



Brighter Futures Student Handbook

Let the journey begin!

Brighter Futures will, through its staff promote the intellectual, professional, and personal development of its students to support them in achieving their full potential.

Key Contacts

| | |
|---|---|
| Safeguarding Lead Officer: | Nadine McEnuff - 07841 929 960 |
| Safeguarding Deputy Officer: | Kelly Austin - 07732 498 733 |
| Mental Health First Aiders: | Steve O'Rourke – 07834 001 170 Lisa Hill – 07841 929 957 Kelly Austin – 07732 498 733 |
| Appeals: | Lisa Hill – lisa.hill@sysco.uk.com |
| Complaints: | Lisa Hill - lisa.hill@sysco.uk.com |
| Welfare Officer: | Mike Holt |
| Head Office/Brighter Futures Address and Telephone Number: | The Threlfall Building Trueman Street Liverpool L3 2BA Office Telephone number is 0151 236 1748 |
| Website: | www.brighterfutures.uk.com |
| Campus Address and Telephone Number: | Rochdale Rugby & Sports Club, Moorgate Avenue, Rochdale, OL11 5LU. |
| Bursary Email: | bursary@sysco.uk.com |

Meet the Team at your campus:

Meet the Brighter Futures Quality Team:

You may see or speak to the quality team quite a lot while on programme. They will visit your campus to observe lessons and talk to you about your experience.



Lisa Hill - Manager



Steve O'Rourke



Rob McLean



Ryan Gorst



Nadine McEnuff



Sean Wilson

If you have a complaint or even a compliment regarding your course, please contact Lisa Hill.

Our Commitment

We Will:

- Provide a comprehensive curriculum across all SP campuses ensuring ongoing development of knowledge, skills and behaviours.
- Act professionally & respectful to all.
- Provide a safe environment, accessible learning opportunities, and appropriate resources to enable your development.
- Provide appropriate academic and pastoral support to ensure you make effective progress.
- Provide constructive feedback on all your learning and support your progression to help maximise your success.
- Provide Information, Advice and Guidance to support you in meeting your aspirations and goals.
- Ensure all Students are provided with placement opportunities to maximise knowledge and awareness within the industry.

You Should:

- Behave in a respectful way showing consideration for others and the learning environment.
- Play an active role to maximise your learning and attend classes on a regular basis on time and fully participate.
- Respond to feedback to help you improve your performance and learning.
- Comply with campus policies and code of conduct.

Expectations

You are required to work in line with the Brighter Futures Code of Conduct as well as the following:

Arrival: Arrive 5 minutes early for all classes

Attendance: You should call or email your tutor if you are unable to attend class with a reason. You are expected to achieve a minimum of 95% attendance. An attendance plan will be put in place if your attendance drops below the required 95%. If you are not attending due to sickness or other reasons, then you must contact your tutor by 9.30am.

Equipment: You should come prepared with appropriate equipment. E.g. Laptop, Pen, Pencil, Notepad, Calculator and any practical kit/uniform required for the day.

Mobile Phones: Should not be used during class time and will be placed in a box at the front of the class.

Conduct: Ensure you adhere to a professional conduct at all times. This includes your language, appearance, behaviour and attitude.

Attitude: Maintain a positive & respectful attitude and actively join in all activities. This includes being aware of how you speak to others and their/your reactions. What you may deem as a joke, others may not.

Placements: In addition to completing your qualification, you will be expected to complete a minimum of 50 hours work placement hours per year.

Placement hours may take place during a normal weekday or over study days, evenings or weekends. The days and dates of your placement will be discussed and agreed with your tutor in the first term. Your placement should take place in a setting related to the course you are studying to develop your relevant industry skills and knowledge.

Work and Deadlines: You will always be made aware of work submission deadlines throughout the year. These will be on show in the classroom and on Evolve.

Social Media: Please do not take photographs of other students without consent, this includes posting photos on social media.

Term dates

| Week No. | Week Commencing | Holidays* | Week No. | Week Commencing | Holidays* |
|----------|-----------------|-----------|----------|-----------------|-----------|
| week 1 | 05/09/2022 | | week 24 | 13/02/2023 | HALF TERM |
| week 2 | 12/09/2022 | | week 25 | 20/02/2023 | HALF TERM |
| week 3 | 19/09/2022 | | week 26 | 27/02/2023 | |
| week 4 | 26/09/2022 | | week 27 | 06/03/2023 | |
| week 5 | 03/10/2022 | | week 28 | 13/03/2023 | |
| week 6 | 10/10/2022 | | week 29 | 20/03/2023 | |
| week 7 | 17/10/2022 | | week 30 | 27/03/2023 | |
| week 8 | 24/10/2022 | HALF TERM | week 31 | 03/04/2023 | EASTER |
| week 9 | 31/10/2022 | | week 32 | 10/04/2023 | EASTER |
| week 10 | 07/11/2022 | | week 33 | 17/04/2023 | |
| week 11 | 14/11/2022 | | week 34 | 24/04/2023 | |
| week 12 | 21/11/2022 | | week 35 | 01/05/2023 | |
| week 13 | 28/11/2022 | | week 36 | 08/05/2023 | |
| week 14 | 05/12/2022 | | week 37 | 15/05/2023 | |
| week 15 | 12/12/2022 | | week 38 | 22/05/2023 | |
| week 16 | 19/12/2022 | CHRISTMAS | week 39 | 29/05/2023 | HALF TERM |
| week 17 | 26/12/2022 | CHRISTMAS | week 40 | 05/06/2023 | |
| week 18 | 02/01/2023 | | week 41 | 12/06/2023 | |
| week 19 | 09/01/2023 | | week 42 | 19/06/2023 | |
| week 20 | 16/01/2023 | | week 43 | 26/06/2023 | |
| week 21 | 23/01/2023 | | week 44 | 03/07/2023 | |
| week 22 | 30/01/2023 | | Week 45 | 10/07/2023 | |
| week 23 | 06/02/2023 | | | | |

Attendance Policy

INTRODUCTION:

Brighter Futures are committed to providing a full and effective learning experience for all Students. We believe that if Students are to benefit from learning, good attendance is crucial. As a Training Provider we do all that we can to ensure maximum attendance for all Students. Any problems that prevent full attendance will be identified and addressed as speedily as possible.

The company will actively promote and encourage 100% attendance for all our students.

We see the monitoring of attendance as an important element of supporting both Student retention and performance. Regular and appropriate attendance has been Brighter Futures requirement for many years.

The following guidance is intended to give staff and Students a greater clarity in relation to company's expectations of an effective attendance monitoring process.

Aims

Brighter Futures are committed to providing outstanding quality training that exceeds our students' expectations and provides a platform for Students to succeed within their chosen career paths. To achieve this, we must maximise Students' access to learning and progressive pathways by.

- Setting high expectations for attendance and punctuality at all timetabled sessions, this includes vocational, enrichment, maths, English, work placement.
- Working in partnership with Students, parents/guardians when needed and employers. Thus, ensuring excellent attendance and punctuality is maintained and any concerns are swiftly actioned in order to ascertain there is no negative impact to the students learning journey.

Objectives:

- To encourage full attendance and punctuality.
- Keep an accurate and up to date record of Student attendance and absenteeism.
- For tutors to manage attendance issues and liaise with Students and parents.
- To inform Management/Tutor and parents of attendance and punctuality issues.
- To identify causes of non-attendance and act.
- To improve attendance of individuals and groups.
- To improve Student attainment and achievement.
- Review the policy annually.

Brighter Futures will:

- Issue Students with an attendance target.
- Contact the Student and Parent where there is no attendance and no contact. Brighter Futures will make contact on the same day. Registers will be updated to reflect the outcome of the contact.
- Monitor attendance and contact non attendees as an integral part of their role to establish a routine approach and better understanding of patterns, trends and issues.
- Maintain a central system that has been developed to facilitate the attendance.
- Ensure all staff act as a role model for Students.
- Give attendance a high profile and praise Students who arrive on time
- Take prompt action with Students who are late or absent without explanation.
- Keep registers daily and ensure accuracy.
- Look for patterns of absences and consider impact of curriculum upon attendance alongside other possible causes.
- Maintain a system for rewards and sanctions.
- Maintain a procedure for contacting Students who have failed to attend ensuring Tutors follow up all non-attendance with agreed communication methods.
- Ensure attendance or progress deemed as unsatisfactory action will be taken and logged at an early stage. Initially this may be informal but if there is no immediate improvement or no satisfactory explanation from the Student the following procedure may apply.
- Ensure an action plan is in place where minimum standards of attendance are not being maintained.
- Issue formal warnings where attendance is not improving, and progress is affected.
- Monitor Student progress and evaluate if attendance is negatively impacted on distance being travelled.
- Ensure home study will be monitored by the tutor with required project completion.
- Ensure sickness procedure is adhered to. 3 periods of sickness results in a formal discussion with the Student.
- Identify benefits, improve retention; identify Students who may need further assistance.
- Discuss noncompliance of the attendance policy, with the possibility of the Student being withdrawn from the programme.

Brighter Futures Expectations of Punctuality and Attendance

- Brighter Futures expects minimum 95% attendance and punctuality at all Student timetabled sessions. This also includes work placement activities and any externally arranged events.
- Attendance of all Students will be reviewed after the first 6 weeks of the academic year. Any Student who has not achieved at least 90% attendance and who cannot provide justification for low attendance will be withdrawn from Brighter Futures and signposted to an alternative provision.
- Attendance will be regularly monitored throughout a Student's time in learning. Any attendance below standard will be discussed with the Student and if applicable parent/guardian with either a support action plan agreed or disciplinary action.
- Students are expected to contact their Tutor/education site by no later than 9.30 am on the day of due attendance to report any absences. Any holidays taken must not be in term time as this will impact on progress of learning if holidays are booked in term time they will not be authorised.

- Any Students who are absent without contact or reason, Tutor will contact Student and parent by end of timetabled day to confirm non-attendance and establish reason.

Policy and Guidance

- For Brighter Futures to monitor and improve attendance and punctuality it is essential that all registers on Evolve are updated accurately and in a timely manner. The Tutor responsible for the session must complete the attendance register on Evolve as soon as possible and in all cases by close of play of the day in which the session falls. Failure to do this may result in Students missing out on Bursary and could cause inconvenience and stress.
- Students are expected to make medical and other appointments outside of their timetabled hours. However, where a Student knows in advance that they are unable to attend a lesson, they must report this absence to their Tutor and provide evidence of this absence in advance. Their tutor will then consider.
 1. Whether the case is reasonable
 2. The number of absences taken by the Student
 3. Repetitions of the same absence reason
 4. Whether the reason for absence is backed up by evidence or legitimate reasons for example.
 - Medical appointments which cannot be made outside of timetabled hours
 - Religious holiday
 - Attendance at a funeral
 - Severe disruption to a transport
 - Adverse weather

An absence will not be authorised for;

- Holidays booked within term time
- Birthdays
- Leisure activities
- Full or part time work (other than work experience as part of timetable hours)

When a Student returns to their learning following an absence, their Tutor needs to discuss their absence and draw attention to the attendance policy and agree actions and support in order to address any missed gaps in learning.

Bursary

For Brighter Futures Students approved as eligible to receive support from bursary funds, attendance is also important with regards to the level of support they can expect to receive on programme. As Brighter Futures will look to provide in advance bursary support where possible, Students who subsequently appear as Unauthorised Absent on these days will be deducted a proportion of future reimbursements to reflect this.

In addition, Free Meals eligible Students will be provided with vouchers to cover lunch purchases across the educational week. However, if a Student is Unauthorised Absent for a full week, they will not receive the following week's Free Meals vouchers.

Student Expectations

All Students are expected to:

1. Attend 100% (minimum 95%) of all timetabled sessions relating to their programme of study as confirmed in your independent learning plan.
2. Report any absence to their Tutor/education site by no later than 9.30 am on the first day of absence and every subsequent day of absence.
3. Do everything possible to avoid any unnecessary absence for example, making medical appointments outside of their timetabled sessions.
4. Avoid going on holiday during term time.
5. Provide medical evidence for absences more than 5 consecutive days.
6. Comply with our Attendance and Punctuality Policy and associated support and sanctions if attendance falls below 95% in any area of their timetable. For example, any English and maths that falls below 95% attendance their will be reduced timetable for practical sessions until this attendance improves.

Brighter Futures recommend that all Students check their attendance regularly on their Evolve account. Attendance matters and can impact on progress and any potential references to employers or universities.

The Student will:

- Take responsibility to inform the company if they are unable to attend their Work placement/Training session.
- Be on time for their teaching sessions.
- Make up their time at the end of the day, if late arrival.
- Notify their personal tutor/ admin of non-attendance by 9.30 am.
- Ensure authorised absence's (Medical /Personal /Job interviews) is agreed in advance with their Personal tutor.
- Ensure they arrive on time and adhere to the attendance policy. Learners who have an unacceptable record of continuous lateness, unauthorised absenteeism or sickness will be issued with warnings following the disciplinary procedure.
- Completed home study work provided and to be given to personal tutor upon return.
- Work towards achieving their attendance target and be committed to ensuring all progress deadlines, milestones are making effective progress.

Your Programme

Your programme will be built up of a number of key areas as demonstrated within the table below. Following the completion of your induction and initial assessment period you will agree a number of targets and milestones with your personal tutor in each of the areas below. These targets and milestones will be recorded within your ILP and saved within Evolve our E-portfolio and communication portal for you to access and review 24 hours a day.

Studying with Brighter Futures

| Main Qualification | English | Maths | Enrichment Programme | Placement |
|---------------------------------------|---|---|--|----------------------------------|
| 36 weeks of subject specific delivery | GCSE, Functional Skills and development opportunities | GCSE, Functional Skills and development opportunities | Weekly enrichment sessions and guest speakers. | Minimum of 50 Hours of Placement |

Main Aim

This course will give you the opportunity to gain a nationally recognised vocationally specific qualification to enter into employment or to progress to higher education.

You will be issued with a timetable that will include a number of lessons, these will be both theory and practical based. You will be required to attend all of your lessons to enhance your knowledge, skills and professional behaviours in your chosen vocational route.

Each programme that Brighter Futures delivers has a set number of required learning hours (GLH) that will be part of your study of learning, it is imperative that you achieve all of your learning hours.

UCAS Points Tariff for BTEC Programmes

| GRADE | NATIONAL DIPLOMA | GRADE | EXTENDED DIPLOMA |
|-------|------------------|--------|------------------|
| D*D* | 112 | D*D*D* | 168 |
| D*D | 104 | D*D*D | 160 |
| DD | 96 | D*DD | 152 |
| DM | 80 | DDD | 144 |
| MM | 64 | DDM | 128 |
| MP | 48 | DMM | 112 |
| PP | 32 | MMM | 96 |
| | | MMP | 80 |
| | | MPP | 64 |
| | | PPP | 48 |
| | | | |

English & Maths

Brighter Futures understand that English and maths skills are essential and employers and universities really value them. Almost every job requires the ability to read, write and use numbers confidently. During your time at Brighter Futures, you will continue to develop your English and maths skills embedded throughout your Study Programme. English will help with your communication skills and you will also develop technical and numerical skills which are transferable to higher education and your career.

All students who do not hold at least a GCSE grade 4 or a functional skill level 2, are required to study English and maths as part of their study programme in each academic year, you will continue to study these subjects as part of your timetable to ensure that you have no barriers to your progression. Some learners will need to study Functional Skills as a steppingstone to your GCSE studies. During your Functional Skills studies you will develop skills in reading, writing and communication as well as core mathematical skills. The level you work towards will depend on the previous qualifications that you have achieved and your initial assessment results.

Students that have already achieved Level 2 FS /Grade 4 or above GCSE will upskill in these subjects and this will be individually tailored and based on initial assessment results.

To help you successfully complete your English and maths qualifications you will be supported by experienced members of staff who will do all that they can to help you achieve your goals.



Enrichment Programme

Brighter Futures will provide all Students with a range of personal development and enrichment opportunities by developing responsible respectful and active citizens who are able to play their part and know how to become involved in public life via our key enrichment areas, some of the topics delivered will include the following: British Values, Prevent, Safeguarding, Equality & Diversity, Mental Health & Wellbeing, Healthy Relationships and Sex Education.

Employability

Brighter Futures will provide a wide range of sessions to encourage Students to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career.

Information, Advice and Guidance

We will provide you with information, advice and guidance (IAG) throughout your programme to support you in reviewing your progress to date and making informed choices about your progression.

You will attend a Progress Review meeting with your tutor at 3 key stages within the year. This is a one-to-one meeting and will focus on the progress being made towards your targets, milestones and progression pathway.

Potential Progression Pathways



University or Higher Education

Successful completion of your study programme will provide you with the option to apply for University or Higher Education. As part of the support your tutors provides, you will receive guidance on how to apply to university, however further information can be found on the UCAS website, please visit www.ucas.com

Employment

Throughout your study programme, you will also receive information, support and guidance on a variety of aspects, which could help you to secure either full or part time employment. This will form the basis of your ILP and 1-1 Review sessions in addition to the academic monitoring and target setting.

Apprenticeship

If you decide to combine further study with employment, you will be eligible for an apprenticeship within the sport and leisure industry. To find an apprenticeship please visit: <https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>.

Accessing ICT Student Self Service

Creating your password using Student Self-Service:

1. You will be provided with your student username/email (for example - aa2009@edu.brighterfutures.uk.com)
2. From any device, go to the webpage: <https://service.sysco.uk.com>
3. If you are using a campus laptop, then you may find an icon on the desktop which will navigate you directly to the correct site.
4. On the Self-Service Sign In page, click the Forgot your password? link.
5. Enter your student email address and press Next
6. You will be asked a series of security questions. If answered correctly the system will allow you to create a password for your account.
7. The password you create is used to access Self-service and your Office365 account (Webmail/OneDrive/etc).
8. Note: Passwords must be 14 characters long but do not require a capital or number. It is advised to create a 'passphrase' by using multiple unrelated words, including spaces, such as 'tutor baron dock'

Evolve

- Evolve is a student platform that allows you to submit work, raise issues/queries and speak to your tutor.
- You can access Evolve either by visiting <https://sysco.engage2serve.com> or through the icon location in the Student Self-Service named Evolve Student Platform.

Office365 portal

- The Office365 portal page is your go to page for all Office suite applications such as Word, Excel and OneDrive. To access Office365 portal, you can either click EDU Office365 Portal from the Student Self-service
- or visit <http://eduportal.brighterfutures.uk.com> from any computer or mobile device. You can also access Webmail directly by clicking EDU Outlook Webmail from the Student Self-service

Or

- visiting <http://edumail.brighterfutures.uk.com> from any computer or mobile device. Selecting the top left corner menu and choosing All Apps reveals the Office 365 applications you can use from the portal. This includes the core application such as:

- ✓ Word
- ✓ Excel
- ✓ PowerPoint
- ✓ Outlook
- ✓ Teams
- ✓ OneDrive

Unifrog

Whilst on programme you will be given access to Unifrog, this portal will provide you with access to information, advice and guidance in progressing into the areas mentioned above. You will also be able to access progression opportunities and complete online distance learning sessions.

Pathways

Explore how interests lead to different education and training pathways. See what steps need to be ticked off to stand the best chance of application success. Study expert guides explaining how to navigate each step in the application process. Use MOOCs (Massive Open Online Courses) to try out different subject areas.

Opportunities

Compare every US university, every undergraduate course in the UK, every undergraduate programme taught in English in Europe, as well as opportunities in Canada, Australia and New Zealand. Compare every UK degree apprenticeship and School Leaver Programme, and every Oxbridge college and FE college course.

Applications

One place to collaboratively draft all the materials needed for applications - from the Common App Essay to UK Personal Statements, from US Letters of Recommendation to Subject References. Best-practice guidance, multi-teacher feedback, complete version histories.

Evolve System

The Evolve mobile app will be available, your Tutor will inform you of how to download this

Evolve is Brighter Futures' attendance and e-portfolio system and will be the central hub for all students' programme information. Students will receive their activation link to the Evolve system during their induction, which will be sent to their individual Brighter Futures email addresses. Once the student has activated via this link, they will be able to log onto Evolve and view all relevant programme information.

During induction, students will be asked to upload a profile photo for their Evolve account and will go through with their Tutor the various aspects of Evolve.

The Evolve system is where students will submit work for all different elements of their study programme to be marked by their Tutors. Their home page will show a Programme Tracker, detailing the vocational qualification that they have been enrolled onto, the Enrichment and any Maths or English qualifications that they have to complete as part of their study programme. The vocational qualification page will list all units being studied; from either this vocational page, or the individual unit pages, students can upload or create assignments which will go directly to their Tutors. When this has been marked, they will receive any feedback plus any provisional grades through the system, which will remain visible on both the vocational and unit pages. The Maths, English and Enrichment pages work in exactly the same way.

Students will also be able to monitor attendance and timetabled sessions through the Evolve system. The Attendance tab of their profile page will show all sessions for the current week when clicking on it, whilst the student can also apply date filters to check on any future weeks' sessions, or if they want to see their attendance for earlier weeks on programme.

There are Attendance and Progress tabs on the student's homepage, where a snapshot of their overall attendance and progress to date is available to view in a clear, concise format.

The system will also be used by tutors to record students' progress against soft targets and any milestones set for them at the start of their programme; these can be located within the ILP section of the students' homepage. In addition, tutors will complete feedback documents on Evolve that they will bring to each student's termly Review meetings, in which their progress across all elements of the programme will be discussed.

The Documents section of the system will be where any programme related information will be stored. This may include centre-specific documents like policies, but also more relevant information for a student's specific programme, such as assignment briefs or PowerPoint slides provided by their tutors.

In addition to this, a tutor may wish to set you worksheets on the system, which can be accessed again in the Documents section and then uploaded as evidence when completed.

Completing Work for your qualification

You will receive guidance on submitting work as part of 'Study Skills' session during induction. But for now, here is a brief instruction of how to complete your work.

The format of assignments should take on either of the two possible structures:

| Projects | Assignment/Reports |
|--|---|
| <ul style="list-style-type: none">✓ Title page✓ Introduction✓ Aims / objectives✓ Methodology (e.g. methods for gathering information)✓ Findings✓ Conclusions✓ Bibliography/referencing | <ul style="list-style-type: none">✓ Title page✓ Introduction✓ Findings✓ Conclusions✓ Bibliography/referencing |

The majority of your assignments / reports will require you to use the **second** format.

Title page

The title page should provide the title of your assignment, Unit details, Tutor name and your name.

Introduction

An Introduction should outline what the assignment is about and what the aim(s) are.

Findings

This should be the main body of your work. It is where you should complete all of the questions presented in the assignment. A statement of what you have found out e.g. results of your experiment/surveys) should include interpretation and analysis.

Conclusion

This is where you should draw together your findings and ensure all the assignment questions have been answered.

Bibliography/Referencing

This a list of all material you have read or used/sourced to help you write the assignment. Where possible it would be useful to use the 'Harvard' referencing system.

Presentation/Format of your assignments

- Typed reports are preferred
- Short concise paragraphs
- Use headings throughout
- Font Size 12

- 1.5 Line Spacing
- Keep text justified

Grading

Units will be assessed in different formats throughout the duration of the course. Work submitted may be assignments, reports, professional discussions, posters/leaflets and practical solutions.

A three-point grading scale of Pass, Merit and Distinction will be applied to all assignments. Each unit has a specified criteria to be used for grading.

Unit deadlines have no flexibility – they must be handed in on the deadline day. Any extensions will be agreed at the discretion of your tutor and IV.

Frequently Asked Questions

Can I ask for help on the assignment from my tutor?

Once the assignment has been issued your tutor will not be able to give you any advice on whether you are working towards a specific grade or provide formal feedback on the work you prepare until it is completed. You must work independently to produce and prepare evidence for your assignment.

What happens if I am ill before the deadline for an assessment?

Assignments must be handed in by their deadline. If you know that you will not meet the deadline and you have a justifiable reason for this (this may need to be submitted in writing); your tutor will be able to assist you on which form you need to complete. If this is approved your deadline will be different to everyone else in your class, but you must still meet the deadline agreed with your tutor.

What happens if I don't hand my work in by the deadline?

You must comply with the deadlines or risk failing your whole unit. By not handing in work on time you will not be eligible for a resubmission if you don't achieve any of the grading criteria. If you do not meet the pass criteria on this submission you will not achieve the assignment and the unit.

I have finished my work by the assessment deadline, what happens next?

You have to submit your work to your tutor with a signed and dated declaration of authenticity, which will confirm that the evidence has been produced by you. Remember, there are electronic tools that can be used to detect if assignments that might be available online have been used or have copied from another person. The tools can also detect if anyone has plagiarised text without making appropriate reference to the original author.

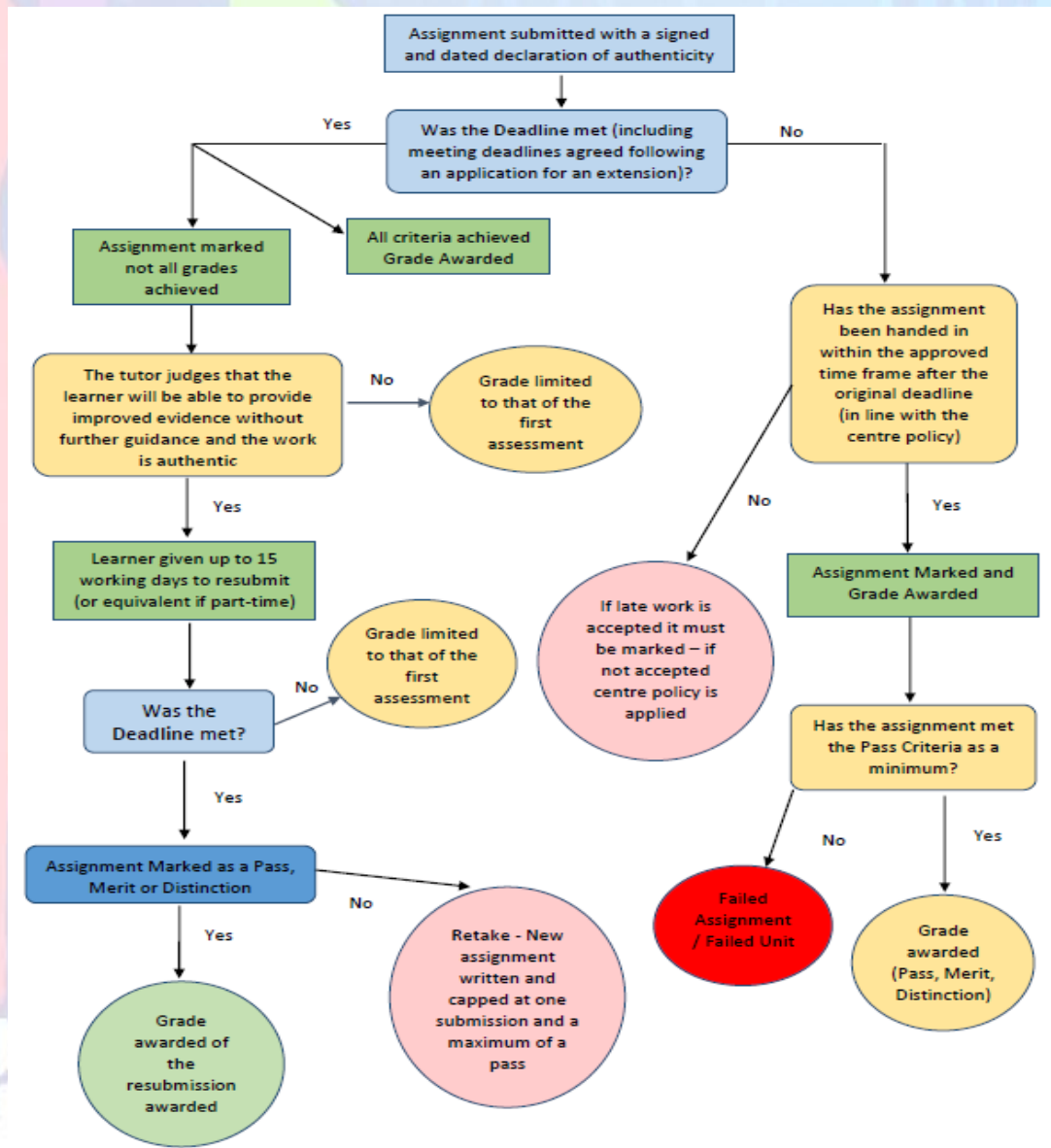
I have submitted my assignment by the deadline. Will I be given the opportunity to improve on my grade?

Your tutor will mark your assignment and if they believe that you are capable of achieving a higher grade will ask permission from the Lead Internal Verifier to offer you the opportunity to resubmit. This opportunity is only offered once and there is no guarantee that this offer will be made. Make sure you attempt all of the criterion in order to gain the highest grade with your original submission as this might be your only opportunity to do so.

Will my tutor provide me with help on how to improve my grade?

No. If you have been given the opportunity to resubmit your work in order for you to improve on the original grade, the tutor will only provide you feedback on what you have submitted. You need to read this feedback and see what you might have missed or areas where you haven't analysed or evaluated. Use this information from your tutor to think how you might improve the original assignment.

Work submission process



Plagiarism

Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as your own.

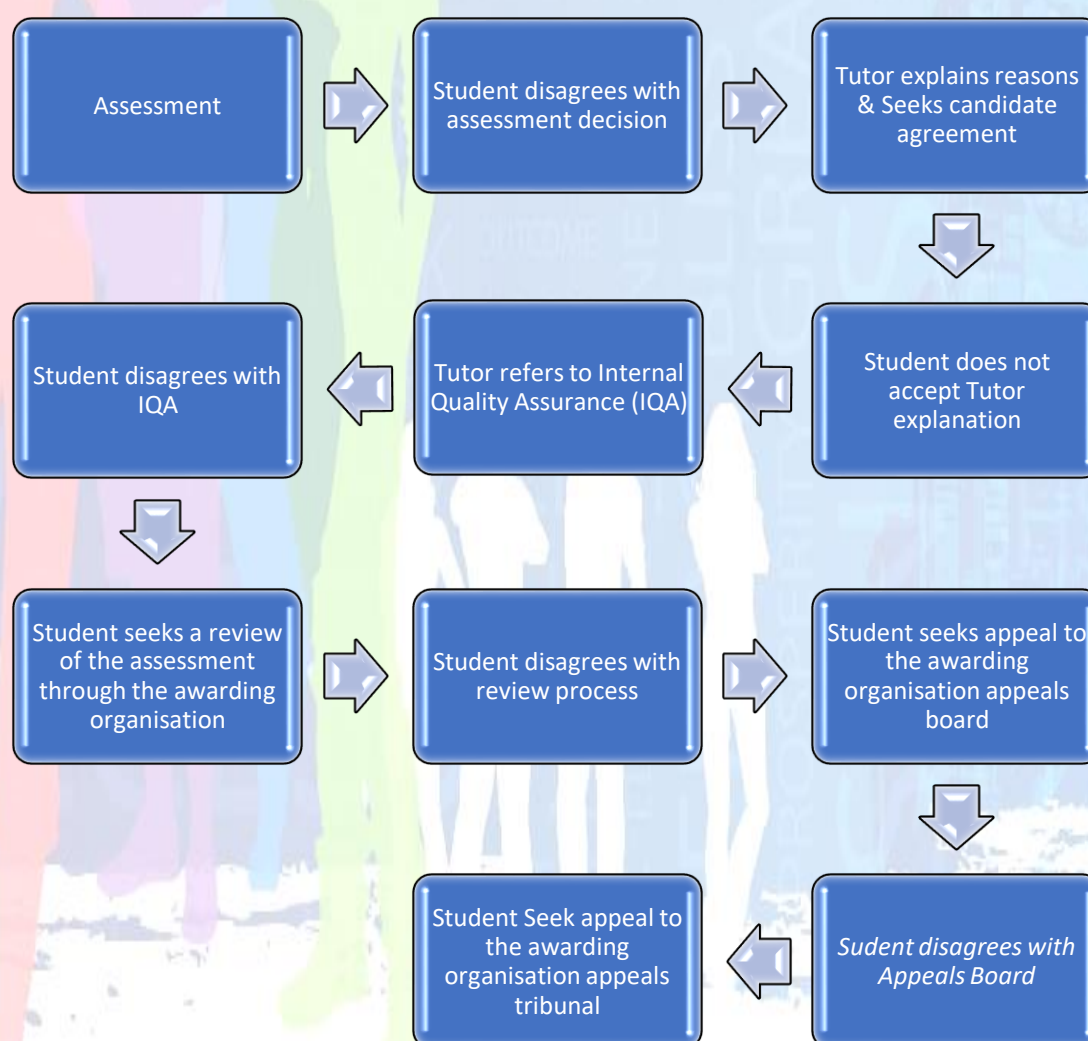
Students must not copy text they have read during their research for the assignment directly, they must reword the information they have found.

Plagiarism is a serious offence, if you are found to have plagiarised you will be given a warning. Your work will be deleted, and you will have to re-submit your work within an agreed deadline. Repeated

plagiarism offences could lead to failing the course and being removed from the programme. Tools to detect any plagiarised work are available to staff through the evolve system.

Appeals Procedure

Our Tutors are very experienced in the subjects they teach and will always closely follow the marking schemes and assignment assessment criteria however if you are unhappy with a mark you have received for your work, please follow the process below to raise your concerns.



Staying Safe Online

Everyone needs to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create on the internet. Throughout your time on programme, you will attend a number of Enrichment sessions that will educate you on how to stay safe online, for now here are some top tips to staying safe:

Use anti-virus software

You can get anti-virus software for mobiles as well as tablets, laptops and PCs. Make sure that you keep it updated.

Check a website secure

Before entering private information such as passwords or payment details, look for the padlock symbol after the web address or 'https' in front of the web address in your browser.

Think before you click and share

If you receive an email from someone you do not know, think before clicking on a link or an attachment - it could contain a virus. Do not share personal information without confirming the cause is secure.

Cover your webcam

If you're not using your webcam:

- unplug it
- cover the lens
- point it at a blank wall
- If your webcam is built into your laptop be sure to have good computer security software installed.

Please also remember when you are using your webcam for work or learning to ensure you always adhere to professionalism and safeguarding conduct.

Check your privacy settings

You can use privacy settings to control who sees your information. Instructions on how to do this depend on what websites and social networking sites you're using.

Internet Matters Advice:

To help families adjusting to a "new normal" following the measures taken to stop the spread of coronavirus, Internet Matters have created a dedicated space to provide expert advice, resources and tools to make the best use of technology and staying safe while online at home.

<https://www.internetmatters.org/resources/staysafestayhome-tech-advice-and-resources-to-support-families-at-home/#safe>

Safeguarding

What is Safeguarding?

Safeguarding is a term used to protect from harm with appropriate measures the health, well-being and human rights of individuals, which allow people especially children, young people and adults at risk to live free from abuse and harm. It is important to know what constitutes abuse. It can be verbal, physical, sexual, emotional, financial or even neglect and can lead to the victim being hurt, upset, frightened or manipulated into doing something they know is wrong or do not want to do. There are lots of measures to safeguard people including organisations having accurate policies and processes and taking swift and appropriate action where a child or adult at risk may be at risk of harm (An "Adult at Risk" is defined as any person aged 18 years and over who is or may be unable to take care of him/herself or unable to protect him/herself against harm.)



Brighter Futures has a comprehensive Safeguarding & Prevent Strategy which covers staff and Students on areas of Safeguarding & Prevent support and measures. There also a dedicated Safeguarding Focus Team to steer forward Safeguarding & Prevent. Within this there are Safeguarding Officers who are responsible for supporting any concerns in relation to Safeguarding & Prevent.

Safety and Wellbeing Code for Students

Safer learning, Prevent and Safeguarding is something that the Brighter Futures is committed to, and it applies to all staff and Students. Brighter Futures and its partners will ensure that the Safety of Students is taken into consideration when recruiting staff. We will also encourage the raising of awareness of Safer Learning by equipping Students with the skills needed to keep them safe and provide an environment in which Students can learn and develop.

Our students' welfare is of the utmost priority, and we recognise the importance of providing a safe and welcoming learning environment, that will help everyone feel safe and respected. We encourage all Students to talk openly and to feel confident that they will be listened to. We also recognise that both physical and mental health are important to your overall welfare. Mental Health first aiders are available, contact details are provided at the beginning of this handbook under key contacts.

All staff at Brighter Futures are trained on how to recognise the signs and symptoms of abuse, bullying and harassment, how to respond to any Students that disclose abuse, bullying or harassment. As part of our induction and enrichment programme we ensure all Students understand safeguarding and welfare, including where to go to for support. Safeguarding issues can stem from for a variety of reasons, including peer-on-peer abuse (Student to Student), sexual harassment/violence and online sexual abuse. Staff will challenge any form of sexual misconduct (verbal i.e., inappropriate language and non-verbal i.e., touching).

Brighter Futures will also make sure that:

- It will establish and maintain an environment where Students feel secure, are encouraged to talk, and are always listened to.
- We will ensure students are aware of the companies Mental Health first aiders and can access these when they need to.
- We will ensure all students attend mental health awareness lessons as part of the Enrichment Curriculum.
- Ensure Students know who the responsible person in the organisation is so they can approach if they are worried.

- Develop effective links with relevant agencies and co-operate as required with their enquiries.
- Keep written records of concerns raised by Students, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main Student file, and in a locked location.
- Closely follow and adhere to internal procedures where an allegation is made against a fellow Student, member of staff or volunteer.
- Ensure Students are aware of their rights and freedom from abuse.
- Provide a Safeguarding & Prevent Officers and Mental Health First aiders who are trained and able to assist with any raised issues.
- Develop a curriculum that will help learners stay safe and recognise what they need to do if they do not feel safe and identify who they may talk to for support.
- We will respond to the mental wellbeing and ensure our students are effectively supported.
- We will deliver an enrichment curriculum that will enhance Student resilience.
- We will provide Students with the knowledge to understand inappropriate behaviour towards and ensure they know how and who to report their concerns to.

Who are our Safeguarding & Prevent Officers?

Please contact our Safeguarding Officers if you have any concerns within safeguarding, which may include:

- Bullying (including online)
- Sexual Harassment or Violence.
- Online abuse.
- Neglect.
- Grooming.
- Exploitation.
- Radicalisation.

This list is not exhaustive, if you have any additional concerns do not hesitate to contact a member of the team.



Designated Lead Safeguarding Officer

The Sysco Safeguarding & Prevent Officer for Study Programme is **Nadine McEnuff** who can be contacted on 07841 929 960 between the hours of 9am to 5pm Monday to Friday. Outside of these numbers please see the numbers below.



Adult Education Budget/ Apprenticeships

The Sysco Safeguarding & Prevent Officer for Adult Education Budget and Apprenticeships is **Sally Morgan** who can be contacted on 0151 556 7882 between the hours of Monday, Tuesday, Thursday 9am to 4pm, and 9am to 3pm Friday. Outside of these numbers please see the numbers below.



Adult Education Budget/ Apprenticeships

The Sysco Safeguarding & Prevent Officer for Adult Education Budget and Apprenticeships is **Liam O'Brien** who can be contacted on 0151 556 7866 between the hours of 9am to 4pm Monday to Thursday, 9am to 3pm Friday. Outside of these numbers please see the numbers below.



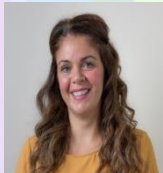
Study Programme/Apprenticeships

The Sysco Safeguarding & Prevent Officer for Apprenticeships and Study Programme is **Kelly Austin** who can be contacted on 07732 498 733 between the hours of 9am to 4pm Monday to Thursday, 9am to 3pm Friday. Outside of these numbers please see the numbers below.

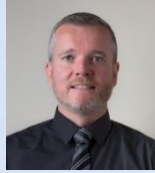
If you need help or advice, you can contact Careline (Liverpool City Social Care Call Centre) Staff are available 24 hours a day of the year, providing a central contact point for enquires or advice:
0151 233 3700 for Careline Children's Services aged 14-18)
0151 233 3800 for Careline Adult Services (aged 18 years and over)

If you believe that someone is vulnerable to being exploited or radicalised, you can raise concerns to the Liverpool City Council PREVENT Safeguarding Team. prevent@liverpool.gov.uk

Meet the Brighter Futures Mental Health Team:



Lisa Hill
07841 929 957



Steve O'Rourke
07834 001 170



Kelly Austin
07732 498 733

Many of us experience poor mental health during our lives and The Sysco Group Mental Health team are there to provide support. We act as a first point of contact for students experiencing mental health issues by providing advice and guidance. We are there if you need someone to talk to through non-judgmental listening and advice. This can range from having an initial conversation through to supporting a student in accessing appropriate help.

If you need any support, please do not hesitate to contact us.

What is the Prevent Strategy?

Prevent is about safeguarding and supporting those vulnerable to radicalisation. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism. (Prevent, Pursue, Protect, Prepare).



There are 3 key terms in relation to prevent that it is important to understand:

- Extremism – holding extreme political or religious views.
- Radicalisation – the process by which a person comes to support terrorism or forms of extremism leading to terrorism.
- Terrorism – the unlawful use of violence and intimidation to bring out political or social change.

The idea of the Prevent programme is to fend off the possibility of radicalisation before it is too late. This means helping people who may not yet hold extremist views but who are showing possible signs of being influenced by them. It can be very difficult to identify somebody who may be on the point of being radicalised but below are some steps that may prove useful.

- Keep an eye out for uncharacteristic behaviour or comments that may suggest a person is being badly influenced for example, isolating themselves from family and friends, becoming increasingly argumentative and refusing to listen to different points of view, embracing conspiracy theories, increased secretiveness particularly around internet use.

How can I report somebody who may be becoming radicalised?

The idea with Prevent is to try and stop potential terrorists from developing the will and desire to commit attacks, and so is the first stage of anti-radicalisation. The public is very important in preventing this as they can report people who may be showing signs of being radicalised. To report any instances, you can either call 999 or the police anti-terrorist hotline on 0800 789 321 to report an immediate terrorist threat.

British Values

What are British Values?

The Home Office's definition of Extremism is "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also calls for the death of members of our armed forces whether in this country or overseas".

The fundamental British values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.

Brighter Futures actively promote British Values with staff and Students in order to reflect life in modern Britain. British Values are covered throughout a student's programme through hot topics and learning resources.

Some examples of British Values.

- Democracy – leadership, voting, Joint decision making.
- Rule of Law - legislation, agreed ways of working, codes of conduct.
- Respect & Tolerance - embracing diversity, the importance of cultural heritage and traditions, tackling discrimination.
- Individual Liberty – personal development, equality and human rights, respect and dignity



Equality & Diversity

What is Equality & Diversity?



Equality in the UK is about promoting the right to be free from discrimination and to have choice and dignity to be valued as an individual. The word diverse means "varied and different" hence the term diversity is more than equality. This is about valuing variety and individual differences for the benefit of society, organisations and individuals.

Brighter Futures has a comprehensive Equality & Diversity Strategy which covers staff and Students. This also encompasses raising awareness for staff and Students which is done via hot topics and learning resources

In the UK under the Equality Act 2010 there are certain legal requirements under existing legislation to promote equality in the areas of nine protected characteristics.

If you would like more information on Safeguarding, please

visit: <https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-guidance>

The 9 Protected Characteristics

| | | |
|------------|--------------------|------------------------------|
| Gender | Sexual Orientation | Pregnancy & Maternity |
| Ethnicity | Faith & Belief | Marriage & Civil Partnership |
| Disability | Age | Gender Reassignment |



Mental health as a state of wellbeing in which every individual achieves their potential, copes with the normal stresses of life. Mental health includes our emotional, psychological and social wellbeing. It affects how we think, feel and act.

- 1 in 4 people in the world will be affected by a mental health disorder at some point in their life.
- These include depression, anxiety disorder, eating disorders, psychosis or bipolar disorder.
- Common early signs of a mental health problem are poor motivation, highly emotional, increased anxiety, lack of energy, making statements of self-worthlessness, irrational, being on edge, extreme mood swings.....are to name a few.

It's important to talk about mental health and get help early if things don't feel right, just like we would for our physical health.

BRIGHTER
FUTURES

Wellbeing is made of 2 key elements: 1 Feeling Good, 2 Functioning Well. Resilience is an important aspect also of your wellbeing. Resilience is the ability to cope with life's challenges and adapt to adversity, your level of resilience can change over the course of your life. Resilience is important because it can help protect against the development of some mental health problems. Resilience helps us to maintain our wellbeing in difficult circumstances.

In manageable amounts and with the right support and help in place most people cope well with life's challenges. It is important to seek support and advice, there are agencies to help and to stop people feeling alone.



If you would like any support and guidance in relation to Mental Health you can contact one of our Mental Health First Aiders: Steve O'Rourke 07834 001170/ Lisa Hill 07841 929957 / Kelly Austin 07732 498 733: contactable between 9am and 5pm, Monday to Thursday and 9am to 3.30pm Friday.

If you would like more information and to access support, please visit:
<https://www.mind.org.uk/information-support/>

Bursary

Students on a Study Programme with Brighter Futures are able to apply for support through the 16 to 19 Bursary Fund, which is designed to help eligible students with any educational course related costs during their programme. Students can apply for support from different pots of Bursary funds, including Discretionary, Vulnerable and Free Meals; there are specific eligibility criteria for each pot of Bursary funds which must be met for an application to be granted.

All required types of eligibility evidence are clearly stated on the Brighter Futures Bursary Application Form 2022/2023, completed online via the iPEGS system with a link that can be provided by your tutor. Alternatively, this link is also available on the Bursary page of the Brighter Futures website. On completing your bursary form you are required to upload supporting evidence to support your application along with copies of travel tickets that you may purchase throughout the year to inform Brighter Futures about the support you may require.

Once you complete and submit your bursary form and evidence, this will be sent through to the Bursary team to assess and, should there be any changes or updates required for a full assessment to be completed, these will be sent back to the contact email address provided on the initial application. Any required changes will be explained in full detail by the Bursary team, with the relevant questions requiring an update highlighted in yellow on the application form.

The Bursary is available to support with transport, books and equipment and other educational course related costs. In order to reimburse these educational course related costs, eligible students must provide evidence (i.e. copies of receipts) to Brighter Futures. These should be sent into the bursary@sysco.uk.com email address as soon as possible, in order to be processed and reimbursed as part of Brighter Futures' weekly payment run.

Reimbursements are usually made each Wednesday to go into students' bank accounts on a Thursday, although this is dependent on evidence being sent in prior to the weekly deadline. Brighter Futures will provide monetary support in advance where possible, based off the information provided as part of your application. However, future weeks' reimbursements will be affected by non-attendance on programme, if travel payments have been overpaid as a result.

Once approved for Bursary, subject to the appropriate eligibility evidence being submitted, eligible students will receive a confirmatory letter from Brighter Futures detailing the support they can expect to receive as a result of their individual financial assessment. Continued receipt of the bursary will be conditional on meeting agreed standards of attendance and behaviour.

Health & Safety

It is important as student that you make every effort to avoid risk to yourself and others by acting in a safe and responsible manner. Accidents can easily be avoided by paying careful attention to instructions from Tutors with regard to safety during your time on the premises.

If you have an accident on-site, please report this to a member of staff immediately who can then appoint first aid and ensure your accident is reported.

The First Aider(s) at your Campus are listed on the front of this handbook in Key Contacts and it should also be sign posted around your Campus.

Fire Procedure

Instructions regarding fire procedure, precautions and the correct use of fire-fighting equipment are posted in all our Campuses. Upon commencement of your programme, you will be instructed on the Campuses policy on their fire drill and the location of escape routes, fire exits and assembly points for the safe evacuation of the building. You may be required to participate in fire drills on a regular basis.

Helpful Tips

- Log on to your Evolve account regularly to keep track of your feedback and marking of your work, targets and deadlines.
- Regularly access and check your Brighter Futures Email account.
- Store key contacts from this handbook in your phone.
- Look out for guest speaker events and attend these to support your personal and professional development.
- Check your Evolve timetable weekly to remind yourself of lessons and times
- Attend all sessions prepared and arrive 5 minutes early!
- Refer to your personal targets and milestones within your ILP on a monthly basis.
- Know when your one-to-one Review meeting will take place.