



**STEP INTO
LEARNING**

Learner Handbook - Counselling Courses 2025-26



**CASTLE
& COAST**
Therapies

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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 2025-26

Academic Calendar

2025 Term 1:

- Term starts: w/c 1st September (Level 4 starts Term 1 on Thursday 4th September on Teams, Level 3 starts Term 1 on Monday 22nd September)
- Half term: Monday 27th October to Friday 31st October
- Term ends: w/e Friday 19th December

2026 Term 2:

- Term starts: w/c Monday 5th January (Level 4 starts Term 2 on Thursday 8th January, Level 3 starts Term 2 on Monday 5th January)
- Half term: Monday 16th February to Friday 20th February
- Term ends: w/e Friday 3rd April

2026 Term 3:

- Term starts: w/c Monday 20th April (Level 4 starts Term 3 on Thursday 23rd April, Level 3 starts Term 3 on Monday 20th April)
- Half term: Monday 25th May to Friday 29th May
- Term ends: Wednesday 24th July



Careers Advice & Guidance

What Can We Offer:

We understand that it's not always easy to find impartial advice about career and further study options. Our team can help answer your questions and support you to make informed 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.

If you have any questions or require any You can contact our Employability & Next Steps Lead, Naomi West:

Telephone: 01566 708850 Email: naomi.west@stepintolearning.org.uk



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
- 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 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 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)

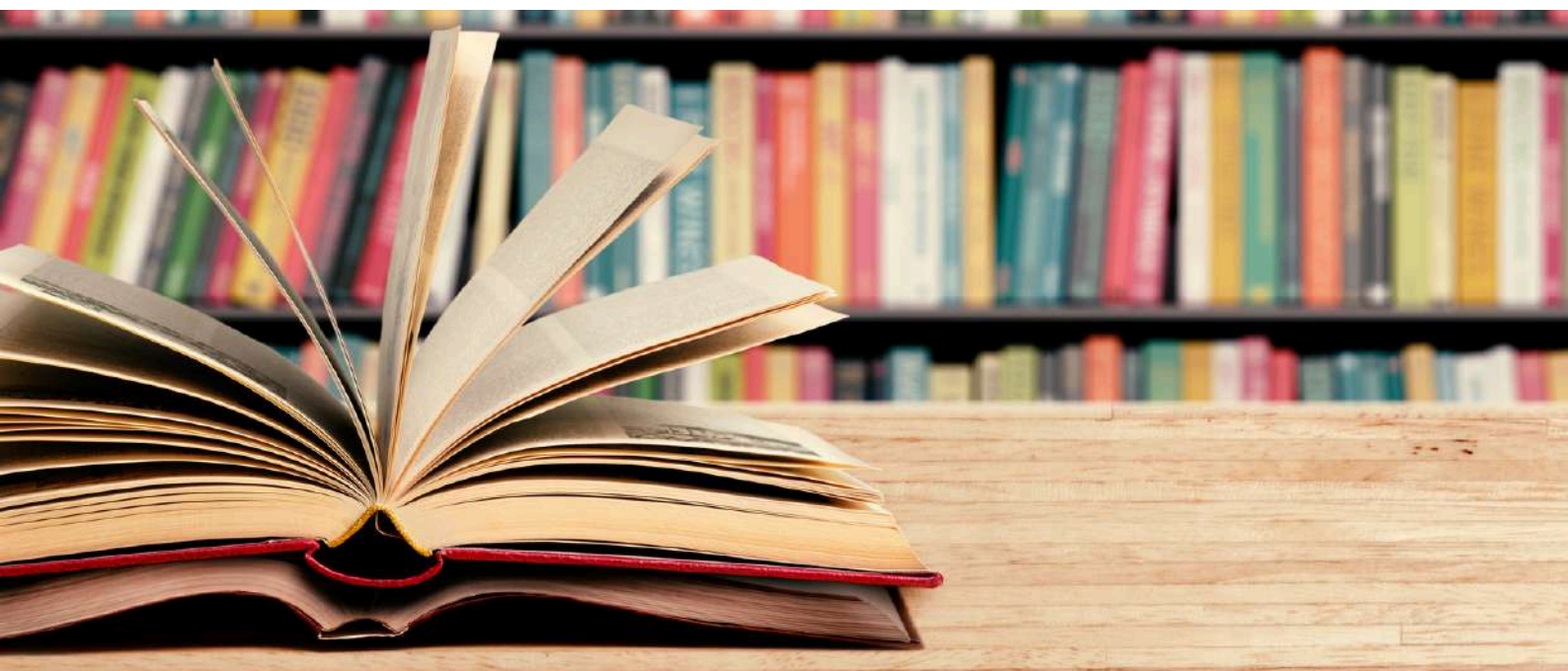
LEVEL 3:

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

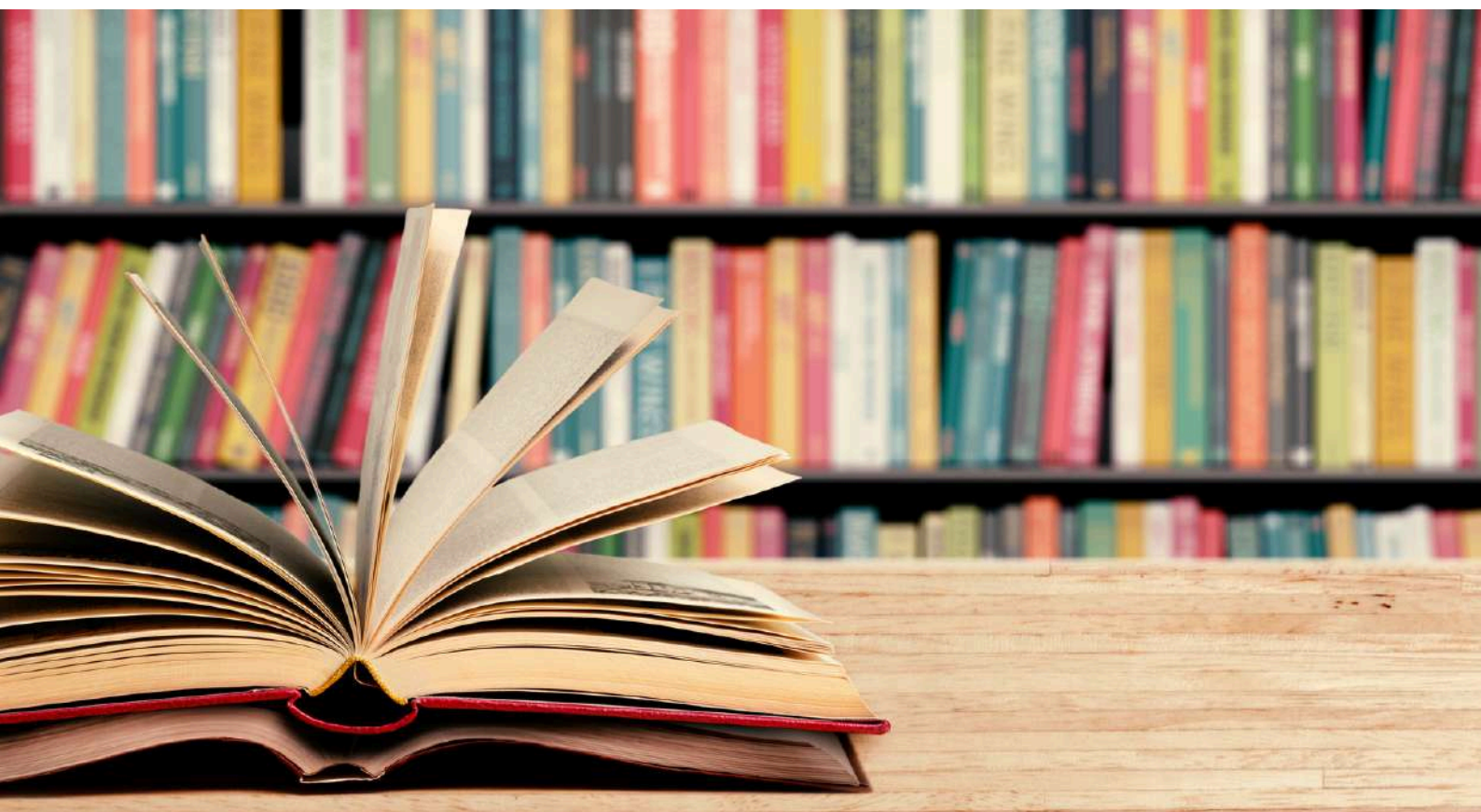
Working with Trauma

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/nPbUYIJ7xTxtNuf93tegoBBjfEyjdJdo

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 Venue - The Orchard Centre

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 - no smoking or vaping on site
- 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

Teams:

- Microsoft Teams is required for conducting online classes, submitting work and supporting all learners
- You will be supplied with a Step Into Learning email address, this must be the email you use for Teams, personal emails will not work
- Learners must use Teams to upload and submit their journals and assignments so tutors can access them
- Tutors will use Teams to communicate with learners about the course so it is important learners regularly check their account
- You will receive a timetable including deadlines for submitting your work

Journals

- Journals are a mandatory part of any Step into Learning Counselling Course and should be uploaded to Teams
- For Level 3, journals are an assessed part of the course and a journal needs to be written and uploaded to Teams for each taught session
 - 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
- Whilst journals are not an assessed part of the Level 4 course, Step Into Learning consider them to be an essential part of personal development
 - Journals should be completed and submitted a minimum of once per month so tutors can check and feed back on progress

Your Course

Assignments

- Tutors or Internal Quality Assurance Lead may agree an extension period for assignments of up to one week where exceptional circumstances can be evidenced
- 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

Reasonable Adjustments

- Please let us know about any reasonable adjustments you will need for exams within the first 6 weeks of starting the course to ensure we are able to evidence and action these to the Awarding Organisation in time for your exam

Individual Learning Plan (ILP)

- All information on your ILP is accessible and usable by Step Into Learning internally, and you agree to the sharing of all information on this document, as per GDPR requirements

Plagiarism:

- Plagiarism will result in a fail mark, it will then be decided if you can resubmit that work. Failing work can result in failing the course
- We will use an AI Detector tool to check that AI has not been used to complete assignments (other than research purposes)
- Please see the Plagiarism policy in the appendix for further details



End of Course Requirements

You must have met the following requirements:

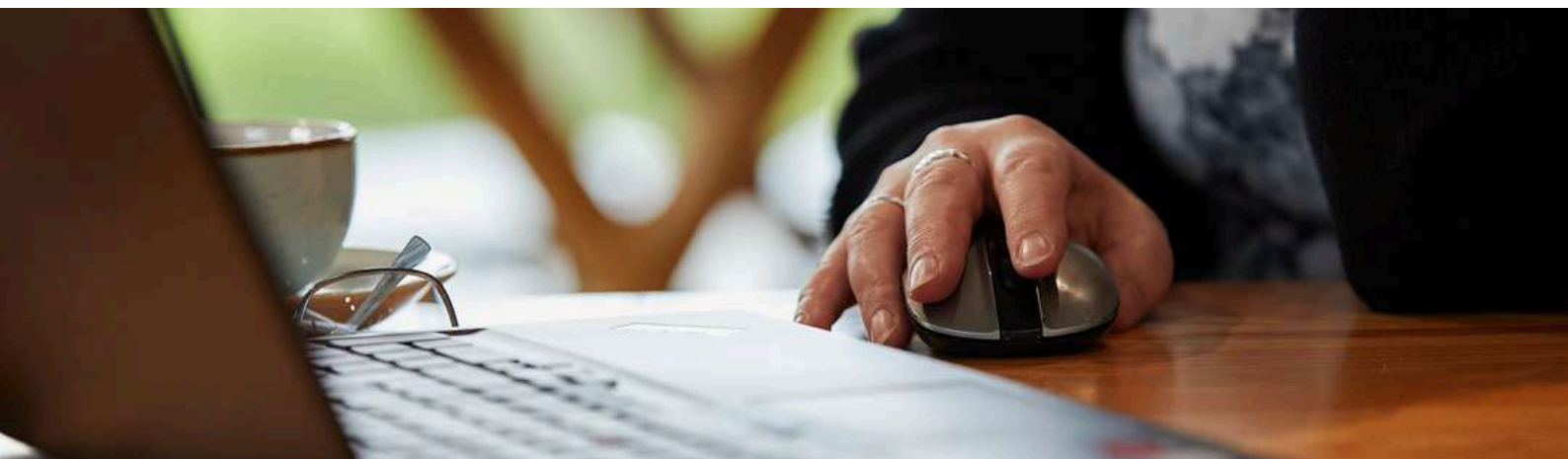
- Completed a minimum of 80% of the journals
- Completed a mid & end of year self review
- You must have achieved a "pass" mark for all written assignments
- You must have completed all of the course criteria
- You must demonstrate an appropriate level of self-awareness
- You must demonstrate an appropriate 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



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 ask for a re-mark via AIM if they fail, they can then also appeal if reasons warrant. These reasons can be discussed with your Tutor or Internal Quality Assurance Lead
- 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 &
Designated Safeguarding
Lead
malcolm.wake@stepintolearning.
org.uk



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



Lucy Muldowney
Recruitment & Therapies
Coordinator + Deputy
Designated Safeguarding Lead
lucy.muldowney@
stepintolearning.org.uk



Jo Tucker
Reception Administrator
jo.tucker@
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

Level 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

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 or online class 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 (online or face to face)
- Copying the work of others (plagiarism), the use of AI to complete assignments (other than research purposes), 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.

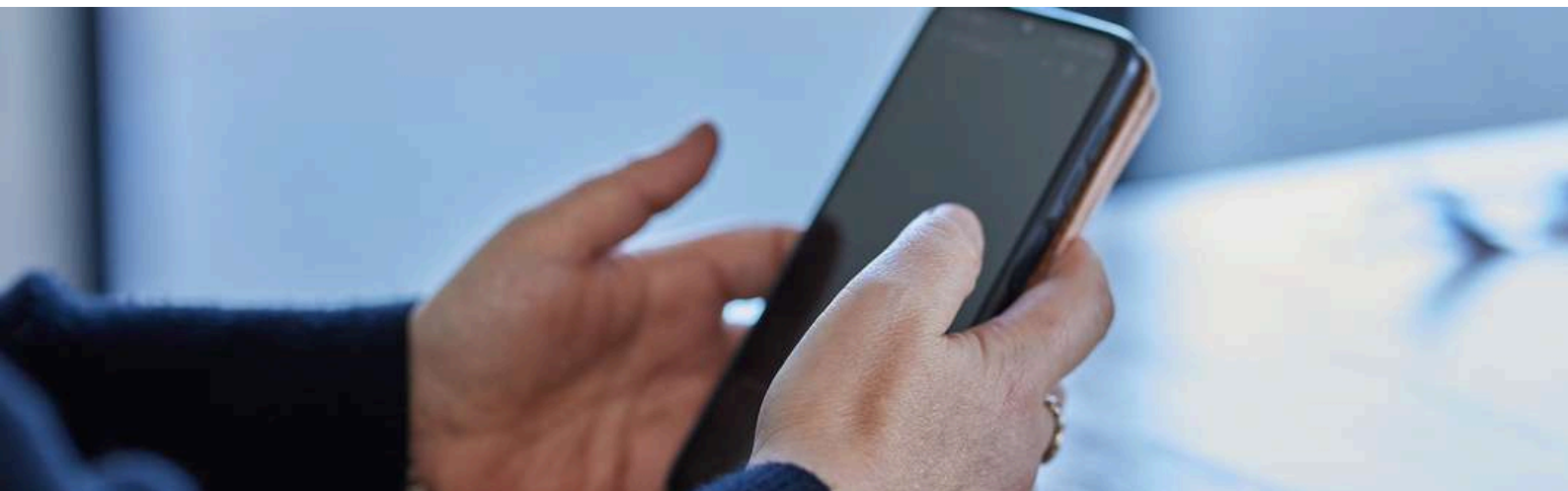
Please see our website for more information on Safeguarding and Prevent including our Safeguarding & Welfare Policy, Online and Digital Safety Policy, Anti-Bullying Policy and Procedures for Responding to Safeguarding Concerns and a list of links to external support agencies: <https://stepintolearning.org.uk/safeguarding/>

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:

Malcolm Wake - Designated Safeguarding Lead: 01566 701 827 or 07947 657 861

Lucy Muldowney - Deputy Designated Safeguarding Lead for SILC: 01566 708851 or 07498 540 465

Or you can email: safeguarding@stepintolearning.org.uk



Safeguarding & Prevent

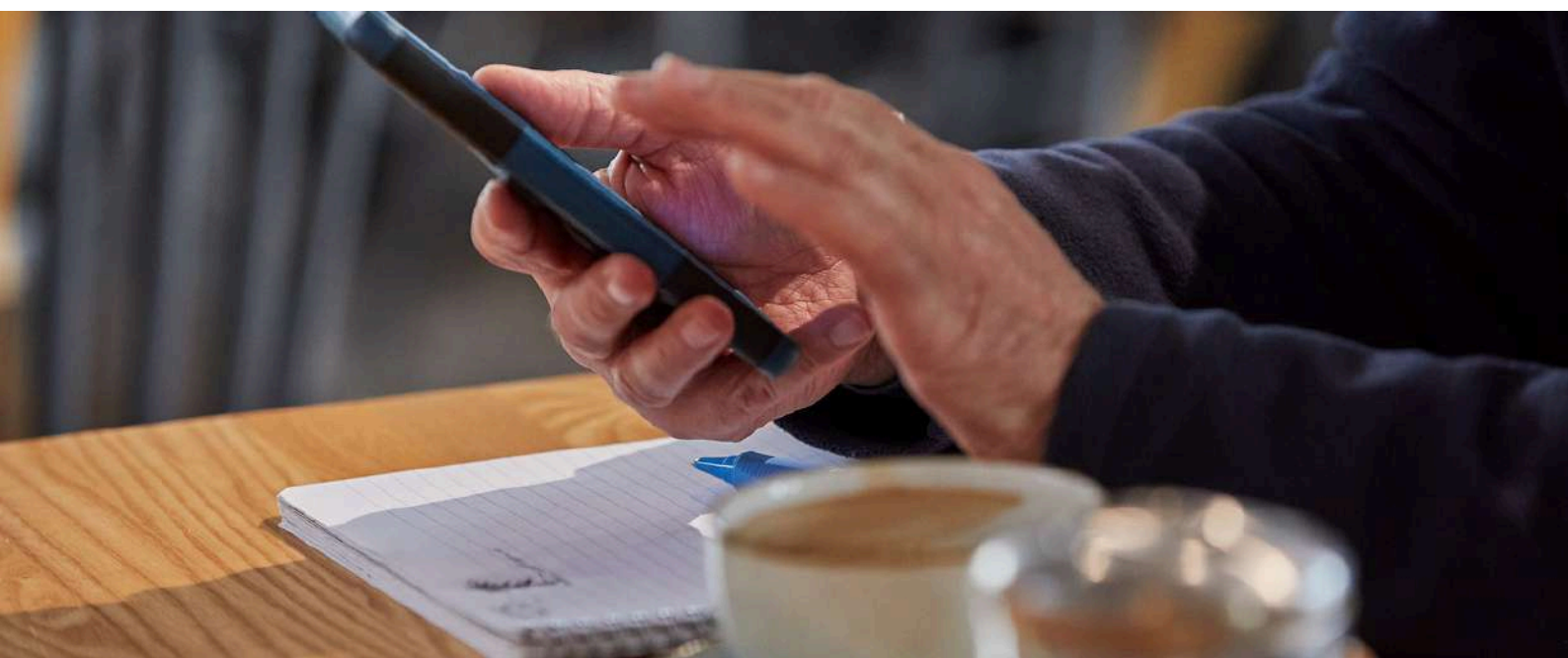
If you'd like to make an anonymous safeguarding report, you can use the anonymous reporting form on our website:

<https://stepintolearning.org.uk/anonymous-reporting/>

Our Prevent Statement:

Step Into Learning aims to safeguard all its learners from the threat of extremism. We have a zero tolerance of extremist ideologies and behaviour. The organisation ensures that our care, guidance and curriculum empower learners to reject violent or extremist behaviour and to be safeguarded through education. We will therefore:

- Provide a safe and supportive environment for all our learners and have due regard to the need to prevent people from being drawn into terrorism
- Ensure that there is a clear reporting and escalation route should staff or learners become aware of a concern
- Ensure that staff and learners receive relevant training in respect of radicalisation and extremism and understand their role and responsibilities in regard to the Prevent Duty and safeguarding individuals This statement applies to all learners, staff, trustees, volunteers and contractors



Learner Support

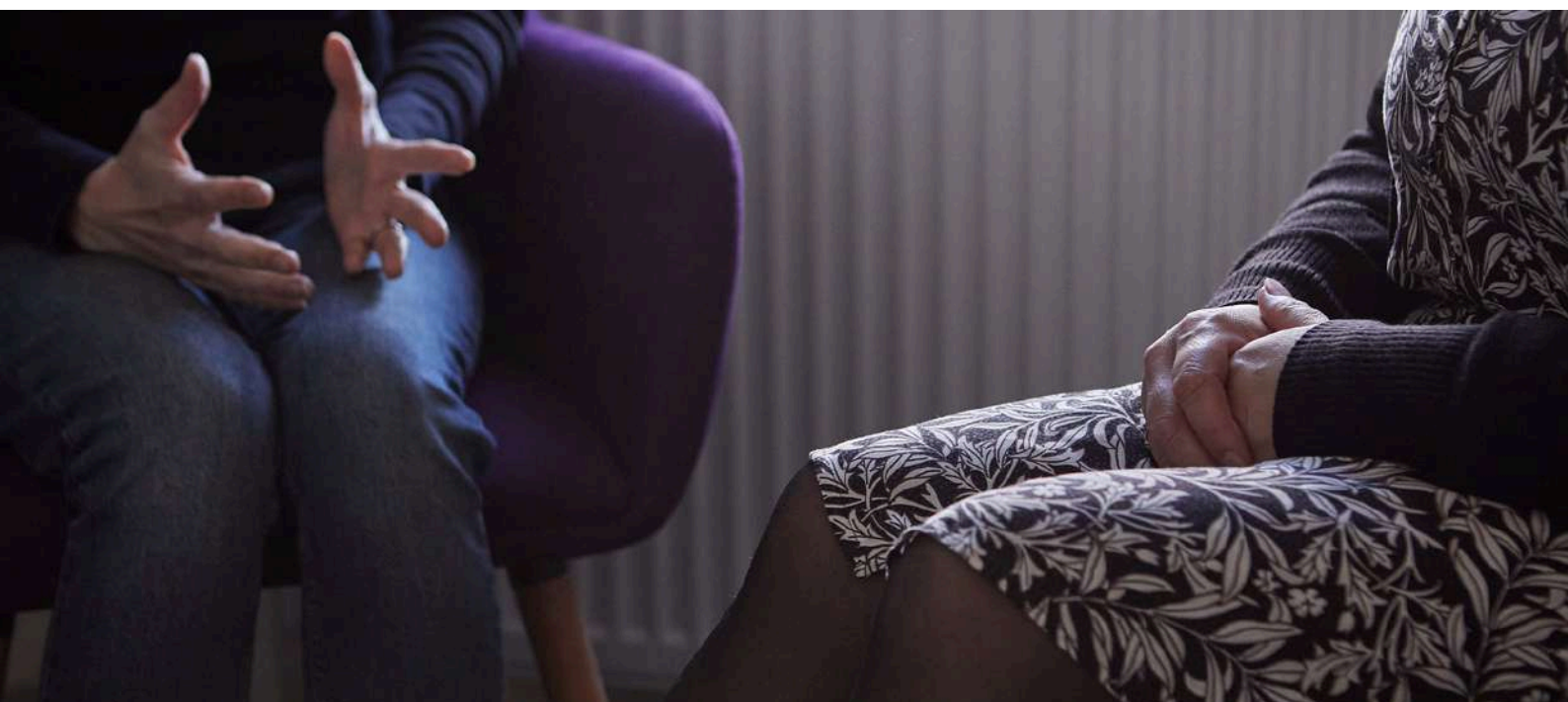
All learners will be provided with a comprehensive support structure.

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
- 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 on our [Policies webpage](#)



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:

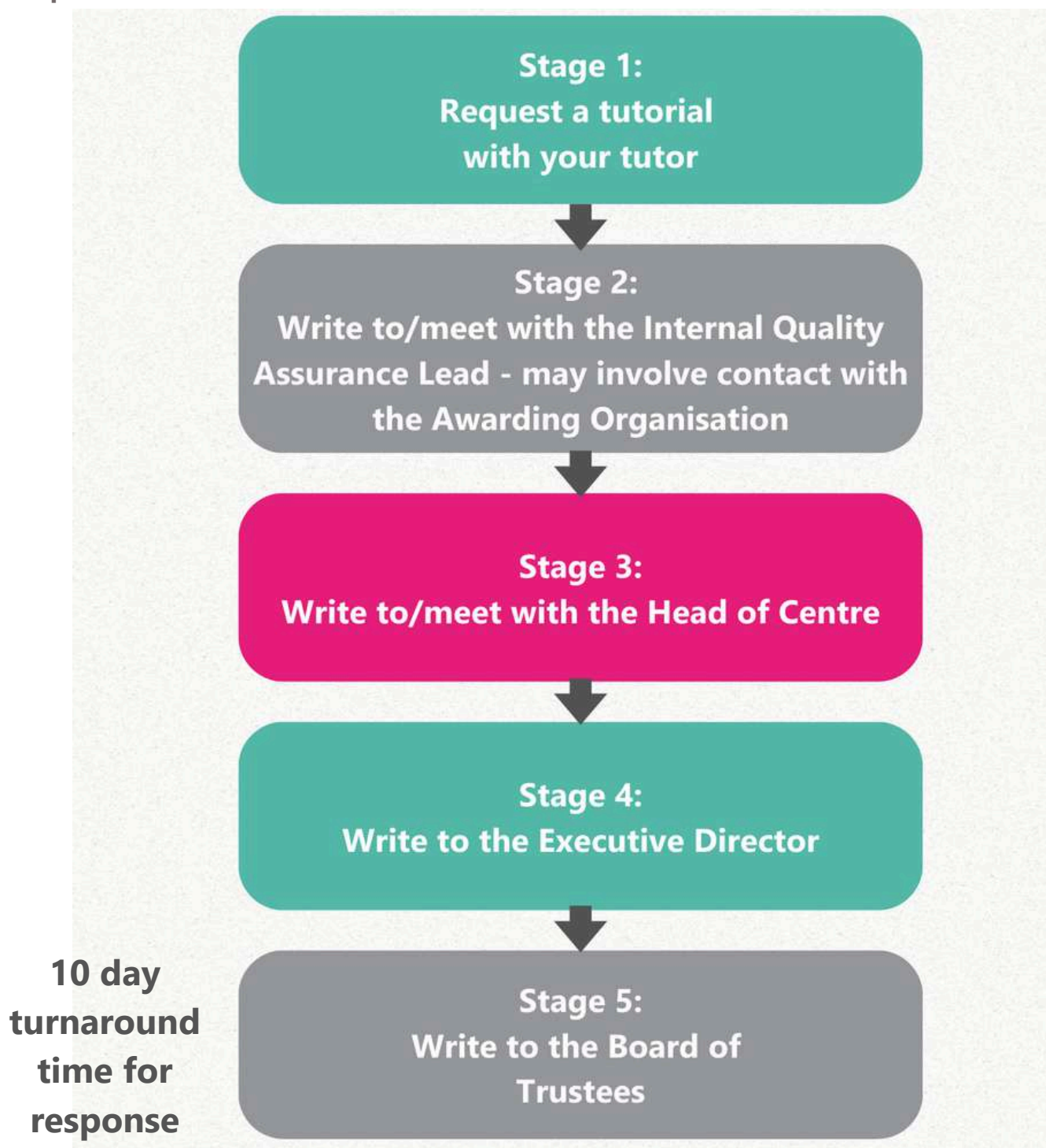
- Recycling - putting items in bins where they're available or taking items home to put in your own recycling bin where no bins are available
- Reuse - use a refillable water bottle and a refillable cup for hot drinks
- Saving energy - turn off lights and computer monitors when not in use
- Travel -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

Please see our Sustainability Policy on our [Policies webpage](#)



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. All appeals and complaints must go through Step Into Learning first before escalating to the Awarding Organisation or Ofqual:



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 page for information and our policy:

<https://stepintolearning.org.uk/safeguarding/>

Please see our GDPR and Retention Policy on our [Data Protection & Privacy webpage](#)





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.....

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