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# Learner Handbook

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**NEED HELP? CALL OUR HELP LINE**  
**01661 843819**

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## What we're about...

Welcome to your course from everyone at Release Potential Ltd.

We take pride in providing the highest standards of education and training using industry-standard facilities and resources. All our courses are designed to meet your needs and those of employers and to provide skills and knowledge relevant to employment. Our success rates are very high, our approach vibrant, we have been nationally recognised for quality service and are specialists in education and training.

We are a progressive organisation which aims to bring out the best in you. Whatever your choice of study, you will be given full support to achieve your ambitions and aspirations.

Our courses cover a range of levels and vocational areas. Like many of our other learners we hope you will stay with us to become a lifelong learner as you develop your professional skills when you enter or progress in employment.

We aim to be the training provider of choice for young people, adults and employers. We want you to achieve high standards, and employers to reap the benefits of a well-trained workforce.

We have extensive experience of working with the unemployed and those entering employment.

I hope you enjoy your time studying with Release Potential Ltd and like many others before you experience the benefits of achieving relevant and valuable qualifications.

Gaye Hutchinson  
CEO



Release Potential Ltd

**2020 WINNER**

Training Provider  
of the Year

## Learner Charter

The Release Potential Ltd Learner Charter aims to set out our values and principles and the nature of the relationship between us as the training provider and you as the learner in terms of what each can expect from the other. We are committed to providing you with the information, learning, testing and assessment required to successfully complete your chosen course.

### You can expect us to:

- Prepare a comprehensive induction programme to help you get learning quickly
- Allocate you with a personal contact to provide you with course advice and guidance
- Provide learning, testing and assessment of the highest quality
- Tell you what is required from you
- Set regular and appropriate assessment opportunities
- Give you clear verbal and written feedback of your assessment within an agreed timescale
- Monitor your progress and attendance and share the information with you and your employer/adviser
- Make extra help and support available if you tell us of any learning difficulty or

disability you have

- Pre and post wrap around support to maximise chances of gaining employment
- Treat you equally and fairly regardless of gender, race, age or disability
- Inform you about policies and procedures, (Health & Safety, Disciplinary, Equality & Diversity, Safeguarding and Prevent Strategy) that might affect you
- Provide access to the facilities you need in order to help with your learning
- Listen to what you have to say about your learning, course and Release Potential Ltd
- Reply in a timely manner to any concern or complaint that you may have about any aspect of your learning experience
- Provide opportunities to maximise chances of job outcome success (Job Opportunities Channel, Day in the Life Of Guest Speakers, Recruitment Drive Events)

### We expect you to:

- Make an enthusiastic and effective start to your learning and assessment
- Meet regularly with your tutor to discuss and plan your progress and attend planned classroom sessions as arranged.

- Bring the correct resources to all activities and be attentive and co-operative in group situations
- Be responsible for your learning, do all the work you are given as well as you can and meet all agreed deadlines
- Attend all sessions punctually and inform Release Potential Ltd if you cannot attend or provide any required resources
- Make full use of the learning and assessment opportunities provided
- Tell us of any difficulties or problems you may be having that could affect the success of your learning or assessment as soon as possible
- Treat everyone else in group situations with courtesy and respect and avoid discriminatory and/or intimidating comments and behaviour
- Help us maintain a healthy and safe learning environment
- Tell us what you think about your learning and assessment with Release Potential Ltd in an open and honest way

## Learner Policy

Release Potential Ltd is committed to equality of opportunity for all and want to make sure there is equal access to learning. We will try to agree on any support you may need.

### We aim to support all learners by:

- Having well-informed friendly staff available to offer impartial advice, guidance and support
- Giving relevant, correct and objective information to you
- Presenting a true image of the occupational area and promote equality of opportunity
- Presenting a range of information to meet your needs
- Carrying out an initial assessment, giving a clear and true image of the opportunities available
- Providing all support and advice confidentially
- Discussing your future career plans and how the training will link with current and future plans
- Giving Careers Education, Information, Advice and Guidance (CEIAG) on the best route for learners including recommending alternative provision where appropriate
- Supporting you to make your own choices about services
- Basing the decision to offer you a place on a course, on factors that do not discriminate
- Supporting you if you have additional needs through our Disability Statement, and through spending more time with you if appropriate



## Learner Involvement Strategy

### Our Vision

Release Potential Ltd places its learners at the core of our improvement strategy. We recognise that our success in engaging and providing valuable experiences for you depends on ensuring that their views are sought to help shape our future.

### Our Principles

Our consultation with you will be based on a number of core principles that underpin our work with you:

- Learners should have a say in decisions that affect their learning opportunities
- Learners' and potential learners' participation should include an intention that their contribution will influence decision
- The process should be inclusive
- The process should include providing all the information needed to participate fully
- The process should inform participants of how their input affected decisions

### Baseline Review

In line with good practice, Release Potential Ltd seeks to involve you in a number of ways.

### Learner Feedback Pathways

A range of feedback opportunities are in place, in line with good practice, to address issues that learners do not always feel comfortable discussing with the tutor. Release Potential Ltd may obtain feedback through use of the following methods:

### Learner Evaluation Forms and Motivational Questionnaires

We will ask you to complete Evaluation Forms and Motivational Questionnaires. This provides you with opportunities to give feedback on your learning experience to assist us in analysing the effectiveness of course content and structure. Evaluation forms and motivational questionnaires may be presented to you at various intervals throughout your course. Our motivational questionnaires will allow us to evidence your distance travelled on your learning journey.

### Learner Forums

In situations where learning takes place in a group environment, we may organise learner forums as an opportunity for representatives of the course to provide informal feedback.

### **Ofsted Learner View**

Ofsted's online Learner View survey is available during inspection for all learners to share their views about their course and training provider.

We will give you information on how to access this at the time the inspection starts. You will need to provide an email address if you are registering for the first time.

### **Improvement and Implementation**

As part of our Learner Involvement Strategy, we seek to ensure your valuable feedback is considered and where appropriate, acted upon.



## Support and Guidance

Release Potential Ltd recognise that additional learning support may be required throughout your course for a number of different reasons or factors.

At your enrolment or induction you may be asked about whether you consider yourself to have a disability, learning difficulty or health problem or if you feel that you may require any additional learning support during your course.

The information you provide will only be shared on a strict 'need to know' basis, such as with your course tutor, who will be able to discuss your needs with you and ensure the necessary arrangements or resources are in place for the start of your course.

We will work with you in confidence to give you the best possible chance to succeed in your course which includes careers, education, information, advice and guidance (CEIAG). If at any time you need assistance or further support please speak to your tutor or call 01661 843819 to speak to an advisor.

### **Information, Advice and Guidance**

Release Potential Ltd will endeavour to provide you with appropriate CEIAG prior to your

course enrolment to enable you to make an informed decision. Further CEIAG will be provided at structured intervals throughout your course to ensure that your chosen programme continues to meet your needs and is preparing you for your next steps.

If at any point throughout or post your course you feel that you require any further CEIAG please speak to your tutor.

### **Care to Learn**

Care to Learn aims to help young parents under the age of 20 to continue in education after the birth of a child. It provides funding for childcare whilst the young parent is engaged in a study programme and is not able to provide care for their child. Care to Learn can also help with travel costs involved with taking the young child to the childcare provider. For more information speak to your course tutor or contact Care to Learn direct:

Website: [www.gov.uk/care-to-learn](http://www.gov.uk/care-to-learn)

Email: [caretolearn@studentbursary.education.gov.uk](mailto:caretolearn@studentbursary.education.gov.uk)

Telephone: 0800 121 8989

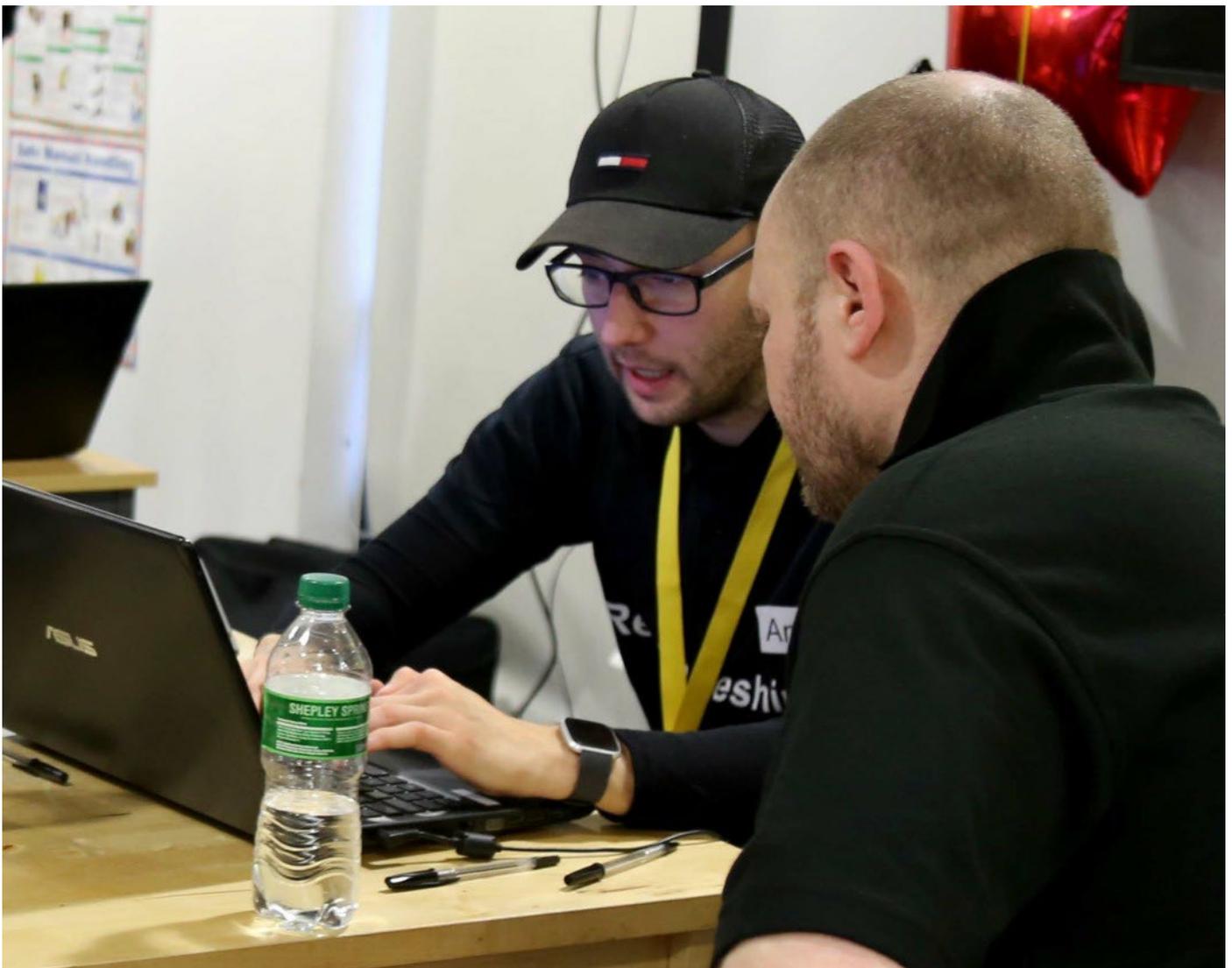
## Careers Guidance

Our tutors and support staff will provide you with careers education, information, advice and guidance (CEIAG) on possible progression routes for you to take on completion of your course. The following websites may also help you make the right choice about the next steps to take:

[www.startprofile.com](http://www.startprofile.com)

[www.ucas.com](http://www.ucas.com)

<https://nationalcareers.service.gov.uk/>





## Contact List

If you experience any issues, please raise them in confidence with your tutor who will take all necessary steps to help you. You may want to contact any of the organisations listed below for help or information:

<b>National Bullying Helpline</b>	The UK's only charitable organisation addressing Adult Bullying and Child Bullying	<a href="http://www.nationalbullyinghelpline.co.uk">www.nationalbullyinghelpline.co.uk</a>	Helpline: 0300 323 0169 Telephone: 0845 225 5787 Email: <a href="mailto:help@nationalbullyinghelpline.co.uk">help@nationalbullyinghelpline.co.uk</a>
<b>ChildLine</b>	Available for anyone who has any concerns about a young person's welfare	<a href="http://www.childline.org.uk">www.childline.org.uk</a>	0800 1111
<b>Cruse Bereavement Care</b>	Charity offering support and counselling for people who have suffered a loss	<a href="http://www.cruse.org.uk">www.cruse.org.uk</a>	0808 808 1677
<b>FRANK (National Drugs Helpline)</b>	24 hours a day, 365 days a year. Free and confidential advice and information on drugs	<a href="http://www.talktofrank.com">www.talktofrank.com</a>	0300 123 6600
<b>Local Safeguarding Board</b>	Core remit of the LSCB's is to coordinate all the relevant local authorities, health bodies and police to ensure all are working effectively together	<a href="#">Organisations responsible for dealing with child abuse - Citizens Advice</a>	
<b>MIND</b>	UK mental health charity who work to improve the quality of life for people with mental health difficulties	<a href="http://www.mind.org.uk">www.mind.org.uk</a>	Support line :0300 102 1234 Infoline: 0300 123 3393 Welfare Benefits line: 0300 222 5782 Legal line: 0300 466 6463 Email: <a href="mailto:info@mind.org.uk">info@mind.org.uk</a>
<b>CAP – Christians Against Poverty</b>	Specialises in offering free debt counselling. Individuals seeking the assistance of the charity give authority to the charity to negotiate with creditors.	<a href="http://www.capuk.org">www.capuk.org</a>	01274 760 720 Email: <a href="mailto:info@capuk.org">info@capuk.org</a>
<b>National Centre for Domestic Violence</b>	Specialises in helping victims of domestic violence obtain non molestation and other orders from court to protect them from further abuse	<a href="http://www.ncdv.org.uk">www.ncdv.org.uk</a>	0800 970 2070 Email: <a href="mailto:office@ncdv.org.uk">office@ncdv.org.uk</a>

<b>NSPCC</b>	Aim to protect children from cruelty, support vulnerable families, campaign for changes to the law and raise awareness about Abuse	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>	0808 800 5000 0800 1111 (18 years or under) Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
<b>Northumberland County Council Contacts (Children)</b>	The role of the LADO is set out in the HM Government guidance Working Together to Safeguard Children (2010). This includes responsibilities, the allegation referral process, and contact details.	<a href="http://Northumberland County Council - Safeguarding children - information for professionals">Northumberland County Council - Safeguarding children - information for professionals</a>	Email: <a href="mailto:Carol.Glasper@northumberland.gov.uk">Carol.Glasper@northumberland.gov.uk</a> Or <a href="mailto:LADO@northumberland.gov.uk">LADO@northumberland.gov.uk</a> Telephone 01670 623979
<b>Northumberland County Council Contacts (Adults)</b>	To report a concern about a vulnerable adult who is at risk of neglect or abuse	<a href="http://Northumberland County Council - Safeguarding adults">Northumberland County Council - Safeguarding adults</a>	Telephone 01670 536400 Textphone 01670 536844 Email: <a href="mailto:onecall@northumberland.gov.uk">onecall@northumberland.gov.uk</a>
<b>Princes Trust</b>	The UK's leading charity that helps young people overcome barriers and get their lives on track	<a href="http://www.princes-trust.org.uk">www.princes-trust.org.uk</a>	0800 842 842
<b>Relate</b>	Largest UK organisation that specialises in relationship counselling and support.	<a href="http://www.relate.org.uk/find-your-online-centre">www.relate.org.uk/find-your-online-centre</a>	Please use the link to find the contact details of your local centre.
<b>Respond UK</b>	They support people with learning difficulties who have been affected by trauma and abuse, as well as their family, carer and professionals.	<a href="http://www.respond.org.uk">www.respond.org.uk</a>	0207 383 0700 Email: <a href="mailto:admin@respond.org.uk">admin@respond.org.uk</a>
<b>The Samaritans</b>	Charity offering 24 hours a day confidential support and advice to anyone in distress.	<a href="http://www.samaritans.org">www.samaritans.org</a>	116 123 Email: <a href="mailto:jo@samaritans.org.uk">jo@samaritans.org.uk</a>
<b>Suzy Lamplugh Trust</b>	Raise awareness of the importance of personal safety and to provide solutions that help people avoid violence and aggression so live safer lives	<a href="http://www.suzylamplugh.org">www.suzylamplugh.org</a>	National Stalking Helpline: 0808 802 0300
<b>Shelter</b>	Helps people every year struggling with bad housing or homelessness through our advice, support, and legal services	<a href="http://www.shelter.org.uk">www.shelter.org.uk</a>	0808 800 4444
<b>Social Care Institute for Excellence</b>	This page aims to help people who meet individuals with care and support needs to identify abuse and recognise possible indicators	<a href="https://www.scie.org.uk/safeguarding/adults/introduction/types-and-indicators-of-abuse">https://www.scie.org.uk/safeguarding/adults/introduction/types-and-indicators-of-abuse</a>	0203 8404040 Email: <a href="mailto:info@scie.org.uk">info@scie.org.uk</a>
<b>CALM – Campaign Against Living Miserably</b>	Charity leading a movement against male suicide.	<a href="https://www.thecalmzone.net/">https://www.thecalmzone.net/</a>	Helpline: 0800 58 58 58

## Safety and Wellbeing

### Health and Safety

Release Potential Ltd risk assess all learning locations to ensure safety of staff and learners. Health and Safety check lists are completed daily at hired venues. Remaining vigilant at all times reduces the risk of accident or injury. If a hazard is identified this must be reported to a member of staff immediately.

A health and safety board is displayed in all group offsite learning venues to provide you with information on designated First Aid and Mental Health First Aid staff and emergency fire procedures. You must ensure you sign in and out of buildings accordingly.

### Staying Safe Online

Release Potential Ltd use online portfolio and e-learning packages to enhance learning opportunities. Our digital equipment will utilise automatic online safety software. This will provide restricted access to inappropriate materials whilst online and will be monitored by our IT support staff.

You will be issued with login details which must be kept secure and private. Regularly updating passwords, ensuring password

strength and never saving passwords can significantly reduce the risk of any other person accessing your information.

Installing anti-virus software on your own electronic devices such as your smart phone, tablet or laptop can further reduce risks. Never give out any personal information via email and remain vigilant when using emails and social media and remember our staff will never ask you for your password.

### Safeguarding

We have a responsibility to safeguard and protect the welfare of our learners and staff by protecting you from physical, sexual or emotional abuse, neglect and bullying.

Abuse is a physical or emotional act that causes harm or distress to another. Both men and women can be abused.

People can be abused in different ways. It can be difficult to recognise in a person what is and what is not abuse, but you should be aware of changes in personality and behaviour, such as becoming more withdrawn, less talkative, argumentative and more tense.

We all need to be vigilant about raising safeguarding awareness to ensure you and staff are safe from harm. Release Potential Ltd adopt a robust approach to safeguarding and have appointed Safeguarding and Prevent Officers who oversee all reports, concerns and queries:

Becca McDonald - Lead Safeguarding and Prevent Officer (LSPO)

Owen Muir – Designated Safeguarding and Prevent Officer (DSPO)

Email:

[safeguarding@release-potential.co.uk](mailto:safeguarding@release-potential.co.uk)

You can also submit a Safeguarding Form through our website:  
[release-potential.co.uk/safeguarding-contact-form/](https://release-potential.co.uk/safeguarding-contact-form/)

If you think someone is in immediate danger you need to do something straight away to stop him or her being hurt. You should telephone **999** and tell the operator what is happening.

If someone is not in immediate danger you should **report** your suspicions to your tutor who will escalate to one of our Designated Safeguarding and Prevent Officers and offer advice and further signposting where necessary. If Release Potential Ltd staff are informed of or witness any safeguarding concerns this will be escalated in line with our Safeguarding Policy. We have produced a

Safeguarding Handbook which is available to all learners and staff members.

### **Prevent**

Prevent is part of the UK's counter terrorism strategy (called CONTEST) which aims to stop vulnerable individuals from becoming radicalised and supporting extremism and terrorism. All staff and learners complete online training as part of our responsibility to the strategy.

You can anonymously report any concerns directly to the police, report suspicions online and report any online terrorist material. For further information or to report concerns visit:

Web: [www.gov.uk/report-terrorism](https://www.gov.uk/report-terrorism)

Prevent Advice Line: 0800 011 3764

Anti-Terrorism Hotline: 0800 789 321

Any instances that staff consider might indicate a person is heading towards radicalisation will be reported to the Designated Safeguarding and Prevent Officer to determine the most appropriate course of action on a case-by-case basis and determine when a referral to external agencies is needed.

### **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in the movement of illegal drugs out of bigger cities into smaller towns and rural areas using children and vulnerable adults.

If you suspect county lines activity contact your tutor who will escalate to a Designated Safeguarding and Prevent Officer. You can also contact Crimestoppers anonymously online using a non-traceable online form or by phone:

Telephone: 0800 555 111

Web: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)

Further information is available from the National Crime Agency:

Telephone: 0370 496 7622

Web: [www.nationalcrimeagency.gov.uk](http://www.nationalcrimeagency.gov.uk)

### **Modern Slavery and Human Trafficking**

Release Potential Ltd is committed to ensuring that modern slavery is not taking place anywhere within our organisation or in any of our supply chains.

Modern slavery is the recruitment, movement, harbouring, or receiving of human beings through the use of force, coercion, abuse of vulnerability, deception or other means for the purpose of exploitation.

Human trafficking is the arranging or facilitating of travel of another person with a view to that person being exploited. We endeavour to raise awareness of the risks

Web: [www.modernslaveryhelpline.org](http://www.modernslaveryhelpline.org)

Helpline: 08000 121 700

Police: 101

In an emergency call: 999

amongst all staff and learners. If you suspect modern slavery or human trafficking is happening report it to:

### **Health and Wellbeing**

We believe that good health and wellbeing is essential for you to achieve your goals.

### **Mental Health**

We all know it is important to maintain physical fitness. It is just as important to work on our mental fitness. Mental health is an important part of wellbeing. It includes our emotional, psychological and social wellbeing. It affects how we think, feel and act.

It also helps determine how we handle stress, relate to others and make choices. Release Potential Ltd is committed to fostering a culture of good mental health for staff and learners alike. We promote greater understanding of mental health through our Mental Health Steering Group. Delivery staff are trained in Mental Health First Aid to ensure support is in place for all learners as and when required. For further information, or to discuss support in confidence please speak to your tutor.

### **Alcohol and Substance Misuse**

You must not be in possession of, use or supply alcohol or drugs, legal or illegal, or be drunk or under the influence of either during your course learning activities.

## Smoking

Smoking and vaping is forbidden anywhere in Release Potential Ltd buildings, and buildings rented by or provided to Release Potential Ltd. Identified designated outside smoking areas should be a suitable distance away from buildings to avoid smoke drifting through open doors or windows or people having to pass through a smoking area to access a building.

Cigarette waste should be disposed of properly, considerately and safely. Help with giving up smoking can be found at:

ASH (Action on Smoking and Health)

[www.ash.org.uk](http://www.ash.org.uk)

SMOKEFREE NHS

[www.nhs.uk/better-health/quit-smoking/](http://www.nhs.uk/better-health/quit-smoking/)

0300 123 1044

## Weapons

It is important for all learners and staff to feel safe. The Offensive Weapons Act 2019 makes it an offence for anyone to be in possession of a weapon on further education premises.

Offensive weapons include knives, guns, adapted weapons such as broken bottles, and those not made or adapted such as a hammer or a corrosive substance, but intended by a person to cause injury to another. The threat of violence is also an offence. Call the police using **999** to report a crime that is in progress or if someone is in immediate danger.

## Sexual Abuse

At Release Potential we want to ensure that we will support our learners in regards to any allegations of sexual abuse, including peer on peer abuse, revenge porn and grooming.

We also want to ensure that our learners know that any allegations of sexual misconduct against staff will also be taken seriously.

Any concerns should be raised as a safeguarding concern with one of our Designated Safeguarding Officers:

[safeguarding@release-potential.co.uk](mailto:safeguarding@release-potential.co.uk)

## Environmental Matters

We are committed to raising the awareness of environmental issues. Please help us to care for our environment:

- Think before you print. If you do need to print, use double sided and lower ink settings
- Where possible, submit your work or evidence electronically
- Recycle wherever possible
- Turn off/unplug electrical equipment when not in use

The full Policies can be accessed on your PICs Web login and by request.

## British Values

Release Potential Ltd promote British Values with you throughout your course to prepare you for work in modern Britain. You will develop your understanding of the four fundamental British Values and how they apply to you:

### Rule of Law

The need for rules to make a happy, safe and secure environment to live and work. Our Learner Charter sets clear expectations of your conduct during your course and what to expect from us. You will have the opportunity to:

- Develop your understanding of British legislation and how this may affect you.
- Contribute to establishing class 'ground rules' when in group learning environments.
- Appeal or complain about us following established procedures when there is reason to do so.

### Individual Liberty

Protection of your rights and the rights of others you work with. You will have the opportunity to contribute to individual liberty by:

- Developing an understanding of your rights and responsibilities under equality and human rights legislation.
- Having choices and respecting the choices made by others.

### Democracy

A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. You can help promote a democratic culture by:

- Playing an active role in your learning.
- Receiving and giving feedback about your course and learning.
- Contributing to class discussions and making joint decisions with your peers

### Respect and Tolerance

Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others. You can help contribute to a tolerant learning environment by:

- Developing your understanding of different cultures, religions and beliefs and valuing the opinions and contributions of others.

- Embracing diversity and avoiding stereotyping, labelling, prejudice and discrimination.
- Reporting bullying, harassment and discrimination.

# Equality, Diversity and Inclusion

## What is EDI?

EDI focusses on the concept of promoting and accepting the differences between people. Equality is about ensuring individuals are treated fairly and equally, irrespective of race, gender, age, disability, religion or sexual orientation.

Diversity and inclusion are concerned with recognising and respecting these differences to create a welcoming and all-inclusive atmosphere.

As a provider of education we take seriously our commitment to the promotion of EDI among all individuals we have interaction with, and recognise we have a part to play in reducing and preventing unlawful discrimination, harassment and victimisation.

## Aim

We aim to create an environment in which all learners interact with respect and tolerance, thrive together and understand that individual characteristics make people unique and not different in a negative way.

## How do we do this?

- Setting learner expectations of respect and tolerance and treating staff and learners fairly and equally
- Avoiding stereotypes in learning resources
- Delivering lessons that reflect diversity and Adapting learning materials to need whenever possible
- Using a variety of teaching and assessment techniques
- Using learning resources with multicultural themes
- Challenging negative attitudes
- Making reasonable adjustments to facilitate the learning environment of a disabled person

## The Equality Act 2010

This Act was introduced to offer legal protection to those people with one or more 'protected characteristics'. These are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

- Race
- Religion or belief
- Sex/gender
- Sexual orientation

We are committed to being open to all sections of the community and to be an inclusive organisation where individual differences are respected, learners and staff are treated on their merits, and everyone has an opportunity to fulfil their potential.

As a learner it is important to understand there are standards of conduct expected of you in the way you interact with each other including:

- Be respectful of individuals
- Treat others as you would wish to be treated
- Report incidences to your tutor
- Challenge inappropriate behaviour positively

### **Harassment and Bullying**

We aim to provide a stimulating and supportive educational environment which will enable all learners to fulfil their personal potential and creativity, free from harassment, intimidation, aggression and coercion.

Harassment is unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Harassment and bullying of any kind will not be tolerated by Release Potential Ltd. Any

learner who feels they have been subjected to harassment or bullying by any other learner or member of staff should raise the matter as set out in the Learner Harassment and Bullying Policy.

### **Advice and Support on Discrimination**

Learners may contact their tutor for signposting, advice and support. Equality and

Equality and Human Rights Commission:

Web: <https://www.equalityhumanrights.com>

Citizens Advice

Web: <https://www.citizensadvice.org.uk>

Advice line: 0800 144 8848



### **Culture**

Release Potential Ltd, its staff and learners will make every effort to include learners with disabilities and/or learning difficulties into all aspects of learning, testing and assessment.

Every learner is seen as an individual and we wish to respond to, and where possible meet individual needs. We are committed to making sure that disabled people, including those with learning difficulties are treated fairly.

We will endeavour to make all reasonable adjustments to learning, testing and assessment to ensure that disabled learners are treated equally.

### **Course Entry**

Any learner with a need is encouraged to contact their employer or Release Potential Ltd for an informal discussion to consider the best way forward.

You have the opportunity to detail your learning support needs on the enrolment form. The appropriate support can then be identified during the enrolment process. You may be asked for additional information if

## **Disability Statement**

required. We are able to offer advice and support for a range of needs. We welcome telephone and email enquiries throughout the year and your confidentiality will be respected at all times.

### **Additional Learning Support**

Additional support for specific learning difficulties, such as dyslexia, or extra help with basic skills can be provided.

Physical, hearing or visual impairment can be assessed and appropriate support offered by appropriate staff.

We can provide alternate text formats for visually impaired learners and audio aids or signers for those who are hard of hearing and try to access any other supporting equipment.

### **Assessment Arrangements**

We will contact you where we are aware special assessment arrangements are required.

To assist us in meeting assessment needs it is important for you to make sure you tell us about your requirements as soon as possible.

Assessment arrangements could include; allowing extra time, a reader, a scribe, a separate room or use of a computer.

### **Physical Accommodation and Access**

Physical needs for access are taken into consideration at every training location.

### **Aims**

Release Potential Ltd aims to ensure compliance with the requirements of the Disability Discrimination Act (as amended by the Special Educational Needs and Disability Act 2001).

### **Staff Training**

Training and updating on the Disability Discrimination Act and understanding hidden disabilities (including people with epilepsy, diabetes, sickle cell condition, chronic fatigue syndrome or ME, cystic fibrosis, cancer, HIV and AIDS, and heart, liver or kidney problems) are a regular feature of Staff Development Programmes. Staff are briefed on individual support needs.

### **Complaints and Appeals Procedure**

You have a right to complain if you believe you have not received appropriate support. You should make any concerns known to your tutor in the first instance or to the Director of Operations

[sharon.jackson@release-potential.co.uk](mailto:sharon.jackson@release-potential.co.uk)

at Release Potential Ltd if this is not appropriate.

Also available in a larger print edition from:

Information Officer

Release Potential

The Bridges, Lead Road

Stocksfield

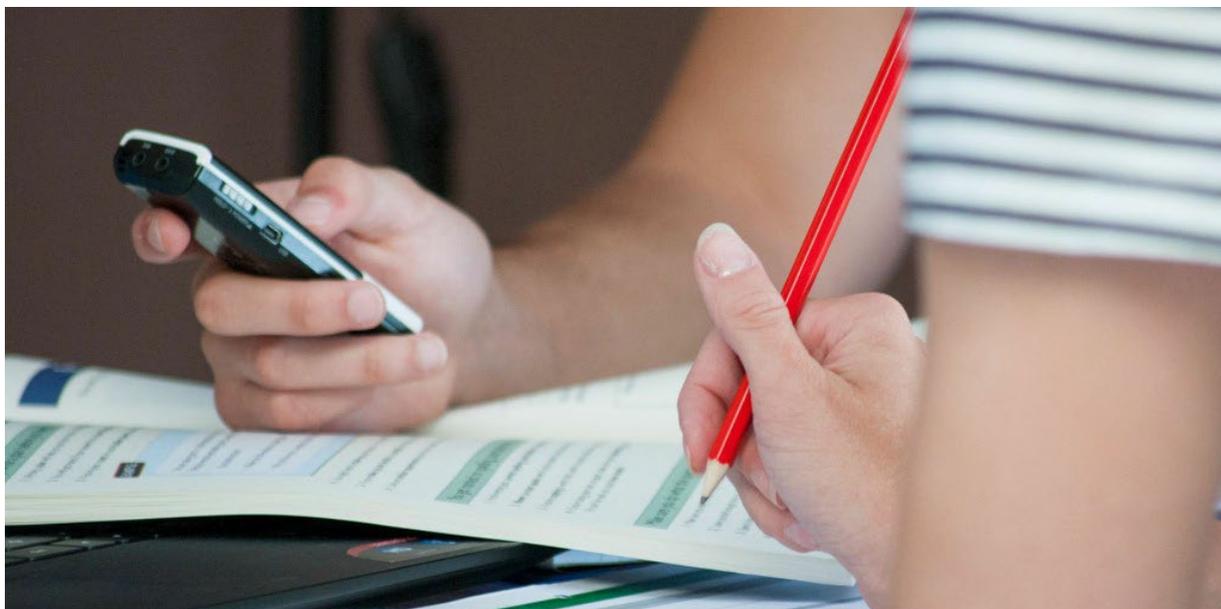
NE43 7SF

Tel: 01661 843819

Email: [info@release-potential.co.uk](mailto:info@release-potential.co.uk)

Web: [www.release-potential.co.uk](http://www.release-potential.co.uk)

Online Policy: <https://tinyurl.com/5cdwxhmc>



## Your Portfolio

The assessment strategy and requirements of the qualification/s you are completing will determine the type and amount of evidence needed for your portfolio.

After consideration of prior learning and achievement, your tutor will advise you of the evidence requirements and these could include:

- Observation of your performance
- Role play activity
- Practice interview
- Written questions and workbooks
- Assignments
- Recorded guided discussions and questioning
- Presentations
- Witness testimonies
- Reviewing product evidence
- Externally set assessments

### PICsWeb Portfolio

Release Potential Ltd use PICsWeb as an electronic portfolio system for you to access, review and build your portfolio of evidence safely and securely. You can access this at any point during and after your course. To

<https://releasepotential.picsweb.co.uk/Authenticate/Account/Login>

access your eAssessor account please log on to the following web address:

Your course tutor will provide you with details of how to access your account and use the various functions.

Your qualification may require you to complete BKSB initial assessments in Maths, English or ICT. Your tutor will provide support and guidance for you if appropriate.

### Completing Your Work

Your tutor will give you guidance on how your work needs to be completed and how your portfolio of evidence will be built. However, when completing your work please take care to ensure each question has been answered fully.

Tips on understanding how to answer the questions:

**Describe:** When asked to describe, you must give enough detail to give the reader a full understanding of what something is or what something is like.

**Explain:** This question needs a detailed answer, showing Understanding of processes or reasoning behind processes.

**Identify/State:** This question requires a short answer, often a list or single sentence with no significant detail necessary.

**Summarise:** This type of question requires a general overview, noting the main features only. You may leave out the main detail but should mention all steps, stages or parts involved.

**Outline:** This requires a statement showing understanding of the exact meaning of a word or phrase.

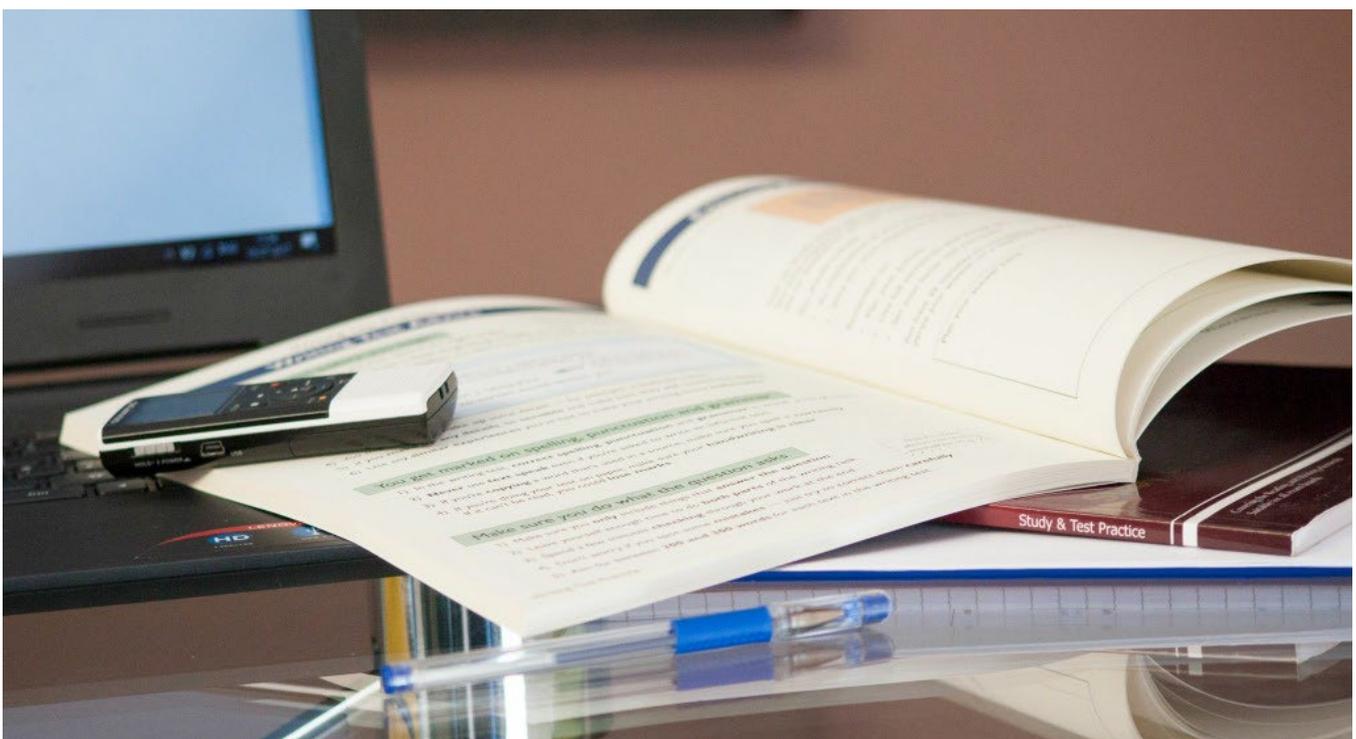
**Evaluate/Assess/Analyse:** Form an idea or judgement based on an in-depth examination of evidence, stating why they have reached that judgement.

**Demonstrate/Show:** This question requires you to display your competence through the use of performance evidence.

**Justify:** You must give an explanation to why an opinion or statement as right or reasonable.

**Compare/Contrast/Differentiate:** To review and explain or describe the similarities (compare) and differences (differentiate/contrast).

**Critically Evaluate:** Primarily focusing on areas for improvement and weaknesses, you must form a judgement based on a careful examination of evidence.



## Academic Appeals

You have the right to appeal against an academic decision if you believe the decision is unfair or unreasonable.

It is our policy to try to find acceptable agreements that make a formal appeal unnecessary.

To this end it is the responsibility of the learner, the tutor and the Internal Quality Assessor to discuss objections to academic decisions to attempt to find a solution before the formal process of appeal is invoked.

The appeals procedure covers the following aspects of your course which you may wish to appeal against:

- Examination results
- Assessment decisions
- Decisions made in respect of special considerations and access arrangements

In the first instance you should discuss the assessment decision with the tutor concerned.

However, if the issue remains unresolved, then you will be able to progress to the next stage in line with the published Academic Appeals Procedures.

The full Academic Appeals Policy can be accessed on your PICsWeb portfolio login and by request.



This refers to the arrangements, systems and processes Release Potential Ltd use to robustly quality assure provision. IQA systems are in place to help provide a quality educational experience and ultimately strong outcomes for learners.

IQA processes gather information from a variety of internal sources including monthly curriculum reviews, meetings, data reports, surveys, learner forums, moderation feedback and observation of teaching, learning and assessment. In doing so, IQA influences all activities within the company including curriculum design and content, delivery, policies, processes and procedures, CPD, resources and development of systems.

### **Sampling Strategy**

Your work and portfolio evidence go through a rigorous quality assurance process to ensure the quality of your qualification remains consistently high. Your course tutor and qualified internal and external quality assurers carry out this process.

### **Tutor**

The role of the tutor is to make sure that the assessment, confirmation and judgement of

## **Internal Quality Assurance**

knowledge and competence are in line with the qualification assessment strategy and awarding organisation requirements. Your tutor will be appropriately qualified and experienced.

### **Internal Quality Assurers (IQA)**

The role of the IQA is to make sure teaching, learning and assessment processes and procedures are being fully and consistently implemented and adhered to. The IQA will sample a percentage of learner work and assessment decisions made by tutors to ensure delivery and assessment remains consistent.

### **Sampling Characteristics**

The following characteristics are considered to ensure consistency across samples from all internal quality assurers and moderators:

- The use of all assessment methods across a range of units
- A selection of units across a sample of evidence
- A sample of units across all assessors
- Sampling by a particular source of evidence

It is expected that you will generally conduct yourself in a responsible manner and will at all times adhere to any rules and procedures relating to centre and site learning locations. Such discipline will be mostly self-imposed.

It is essential to maintain good standards of work and conduct if your course is to be successful. Therefore, any failure to achieve standards will be dealt with promptly and effectively and appropriate records will be maintained.

In the case of any disciplinary issue a learner will be given the opportunity to state their case. If, following a disciplinary decision, the learner is not satisfied they have been dealt with fairly, they may appeal against the decision by using the Grievance Procedure.

### **Required Standards of Discipline**

Certain disciplinary offences can lead to the termination of training. Examples of such offences include, but are not limited to:

- Failure to maintain progress and achieve acceptable standards
- Poor attendance and bad time-keeping
- Abuse of the arrangements for sickness
- Breaches of rules and regulations

## **Disciplinary and Grievances**

- Provocative use of insulting or abusive language
- Wilful damage to items issued for your health and safety
- The wrongful or unauthorised use of property or facilities belonging to a third party
- Action liable to disrupt, hinder or prevent the training of other learners or the work of other personnel engaged in work activities
- Action harmful to the welfare of other learners or other persons
- Unauthorised absences from designated training
- Use of discriminatory language and/or behaviour

The full Disciplinary and Grievance procedure can be accessed via your eAssessor account or on request.

### **Grievances**

If you have a grievance of any kind, in the first instance you should raise it with your assessor, tutor or where working, supervisor. Should the grievance be against your assessor or tutor you may contact our office directly.

Details will be given to the relevant Manager who will discuss the issue with you, and where necessary carry out an investigation and try to resolve the grievance.

In the event that you are not satisfied with the outcome, you may refer the matter in writing to the CEO who will then investigate. The decision of the CEO will be final.

Where you are employed and the grievance is about your supervisor, you should deal with this using your company grievance procedure and inform your tutor or assessor.

You can contact the CEO using the following details:

Gaye Hutchinson, CEO  
Release Potential Ltd  
The Bridges  
Lead Road  
Stocksfield  
Northumberland  
NE43 7SF



## Complaints

Release Potential Ltd tries hard to provide quality in all of its activities. However, there may be times when you feel that you have not received the high quality of education or level of service which you might reasonably expect. In those circumstances, you are entitled to complain, and to make known your concerns, without fear of reprisal or victimisation.

You can expect us to deal with a complaint seriously, fairly, within a reasonable timescale and, where appropriate, in confidence. If, after reading this guide you are still unsure of how to proceed, advice can be sought from Sharon Jackson, Director of Operations at:

[sharon.jackson@release-potential.co.uk](mailto:sharon.jackson@release-potential.co.uk)

### General

A complaint can often be resolved relatively easily and informally at an early stage. You should normally talk in the first instance with the person(s) most directly concerned with your complaint. Course tutors, managers and other staff are always prepared to discuss any problems or concerns that you have, before they become major complaints.

Although the following procedure sets options open to you in raising, lodging and pursuing a complaint, a satisfactory resolution can often be found at the first, informal, stage.

Our Learners' Complaints Procedure includes a series of steps which you should follow in order to find a way forward to a mutually agreed solution. After going through stages in considering your complaint, which may not be all of those detailed below, we will advise you of the outcome.

Your rights and responsibilities as a learner making a complaint are detailed at the end of this section.

If a group of learners wish to make the same complaint, we will require one learner to be nominated as a point of contact for all.

You must ensure you follow the correct procedure so that the complaint can be dealt with appropriately.

### Special Note

The Complaints Procedure does not apply if you wish to appeal against a mark, termination or other academic decision. If you

are uncertain whether you wish to proceed with an appeal or a complaint, please seek advice from Sharon Jackson before you begin.

If you believe that you have grounds for appeal against the result of an examination or assessment; a requirement to retake an examination; a decision to terminate your programme of study; any other academic decision, please refer to Release Potential Ltd's Academic Appeals Procedure.

### **Rights and Responsibilities**

When making a complaint you have the right to:

- Be notified of the reasons for a complaint being upheld or not upheld, or any delay in a decision
- Be interviewed by a Complaints Panel, at an appropriate point in their proceedings (ONLY if you get beyond STAGE 2)
- Be accompanied by a friend at meetings related to the Complaints Procedure

When making a complaint you have to:

- State clearly the substance of your complaint
- Indicate as clearly as you can the remedy that you seek
- Follow the correct procedures as advised
- Provide written statements on request
- Attend a Complaints Panel, or any other meeting about your complaint, when requested.

When writing to the Director of Operations, you address your letter to:

Sharon Jackson  
Director of Operations  
Release Potential Ltd  
The Bridges, Lead Road, Stocksfield,  
Northumberland  
NE43 7SF

Please note that any complaints about the Director of Operations should be referred in the first instance to Gaye Hutchinson, CEO at the above address.

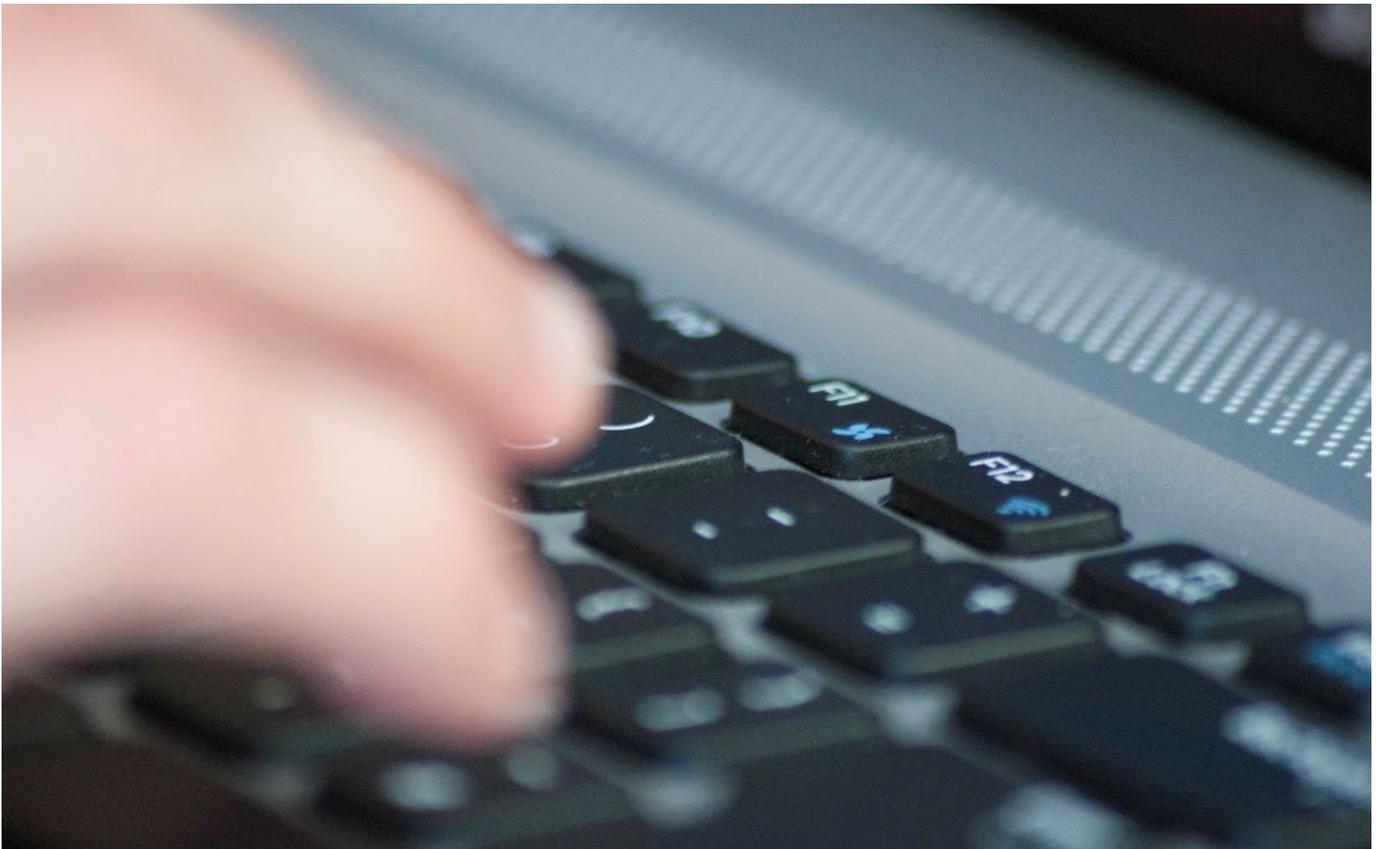


## Academic and Associated Fees

The fee policy identifies the overall processes for the collection of fees for tuition, awarding body costs and sundry items applicable to a course. It ensures that fees are levied appropriately and consistently. This policy applies to all those liable to pay fees and to those learners who are eligible for fee remission. Sharon Jackson, Director of Operations is responsible for ensuring that the policy is up to date and implemented.

### Policy Statement

There is an expectation that all learners and/or their employers will pay all applicable fees prior to starting their course or have in place an agreed payment plan unless they meet free fee eligibility criteria. We set vocational course fees taking into account the guidance given by the Education and Skills Funding Agency (ESFA). The full Academic and Associated Fee(s) policy can be accessed via your PICsWeb login and on request.



## Your Information and Data Protection

### What we collect and why

You will be asked to provide us with information (data) about yourself which may include your name, date of birth, profession, phone, postal addresses, and educational information including qualifications.

What we collect will depend on the course you are studying which will be explained to you during enrolment. Any information we hold about you is processed in accordance with the General Data Protection Regulations (GDPR).

### How we use your personal data

Collecting this data helps us provide you with a service which meets your needs.

Specifically, we may use data to:

- meet our legal and statutory duties and responsibilities
- process applications, enrolments and contracts, for our own internal records
- contact you in response to a specific enquiry
- customise our services so they work better for you
- contact you about services, products, offers and other things provided by us which we think may be text relevant to you

- contact you via e-mail telephone or mail for research purposes

At no time will we assume your permission to use information that you provide for anything other than the reasons stated here.

### Your rights:

As a Learner of Release Potential Ltd you have the right to make requests in relation to the data we hold about you. You can request:

- access to your data
- that your data be updated if it is incorrect
- that your data be erased if you feel that we don't need to hold it
- that we stop using your data for some purposes if you feel that we don't need to

We will always tell you the reasons why we need your data in our privacy notice. You can view a copy of the Privacy Notice on request or via eAssessor.

## Software and Websites

### Software and web site disclaimer

Please read the following information carefully before you download any software or visit any web site recommended by Release Potential Ltd.

We have taken all reasonable care to ensure that recommended published web sites are accurate however we take no responsibility for the consequences of error or for any loss or damage suffered by users of any of the information published on any of these pages, and such information does not form any basis of a contract with readers or users of it.

It is in the nature of 'www' sites that they may be out of date or may be the personal opinion of the author/owner. You should verify information gained from the Web with other sources before relying on it.

Unless otherwise indicated material published by the web site owners is copyright and may not be reproduced without permission.

There are inherent dangers in the use of any software (computer programs, mobile phone apps, etc.) available for downloading on the

Internet and we caution you to make sure that you understand the potential risks before downloading any software.

For your own protection, you should scan these files (as you should for any file downloaded from the Internet).

We use reasonable care to ensure that software products, files, apps etc are safe to operate when installed according to the manufacturer's installation instructions.

If you have any doubt at all about the safety and operation of software recommended to you, do not download the software. You are solely responsible for adequate protection and backup of data and equipment used in connection with any of the software and we will not be liable for any damages that you may suffer in connection with using, modifying, or distributing any of the software.

We reserve the right to alter our services at any time but, if it is necessary to do so, we will take all reasonable steps to minimise any disruption that this may cause.

You can find our documents in a number of locations. The table below lists where you can find each document referred to in your Learner Handbook.

Document	Can be found:		
	Our Website	PICsWeb	On request
Academic and Associated Fee(s) Policy		X	X
Academic Appeals Policy		X	X
British Values Policy	X	X	X
Complaints Policy	X	X	X
County Lines Policy	X	X	X
Digital Safety Policy	X	X	X
Disability Statement		X	X
Environmental Policy	X	X	X
Equality, Diversity and Inclusion Policy	X	X	X
Harassment and Bullying Policy		X	X
Learner Charter		X	X
Learner Disciplinary & Grievance Procedure		X	X
Learner Handbook	X	X	X
Learner Involvement Strategy		X	X
Learner Policy		X	X
Learner Support Policy		X	X
Modern Slavery and Human Trafficking Policy	X	X	X
Privacy Notice		X	X
Safeguarding Alert Form (Appendix 1)		X	X
Safeguarding Handbook	X	X	X
Smoking Policy		X	X
Sustainable Development Policy		X	X

**Returneeships**



**Startships**

