

Learner Handbook

COURSE

NAME



Sheep, sheep dog, shepherd?



European Union
European Social Fund
Investing in jobs and skills

This project is part-financed by the European Union. The high quality training you are undertaking with Release Potential Ltd is vital for the future prosperity of you, your country and the European Union. The European Social Fund (ESF) in England is investing in jobs and skills – focusing on people who need support the most and helping them fulfil their potential.

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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

We take pride in providing the highest standards of education and training using industry-standard facilities and resources. All of 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 many levels and many vocational areas. Like many of our other learners we hope you will stay with us as you develop your professional skills when you enter or progress in employment.

Our contact and work with employers is extensive and we aim to be the training provider of choice for young people, adults and employers in the north east. We want you to achieve the highest standards set for your chosen industry sector, and for employers to reap the benefits of a well trained workforce. We also have extensive experience of working with the unemployed and those entering employment through the Apprenticeship route.

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

Gaye Hutchinson
CEO



Apprenticeships

Release Potential Ltd is approved to deliver Apprenticeships and feature on the National Register of Apprenticeship Training Providers. Apprenticeships provide a route to earn and learn at the same time, combining practical training and work related study. Did you know that Apprenticeships are all age programmes? An apprentice could be a young person learning new skills in a workplace. Equally, an apprentice could also be an existing member of staff with an employer learning skills or in a new post. Many Mature candidates need to retrain during their working lives, and increasingly choose apprenticeships to achieve this.

Release Potential Ltd will deliver Intermediate (Level 2), Advanced (Level 3) and Higher (Level 4+) Apprenticeships across a range of sectors and vocations including Health and Social Care, Hospitality, Business and Administration and Management.

For more information about our Apprenticeships please visit our website here

<https://www.release-potential.co.uk/apprenticeships/>

Short Courses

A short course is a programme that has been designed for your needs to develop skills within a specific sector to gain nationally recognised qualifications. Short courses are available in a range of different sectors including Care, Hospitality, Business Administration and Customer Service.

For more information about our Short Courses please visit our website here

<https://www.release-potential.co.uk/short-courses/>



Returneeships

Returneeships are an exciting new four week pre employment training programme. Designed to focus on the employability skills of the forty plus, Returneeships comprise of two weeks based in the classroom and two weeks on work placement. Returneeships offer the chance to gain nationally recognised qualifications in:

- **Level 1 Certificate in Foundation Learning and Employability Skills** (CV's, cover letters, money management, application forms and interview technique)
- **Level 1 Certificate in IT User Skills** (Flyers, websites, presentation and emails)
- **Level 1 Certificate in Customer Service** (Health and Safety, Customer Complaints, Employment Rights and Responsibilities, Principles of Customer Service, Personal Performance and Development, Working with Others and Communication)

During the fun classroom sessions learners will be working in groups to develop a business idea. The classroom sessions will run from 9am to 4.30pm and use workbooks, power points, discussions, group tasks and observations to cover all the relevant criteria.

At induction learners will be asked to short list three areas of work they would like to undertake a placement in. The work placement is between one and two weeks in length and every effort will be made to meet the learners first choice.

For more information about our Returneeships please visit our website here

<https://www.release-potential.co.uk/returneeships/>



We reserve the right to alter these 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.

Learner Charter

Release Potential's 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. Release Potential Ltd is 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
- 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
- REPLY in a timely manner to any concern or complaint that you may have about any aspect of your learning experience

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 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 in an open and honest way

Learner Policy

At Release Potential we are 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 support you and advise you on the best route for you
- 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 advice on the best route for you and passing you on to alternative provision if this would be more effective for you
- Supporting you to make your own choices about services
- Basing the decision to offer you a place on our training programme on factors that do not discriminate
- Supporting you if you have special needs through our Disability Statement, and through spending more time with you if appropriate



Support and Guidance

Release Potential recognise that additional learning support may be required throughout your course or programme 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 or programme. 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.

Release Potential will work with you in confidence to give you the best possible chance to succeed in your course. If at any time you need assistance or further support please speak to your tutor or call 01661 843819 to speak to a Release Potential advisor.

Information, Advice and Guidance

Release Potential will endeavour to provide you with appropriate information, advice and guidance (IAG) prior to your course enrolment to enable you to make an appropriate informed decision about the right course for you.

Further IAG 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 your course you feel that you require any further IAG 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

Email: C2L@studentbursarysupport.co.uk

Telephone: 0800 121 8989

Career Guidance

Release Potential tutors and support staff will provide you with information and guidance 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.bestcourse4me.com

www.icould.com

www.plotr.co.uk

www.ucas.com

<https://nationalcareersservice.direct.gov.uk/>

Advanced Learning Loans

Advanced learning loans are available for those who wish to study at level 3 or above and are unable to secure funding for their course, or would like help with costs of a course. Loan eligibility does not depend on your incomes and there are no credit checks.

www.gov.uk/advanced-learner-loan

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

Bullying UK	UK's anti-bullying website, offering information and advice to victims and their families	www.bullying.co.uk help@bullying.co.uk	0808 800 2222
ChildLine	Available for anyone who has any concerns about a young person's welfare	www.childLine.org.uk	0800 1111
Cruse Bereavement Care	Charity offering support and counselling for people who have suffered a loss	www.cruse.org.uk info@cruse.org.uk helpline@cruse.org.uk	0808 808 1677
FRANK (National Drugs Helpline)	24 hours a day, 365 days a year. Free and confidential advice and information on drugs	www.talktofrank.com	0300 123 6600
Local Safeguarding Board	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.	https://www.citizensadvice.org.uk/family/children-and-young-people/child-abuse/what-is-child-abuse/local-safeguarding-children-boards/	
MIND	UK mental health charity who work to improve the quality of life for people with mental health difficulties.	www.mind.org.uk supporterrelations@mind.org.uk	020 8519 2122
CAP - Christians Against Poverty	Specialises in offering free debt counselling. Individuals seeking the assistance of the charity give authority to the charity to negotiate with creditors, and the charity will then organise the individual's finances with the objective of making them debt free within 5 years.	www.capuk.org	
National Centre for Domestic Violence	Specialises in helping victims of domestic violence obtain non molestation and other orders from court to protect them from further abuse.	www.ncdv.org.uk office@ncdv.org.uk	0800 970 2070
NSPCC	Aim to protect children from cruelty, support vulnerable families, campaign for changes to the law and raise awareness about Abuse.	www.nspcc.org.uk help@nspcc.org.uk	0808 800 5000 0800 1111 (18 years or under)

Princes Trust

The UK's leading charity that helps young people overcome barriers and get their lives on track

www.princes-trust.org.uk

0800 842 842

Relate

Largest UK organisation that specialises in relationship counselling and support.

www.relate.org.uk
relat.enquiries@release.org.uk

Respond UK

Website created by people with learning difficulties to ensure it is in an easy to read and view format. They support people with learning difficulties who have been affected by trauma and abuse, and also their families, carers and professionals.

www.respond.org.uk
admin@respong.org.uk

0207 383 0700

The Samaritans

Charity offering 24 hours a day confidential support and advice to anyone in distress.

www.samaritans.org
jo@samaritans.org.uk

020 116123

Suzy Lamplugh Trust

Raise awareness of the importance of personal safety and to provide solutions that help people avoid violence and aggression so live safer lives

www.suzylamplugh.org
info@suzylamplugh.org

020 7091 0014
0808 802 0300 (Advice for victims)





Cert No. 15294
ISO 14001

Safety and Wellbeing

Health and Safety

Release Potential risk assess all assessment locations to ensure safety of staff and learners and 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. Learners will be notified of emergency fire procedures at every location and must ensure they sign in and out of buildings accordingly.

Staying Safe Online

Release Potential use online portfolio and e-learning packages to enhance learning opportunities. Learners 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.

Safeguarding

Release Potential adopts a robust approach to safeguarding and has an appointed safeguarding officer who oversees all safeguarding reports, concerns and queries. Any concerns must be raised with your tutor/assessor who will escalate to the safeguarding officer and offer advice and further signposting where necessary. If Release Potential staff are informed of or witness any safeguarding concerns then this will be

escalated in line with Release Potential's Safeguarding Policy.

Prevent

Prevent is part of the UK's counter terrorism strategy which aims to stop vulnerable individuals from becoming radicalised to supporting terrorism and 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 www.gov.uk/report-terrorism

Prevent Team - 101 ext 62957/62778

Email - specialbranch@northumbria.pnn.police.uk

Health and Wellbeing

At Release Potential we believe that good health and well being is essential for our learners to achieve their goals. Your course tutor will support you to lead a healthy and happy life and will identify further sources of support for you if appropriate. You can speak to your course tutor in confidence if you have any concerns.

Environmental Matters

Please help us care for our environment:

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

Your Portfolio

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

Your tutor will advise you of the evidence requirements for the qualification you are completing but could include:

- Observation of your performance including role play activity
- Completion of written questions and workbooks
- Assignments
- Recorded guided discussions and questioning
- Witness testimonies
- Reviewing product evidence
- Externally set assessments
- Recognition of prior learning and achievement

EAssessor

Release Potential utilise eAssessor as an electronic portfolio system for learners to access, review and build their portfolio of evidence. To access your eAssessor account please log on to the following web address:

<https://webapps.pellcomp.net/ReleasePotential/eAssessor>

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

Dynamic Learning

Your qualification may require you to complete functional skills qualifications (maths, Eng, ICT) as part of your apprenticeship. Release Potential provide learners working towards functional skills the opportunity to use Dynamic Learning as an on-line platform for learning. Your tutor will provide further support and guidance on how to access and use the system effectively.

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.

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, learners 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.

Outline/Summarise

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

Outline

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 the learner to display their competence through the use of performance evidence.

Justify

The learner 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, the learner must form a judgement based on a careful examination of evidence.

Learner Involvement Strategy

Our Vision

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

Our Principles

Our consultation with learners will be based on a number of core principles that underpin our public/private engagement work:

- 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 seeks to involve learners in a number of ways. Learner feedback is integral to our Quality Improvement Framework.

Learner Feedback Pathways

A range of feedback opportunities were introduced inline with good practice to address the issues that learners do not always feel comfortable about discussing with the tutor. Release Potential may obtain feedback through use of the following methods:

Learner Evaluation Forms and Questionnaires

Release Potential have introduced Learner Evaluation Forms and Questionnaires. This provides

learners with opportunities to give feedback on their course or learning experience to assist Release Potential in analysing the effectiveness of course content and structure. Evaluation forms and questionnaires may be presented to learners at various intervals throughout the course.

Learner Forums

In situations where learning takes place in a group environment, Release Potential may organise learner forums as an opportunity for representative's of the course to provide informal feedback to Release Potential.

FE Choices Learner Satisfaction Survey

Every year between October and May the Education and Skills Funding Agency provide all learners on funded further education programmes the opportunity to feedback on their experiences.

Your course tutor will provide you with details of how to access the online survey when it is available. You will need your Unique Learner Number (ULN) and Release Potential's provider number: 10025330.

Ofsted Learner View

Ofsted's on-line Learner View survey is available throughout the year for all learners to share their views about their course and training provider. Simply log on to www.learnerview.ofsted.gov.uk. You will need to provide an email address if you are registering for the first time.

Improvement and Implementation

As part of its Learner Involvement Strategy, Release Potential will seek to involve learners individually and strengthen the teaching and learning and responsiveness to individual need.





Investors in Diversity



Leaders in Diversity

Equal Opportunities and Diversity Policy

Policy Statement

Release Potential Ltd (“the Company”) is committed to achieving a working environment which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, marital status, disability, religious beliefs, age or sexual orientation. This Policy aims to remove unfair and discriminatory practices within the Company and to encourage full contribution from its diverse community. The Company is committed to actively opposing all forms of discrimination.

The Company also aims to provide a service that does not discriminate against its clients and customers in the means by which they can access the services and goods supplied by the Company. The Company believes that all employees and clients are entitled to be treated with respect and dignity.

Objectives of this Policy

To reduce, stop and prevent all forms of unlawful discrimination.

To ensure that recruitment, promotion, training, development, assessment, redundancy and service provision are determined on the basis of capability, qualifications, experience, skills and productivity.

Designated Officer

Name:	John Hutchinson
Position:	Director
Telephone Number:	01661 843819

Definition of Discrimination

Discrimination is unequal or differential treatment which leads to one person being treated more/less favourably than others are, or would be in the same or similar circumstances on the grounds of race, colour, nationality, ethnic origin, gender, marital status, disability, religion, age, sexual orientation.

Types of Discrimination

Direct Discrimination occurs when a person or a policy intentionally treats a person less favourably than another on the grounds of colour, nationality, ethnic origin, gender, marital status, disability, religion, age, or sexual orientation.

Indirect Discrimination is the application of a policy, criterion or practice to a person which the employer would apply to others but which is such that:

- It is detrimental to a considerably larger proportion of people from the group that the person/the employer is applying it to represents.
- The employer cannot justify the need for the application of the policy on a neutral basis.
- The person to whom the employer is applying it suffers detriment from the application of the policy.

Example: A requirement that all employees must be 6ft tall would indirectly discriminate against employees with an oriental ethnic origin, as they are less likely to be able to fulfil this requirement if that requirement is not justified by the position.

Discrimination by Association applies to race, religion or belief and sexual orientation. Now extended to cover age, disability, gender reassignment and sex. This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

Perception Discrimination applies to age, race, religion or belief and sexual orientation. Now extended to cover disability, gender reassignment and sex. This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Harassment is unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

Harassment applies to all protected characteristics except for pregnancy, maternity, marriage and civil partnership. Employees will now be able to complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves. Employees are also protected from harassment because of perception and association.

Third Party Harassment applies to sex. Now extended to cover age, disability, gender reassignment, race, religion or belief and sexual orientation.

The Equality Act makes you potentially liable for harassment of your employees by people (third parties) who are not employees of your company, such as customers or clients. You will only be liable when harassment has occurred on at least two previous occasions, you are aware that it has taken place, and have not taken reasonable steps to prevent it from happening again.

Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint.

There is no longer a need to compare treatment of a complainant with that of a person who has not made or supported a complaint under the Act.

Unlawful Reasons for Discrimination

Gender and Marital Status: It is not permissible to treat a person less favourably on the grounds of their gender or the fact they are married. This applies to both men and women. Sexual harassment of men and women can be found to constitute sex discrimination.

For example, asking a woman during an interview if she is planning to have any (more) children constitutes discrimination on the ground of gender.

Age: It is not permissible to treat a person less favourably because of their age. This applies to people of all ages. This does not currently apply to the calculation of redundancy payments.

Disability: It is not permissible to treat a disabled person less favourably than a non-disabled person or to treat a disabled person unfavourably because of something connected with their disability where it could reasonably be expected that the disability is known unless it can be demonstrated that it is a proportionate means of achieving a legitimate aim.

Reasonable adjustments must be made to give the disabled person as much access to the service and ability to be employed, trained, or promoted as a non-disabled person.

It is not permissible to ask about a candidate's health before offering them work unless it is to help:

- Decide whether any reasonable adjustments need to be made for the person to attend the selection process

- Decide whether a candidate can carry out a function that is intrinsic to the job
- Monitor diversity among people making applications for jobs with Release Potential Ltd
- Take positive action to assist disabled people
- Determine that a candidate has the disability where the job genuinely requires the jobholder to have a disability.

It is permitted to ask appropriate health-related questions once a person has passed the interview and has been offered a job (whether this is an unconditional or conditional job offer).

Race, Colour, Nationality and Ethnic Origin: It is not permissible to treat a person less favourably because of their race, the colour of their skin, their nationality or their ethnic origin.

Sexual Orientation: It is not permissible to treat a person less favourably because of their sexual orientation. For example, an employer cannot refuse to employ a person because s/he is homosexual, or transsexual.

Religion or Belief: It is not permissible to treat a person less favourably because of their religious beliefs or their religion.

Gender Reassignment: It is not permissible to treat a person less favourably because he or she proposes to, starts or has completed a process to change his or her gender even if he or she is not under medical supervision.

Or to treat transsexual people less favourably, for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment, than they would be treated if they were absent because they were ill or injured.

Pregnancy and maternity: It is not permissible to treat a woman less favourably on the grounds of pregnancy and maternity during the period of her pregnancy and

any statutory maternity leave to which she is entitled. During this period, pregnancy and maternity discrimination cannot be treated as sex discrimination.

Or take into account an employee's period of absence due to pregnancy-related illness when making a decision about her employment.

Reasonable Adjustments

The Company has a duty to make reasonable adjustments to facilitate the learning environment of a disabled person. These may include:

- Making adjustments to premises
- Any other adjustments that the Company considers reasonable and necessary provided such adjustments are within the financial means of the Company.

If an employee has a disability and feels that any such adjustments could be made by the Company, they should contact the Designated Officer.

Positive Action

It is permissible to take a protected characteristic (disadvantaged as a result of that characteristic, or their participation in an activity is disproportionately low) into consideration when deciding who to recruit or promote. However, this can only be done when all candidates are "as qualified as" each other for a particular vacancy and evidence is available to show that people with that characteristic face particular difficulties in the workplace or are disproportionately under-represented in the workforce or in the particular job for which there is a vacancy. In these circumstances the fact that a candidate has a protected characteristic can be used as a 'tie-breaker' when determining which one to appoint.

It is not permissible to have a policy of automatically treating job applicants who share a protected characteristic more favourably in recruitment and promotion. Each applicant must be considered on his or her abilities, merits, and qualifications in each

recruitment or promotion exercise.

Advice and Support on Discrimination

Learners may contact their course tutor for further advice and support.

Equality and Human Rights Commission

Telephone: 0808 800 0082
Arndale House
The Arndale Centre
Manchester
M4 3AQ

Citizens Advice Bureau

Telephone: 020 7833 2181
Myddleton House
115-123 Pentonville Road
London
N1 9LZ

Community Legal Services Direct

Telephone: 0845 345 4345
Website: <http://www.clsdirect.uk/>

The Extent of the Policy

The Company seeks to apply this Policy in the recruitment, selection, training, appraisal, development and promotion of all employees. The Company seeks to ensure that all sub-contractors and agents act in accordance with this Policy. The Company accepts no liability for the actions of sub-contractors and agents. The Company offers goods and services in a fashion that complies with the spirit of this Policy.

Equality and Diversity Impact Assessment

Release Potential aims to conduct impact assessments on all policies, functions and practices on equality groups. Where an adverse impact is identified action will be taken to remove the negative impact.

British Values

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

Rule of Law

The need for rules to make a happy, safe and secure environment to live and work. Release Potential's Learner Charter set clear expectations of learners conduct during their course. The Learner Charter also lists what to expect from Release Potential. During your course you will have the opportunity to:

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

Individual Liberty

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

- Develop 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. During your course you can promote a democratic culture by:

- Playing an active role in your learning plan and attending meetings with your tutor and employer.
- 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. During your course 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.

Disciplinary and Grievance Procedures

It is expected that learners will generally conduct themselves in a responsible manner and will at all times adhere to any rules and procedures explained to them as well as those relating to centre and site training locations, and that such discipline will be mostly self-imposed.

It is essential to maintain reasonable standards of work and conduct if the training programme is to function efficiently and achieve its purpose. 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 the learner concerned will be given the opportunity to state their side of the case. If, following the issue of a disciplinary decision, the learner is not satisfied that 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 (*which may also lead to action in Stages 1, 2 or 3 depending upon the severity of the offence*) 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 self-certified sickness
- Breaches of rules and regulations
- Provocative use of insulting or abusive language
- Wilful damage to items issued for personal protection
- The wrongful or unauthorised use of property, solutions 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 good order, cleanliness and welfare of other Learners or the work of other personnel engaged in work activities
- Unauthorised absences from designated training
- Use of discriminatory language and/or behaviour

The Disciplinary Stages

Stage 1 Recorded Verbal Warning

The first formal stage of the disciplinary procedure is the issue of a Recorded Verbal Warning to the learner by their assessor, trainer or supervisor. This will be recorded on the learner's personal file.

A further offence may result in the issue of a further verbal warning or the learner will be moved to the next stage of the disciplinary procedure.

Stage 2 Recorded Written Warning

The second formal stage of the disciplinary procedure is the issue of a Recorded Written Warning to the learner.

Stage 3 Final Written Warning

As the last stage of the disciplinary procedure, a Final Written Warning may be issued if a learner commits a further offence. (*A Final Written Warning may also be issued for a first offence if it is serious misconduct*).

If the learner does not commit a further offence during a 26-week period following the issue of a Final Written Warning, the warning ceases to be valid.

Stage 4 Termination of Training Agreement

Should a learner commit an offence of serious misconduct or be persistently undisciplined the learner may be suspended and sent home.

Release Potential, following investigation, may then recommend that the learner be terminated from the training. The learner will be notified in writing of the termination of the Training Agreement.

Serious Misconduct

Certain acts constitute serious misconduct and may result in the termination of the Training Agreement.

The following offences, which may lead to immediate suspension followed by termination of the Training Agreement, include, but are not limited to:

- Stealing
- Assault, bullying or threatening behaviour
- Wilful or reckless damage to property
- Introduction, possession or use of alcohol or illegal drugs in the training centre
- Introduction, possession or use of alcohol or illegal drugs in the work place
- Leaving the training centre or work place without permission
- Refusal to carry out reasonable assessment, training or work place duties as instructed
- Wilful falsification of records or any other official document
- Deliberate release of confidential information including information on processes, patents, company inventions etc to unauthorised persons.

Learner's Complaints Procedures

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 Release Potential 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

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, Release Potential 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 out a series of steps open to you in raising, lodging and pursuing a complaint, a satisfactory resolution can often be found at the first, informal, stage.

Release Potential's 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 an appropriate number of steps to consider your complaint, which may not be all of those detailed below, Release Potential will advise you of the outcome.

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

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

Please note that you must ensure that you follow the correct procedure, and fulfil requirements yourself if you wish the complaint to be considered seriously and appropriately by Release Potential.

Special Note

The following 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, against a requirement to retake an examination or a decision to terminate your programme of study, or any other academic decision, please refer to Release Potential's Academic Appeals Procedure. The full Academic Appeals Procedure is available in section 10 of this learner handbook.

Making a complaint - the procedure

Stage 1 The Informal Approach

If you wish to make a complaint, or are considering doing so, you should first contact Release Potential's Director of Operations, Sharon Jackson by

Telephone to 01661 843819, or

e-mail: sharon.jackson@release-potential.co.uk

Stage 2 The Formal Approach

If the substance of your complaint cannot be solved informally, or if the matter is considered particularly serious, the Director of Operations will ask you to submit your complaint in writing.

The letter must be signed, and be addressed to Sharon Jackson, Director of Operations, who will act as your contact in relation to the complaint. Please do not write directly to any other member of staff of Release Potential.

The submission of your letter, and its date of receipt, will represent the commencement of consideration under the Formal Complaints Procedure.

Your submission will be referred by the Director of Operations, for consideration, to an appropriate senior member of staff. This member of staff will be asked to investigate your complaint and to advise the Director of Operations accordingly in writing of their response and any action proposed. The Director of Operations will advise you of this outcome by letter, and of any action you should take in relation to it.

You will have the right to reply to this 'Outcome Letter' containing Release Potential's initial decision about your complaint. If in the light of the response you still feel that the complaint remains unresolved from your point of view, you should notify the Director of Operations, by letter in reply, stating clearly your reasons for wishing to pursue the matter further.

Stage 3 Pursuing the Formal Approach

If the Director of Operations finds that your grounds for pursuing your complaint are not justified, you will be advised why, and a 'Letter of Completion' will be issued to you. This letter will advise that Release Potential has completed its investigation of your complaint, has provided its final decision on it and does not intend to take the matter any further.

However, if your reasons for pursuing a complaint are considered to be justified, the Director of Operations will arrange a hearing of the complaint by a panel of three senior staff of Release Potential.

The Director of Operations will ensure that all Panel members will have had no previous connection with the investigation of your complaint. The Panel will interview both you as the complainant, and any persons complained against, and will determine Release Potential's decision on the complaint.

The Director of Operations will confirm the decision of the Panel, and any recommendations, of this hearing to you. A 'Letter of Completion' will be issued to you, indicating that Release Potential has completed its investigation of your complaint, has provided its final decision on it and does not intend to take the matter any further.

Timescale

Release Potential will make every endeavour to deal with your complaint quickly. If there is a delay because of the nature of your complaint, or due to staff availability, you will be kept informed of progress.

- You should receive an acknowledgement of any written submission within **five** working days of its receipt, provided that you have followed the guidelines
- You will normally receive an initial written response to your written complaint within **28** days of its receipt, provided that you have followed the guidelines

- You will normally receive a final response to your complaint within **three** calendar months from receipt of a formal submission, provided that you have followed the guidelines; but if your complaint is complex, or involves several departments, this timescale may be extended

If there are any exceptional time constraints relating to responding to your complaint, you will be advised at the earliest opportunity. Please note that these may emerge during consideration of your complaint, and it may not be possible to advise you of them at the beginning of the process.

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, 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.

Learner Harassment and Bullying Policy

Release Potential wishes to provide a stimulating and supportive educational environment which will enable its learners to fulfil their personal potential and creativity. Such an environment cannot exist where any member of staff or learner is subjected to harassment, intimidation, aggression or coercion.

The Company is fully committed to the principles of equal opportunities, equality and diversity in the workplace and regards harassment as a form of discrimination.

Harassment

Harassment is unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. It may be on the grounds of sex, race, disability, sexual orientation, religion or beliefs, age or gender reassignment. For the purposes of this policy this list should be considered non-exhaustive, and harassment or bullying on any grounds will not be tolerated by Release Potential.

Harassment may be persistent or an isolated incident, obvious or subtle, face-to-face or indirect. It may even be through unequal or unfair application of monitoring systems, for example through computer monitoring of breaks where it is not applied to all employees.

Examples of behaviour which may constitute harassment or bullying include (but are not limited to):

- Spreading malicious rumours
- Professional or social exclusion
- Unwelcome sexual advances
- Unfounded threats relating to job security
- Calculated undermining of an employees competence, for example through a consistently

unreasonable or unfair workload or unnecessary circulation of critical memoranda

- Physical assault
- Verbal abuse, threats, derogatory name-calling, ridicule, insults and jokes
- Derogatory graffiti/insignia or display of derogatory or offensive material
- Inciting others to commit any of the above.
- Discriminatory comments and/or behaviour

Unlawful Grounds of Harassment and Bullying

We wish to reiterate we will not tolerate any instance of harassment or bullying regardless of the grounds. The following however are expressly unlawful grounds on which a person may experience harassment or bullying.

Sex

Harassment or bullying on the grounds of a person's sex.

Sexual Harassment

This is distinct from sex harassment, as it is conduct of a physical, verbal or non-verbal that is sexual in nature.

Race

Harassment or bullying on the grounds of race, colour, ethnicity or nationality, be it deliberate or otherwise.

Disability

Bullying or harassment on the grounds of a person's disability.

Sexual Orientation

Bullying or harassment on the grounds of a person's sexual orientation, applying equally to "same sex" orientation, "opposite sex" orientation and "both sexes" orientation.

Religion or Belief

Harassment or bullying on the grounds of a person's religion or beliefs.

Age

Harassment on the grounds of a person's age, applying equally to all people regardless of age.

Grievance

Harassment or bullying as a consequence of a person raising a grievance.

Complaints

Any learner who feels that they have been subjected to harassment or bullying by any other learner or member of staff should raise the matter according to one, or both, of the following methods.

Informal Procedure

If you feel able, you should speak up at the time when you feel that you are being harassed or bullied. It is important to be direct and to state explicitly that you feel you are being harassed and that the behaviour is unacceptable to you. You could also discuss the matter with another learner or your manager and ask them to speak to the harasser on your behalf.

Alternatively, if you feel you are unable to speak directly to the harasser, you could write a letter to them which clearly identifies the offending behaviour and requesting that it stops immediately. You should sign and date any such letter and ensure that you keep a copy for any possible future formal complaint.

Formal Procedure

Any learner who feels that they have been subjected to harassment or bullying may at any time decide to deal with the issue through formal procedures, regardless of whether informal steps have been taken or not.

Where a learner wishes to deal with any issue of harassment formally, they must do so according to the Company's Grievance Procedure.

We will treat any complaint received under this Policy confidentially.

Third Party Harassment

Third party harassment refers to harassment of an learner by any person who is not a learner with or an employee of the Company. Third party harassers may include:

- Customers or clients of the Company
- Suppliers of the Company
- Independent contractors.

Any learner who believes that they have been the victim of third party harassment should immediately inform their line manager of the incident.

Where a learner has been harassed on more than one occasion, the Company will take such steps as are reasonably practicable to prevent any recurrence. For the purposes of third party harassment, it is immaterial whether the third party harasser is a different person in each instance of harassment.

Consequences of Breach

Harassment is a disciplinary offence and will be dealt with according to the Company's Disciplinary Procedure. Bullying, harassment, victimisation or discrimination may constitute gross misconduct, punishable by summary withdrawal from the course.

Learners should bear in mind that harassment or bullying may also constitute a criminal offence punishable by a fine and/or imprisonment.

Quality Assurance

Release Potential Ltd has a generic Quality Assurance procedure to comply with the requirements of the appropriate Awarding Organisations.

Sampling Strategy

Learner's work and portfolio's of evidence go through a rigorous quality assurance process to ensure the quality of your qualification remains consistently high.

The quality of your qualification is assured firstly by your course tutor and then by qualified internal and external quality assurers.

Tutor:

The role of the tutor is to make sure that the assessment, confirmation and judgement of knowledge and competence are in line with the qualifications assessment strategy and awarding organisation requirements.

Your tutor will be appropriately qualified and experienced to carry out the role.

Internal Quality Assurers (IQA):

The role of the internal quality assessor is to make sure that teaching, learning and assessment processes and procedures are being fully 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 consistently high.

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

All Internal Quality Assurers must adopt a risk rating approach when deciding upon their sampling strategy.

Apprenticeship End Point Assessment

End-point assessments will be carried out by staff from independent end-point assessment organisations on the Register of End-Point Assessment Organisations. EPA is determined at the 'gateway' which is the point at which the employer and training provider agree that the apprentice is ready.

The independent assessor should be a qualified IQA with an understanding and knowledge of the sector. Current, relevant occupational competence within the work place is also required. The assessor would also need to be qualified at or above the level they are assessing.

The final decision on whether the apprentice has passed the end-point test lies solely with the independent assessor who will grade the apprenticeship according to the components set out in this plan.

Internal quality assurance will be undertaken by independent EPA organisations who will compare judgement and grades for consistency.



Assessment Appeal Policy and Procedures

Any Learner has the right to appeal against an assessment decision if they believe that the decision is unfair or unreasonable. It is the policy of Release Potential Ltd 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 Assuror to discuss objections to assessment decisions to attempt to find 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

Appeals Process

- 1 In the first instance a learner can discuss the assessment decision, appeal or complaint with the tutor concerned; if however the issue remains unresolved then the learner will be encouraged to progress to the next stage.
- 2 The learner at this stage can then discuss the appeal with the Internal Quality Assuror of the tutor concerned, if the learner is still aggrieved then the Internal Quality Assuror will issue a Release Potential Ltd appeals form.
- 3 At this stage the appeal must be formalised and put into writing using the appeals form, and then sent to the appropriate Manager for the particular qualification and Awarding Organisation concerned.
- 4 On receipt, the Manager must issue a copy of the appeal to the tutor concerned and also another copy to the Internal Quality Assuror responsible for that tutor.
- 5 The Manager must identify an Independent Adjudicator who must be appropriately qualified and technically competent to give a judgement on the assessment in question.
- 6 The Adjudicator will discuss the appeal with both the learner and with the tutor. The Adjudicator will report back to the IQA's Manager of their judgement. This decision will be given to the learner in writing and copied to the tutor and IQA, if still not satisfied then the learner can appeal to the External Quality Assuror/Moderator of the awarding body. Again this must be in writing, and supported by copies of all decisions taken, including that of the Adjudicator.
- 7 The External Quality Assuror/Moderator will consider the appeal and refer to all documentation, the External Quality Assuror/Moderator may want to speak to all parties concerned before reaching a decision, and however in most cases the External Quality Assuror's decision is final.
- 8 The approved centre must keep the records of appeals for 5 years in a secure and confidential place.
- 9 The guidance of the External Quality Assuror and Moderator may be sought at each stage of appeal.

Academic and Associated Fee(s) Policy

Introduction

This 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. Release Potential sets vocational course fees taking into account the guidance given by the Education and Skills Funding Agency (ESFA).

Definitions

Part Time FE Learners

An FE learner enrolled on a programme of under 540 planned hours in an academic year. For purposes other than study less than 16 hours a week may be defined as part time.

Home Learner

Learners who meet the three-year residency requirement i.e. having lived in the United Kingdom or European Union country/European Economic Area for three years prior to commencement of their programme. The rules are complex for family

members so please contact us with any specific queries.

Overseas Learners (non-EU)

An overseas learner is a learner who does not satisfy the three-year residency requirement. These learners do not attract funding and will be charged full cost fees for the course. (*Release Potential does not hold a licence to enrol overseas learners who have not already entered the country through UK Border Agency regulations.*)

European Community Learner

European Community nationals and European Economic Area migrant workers are considered to be members of the home population of England (*Home Learner*). All EU learners must satisfy the stipulated UK Border Agency Regulations

Payment of Fees

In order to enrol, learners must show that satisfactory arrangements are in place for the settlement of tuition and exam fees. Payment options for learners are as follows:

- Fees under £200 or duration of course less than four months: Payment in full by cash, cheque or credit or debit card or evidence that fees will be paid by a recognised sponsor (i.e. enrolment form signed by employer, official letter from funding agency/sponsor)
- Fees over £200 and duration of course over four months: Payment in full by cash, cheque or credit or debit card; or

- Three instalment payments as follows: 40% on enrolment by cash, cheque or debit or credit card; 30% by direct debit on date specified at enrolment; 30% by direct debit on date specified at enrolment

A £15 administration charge will apply for all instalment arrangements.

Instalments must be paid at least one month prior to the end of the course or provide documentary evidence that fees will be paid by a recognised sponsor (*i.e. enrolment form signed by employer, official letter from funding agency/sponsor*). Director of Operations may approve the waiving of the £200 limit in exceptional circumstances.

The above arrangements apply to all part-time, learner responsive, employer responsive, full-cost and commercial courses.

Release Potential reserves the right to apply fees in a manner that does not damage or disadvantage its business integrity or viability.

Employer/Sponsor Organisation Payment Options

In order for an employer/organisation to be invoiced for a learner's tuition fees, the relevant section of the enrolment form must be completed and signed by a representative from the employer/organisation to confirm that they agree to pay the fees. Alternatively, an official letter on company headed paper would be accepted as proof from the employer/sponsor.

If satisfactory evidence is not provided during enrolment, Release Potential will consider the learner to be responsible for the fees and immediate payment arrangements must be put in to place as above.

Sales invoices must be paid within 30 days of receipt by BACs or cheque. Release Potential will not provide a refund to the employer in the event that the learner leaves employment during the course.

Examination and Awarding Body Registration Fees

These charges consist of any fees paid to an external awarding body or end point assessment organisation on behalf of a learner.

It is a condition of funding that no compulsory enrolment, registration or examination fees can be charged to learners aged 16-18 in part-time SFA funded education. Release Potential can charge 16-18 full and part-time learners for optional activities wholly or mainly outside the agreed learning programme and for personal tools/equipment and materials for courses.

Release Potential reserves the right to charge for exams and re-sits where:

- The required attendance falls below the Release Potential target
- The learner does not attend an exam for which Release Potential has paid, without prior agreement
- The learner is retaking an exam having failed more than once

Staff Accessing Courses (non CPD)

Staff are eligible for free tuition fees on FE courses, subject to completion of an enrolment form. Tuition fees will become payable if the staff member withdraws from the course or does not achieve without a valid reason.

Failure to Pay Fees

Non-payment of fees may result in the removal of facilities and resources or could result in the learner being removed from the course until the outstanding debts are settled. All outstanding fees will be subject to debt recovery processes which may involve a third party organisation.

Direct debit agreements cancelled by the learner without prior notice will result in full, outstanding fees becoming payable immediately. Release Potential reserves the right to charge a £25 dishonour fee for cancelled or failed direct debits.

Enrolment on a course may be refused where there are outstanding fees relating to previous enrolments.

Refunds and Fee Waivers

A refund or waiver of remaining instalment payments will be applicable in the following circumstances:

- The class is cancelled by Release Potential
- The class day or time is changed which prevents learner attendance
- Where a learner has paid a fee but is entitled to remission (awarding body costs may still apply)
- For courses with a duration of **5 weeks or less** the learner withdraws/cancels and provides written notice by fax, email or letter at least 10 working days prior to, or within three weeks of the course start date.
- For courses with a duration of more than 5 weeks - the learner withdraws prior to, or within three weeks of the course start date. A pro rata refund/fee waiver will be made based on actual attendance; the learner will also remain liable for registration costs incurred by Release Potential.
- Where a learner transfers from one course to another, the difference in course fees will be refunded/waived where applicable. The learner will pay the difference should there be a higher fee.
- Where a formal complaint has been upheld in relation to the quality of the course.

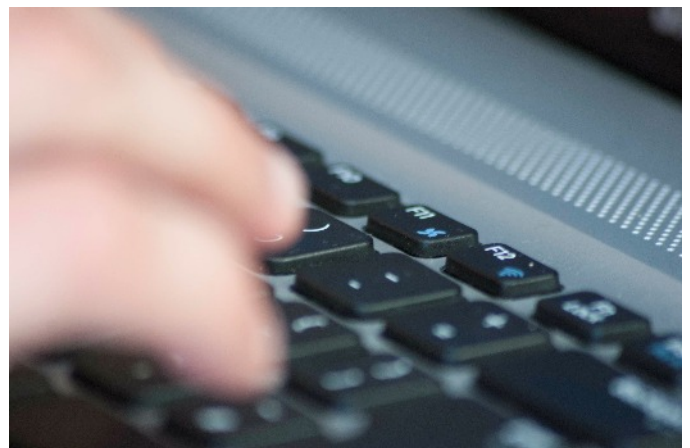
An administration fee of £30 will be deducted from all refunds where the learner has requested withdrawal, unless a complaint, made through the official complaints procedure, has been upheld. Refunds will be processed within 28 working days of receipt of the payment voucher. Release Potential cannot accept responsibility for changes in learner circumstances brought about by employers, illness etc. Any claims for refunds/fee waivers in these cases will be individually assessed by Sharon Jackson whose decision is final.

Cancellation/Withdrawal from Short Courses (5 weeks or less)

Cancellations, withdrawals and transfers will be accepted up to 10 working days before the start date of the course. Transfer to an alternative event is only available if currently advertised and within the academic calendar. All cancellations, withdrawals and requests for transfers must be made in writing by post, fax or email.

When there is 10 working days or less to the event any cancellation by, or on behalf of, a learner will be charged at full price. Should a learner be unable to attend for any reason then the invoice still remains payable in full. Transfers requested within the 10 working day period will be only be accepted at the discretion of the Director of Operations. Employers may substitute delegates prior to the start of the course; however additional awarding body/registration fees may apply. This does not apply to Levy or co-investment Apprenticeships.

All cancellations/transfers requested by the student or employer will incur a £30 administration fee. We reserve the right to amend or cancel events at short notice for reasons beyond our control. In the event of any course being cancelled by us, our liability is limited to the individual delegate fees paid, unless a complaint, made via the official Complaints procedure, is upheld.



Privacy Notice

This Privacy Notice explains how Release Potential Ltd protects and makes use of the information you provide us and have been prepared in accordance with General Data Protection Regulation (EU) 2016/679 (GDPR) and the Data Protection Act 2018. Person responsible for GDPR Compliance: Director of Operations, Sharon Jackson, The Bridges, Lead Road, Stocksfield, Northumberland NE43 7SF Tel: 01661 843819.

The Privacy Notice explains how Release Potential protects and uses the information collected about you.

It applies to information we collect about:

Visitors to our websites, people who use or may use our services, learners who study a course with us, employers we deliver training for, employers who take a learner on work experience or placement, employers who employ an Apprentice, individuals who request information from us.

If you are asked to provide information to us, it will only be used in the ways described in this Privacy Notice.

What data we collect about you

We may collect a range of information including, but not limited to the following:

name, date of birth, profession, phone, email and postal addresses, next of kin, educational information including qualifications, grades, learning support needs, diversity data, financial information ie bank details, information about personal preferences and

interests, company information eg financial, staff, training needs analysis, individual achievements, attendance, results, performance and destination information

How we use this 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, to process applications, enrolments and contracts, for our own internal records so that we can provide you with a high quality service, to contact you in response to a specific enquiry, to customise our services so they work better for you, to contact you about services, products, offers and other things provided by us which we think may be relevant to you, to 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.

Security

We will hold your information securely and in line with the General Data Protection Regulations.

Information Sharing and Disclosure

We do not sell or rent your personal information.

Your information may by necessity be disclosed to appropriate staff members of Release Potential and to

government bodies to fulfil our statutory responsibilities, such as the Education and Skills Funding Agency, Ofsted, the Department for Education, police, prison and probationary services, Awarding Organisations, End Point Assessment Organisations DWP and auditors

Any personal information we hold about you is processed in accordance with the General Data Protection Regulations

Data Retention

We will retain your personal information for as long as necessary, for funding and audit purposes

Your rights

At any point while we are processing or are in possession of your personal data you have the following rights under GDPR:

Right to object – to certain types of processing

Right to portability – to have data we hold transferred to another organisation

Right to restrict – where certain conditions apply, restrict processing activities

Right to be forgotten – in certain circumstances, you can ask for the data we hold to be erased from our records

Right of access – to request a copy of the information we hold about you. You can make a Subject Access Request by emailing info@release-potential.co.uk or by post to GDPR, The Bridges, Lead Rd, Stocksfield, Northumberland NE43 7SF

Right to data correction – where inaccurate or incomplete data is identified

Right to judicial review – in the event Release Potential refuse your request

You can find out more about your rights from the Information Commissioner's Office - <https://ico.org.uk/>

Complaints

In the event you wish to make a complaint about how your personal data is being used or processed, please contact Director of Operations Sharon Jackson by email to sharon.jackson@release-potential.co.uk or post to: Director of Operations, Sharon Jackson, Release Potential, The Bridges, Lead Road, Stocksfield, Northumberland NE43 7SF

Visitors to our website

When someone visits www.release-potential.co.uk, we collect standard Internet log information and visitor details of behaviour patterns. We do this to find out things such as the number of visitors to the different parts of the site. We collect the information in a way which does not identify anyone. If we do want to collect personally identifiable information through our website we will be up front about this and will make the purpose clear.

Use of Cookies

A cookie is a small file placed on your computer's hard drive. It enables our website to identify your computer as you view different pages on our website.

Cookies allow websites and applications to store your preferences in order to present content, options or functions that are specific to you. They also enable us to see information like how many people use the website and what pages they tend to visit. All cookies used by this website are used in accordance with the current Privacy and Electronic Communications (EC Directive) Regulations 2003 as amended by the Privacy and Electronic Communications (EC Directive) (Amendment) Regulations 2011.

Cookies do not provide us with access to your computer or any information about you, other than that which you choose to share with us.

You can use your web browser's cookie settings to determine how our website uses cookies. If you do not want our website to store cookies on your computer or device you should set your web browser to refuse cookies. However, please note that doing this may affect how our website functions. Some pages and services may become unavailable to you.

Unless you have changed your browser to refuse cookies, our website will issue cookies when you visit it.

Controlling Information About You

When you fill in a form or provide your details on our website, you may see tick boxes allowing you to, opt in to receive marketing communications from us by e-mail, telephone, text message or post.

We will not lease, distribute or sell your personal information to third parties unless we have your permission or the law requires us to.

People who use our services

We hold the details you provide us with in order to deliver programmes of study, Apprenticeships and other services which meet your specific needs.

We only use these details to provide the service you have requested and for other closely related purposes. For example, we might use information about people who have enquired about a course to carry out a survey to find out if they are happy with the level of service they have received.

You are able to request that we stop contacting you at any time

Information may by necessity be disclosed to appropriate staff members of Release Potential and to government bodies [to fulfil our statutory responsibilities] such as the Skills Funding Agency, the Education Funding Agency, Ofsted, Department for Education and auditors. Any personal information we hold about you is processed in accordance with the

General Data Protection Regulation (EU) 2016/679 (GDPR) and the Data Protection Act 2018.

Changes to This Privacy Notice

We will keep this Privacy Notice under regular review and reserve the right to change it as necessary or if required by law. Updates will be immediately posted on the website.



Disability Statement

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 Release Potential wishes 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.

Release Potential will 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 for an informal discussion to consider the best way forward.

Learners have the opportunity to detail their learning support needs on the enrolment form. The appropriate support can then be identified during the enrolment process. Learners may be asked for additional information if required. We are able to offer advice and support for a range of sensory impairments. We welcome telephone and email enquiries throughout the year.

Learner's confidentiality will be respected at all times.

Additional Learning Support

Additional support to learners with specific learning difficulties (dyslexia) or who need extra help with basic skills can be provided.

Learner's with physical, hearing or visual impairment can be assessed and offered appropriate support from specialist staff.

Release Potential can provide enlarged texts for visually impaired students and audio aids or signers for those who are hard of hearing.

We would try to access any other necessary equipment.

Assessment Arrangements

Release Potential will contact any learner they are aware of who may require special assessment arrangements. To further the aim of meeting assessment needs it is important for learners to be make sure that their requirements are known to Release Potential as soon as possible. Assessment arrangements could be allowing extra time, a reader, a scribe, a separate room or use of a computer.

Physical Accommodation and Access

Wheelchair access is taken into consideration at every training location.

Aims

Release Potential wishes to ensure that it complies 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

Learners have a right to complain if they believe they have not received the appropriate support. The learner should make any concerns known to the tutor on site in the first instance or to the Director of Operations sharon.jackson@release-potential.co.uk at Release Potential if they do not wish to bring the issue up in a group situation.

Help and support is available to any learner in order to make a complaint.

Also available on a cd or in
a larger print edition from:

Betty Bridges Information Officer
Release Potential
The Bridges
Lead Road
Stocksfield
NE43 7SF
01661 843819
betty.bridges@release-potential.co.uk

