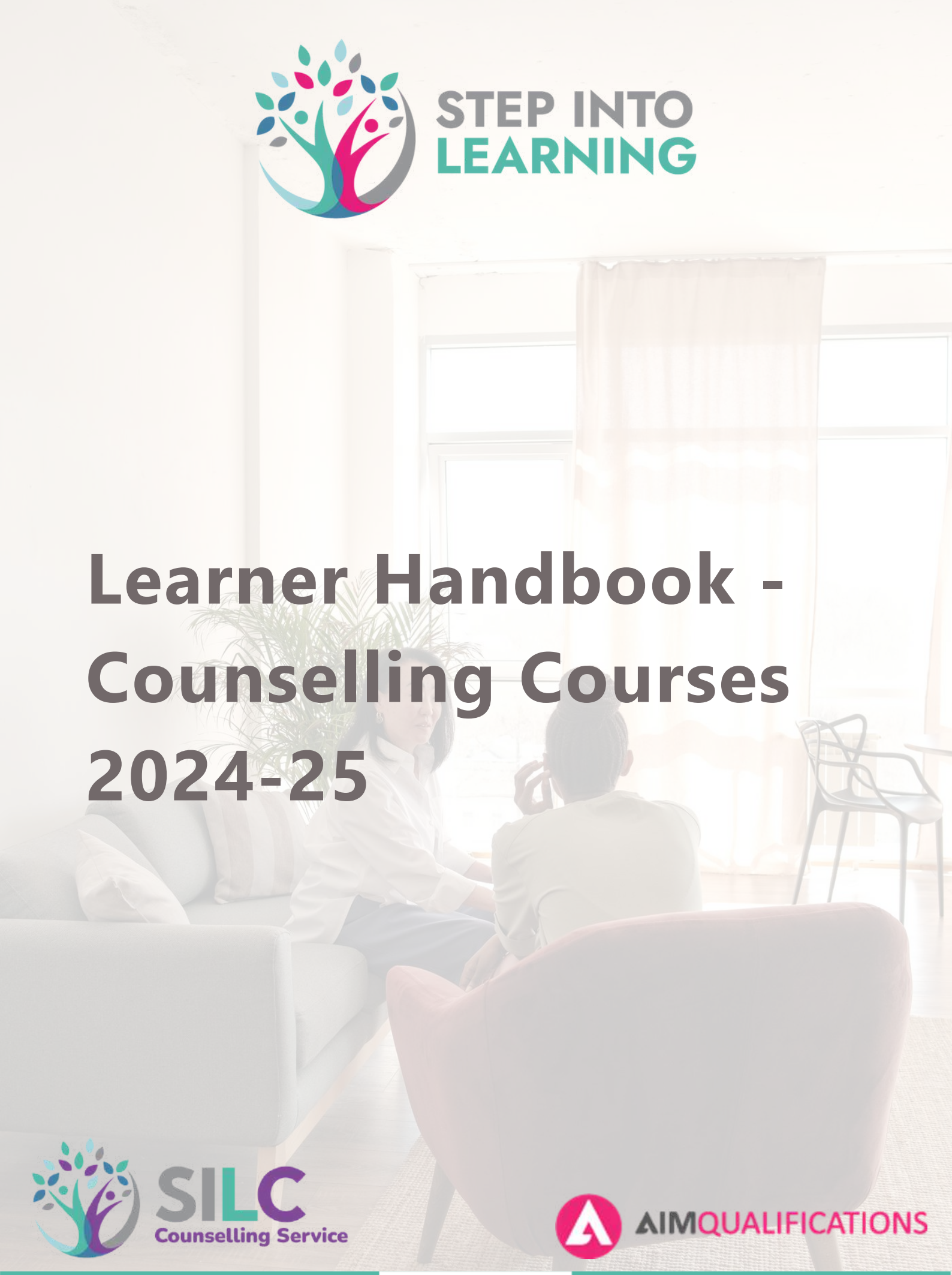
STEP INTO LEARNING

Learner Handbook - Counselling Courses 2024-25



SILC Counselling Service

AIMQUALIFICATIONS

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How to Contact Step Into Learning

Main switchboard: 01566 770729
Website: www.stepintolearning.org.uk
Email: info@stepintolearning.org.uk

Your tutor is Mel Pickles (Levels 3) or Jenny Pike (Level 4). Please let your tutor know in advance of your session if you can't attend for any reason.

You can contact the Step Into Learning administration team during office hours, 9am-4pm, Monday to Friday, using the main switchboard number and email address above.



Welcome to Step Into Learning

Learning is a new beginning and we very much hope that you enjoy your experience with us. Our goal is to help you to enjoy your studies and progress successfully to further learning, training or employment.

You will have the opportunity to have your say and help us to build an even better learning experience for the future. We believe in developing learners who can achieve more than just qualifications, to enable them to succeed in their future lives in both work and beyond.

Our staff are dedicated to helping you achieve your learning and wider goals.

In return we ask you to work in partnership with us, demonstrating positive learning behaviours to make the most of the opportunities available to you.

We expect that you will be an active participant in your learning, that you will attend sessions, submit work according to set deadlines, provide feedback so we can constantly improve our learning and teaching, and behave in a way that improves the learning environment and respects others.

We hope you have a great time learning with us and really benefit from your learning experience.

The Step Into Learning Team



Step Into Learning - Our Mission, Vision & Values

Our Mission:

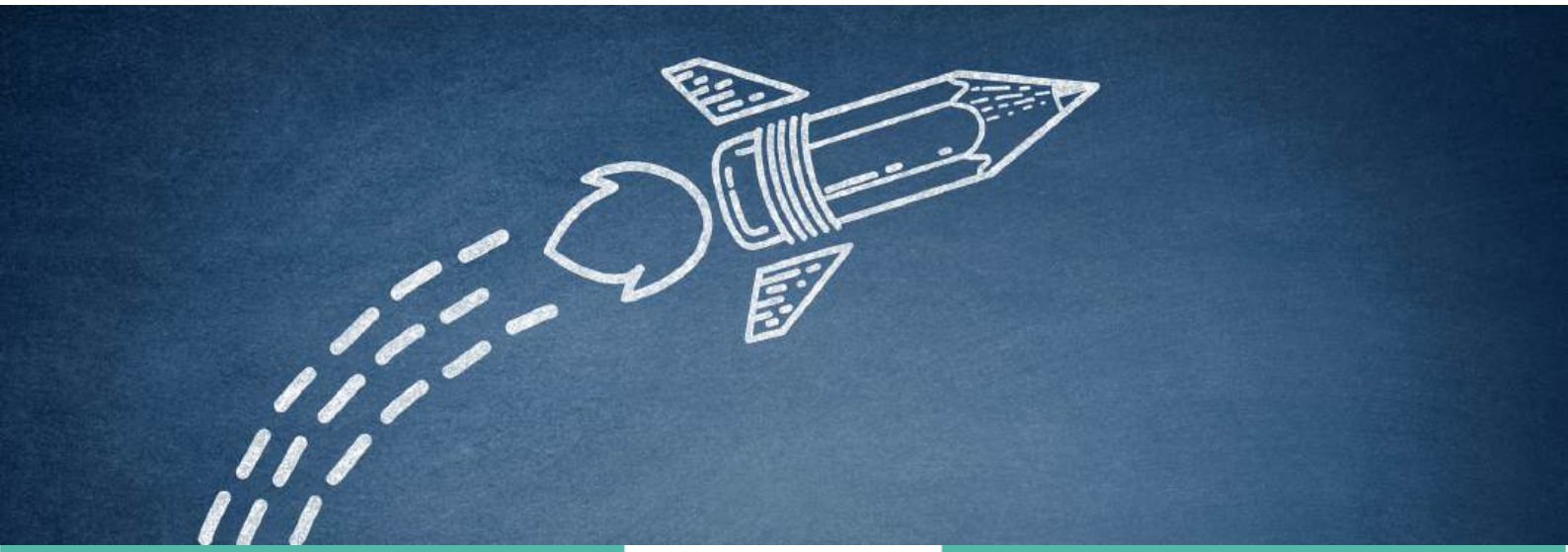
- To empower and support individuals of all backgrounds in achieving their personal and professional goals through tailored, inclusive, and accessible learning experiences, expanding community growth and well-being

Our Vision:

- To be the trusted leader in providing personalised learning opportunities that uplift individuals and communities in the Southwest. Our goal is to enhance lives through practical education and holistic support, driving regional growth and advancing a connected, confident community

Our Values:

- Be Inclusive
- Be Committed
- Be Inspiring
- Be Kind
- Be Connected to the Community



Term Dates 2024-25

Academic Calendar

2024 Term 1:

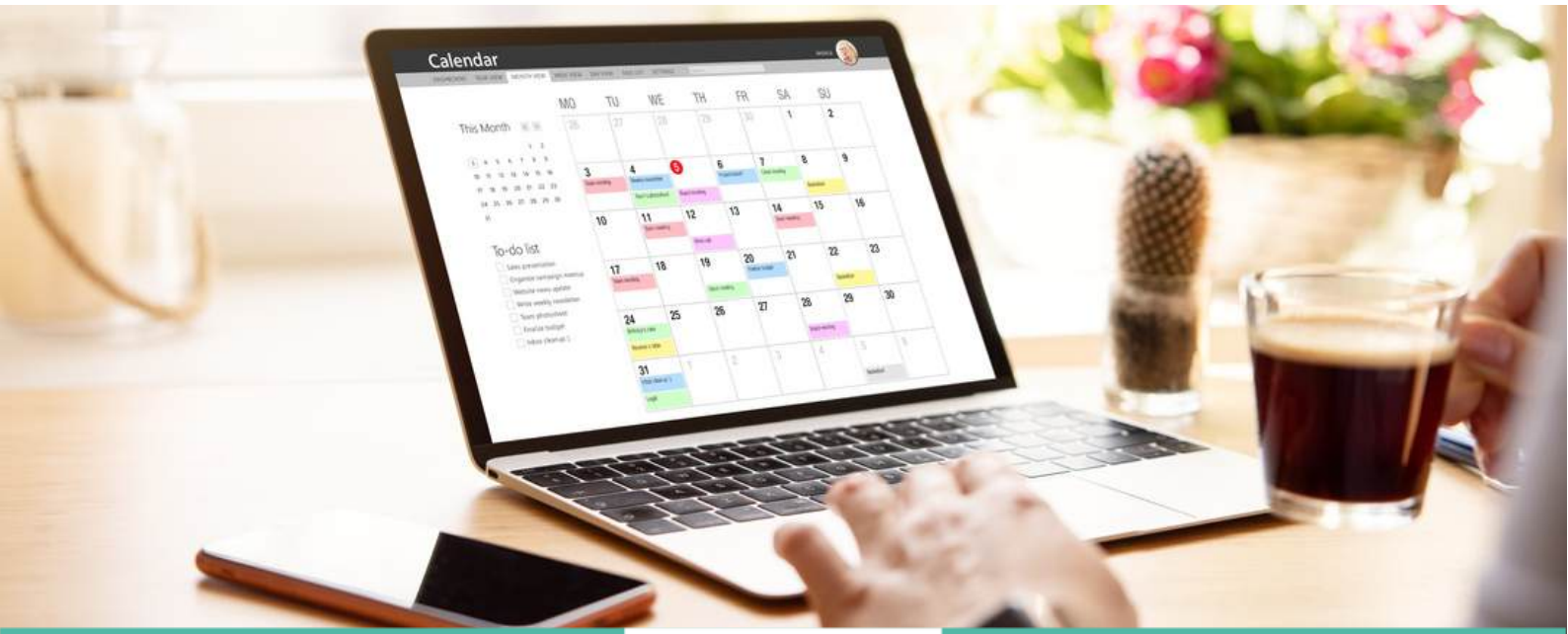
- Term starts: w/c 23rd September (Level 4 starts Term 1 on Thursday 26th September)
- Half term: Monday 28th October to Friday 1st November
- Term ends: w/e Friday 20th December

2025 Term 2:

- Term starts: w/c Monday 6th January (Level 3 starts Term 1 on Tuesday 7th January)
- Half term: Monday 17th February to Friday 21st February
- Term ends: w/e Friday 4th April

2025 Term 3:

- Term starts: w/c Monday 21st April
- Half term: Monday 26th May to Friday 30th May
- Term ends: Wednesday 23rd July



Careers Advice & Guidance

What Can We Offer:
We understand that it's not always easy to find informed and impartial advice about career and further study options. Should you study full time, seek employment and what qualifications might you need to achieve your goals? Our team can help to answer these questions and make important decisions about future career and study options.

How Can We Help You:

- Careers advice and guidance
- Courses and training
- Writing CVs
- Job and course applications
- Applications for work experience
- Opportunity to attend careers fairs/events
- Opportunity to listen to external speakers offering careers advice and guidance

We provide advice and support tailored to each individual. We will help you to overcome any barriers and reach your true potential.



Before You Start

Important to know:

- Please disclose any criminal convictions that occur during the course to your tutor
- Due to the nature of our Counselling training courses, we require learners with a history of drug or alcohol dependency to meet the following conditions before commencing the course:
    - For Level 4 Counselling: Must be free from all addictions for a minimum of two years
    - For Level 3 Counselling: Must be free from all addictions for a minimum of one year
    - For Level 2 Counselling: Must be in active recovery
- This requirement is essential as the course involves deep personal work that could trigger a relapse. During the interview process, we will discuss the relapse prevention strategies you have in place
- During the course, should you experience a blip or relapse, please talk to your tutor as soon as you feel you are struggling -there will be no judgement, and we will do all we can to help you continue with your studies
- For Level 2 and 3 courses (online 'live' classroom), please ensure you download the Teams app well in advance of the first session, have a stable broadband connection and a suitable, private place to participate in the sessions



Reading List - Level 2

LEVEL 2:
The Fundamentals of Counselling
Introduction to Counselling Skills
Introduction to Counselling Theory
Recommended Reading:

- Pete Sanders - First Steps in Counselling: A Students' Companion for Introductory Courses (4th Edition): Publisher: PCCS (2011)
- Linda Mather - Introduction to counselling skills and theory – Publisher: CreateSpace Independent Publishing Platform (2014)
- Margaret Hough - Counselling Skills and Theory (4th Edition) – Publisher: Hodder (2014)

LEVEL 2:
Introduction to Working with Grief and Loss
Required Reading:

- Kubler-Ross, E. and Kessler, D. (2005) On Grief and Grieving London: Simon and Schuster.
- Humphrey.G. and Zimpfer,D. (2007) Counselling for Grief and Bereavement London: Sage
- Tschudin, V. (1997) Counselling for Loss and Bereavement. Oxford : Bailliere Tindall.
- Worden,W. (2009) Grief Counselling and Grief Therapy (4th Ed.). London: Routledge



Reading List - Level 3

LEVEL 3:
Counselling Theory
Required Reading:

- Feltham, C., Hanley, T and Winter, L., The SAGE Handbook of Counselling and Psychotherapy London: Sage. Edition 4 (2017)
- Reeves, A, An Introduction to Counselling and Psychotherapy. London, Sage. Edition 2 (2018)

LEVEL 3:
Counselling Skills
Developing Reflective Practice in Counselling
Required Reading:

- Feltham, C and Horton, The SAGE Handbook of Counselling and Psychotherapy London: Sage. Editions 1-3 (2000, 2006, 2012)
- Colledge, R. (2002) Mastering Counselling Theory. Basingstoke:Palgrave Macmillan. Parts 1,2 and 4
- Palmer, S. and Woolfe, R. (Eds) (2000) Integrative and Eclectic Counselling and Psychotherapy . London, Sage.



Reading List - Level 4

LEVEL 4:
Counselling Theory
Required Reading:

- Feltham, C., Hanley, T and Winter, L., The SAGE Handbook of Counselling and Psychotherapy
- London: Sage. Edition 4 (2017)
- Reeves, A, An Introduction to Counselling and Psychotherapy. London, Sage. Edition 2 (2018)

LEVEL 4:
Counselling Theory: A Chosen Approach
Required Reading:

- Neenan, M., & Dryden, W. (2010). Cognitive Therapy in a Nutshell. London: Sage
- Nelson-Jones, R. (2010). Theory and practice of Counselling and Therapy. London: Sage
- Trower, P., Casey, A., & Dryden, W. (2011) Cognitive-Behavioural Counselling in action. London: Sage
- Westbrook, D., Kennerley, H., & Kirk, J. (2011). An introduction to Cognitive Behaviour therapy; Skills and application. London: Sage.
- Corey, G, (2013). Theory and Practice of Counselling and Psychotherapy (9th Ed). Belmont (CA): Brooks/Cole
- McLeod, J. (2013). An Introduction to Counselling (5th Ed). Maidenhead: Open University Press.
- Mearns, D., Thorne, B., & McLeod, J. (2013). Person-Centred Counselling in Action (4th Ed). London: Sage
- Tolan, J., & Wilkins, P. (Eds.) (2012). Client issues in Counselling and Psychotherapy. London: Sage
- Whitton, E. (2003). Humanistic approach to Psychotherapy. London: Whurr Publishers

Reading List - Level 4

- Howard, S. (2009). Skills in Psychodynamic Counselling and Therapy. London: Sage
- Jacobs, M. (2010). Psychodynamic Counselling in Action (4th Ed). London: Sage
- Spurling, L. (2009). An Introduction to Psychodynamic Counselling (2nd Ed). New York: Palgrave MacMillan

LEVEL 4:

Supervised Practice in Counselling

Required Reading:

- Feltham, C and Horton, The SAGE Handbook of Counselling and Psychotherapy London: Sage. Editions 1-3 (2000, 2006, 2012)
- Colledge, R. (2002) Mastering Counselling Theory. Basingstoke: Palgrave Macmillan. Parts 1,2 and 4 London, Sage

LEVEL 4 - OPTIONAL MODULES:

Transactional Analysis

Required Reading:

- Berne, E. (2010) Games People Play. London: Penguin Books.
- Feltham, C and Horton, I (2012) The SAGE handbook of Counselling and Psychotherapy (3rd Ed). London: Sage. pages 363-369 only
- Lister -Ford, C. (2012) Skills in Transactional Analysis Counselling and Psychotherapy. London: Sage
- Stewart, I. (2013) Transactional Analysis Counselling in Action (4th ED) London: Sage

Reading List - Level 4

Working with Children & Young People

Required Reading:

- Geldard D; Geldard, K and Yin Foo, R (2013) Counselling Children: a practical introduction (4th Ed). London: Sage
- Lines D (2011) Brief Counselling in Schools. London: Sage.
- Sharp S, & Cowie H (1998) Counselling and Supporting Children in Distress. London: Sage

Working with Grief & Loss

Required Reading:

- Kubler Ross, E, (2008) On Death and Dying: What the Dying have to teach Doctors, Nurses, Clergy and their own families. Oxon: Routledge
- Murray-Parkes, C. (2010) Bereavement Studies: Studies of Grief in adult life (4th Ed). Harmondsworth: Penguin
- Worden, W.J. & Prigerson, H. Grief Counselling and Grief Therapy: A Handbook for the Mental Health Practitioner (4th Ed). New York: Springer

Working with Trauma

Required Reading:

- American Psychiatric Association (2013) Diagnostic and Statistical Manual of Mental Disorders: DSM 5 (5th Ed.) Washington: APA.
- Cozolino, L. (2002) The Neuroscience of Psychotherapy. London: Norton
- Hunt.N.C &McHale. (2010) Understanding Traumatic Stress. London: Sheldon Press
- Scott.M.J &Stradling.S.G. (2006) Counselling for Post-Traumatic Stress Disorder. (3rd Ed) London: Sage

Reading List - Level 4

- Spiers.T. (Ed) (2001) Trauma: A Practitioners Guide to Counselling. New York: Routledge
- Tolan, J & Wilkins P. (2012) Client issues in Counselling and Psychotherapy. London: Sage



Harvard Referencing (Level 4 only)

Assignments will require you to find out information and what other people have written about a subject in books, journals and electronic sources such as the Internet.
You have to acknowledge these sources both within the text and with a Reference List at the end of your assignment.
The style shown in this guide is generally used in the natural and social sciences and is known as the Harvard Referencing System.

Referencing within the text:
If you quote directly, acknowledge the author, (date of publication and page number), short quotations e.g. up to 2 lines can be included in the body of the text: Dickinson (1975, p222) states " Successful introduction to……"

Longer quotations should be indented in a separate paragraph:
Thomas and Ingham (1995) when discussing staff development state that:
"Development is infectious, and staff … have been encouraged by the success of others" (p.33).
If part of the quotation is omitted, this can be indicated by … as above.

If you paraphrase the author's ideas, acknowledge the author followed by the date of publication (in brackets): As Dickinson (1975) argued, fifteen head teachers considered…

To reference a newspaper article with no author, use the name of the paper:-
e.g. More people than ever seem to be using retail home delivery (The Times, 1996, p.3)

Harvard Referencing (Level 4 only)

Secondary Referencing:
Secondary referencing is when one author refers to the work of another. You should cite the primary source and the source you have read e.g. (Fiedler and Chemers, 1974 cited in Douglass, 1996).

Alternatively, you can cite the secondary reference only within text and include the source reference in your reference list. For example, Bandura (1963) argued that..., and in your reference list you would include the following, Bandura, A. (1963), cited in Gross, R. (2006) Psychology, The Science of Mind and Behaviour, Fifth Edition, Oxon, Hodder Education.

Secondary referencing should be avoided if at all possible.

Using an author's words or ideas without acknowledgement is considered to be plagiarism.

Reference List:
A bibliographical reference should contain sufficient information for someone else or yourself to trace the item in a library. It is very important to be consistent and accurate when citing references

Books:
Surname, Initial(s). (Year), Title, Place of Publication: Publisher.

- A book with one author: Nashashibi, P. (2004) The Alchemy of Learning, London: Learning and Skills Development Agency.
- A book with two authors: Ravenhall, M. and Kenway, M. (2003) Making a Difference, London: Learning & Skills Development Agency.
- An edited book: Donnellan, C. (ed), (1999) The Work Revolution, Cambridge: Independence.

Harvard Referencing (Level 4 only)

- A book with three or more authors/editors: Aaker, D. A., Bine, L. and Trate, M. B. (2001) Marketing Research, New York: Wiley.
- A book with an organisation, association or corporation as author: United States Volleyball Association (2000) The World of Volleyball, Florida: Athletic Institute

Journals:
Surname, Initials. (Year), Title of Article, Journal, Volume (Issue), pages.
Allen, A. (1993) Changing Theory in Nursing Practice. Senior Nurse, 13(1), 43-5.

An Article in a Newspaper:
Surname, Initials, Headline, Paper, Date, page.
White, M. £68m to cut NHS waiting lists. Guardian, Monday May 18 1998, p.8.

Diagrams and Illustrations:
Reference as though they are a quotation if they have been taken from a published work.

Electronic Sources:

- CD-ROMs - If the information you are using is only available as a computer database cite them as follows:

Gray, J. M. & Courtenay, G. (1988), Youth Cohort Study [computer file]. Colchester: ESRC Data Archive [distributor]

- Citing URLs (Uniform Resource Locator/Internet Address) in a reference list

There are a number of approaches to citing work from the internet:

- Be consistent throughout
- Give enough information for the reader to locate the citation
- If the URL is very long, it is fine to just include enough of the URL to enable the reader to find the page

Harvard Referencing (Level 4 only)

- Many web documents give an author, if not use the title as the main reference point
- You should state the date the document was last updated and the date when you accessed it
- In internet addresses, punctuation is important, and the stops and commas in a reference list may confuse the reader, so use < and > to mark the start and end of an URL

Electronic Journal Articles:
Author(s)/ Editor(s). (Year), Title of Article, Title of Journal, [type of medium], Date of publication, Volume number (issue number), < URL>, [date accessed].
e.g. Smith, J. (1996) Time to go home. Journal of Hyperactivity[Internet] 12th October, 6 (4), pp.122-3 Available from: <http://www.lmu.ac.uk> [Accessed June 6th,1997]

Acknowledgements:
The following documents have been used in the compilation of this guide and further information can be obtained from them:
University of Sheffield Referencing guide at:
https://librarydevelopment.group.shef.ac.uk/Assets/pdfs/referencing/harvard.pdf
Leeds Beckett University - Referencing Basics:
https://library.leedsbeckett.ac.uk/articulate/rise/quote_unquote/index_target.html#/lessons/nPbUYlJ7xTxtNuf93tegoBBjfEyjdJdo
Edgehill University - Harvard Referencing Style Guide:
https://eshare.edgehill.ac.uk/5337/5/Harvard%20Referencing%202014%20v2.7.4.pdf
Bournemouth University Guide to Citation and Referencing in BU's Harvard Style:
https://libguides.bournemouth.ac.uk/ld.php?content_id=34378961

Training Venues

Parking:

- There is no onsite parking - please view our parking guide which can be found on our website to see our suggested, local car parks: https://stepintolearning.org.uk/facilities or you can request a copy by emailing info@stepintolearning.org.uk

Amenities:

- Launceston - The Orchard Centre is in the town centre where there are numerous cafes and coffee shops as well as a small supermarket. There is also a Post Office

Accessibility:

- Orchard Centre:
  - Double doors open in to centre with ramp up to front door
  - Training room and kitchen on ground floor would fit standard wheelchair
  - Disabled toilet facilities and kitchen area on ground floor
  - Parking - one space available, not bookable - available on a first come, first served basis

Refreshments:

- Please ensure you use only covered cups in the classroom
- Make sure you tidy up after yourself

Smoking & Vaping:

- Please exit the main premises (and car park) when wishing to smoke
- Please DO NOT smoke/vape in the entrance to any buildings

Fire Alarms:

- In the event of a fire please evacuate the building immediately. Do not stop to collect your belongings. You will be shown the assembly points as part of your induction

Your Course

Make sure you have received:

- Course timetable
- Teams handbook
- Student guide to assessment

Aim:
All courses are awarded by Aim; information about Aim Counselling qualifications can be found on their website:
https://www.aimawards.org.uk/services/aim-qualifications/
You will be issued with a learner guide for this qualification.

BACP:
Step into Learning is an organisational member of BACP

Attendance:

- Trainees must maintain a minimum of 90% attendance on taught sessions of the course, although it is recommended that 100% is the aim
- Absence from sessions should be reported to the core tutor as soon as possible
- Some courses will require attendance at Saturday Workshops; these are mandatory and not offered as an optional part of the programme. You will be informed of the dates in advance
- If you miss a session, it is your responsibility to catch up on the work missed and L3 learners will still be required to submit a journal entry for that session reflecting the work (learning that took place in the class) you have missed
- If you miss three sessions in a row without having informed your tutor, you will be required to attend a mandatory tutorial in order to continue
- Persistent lateness will be counted as an absence and added to your attendance record

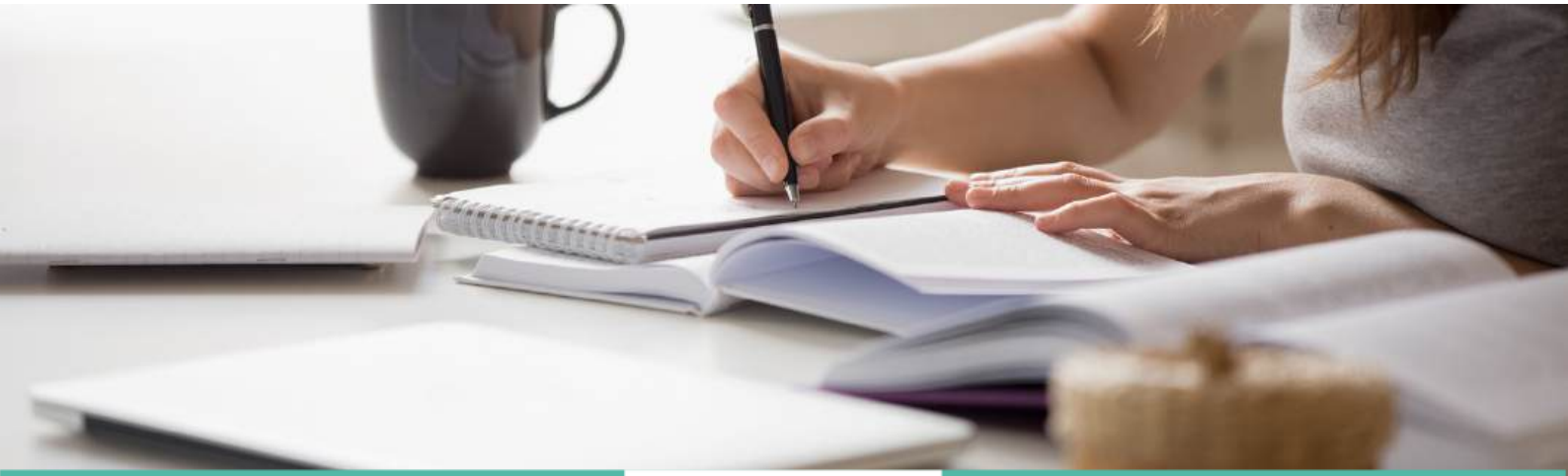
Your Course

Tutorials:

- There are two mandatory tutorials per year. Failure to attend mandatory tutorials may result in you being asked to leave the course
- Additional tutorials can be requested whenever you feel you might benefit from one

Submitting work:

- You will receive a timetable including deadlines for submitting your work
    - Under exceptional circumstances, you may apply for an extension
- Journals are are a mandatory part of any Step into Learning Counselling Course and should be uploaded to Teams weekly
    - Should you miss the deadline for handing this in three times in a row, you will be required to attend a mandatory tutorial in order to continue with your course
- Tutors may agree an extension period for coursework of up to two weeks by negotiation and where genuine reasons can be evidenced
    - In exceptional circumstances, you may be granted longer than two weeks to submit, however that would need to be supported by the tutor
- Tutors will advise, on submission of tasks, when you can expect the work to be marked. It will usually be within 4 weeks of submission



End of Course Requirements

You must have met the following requirements:

- Completed the ILP
- Completed the initial learning statement
- Completed a minimum of 80% of the journals
- Completed a mid & end of year self review
- You must have achieved a "pass" mark for all written assignments
- You must have completed all of the course criteria
- You must demonstrate an appropriate level of self-awareness
- You must demonstrate an appropriate level of skills and understanding to work ethically and safely

Achievement of the final two points will be based on the tutor and co-tutor's professional judgement. You will be advised on your progress throughout the year.

Level 4:

In addition to the above, in order to continue on year 2, you must achieve:

- Minimum attendance of 90%
- Attendance at 2 tutorials
- An appropriate level of self-awareness and ability to relate theory to your counselling practice
- An appropriate level of skills and understanding to work ethically and safely with clients

Plagiarism:

Plagiarism is not tolerated on any Step into Learning course. Presenting work which has been plagiarised will result in you being removed from the course. Please see the Plagiarism Policy on the Step into Learning website.

End of Course Requirements

Examinations:

- Mock Exams are a vital part of the assessment process of the course and dates for these are given in advance. If you are unable to attend due to exceptional circumstances, an alternative opportunity may be provided
- External Examinations are booked in advance and you are required to attend and pass in order to gain the qualification. If you are unable to attend, you will have to sit your exam in the next exam window or your qualification will be void
- Step Into Learning takes the integrity of the course very seriously and therefore will only support the learner taking 2 additional resits (in addition to the original exam)
    - Please note the cost of these resits and any additional support that may be required or asked for is to be met by the learner
    - Furthermore, Step Into Learning will conduct a meeting with the learner to assess whether the resit is the correct pathway and what support may be required
- Learners can appeal their exam results by following the AIM Enquiries and Appeals Policy



Who's Who



Kelly Channon
Executive Director
kelly.channon@stepintolearning.org.uk



Malcolm Wake
Head of Centre
malcolm.wake@stepintolearning.org.uk



Suzanne Pennells
Head of Marketing
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stepintolearning.org.uk



Naomi West
Employability &
Next Steps
Lead
naomi.west@
stepintolearning.org.uk



Lucy Muldowney
SILC Counselling Coordinator
silc@
stepintolearning.org.uk



Clare Glendinning
Business Support
clare.glendinning@
stepintolearning.org.uk



Nicky Bull
Sales Co-Ordinator
nicky.bull@stepintolearning
.org.uk

Tutors



Mel Pickles
Counselling Course
Co-ordinator + Level 2 & 3
Online Tutor
mel.pickles@stepintolearning.org.uk



Jenny Pike
Launceston Tutor: Level 4 tutor
jenny.pike@stepintolearning.org.uk



Tracey Venning
Co-Tutor - Launceston L4
tracey.SILC@stepintolearning.org.uk



Jackie Vaughan
Co-Tutor - Launceston L4
jackie.SILC@stepintolearning.org.uk

Learner Code of Conduct

Our Promise To You:

- We respect and value all people equally, in accordance with our 'Equality, Diversity & Inclusivity' policy
- We put your personal safety first and provide you with a safe environment in which to learn - responding efficiently and effectively to any safeguarding concerns
- We have a zero-tolerance approach to any form of bullying, abuse, harassment or violence
- We provide you with personal development opportunities to improve your health, safety and wellbeing
- We provide opportunities for feedback through the Learner Feedback survey
- We provide information, advice and guidance on progression, employability, and career opportunities
- We support you in your learning and wherever possible, provide resources which meet your needs
- We set targets with you that are challenging but achievable
- We ensure assessment of your learning is clear, regular and constructive
- We give you regular feedback on your progress
- We provide information to your parent/guardian (if 18 or under) on your attendance and achievement
- We deal promptly and effectively with any complaints

Your Promise To Us:

- Be mindful of your personal safety, and the safety of others by proactively raising concerns should they arise
- Have full attendance at timetabled activities - talk to us if you're struggling
- Be punctual for all timetabled activities
- Complete work in accordance with the requirements of your course, and meet deadlines set by your tutor
- Take responsibility for your learning by participating in all learning activities and working collaboratively with your peers
- Set yourself targets to support your learning and review them regularly
- Make learning successful for everyone by behaving in a way that promotes a co-operative and productive learning environment
- Play an active part in equality and diversity by respecting others and by reporting inappropriate and unsafe behaviours
- Understand that if you are eligible for Financial Support then payments are reliant on good attendance, behaviour and commitment
- Value the Step Into Learning environment, respect our neighbours and dispose of litter responsibly
- Act safely and responsibly at all times when using the internet and/or mobile technologies

Non Negotiables:

- Any form of discrimination
- Any form of bullying, harassment or threat to any other learner, member of staff or visitor
- Inappropriate language, disrespectful behaviour, violence or abuse towards any learner, member of staff, or visitor
- Unsafe actions that put others at risk or which break SIL's Health & Safety regulations
- Behaviour or actions which promote or instigate violent extremist views or ideas, including online activity
- Coming to any SIL site under the influence of illegal drugs, alcohol, solvents, or any other harmful substances
- Use, possession, or sale of alcohol, illegal drugs, solvents, or other harmful substances
- Carrying of any weapon, or use of any item as a weapon
- Behaviour which causes disruption to the learning of others
- Copying the work of others (plagiarism) and any academic or exam misconduct
- Use of mobile phones/smart watches or other electronic devices in any learning session, unless agreed by the tutor
- Smoking on any SIL site, including e-cigarettes or vapes
- Damage to any SIL property or possessions, or to that of our neighbours

Safeguarding & Prevent

Step Into Learning holds the protection, safety, health, well-being and welfare of all its learners as paramount. We believe that all learners have a right to protection from abuse and to the support they need to reach their full potential.

We will take all safeguarding concerns seriously and will respond to them promptly, keeping the individual at the centre of what we do.

We will make information on Safeguarding available to learners and will make sure we keep up to date with changes in legislation.

Please see our website for more information on Safeguarding and Prevent including our Safeguarding & Welfare Policy, Online and Digital Safety Policy, Anti-Bullying Policy and Procedures for Responding to Safeguarding Concerns and a list of links to external support agencies: https://stepintolearning.org.uk/safeguarding/

If you are worried about yourself or another learner you can talk to your tutor who may inform the Safeguarding team. Alternatively, you can contact the Safeguarding team directly:
Stephen Howard - Designated Safeguarding Lead: 01566 701823 or 07988 598 239
Lucy Muldowney - Deputy Designated Safeguarding Lead for SILC: 01566 708851 or 07498 540 465
Or you can email: safeguarding@stepintolearning.org.uk

If you'd like to make an anonymous report, you can use the anonymous reporting form on our website: https://stepintolearning.org.uk/anonymous-reporting/



Learner Support

All learners will be provided with a comprehensive support structure.

Tutors:

- Your tutor is available to provide academic support for the course and deal with any difficulties, issues or complaints as they arise
- If you are struggling to complete assignments to the required standard, your tutor will work with you to create an action plan to support you
- Please disclose any criminal convictions that occur during your course to your tutor

Learner Support:

- If you have a disability or learning difficulty support need, please make sure you inform us of your requirements so we can assess whether a Learning Support Assistant would be beneficial and whether reasonable adjustments need to be applied for internal and external assessment
- We have a free counselling service available to anyone living in or around Launceston and Bude. Our counsellors are in their final year of a four-year training programme.. Please contact our Counselling Coordinator on 01566 770729 or email silc@stepintolearning.org.uk
- Please see our Health & Wellbeing webpage where we have a health and wellbeing action plan for you to complete and return to info@stepintolearning.org.uk which will be shared with your tutor - this will help us understand any support you may need whilst studying with us and to consider this in good time before you start: https://stepintolearning.org.uk/health-and-wellbeing/
- For local mental health charities, search Hub of Hope run by a national charity called Chasing the Stigma: https://hubofhope.co.uk/



Feedback Policy

Our Feedback Survey provides learners with an easy way to feedback on their learning experience, informs us about things our learners would change and highlights areas for improvement.

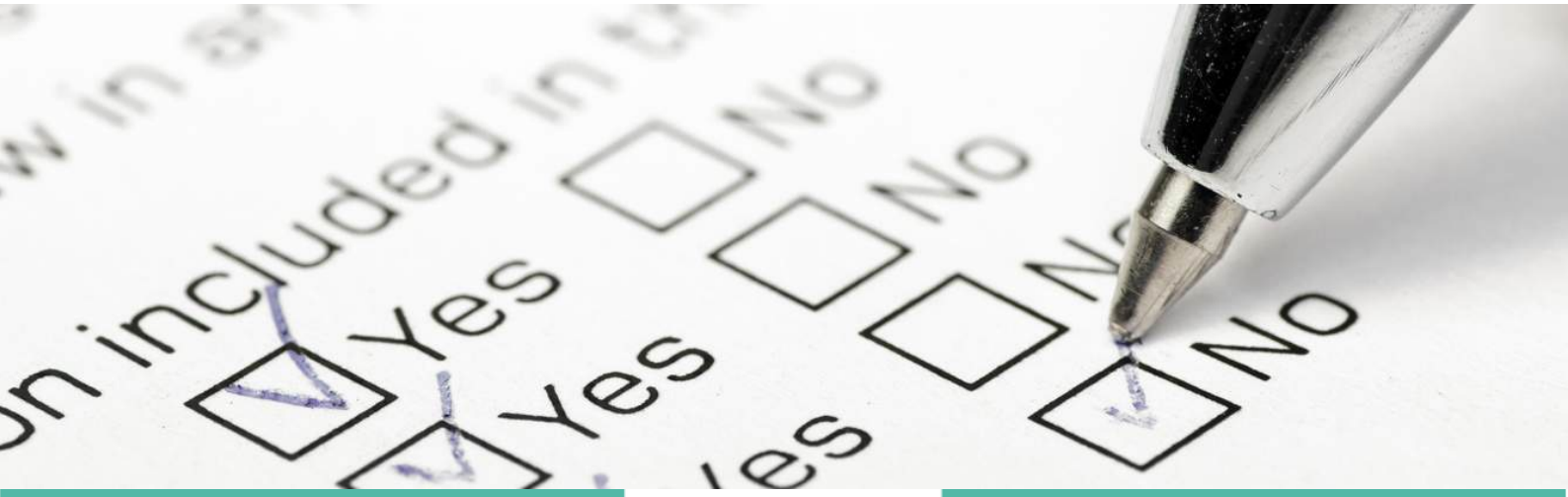
Learners will be sent a survey link once per term via email and given a one week period for completion. Step Into Learning take learner feedback very seriously so we ask you to ensure you complete the survey each time.

There are a range of ways learners can feedback to Step Into Learning:

- 1:1 tutorial feedback
- Feedback in class
- Feedback during observation of teaching and learning
- Feedback Survey

Please let us know if you think we can improve how we capture learner feedback.

Please see our Feedback Policy



Sustainability

We want to ensure we keep Cornwall beautiful and have a positive impact on the local and wider environment. Individual, small contributions at home and whilst learning with us can make a difference.

We understand that we all need to be aware of climate change and with your support want to operate in ways that are environmentally sustainable and socially responsible. We are looking into becoming a net zero company and work hard to reduce our impact on the planet.

You can help by:

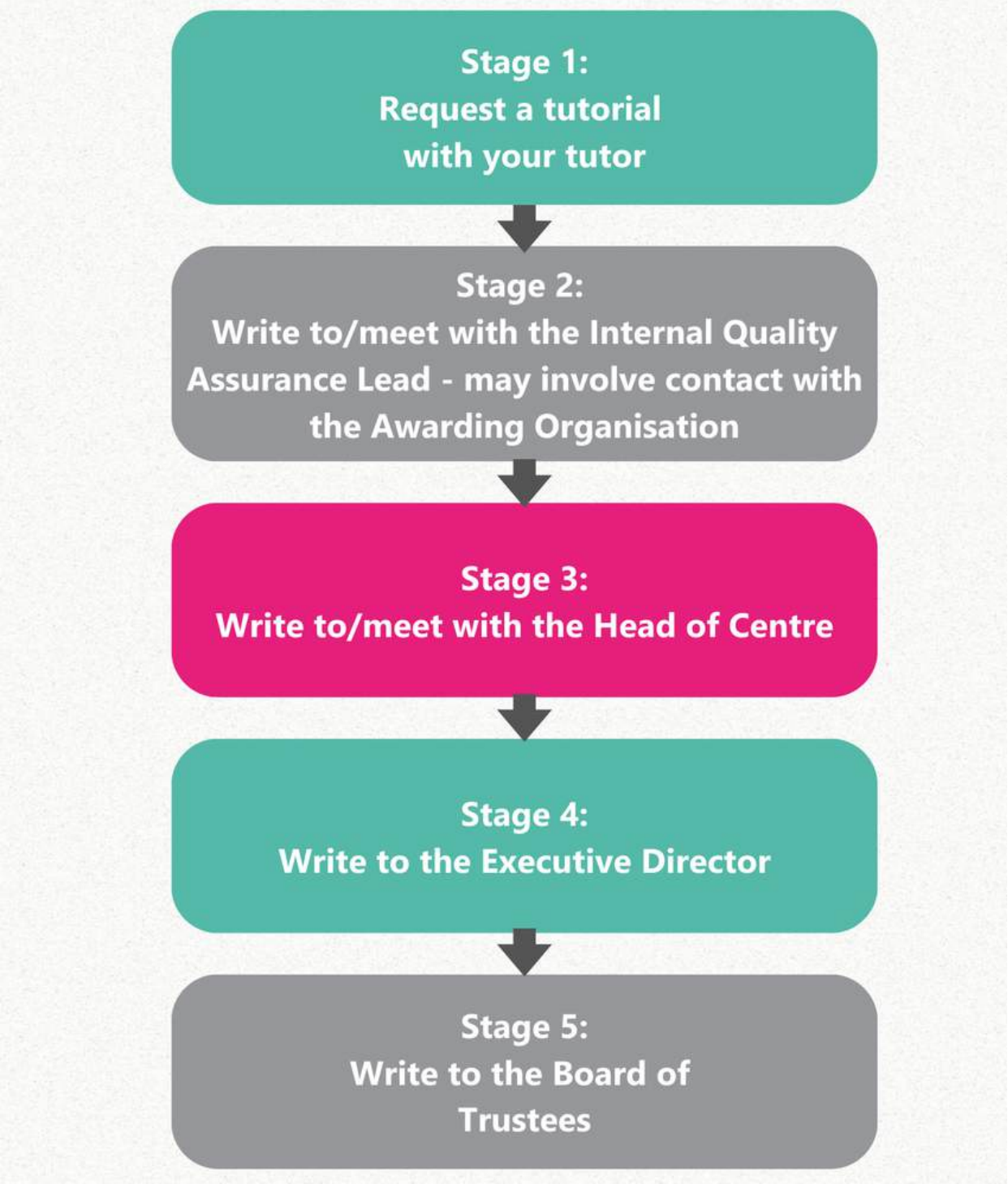
- Recycling - putting items in bins where they're available or taking items home to put in your own recycling bin where no bins are available
- Reuse - use a refillable water bottle and a refillable cup for hot drinks
- Saving energy - turn off lights and computer monitors when not in use
- Travel - walk, cycle, get the bus or care-share

Please see our Sustainability Policy



Complaints & Appeals

If you are not happy about something while you are studying with us the following procedure should be followed. You should only progress on to the next stage if the issue wasn't resolved at the previous stage:



Appendix

Policies

The following policies can be found on our website: https://stepintolearning.org.uk/policies/

- Access to Fair Assessment
- Admissions
- Appeals
- Complaints Handling
- Equality, Diversity & Inclusivity
- Learner Disciplinary (Misconduct)
- Plagiarism

Please see our Safeguarding & Welfare Policy

Please see our Retention & GDPR Policy



STEP INTO LEARNING

Learner Declaration

I declare that I have read and understand the contents of the learner handbook, and the additional academic policies. I understand and know that I can speak to any member of staff for clarification or explanation of the policy if I'm concerned or unsure

Name.....

Signature.....

Date.....