

# Lambeth Adult Learning

## Learner Handbook





Thank you to all our learners who worked to make this handbook more accessible to all of our learners.

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# Welcome to Lambeth Adult Learning

## The Learner Handbook

Lambeth Council's Adult Learning Service and our partners are proud to work with motivated, ambitious and hard-working people across Lambeth. We are part of the Local Authority and we are contracted and funded by the Greater London Authority Adult Education Budget (GLA AEB) to deliver adult learning courses in Lambeth for our residents. Our main aim is to offer high quality learning courses in your community. We are responsible for the quality of your learning experience and for making sure our courses meet your needs.

If you are reading this handbook, you have already made a great decision to give yourself a boost and focus on your next step. You may have chosen to do a course to do more in your community, to take steps towards a new job or new career, to help your child at school or because you want to learn new skills or get fit and well.

Whatever your reason, we are pleased to welcome you and this guide is packed with information to help you as you progress through your learning journey.

## How we produced the Learner Handbook

In March 2017 we held a Learner Forum to see how we could improve this handbook for our learners. Our learners took this challenge on and checked we had the right content in the handbook as well as the right wording.

At the Forum, we explained why these sections of our handbook are so important and why Safeguarding, Prevent and Values in Britain are included in all of our courses.

Adult learning courses bring together lots of different people from different backgrounds who have different beliefs and opinions. The first priority for our tutors is to make sure that these differences do not stop learners from getting along with each other. One of the ways we do this is by agreeing a set of ground rules with each group at the start of the course and enforcing these agreed rules if they are broken to prevent classes from being disrupted and to keep our learners feeling safe.

Our ground rules are based on a set of core beliefs about the fairest way to run a classroom. Our Government works in much the same way; they have to make sure people within different communities across the country get along with each other. They also do this by setting ground rules, which we call laws, and they are also responsible for enforcing them when they are broken.

Since those communities include classrooms like ours, the beliefs that our rules are based on must be the same as the beliefs that laws are based on – we call these values. Because the consequences of people breaking the rules in a community can be so serious and hurt so many people, we have to pay special attention to people who think these values don't apply to them – something we call extremism. In particular, we have to prevent them from convincing other people that those values don't apply to them either – something we call radicalisation.

These values are:

Democracy – Rule of law – Individual liberty –  
Respect and tolerance

# Lead Provider Statement to Learners and Employers

The learning programme you are on is funded by Lambeth Council's Adult Learning Service. Lambeth Adult Learning Service (LALS) receive our funding from the Greater London Authority Adult Education Budget (GLA AEB).

Lambeth Adult Learning Service is responsible for the quality of the programme you are on. We work closely with each training provider to ensure that the course you are taking meets your expectations. If you are not happy about your course, please contact your course tutor or provider manager who will help you.

We expect your tutor or provider manager to help you but if you still have questions or if you are still not happy after your discussion, then please contact Lambeth Council's Adult Learning Service:

**adultlearning@lambeth.gov.uk.**



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# Your Learning Commitment

Your tutor will talk about your rights and responsibilities during your induction. Here are some 'golden rules' to ensure you get the most out of your learning experience:

- Commit to attending all your classes and let your tutor know if you can't come
- Come on time so you don't disrupt other learners
- Work with your tutor to create your Individual Learning Plan (ILP) and set your learning goals
- Take an enthusiastic and active part in your learning
- Always share your worries or concerns with your tutor
- Enjoy your learning!

# Your Learning Journey

Think of your course as a journey towards your personal learning goals and aspirations. Here are some landmarks to expect as you travel on this journey with us as your guide.

## Step 1

### **Pre-course Advice and Guidance**

We will talk to you and direct you towards the right course of study depending on your experience, what you want to achieve and your personal needs.

## Step 2

### **Initial Assessment**

We will identify what you already know in the subject you want to learn. We will use this information to agree your individual goals with you.

## Step 3

### **Individual Learning Plan (ILP)**

We will work with you to draw up and agree a plan that will set out stepping stones to your long-term goals.

## Step 4

### **Learning**

You will attend your classes and develop your skills and knowledge in your chosen subject.

## Step 5

### **Support, Assessment and Review**

We will get to know you and support and monitor your progress. We will record this in your ILP so you know exactly where you are and what you need to do next.

## Step 6

### **Achievement and Certification**

At the end of your course, we will assess your work and your new knowledge to see if you have achieved your learning goals and the course aims. If you are on accredited course, you may need to take a test.

## Step 7

### **Success and Next Steps — WELL DONE!**

We will make sure that you have information, advice and guidance on how to move on to further study, how to get more involved in your community or how to move into work.

# Information, Advice and Guidance

As part of our commitment to you having the best learning experience, it is important that you are able to make a plan about what you will do after your course has finished. This is called a 'Next Steps Action Plan': this will help you to move on to further study, to get more involved in your community or to move into work.

## Our Learner Promise is:

We provide you, our learners and potential learners, with accurate, up-to-date and high quality information, advice and guidance that enables you to make informed choices about learning and work and develop a plan for your next steps.

## 5 Ways to Wellbeing

5 Ways to Wellbeing helps to support us to feel well and have good mental health. If you feel good about yourself, you can be more productive at work or in class, work well with your fellow classmates and feel better and more positive about what you can do and how you can achieve your goals.



**Keep learning** • Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.

**Connect** • Connect with the people around you. With family, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in

developing them. Building these connections will support and enrich you every day.

**Take notice** • Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

**Give** • Do something nice for a friend, or a stranger.

Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.

**Be active** • Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy and one that suits your level of mobility and fitness.

# Keeping you SAFE

Lambeth Adult Learning and our partners are committed to safeguarding. We have a responsibility to prevent the abuse of children and adults learning with us. We also commit to prevent radicalisation and extremism, to respect confidentiality and to report any abuse or radicalisation which we discover or suspect.

**We expect all our learners to share this commitment.**

Each of our providers has a **Designated Safeguarding Lead:** this person is responsible for following up any safeguarding issues.

## Safeguarding

We want you to learn in an environment where everyone feels safe and can speak up with confidence. We make sure your safety is our priority and we value your opinions. If you do not feel safe, if you have a problem or if you are worried about other learners, tell your tutor or the Designated Safeguarding Lead. They are trained and they know what to do when someone needs help.

This is your Designated Safeguarding Lead's name and number

NAME: .....

NUMBER: .....

## Health and Safety

When we welcome you to your course, we want you to have the best experience. We want you to enjoy your course and to feel safe and respected. Each of our training providers follows our Health and Safety policies and they have procedures in place for all our community venues. For your safety and health, your tutor will make sure you know what to do in case of an emergency, like where the fire exit is and where you have to meet if an alarm rings. If you have a personal emergency, your tutor will call your emergency contact. If the fire alarm goes off and you are learning in your child's school, your child will follow the school's evacuation procedure and their class teacher will look after them.

## **E-Safety**

We want to support and encourage you to use the internet and digital technologies while you are learning in your classes, at home and in public places. It is important to learn how to use the internet safely as it can be used for so many things, such as social media, learning, shopping or banking etc. We also want to make sure you are using these safely and that you know about the dangers. This applies to adults and children. Your tutor will talk to you about different ways to keep safe, including making sure you have good privacy settings and a strong password. Your tutor will also talk to you about what you share on social media, how to avoid situations of harassment, bullying, sexual grooming or radicalisation and how to prevent identity theft or fraud.

## **Prevent**

We have a duty to make sure that you are kept safe from harm. This includes helping to prevent you from harm or the risk of being drawn into terrorism, extremism and radicalisation.

We will not tolerate any extremist views on any of our courses. We want our classes to be a safe place where you can discuss and listen to the views of other people. Our responsibility is to do everything we can to prevent extremism and radicalisation and to promote Values in Britain.

## **Criminal Exploitation – County Lines**

Criminal exploitation is also known as ‘county lines’ and is when gangs and organised crime networks groom and exploit vulnerable people (including children and young people) to sell drugs. Often these people are made to travel across counties, and they use dedicated mobile phone ‘lines’ to supply drugs.

We have a duty to be vigilant and look for the signs of criminal exploitation in order to protect you.

# Values in Britain

Lambeth Adult Learning and our partners promote the values of:

- **Democracy – the right to be heard**

Our learners describe this as: the right to have your own opinion and allowing everyone to express their views, speaking up and listening to each other and coming to a decision as a group.

- **Rule of Law – to abide by the law**

Our learners describe this as: respecting the law and respecting other people, not breaking the law and understanding that there are consequences if you do. Laws are there to help us feel equal and safe.

- **Individual Liberty – free to be ourselves without prejudice**

Our learners describe this as: respecting everyone and their views and opinions, expressing our own views and not being critical or judgemental of others, treating people equally and with respect, even when we disagree with each other.

- **Mutual respect and tolerance of those with different faiths or beliefs – Listening to others and respecting their opinions, even when you don't agree with them or they are not your beliefs.**

Our learners describe this as: showing mutual respect, accepting and respecting that others have different ideas, beliefs and abilities. Listening to others and not being judgemental when someone's faith, belief or ideas are different to your own.

## Equality and Diversity

Lambeth is a place which is rich in diversity and different cultures. All our learners have a right to feel safe, respected, listened to and valued whatever their background, age, gender, ethnicity, sexual orientation or if they have a disability. We will treat everyone fairly, with respect and dignity so you have every opportunity and encouragement to achieve your goals and reach your potential.

Our role and responsibility is to teach and encourage you to respect one another and to value the experience and diversity each of you brings into the classroom.

If you feel unsafe or hear a comment that concerns you and which does not respect these values, then please report this to your course tutor or the provider manager.

## Hate Crime

A Hate Crime is an act of violence or aggression against a person because of who they are or who someone thinks they are. Hate crimes usually happen because of prejudice or hostility about a person's disability, race, religion, sexual orientation or transgender identity. For example, you may have been verbally abused by someone on the bus or in the street because of the colour of your skin or your religion.

Hate crime is against the law and if you experience it or see it, you may need some help and support. You can go to your Designated Safeguarding Lead for advice. You can also ask for help and report a hate crime from the services on the next page.

# How to report Hate Crime in Lambeth

If you experience or see a hate crime in Lambeth report it to the police on **999** if it's an emergency, or **101** if it's not an emergency.

You can also report to the police on the True Vision portal: **report-it.org.uk/your\_police\_force**. Select Metropolitan Police for Lambeth.

If you don't want to report the hate crime to the police, you can report it to Lambeth Council: **lambeth.gov.uk/hatecrime**. Or you can contact Lambeth Council's Community Safety Service on **020 7926 5000**.

## You can also report hate crime to these Independent Advice and Support Services:

### Victim Support

Victim Support are a charity who work with victims of hate crime. If you would like information or support, go to **victimsupport.org.uk/help-and-support/get-help/request-support** or call a free Supportline on **08 08 16 89 111**.

If you are deaf or hard of hearing, you can use Next Generation Text on **18001 08 08 16 89 111**.

### Community Security Trust (CST)

The CST deal with anti-Semitic hate crime. You can report online at **cst.org.uk/report-incident**, or call **020 8457 9999**. You can also email **incidents@cst.org.uk**.

### Tell Mama

Tell Mama focus on anti-Muslim hate crime. You can report a hate crime online at **tellmamauk.org/submit-a-report-to-us/**.

### Galop

Galop deal with hate crime against LGBT+ people, and also discuss sexual violence or domestic abuse. You can report online at **galop.org.uk/online-report-form/** or call **020 7704 2040**. You can also email **referrals@galop.org.uk**.

### Disability Advice Service Lambeth (DASL)

DASL help disabled people who have been victims of hate crime. You can email **hatecrime@disabilitylambeth.org.uk** or call **020 7642 2054**.

### East European Resource Centre (EERC)

The EERC focuses on hate crime against people from Eastern Europe. You can email **hatecrime@eerc.org.uk**, or call **020 8741 1288** or **0800 121 4226**, 9.30am-5pm Monday to Friday.

# Run, Hide, Tell

It is important that you keep safe and know what to do in the extremely unlikely event you are involved in a firearms or weapons attack. We want to make sure you are clear about what to do. Please don't be alarmed and remember that these events are very rare, but it is better to be prepared and know what to do.

Below and overleaf are official flyers from the government to raise awareness of what to do in a critical incident.

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At the moment, the issue of terrorist attacks is regularly in the news. But it's been on our agenda for much longer.

The police and security service have been working constantly to foil terrorist attacks for years, not months.

But we are not complacent about keeping you safe.

Due to events in the UK and abroad, people are understandably concerned about a firearms or weapons attack. These attacks are very rare but in the event of such an attack, it helps to be prepared.

Remember, attacks of this nature are still very rare in the UK.

So stay safe, and just remember the words:

**RUN. HIDE. TELL.**

To watch the film, visit [\*\*gov.uk/ACT\*\*](https://www.gov.uk/ACT)

Information is vital. If you see or hear something that could be terrorist related, trust your instincts and call the confidential Anti-Terrorist hotline on **0800 789 321**.

Our specially trained officers will take it from there.

Your call could save lives.

Always in an emergency, call **999**.



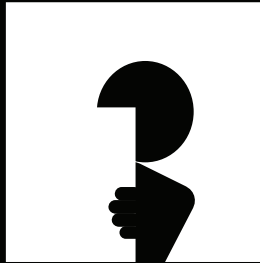
**COUNTER  
TERRORISM  
POLICING**

**ACT**

**ACTION  
COUNTERS  
TERRORISM**

**IN THE RARE EVENT OF**  
a firearms or weapons attack

**RUN HIDE TELL**



**RUN** to a place of safety. This is a far better option than to surrender or negotiate. If there's nowhere to go, then...

**HIDE** It's better to hide than to confront. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. Then finally and only when it is safe to do so...

**TELL** the police by calling 999.

## Anti-bullying

The safety and wellbeing of our learners is extremely important to us and we are committed to creating an environment where all our learners feel safe and secure, and free from any form of harassment or bullying. If you tell us about bullying, we will listen to you and we will investigate so you can continue to feel safe to attend your classes.

Bullying or harassment is unacceptable, so we will investigate all reported incidents.

## Support for Learning

If you have a specific learning need and need extra help to complete your course, tell your tutor so they can give you the help you need. You may have a physical disability, learning difficulty (eg dyslexia) or an invisible disability (eg mental ill health) or other learning difficulty or disability. If you tell your tutor, they will make sure you have the support you need for your course.



The first part of the paper discusses the importance of the research and the objectives of the study. It highlights the need for a comprehensive understanding of the subject matter and the role of the researcher in this process. The second part of the paper presents the methodology used in the study, including the data collection methods and the analysis techniques. The third part of the paper discusses the results of the study and the conclusions drawn from the findings. The fourth part of the paper discusses the implications of the study and the future research directions. The fifth part of the paper discusses the limitations of the study and the strengths of the research. The sixth part of the paper discusses the contributions of the study to the field of research. The seventh part of the paper discusses the ethical considerations of the study. The eighth part of the paper discusses the funding sources of the study. The ninth part of the paper discusses the acknowledgments of the study. The tenth part of the paper discusses the references of the study.

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