for individual s who do not yet possess a Grade C/Grade 4 or above. Tuition and exam costs may also be free for other courses depending on individual circumstances – please enquire.
- Tuition and exam costs for learners aged 16-18 enrolling on accredited courses are **FREE** (this does not include resits)

FOR FURTHER INFORMATION ON FEES PLEASE CONTACT A MEMBER OF THE FACE TEAM ON any of the following numbers:

☎ 443 5386
☎ 443 5385
☎ 443 5398
☎ 443 5388
☎ 443 2067

In addition to some examination costs there may also be a certification or accreditation cost if you are undertaking an approved accredited course. Examination and certification costs vary from year to year and are very often subject to change. These fees are set by the Examination or Awarding Body.

You will be informed of all fees payable and how you can pay these fees when you enrol. You will also be informed of any financial assistance you may be entitled to. If you are in receipt of any income based, means-tested benefits AND are undertaking an approved accredited programme, you may be eligible for financial assistance. Please read the section on Financial Assistance for further information.

If you are undertaking a Community Learning course there may be a charge for course materials. Your tutor will inform you of these.

Financial Assistance Available

16-19 Bursary:

If you are aged 16-19 (or vulnerable high needs aged 19-25) you could qualify for a Knowsley FACE Bursary. These bursaries provide financial support to learners to purchase equipment, materials and other course related costs. The Bursary Award grants up to £1200.00 depending on personal circumstances.

Discretionary Learner Support Funds (DLSF):

DLSF are administered by the service to support learners who are experiencing financial hardship with course related costs. This funding is only available to learners aged 19+ and who are enrolled on an

accredited course and subject to eligibility criteria. **DLSF is a discretionary fund and due to the limited nature of the fund, meeting the criteria does not guarantee funding.**

For further information and advice concerning these additional funds please contact Liz Leigh, Business & Inclusion Manager (Deputy) on ☎ 443 2066 or by email liz.leigh@knowsley.gov.uk

Additional Learning Support:

This is available to support learners on accredited programmes who may have specific needs. This support may include requiring specialist equipment/resources, specialist teaching support, specialist software and support with learning difficulties, e.g. dyslexia, dyscalculia, dyspraxia, visual impairment, hearing impairment, 1-2-1 classroom support or other. It can also support any learner who requires materials in alternative formats, e.g. Braille, audio tape or large print. If you require support, ask your Tutor or Community Education Officer (contact details for your centre's Community Education Officer can be found on page 7-8). Alternatively, contact Liz Leigh on ☎ 443 2066 or by email liz.leigh@knowsley.gov.uk.

Fire and Evacuation

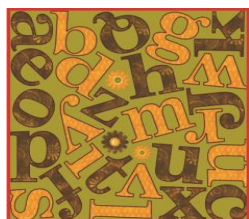
Fire and Evacuation notices will be displayed at your centre. Please ensure you are fully aware of where to go in the event of a fire. Your Tutor or Community Education Officer will inform you during induction.

First Aid

Whilst we hope you may never need the services of a First Aider, there will be a designated First Aider who will be available should you need assistance. Your tutor/receptionist will be able to advise you with the contact details of the First Aider for your centre.

Functional Literacy, Numeracy and Digital Skills

There is help available for anyone who wants to improve their basic literacy, numeracy and digital skills. Improving these skills could:



- change a person's life
- assist with children's homework (or grand-children's homework)
- improve work opportunities
- assist with paying bills or booking that favourite holiday.



Don't put off making that change!

You can contact your Tutor for more information about identifying the correct level for you, workshops that are available, or for a personal chat about your needs.

Grievance

Knowsley FACE is committed to ensuring that any learner with a grievance has access to a member of staff who can lead on a speedy resolution of the grievance in a fair manner. In most cases routine grievances are best resolved informally in discussion with appropriate members of staff, i.e. Tutor or Community Education Officer. For more serious grievances, please follow the complaints process (see page 20).

Health and Safety

All centres operate in accordance with Knowsley Council's Health and Safety policy guidelines. In the best interest of everyone, please ensure good housekeeping is adhered to. Refreshments are not

allowed in classrooms unless in a designated space. If at any time you identify a situation as being a possible hazard please inform your Tutor or a member of staff.

Health Check Questionnaire

If you enrol on a course where you will be participating in any physical activity, to ensure your safety, you will be asked to complete a Health Check Questionnaire. You will be required to complete a Health Assessment if you enrol on any FACE Forward Recovery Partnership courses.

Induction, Enrolment and Assessment

Before you start your course you will receive an Induction, Enrolment and Assessment session, which will help us make sure you are on the correct course and are starting at the correct level. Your Tutor will go through what will be expected from you and what you will gain from the course. Your course Tutor will also outline a number of important policies including Health and Safety and Equal Opportunities.

Internal Verification/Moderation

If you are studying on an accredited course, your work will first be assessed by your Tutor and then internally verified or moderated before being finally externally moderated by an External Moderator from an Examination Board or Awarding Body.

Learner Involvement



As part of our commitment to improving the experience for learners, we are always keen to hear your views. You will be invited to complete a learner questionnaire before the end of your course. There are opportunities for learners to take part in the service's Learner Involvement events.

Your feedback provides a valuable resource and will enable us to make continuous improvements to all aspects of the service. Our main contact for Learner Involvement is Sandra Feerick, Community Education Standards Manager (Deputy) (☎ 0151 443 5387).

Learner Newsletter



You will receive newsletters during the year which will inform you of anything new that is happening. The newsletter enables us to report on your feedback from Learner Involvement Groups in the form of a “**You said – We did**” section. We welcome contributions to the newsletter. Please contact Sandra Feerick, Community Education Standards Manager (Deputy) ☎ 0151 443 5387, or e-mail sandra.feerick@knowsley.gov.uk.

We encourage you to like our Facebook page **KnowsleyFACE** where news of events, courses and other information is regularly posted.

Personal Learning Record

At the beginning of your course you will complete either a Personal Learning Record (or Workbook depending on the type of course being undertaken). This document allows you to plan your learning, recognise what has to be achieved, how, what support is available and what are the next steps. It will enable your Tutor to provide feedback about how well you are doing and will allow you to reflect on what it is you have learned. It is a very important document in Recognising and Recording Progress and Achievement as a condition of funding from the Skills Funding Agency. You will receive support from your Tutor in completing your Personal Learning Record.



Plagiarism/Malpractice



Plagiarism is using or presenting another person's thoughts, words or ideas as your own. Examples of plagiarism include:

- Copying chunks out of textbooks, other learners' work or from the internet
- Paraphrasing someone else's work without acknowledging them
- Taking work into an exam/copying another's work in an exam

Avoid plagiarism by ensuring that you accurately cite any facts, data and opinions of others. Check the internet for tips on how to avoid plagiarism and learn how to reference/cite the work of others.

Progression (see also Advice and Guidance)



We hope that you enjoy and gain from your course with Knowsley Family And Community Education service. After you have completed your course you may wish to progress to another course or you may want some advice on what to do next. There are a number of ways in which you can find further information and advice.

We have **Guidance Officers** – Barbara Basnett on ☎ 0151 443 5399, Jackie Croft on ☎ 0151 443 2067; Tracey Evans-Rittenberg ☎ 0151 443 5384, Michelle Daly ☎ on 0151 443 5389 or Lesley Brownlow on ☎ 0151 443 5398 who can assist you.

You can access a number of sites which provide advice on further education or progression to other courses as well as advice on training and work:

www.carmel.ac.uk
www.hughbaird.ac.uk
www.knowsleycollege.ac.uk
www.sthelen.ac.uk
www.liv-coll.ac.uk

www.learndirect.com
www.open.ac.uk
www.wmc.ac.uk
www.riversidecollege.ac.uk

You can contact any of the agencies below for further information:

Knowsley Career Connect
Knowsley Chamber of Commerce - Fresh Start
Knowsley Works Kirkby
Knowsley Works Huyton
National Careers Service

☎ 0151 443 2610
☎ 0151 477 4000
☎ 0151 443 4780
☎ 0151 443 5010
☎ 0800 100 900

Qualifications and Levels

All qualifications have a level assigned to them and these levels are part of a Qualifications and Credit Framework (QCF). The following table is designed to explain these to you and show you how you can progress through the different levels. Choosing the right course is important in ensuring you receive the best possible learning experience.

Level	Qualifications examples
Entry (Levels 1 – 3)	Entry Level Award; English for Speakers of Other Languages (ESOL); Skills for Life; Functional skills (English, Maths, ICT); Essential Skills
Level 1	GCSEs (grades 1-3); Award; Certificate; Diploma at Level 1; English for Speakers of Other Languages (ELD); NVQ Level 1; First Certificate; Functional Skills, Essential Skills
Level 2	GCSEs (grades 4-9); O Levels (grades A-C); Award, Certificate, Diploma at Level 2; English for Speakers of Other Languages (ESOL); NVQ Level 2; National certificate/Diploma; Functional Skills
Level 3	A Levels (grades A-E); AS Levels; Award, Certificate Diploma at Level 3; English for Speakers of Other Languages (ESOL); Access to Higher Education Diploma; Foundation Diploma (Art and Design); NVQ Level 3; Advanced Apprenticeship; National Certificate/Diploma; International Baccalaureate
Level 4	Certificate and Diploma at Level 4; Higher National Certificate (HNC); Certificate of Higher Education (CertHE); Higher Apprenticeship; NVQ at Level 4
Level 5	(H – Honours). Equivalent to Bachelor Degrees, Graduate Certificates and Graduate Diplomas
Level 6	(M – Masters). Equivalent to Masters Degrees, Post Graduate Certificates and Post Graduate Diplomas
Level 7	(D – Doctoral). Equivalent to Doctorate qualifications

Smoking



No smoking

Knowsley FACE has implemented a no smoking policy at its main site, New Hutte Neighbourhood Learning Centre and all other associated venues across the borough where adult education provision is delivered. This includes the car park and the areas adjacent to the rear and fire exits.

While we recognise that this may cause inconvenience to some, concerns about passive smoking and increasing public pressure for official buildings to be smoke free cannot be ignored. This policy also includes the use of e-cigarettes.

Weather

In the event of adverse weather conditions, it may not be safe to travel to your centre. In these instances, the service will provide updates on Centre openings and travel advice via the service's Facebook account and website www.knowsleyface.co.uk.

Welfare and Mental Health

Mental Health problems encompass a range of conditions. Mental Health problems can present in a wide variety of ways, depending upon the individual. Some common forms of mental health problems are anxiety, depression, schizophrenia, psychosis, eating disorders, phobias. Our Tutors **are not** trained

professionals in mental health issues and **will not** give advice that is not within the boundaries of their role. If you feel you need help/assistance there are a number of local and national referral agencies you can contact for advice and support:

Local and national helplines/websites

Domestic/Sexual Abuse/Assault

Worst Kept Secret helpline (Merseyside)	☎0800 028 3398
Wirral Domestic Abuse Services and Family Safety Unit	☎0151 666 4914
South Sefton Women's and Children's Aid	☎0151 922 8606
North Sefton Women's and Children's Aid	☎01704 500 647
St Helens Independent Domestic Violence Advocate	☎01744 743 200
Forced Marriage Unit	☎0207 008 0151
Freedom Charity	☎0845 607 0133
Women's Aid (Domestic Violence National Helpline)	☎0808 2000 247
The Lantern Project (counselling for abuse)	☎0151 708 6339
National Stalking Helpline	☎0808 802 0300
National Centre for Domestic Violence	☎0800 970 2070
National LGBT Domestic Abuse Helpline	☎0800 999 5428
Domestic Violence Assist	☎0800 195 8699
Refuge	☎0808 200 0247
Victim Support	☎0808 1689 111
PAPYRUS	☎08000 684 141
Rape Crisis	☎08088 029999
Rape and Sexual Abuse Support Centre (RASAC)	
Cheshire and Merseyside	☎0330 363 0063
RASAC (Halton)	☎01928 477980
RASAC (Knowsley)	☎0151 218 7960
RASAC (St Helens)	☎01744 877987
RASAC (Warrington)	☎01925 221546
Knowsley Housing Options	☎0800 694 0280

Counselling/Therapy/Family Crisis

Listening Ear (counselling, bereavement, housebound)	☎0151 488 6648
Relate - relationship counselling	☎0300 100 1234
Montgomeryshire Family Crisis (24 hour Male Helpline)	☎01686 629114
Barnardo's Family Therapy Service	☎0208 550 8822
Parent Line Plus (Family Lives)	☎0808 800 2222

Bereavement/Loss

Liverpool Bereavement Services	☎0151 236 3932
Child Death Helpline (freephone)	☎0800 282 986
Compassionate Friends (UK)	☎0288 778 8016
Lesbian and Gay Bereavement Project (Helpline)	☎1890 929 539
Support after Murder or Manslaughter	☎0845 872 3440 /
	☎0151 207 6767 (Liverpool)
Cruse Bereavement Care www.cruse.org.uk	☎0844 447 9400

Drugs/Alcohol/Gambling

AA (Liverpool)	☎0151 709 2900
AA National Helpline	☎0800 9177 650/ 0845 7697 555
Merseyside and Cheshire Alcohol Services	☎0151 707 1221
CGL (Change, Grow, Live) www.changegrowlive.org	☎0151 546 9557 (Kirkby)
	☎0151 482 6291 (Huyton)
Gamblers Anonymous www.gamblersanonymous.org.uk	☎0808 802 0133
Narcotics Anonymous www.Ukna.org	☎0300 9991212

Bi polar mood disorder

www.mdf.org.uk	
www.pendulum.org	
www.bipolaruk.org	☎0333 323 3880

Depression

www.depressionalliance.org
www.postnataldepression.com
www.sada.org.uk
Mind Info line

☎ 0845 123 2320 / 0300 123 3393

☎ 0300 123 3393 / 0151 495 3991

Eating Disorders

www.b-eat.co.uk
Women's Health Information and Support Centre
(including Eating Disorders)

☎ 0808 801 0677

☎ 0151 707 1826

Mental Health

www.ukselfhelp.info.org.uk
www.mentalhealthintheuk.co.uk
Mind www.mind.org.uk
SANE www.sane.org.uk
Rethink Mental Illness www.rethink.org
www.perceptions.forum.org.uk
www.dissociation.co.uk
www.signhealth.org.uk
Samaritans (24 hours, 365 days a year)
CALM – Campaign Against Living Miserably
(Men aged 15 -35 yrs) 7 days per week
Translation facilities available on request.
Text Relay
Men's Advice Line
Changing Lives - Kirkby
Ben Mental Health www.ben.org.uk
CALM www.thecalmzone.net
Mental Health Foundation www.mentalhealth.org.uk

☎ 0300 1233 393

☎ 0300 30 47 000

☎ 03005 000 927

☎ 0151 708 8888

☎ 0800 58 58 58

☎ 18001 885858

☎ 0808 801 0327

☎ 0151 547 7800

☎ 0808 131 1333

☎ 0800 585 858

☎ 0207 803 1100

Panics and Phobias

www.anxietyuk.org.uk
No Panic www.nopanic.org.uk
OCD Action www.ocdaction.org.uk
OCD UK www.ocduk.org

☎ 0844 4775 774

☎ 084496 748 48

☎ 0845 3906 232

☎ 084512 03 778

Self Harm

www.selfharm.co.uk
www.papyrus-uk.org

Other

Citizen's Advice Bureau knowsleycab.org.uk –
link to all local numbers
Gay, Lesbian, Bisexual and Transgender national hotline
Carer's UK Advice Line
Knowsley Support and Volunteer Line
(9-5 Mon-Fri and 10-2 weekends)

☎ 0845 122 1300

☎ 0300 330 0630

☎ 0808 808 7777

☎ 0800 073 0043

Helpful links:

<https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19>

<https://www.mentalhealth.org.uk/publications/looking-after-your-mental-health-during-coronavirus-outbreak/while-working>

<https://community.virginpulse.com/work-from-home-playbook?submissionGuid=42051d20-ae00-4f1f-8ce4-54f0548c1e0c>

<https://www.acas.org.uk/coronavirus>

We do not contribute to the content of the above websites.

Academic Calendar 2020/21 (UK)

AUGUST 2020							SEPTEMBER 2020							OCTOBER 2020						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			
NOVEMBER 2020							DECEMBER 2020							JANUARY 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30
														31						
FEBRUARY 2021							MARCH 2021							APRIL 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6		1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24
28							28	29	30	31				25	26	27	28	29	30	
MAY 2021							JUNE 2021							JULY 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

Bank Holidays 2020/21 (UK)

calendargratis.com

Aug 31, 2020 - August Bank Holiday	Apr 02, 2021 - Good Friday	May 03, 2021 - Early May Bank Holiday
Dec 25, 2020 - Christmas Day	Apr 05, 2021 - Easter Monday	May 31, 2021 - Spring Bank Holiday
Dec 26, 2020 - Boxing Day		

Courtesy of Pinterest

NOTES



Dictionary.com

[illegible]

NOTES



Dictionary.com

[illegible]



How Can We Help You? Form



Name:	
Contact No.:	
Centre & Course:	
Do you have a learning disability/difficulty? Please provide a brief explanation here	
How can we help you? – please provide a brief explanation here	

In order to help us determine what funds are available to support you, please complete the following. Do you require?:

Please circle

Specialist equipment/materials? If yes, please state:		YES / NO
Specialist Software? If yes, please state:		YES / NO
Specialist Tutor support (e.g. for dyslexia, hearing, visual impairment etc) If yes, please state:		YES / NO
Help with the cost of books/materials*		YES / NO
Help with transport costs*		YES / NO
Help with childcare costs*		YES / NO

**This support is only for learners who are on accredited provision – eligibility criteria applies.*

We acknowledge that your information is personal, so if you would prefer to discuss your requirements in person we will be happy to arrange this for you. Please contact Liz Leigh on ☎ 0151 443 2066 or e-mail liz.leigh@knowsley.gov.uk.

If you complete this form **PLEASE SEND** it to: Liz Leigh, Business and Inclusion Manager (Deputy) at Family And Community Education, New Hutte Neighbourhood Centre, Halewood, Knowsley, L26 1TT.