



RACHP School Student Induction
Pack

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Welcome to RACHP School! This pack provides essential information to help you during your time with us at Theobalds Business Park.

1. Welcome and Contact Information

- Welcome Message: A brief welcome from the Head of RACHP School.
- Contact Information:
 - Main Reception: 0208 143 1688
 - Training Manager: Andrew Fuller, afuller@rachpschool.com
 - Emergency Contact: 07943 827 657
- Address: RACHP School, Innovation Place, Platinum Way, Theobalds Business Park, Waltham Cross, Hertfordshire EN8 8YD
- Website: www.rachpschool.com

2. Emergency Procedures

- Fire Safety:
 - Fire Action: In the event of a fire, evacuate the building immediately. Do not stop to collect personal belongings.
 - Fire Alarm: quick succession of continued bleeps.
 - Fire Exits:
 - Use large double doors to exit, these doors are always unlocked during class hours. Exit left once out the door and proceed to meeting point clearly marked in parking area.
 - Fire Extinguishers:
 - Fire extinguisher is found above the workbench to the back of the room, further fire extinguishers are on the wall in the hallway and in the main reception.
- First Aid:
 - Location of first aid kits: at the entrance and by workbench.
 - Designated first aiders: All trainers are qualified in first aid.
- Emergency Contact Procedure: Both receptionists are fire marshals, please (if possible) make them aware in the event of fire.

3. Facilities

- Toilets:
 - Male, female, and accessible toilets are to be found in reception area, these are unisex facilities so please be respectful.
- Breaks:
 - Scheduled break times: 10:30-10:45 AM, 1:00-1:45 PM
 - Designated break areas: canteen, common room

- Refreshments:
 - Tea and coffee are available in the kitchen area and the break are in reception main entrance.
- Smoking Policy:
 - Smoking is permitted outside main back doors only with a sand bin provided.
- Wi-Fi:
 - * Guest Wi-Fi is provided.

4. Parking Facilities

- Parking Area:
 - Please view website or link provided in initial welcome email for full parking options and map.

Complaints Policy

This Policy

This policy explains how:

- you, the clients, can raise a complaint about our services; and
- how we will deal with complaints.

We will always aim to provide high quality services and to provide a high standard of client care. We recognise however that sometimes we may not get things right and as such, it is important that you can raise any issues or complaints with us.

How to Make a Complaint

If you would like to make a complaint, you can do so via the online contact form:
www.rachpschool.com

Information

Please include the following information in your complaint:

- Your full name
- Your contact details (telephone and email)
- The fact that you are raising a complaint
- Any relevant dates and times which are relevant to your complaint
- The type of services we have provided to you
- Any order or reference numbers we have provided to you
- A key summary of the problem or problems you have experienced and why the services were not satisfactory.

What to Expect

Complaints will be processed and looked at during our business hours which are:
 Monday to Friday 8:30 to 4:30

Complaints will be dealt with by our complaints manager: DEE COOPER

Acknowledgement

We will acknowledge your complaint within 10 business days of our receipt of it.

Investigation

Our complaints manager will then conduct a thorough investigation into your complaint. Our complaints manager may need to contact you in order to obtain further details during the investigation.

Response

A response to your complaint will ordinarily be provided to you via email. Our complaints manager will ordinarily provide the full response within 28 business days of our receipt of your complaint. Sometimes, the investigation may take longer. If this is the case our complaints manager will contact you to tell you, and you will be provided with a revised timeframe within which you should expect to receive a response. You will receive regular updates thereafter.

Our complaints manager may agree with all or some of your grounds of complaint. If this is the case, we will aim to offer a satisfactory solution to you, which may include:

- A full refund
- A partial refund
- Credit or vouchers
- A discount code for future services
- Provision of the services again

We will offer the solution which our complaints manager judges is most appropriate in

the circumstances. The above examples are the usual solutions we may offer, although there may be occasions where we offer a different solution where this is appropriate.

If our complaints manager does not agree with your grounds of complaint, you will be provided with full details to explain why this is the case. If you are unhappy with this decision you may wish to progress matters externally (see below).

Other Options

We hope that we will be able to help in resolving your complaint. However, if you are not happy with the outcome of your complaint, you may wish to raise a formal dispute

externally via other avenues.

We would always hope that disputes can be resolved at the lowest possible level.

However, if the complaint cannot be resolved in this manner, you may wish to obtain legal advice and/or explore other legal remedies which may be available to you.

Please contact us if you wish to invite us to engage in any method of Alternative Dispute Resolution.

Information about your legal rights as a consumer can be found on the Citizens Advice Bureau website.

equality, diversity and inclusion policy

RACHP school limited is committed to encouraging equality, diversity and inclusion among our workforce and eliminating unlawful discrimination.

The aim is for our workforce to be truly representative of all sections of society and our customers, and for each employee to feel respected and able to give their best.

The organisation - in providing goods and/or services and/or facilities - is also committed against unlawful discrimination of customers or the public.

Our policy's purpose

This policy's purpose is to:

1. Provide equality, fairness and respect for all in our employment, whether temporary, part-time or full-time
2. Not unlawfully discriminate because of the Equality Act 2010 protected characteristics of:

- age
- disability

- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race (including colour, nationality, and ethnic or national origin)
- religion or belief
- sex
- sexual orientation

3. Oppose and avoid all forms of unlawful discrimination. This includes in:

- pay and benefits
- terms and conditions of employment
- dealing with grievances and discipline
- dismissal
- redundancy
- leave for parents
- requests for flexible working

Sustainability Policy

1. Introduction

RACHP School recognizes the importance of environmental sustainability and is committed to operating in a manner that minimizes our impact on the planet. We aim to integrate sustainable practices into all aspects of our operations, from our training programs to our daily administrative activities. This policy outlines our commitment to sustainability and the actions we will take to achieve our goals.

2. Scope

This policy applies to all staff, students, visitors, and contractors associated with RACHP School operations at [Theobalds Business Park, Innovation Place, Platinum Way, Waltham Cross, Hertfordshire EN8 8YD] and any other locations where RACHP School activities take place.

3. Objectives

RACHP School is committed to:

- Reducing our carbon footprint.
- Minimizing waste and promoting recycling.
- Conserving energy and water.
- Promoting sustainable practices within the refrigeration and air conditioning industry.
- Complying with all relevant environmental legislation.
- Continuously improving our environmental performance.
- Raising awareness of sustainability among our staff, students, and stakeholders.

4. Key Principles

- Environmental Responsibility: We acknowledge our responsibility to protect the environment and contribute to a sustainable future.
- Prevention of Pollution: We are committed to preventing pollution and minimizing our environmental impact.

- Resource Efficiency: We will strive to use resources efficiently and minimize waste.
- Continuous Improvement: We will regularly review our environmental performance and seek opportunities for improvement.
- Collaboration: We will work with our staff, students, suppliers, and other stakeholders to promote sustainability.

5. Action Plan

To achieve our objectives, RACHP School will implement the following actions:

5.1 Energy Conservation

- Implement energy-efficient lighting throughout the premises.
- Ensure that equipment is switched off when not in use.
- Optimize heating and cooling systems to minimize energy consumption.
- Explore the use of renewable energy sources.
- Monitor energy consumption and set targets for reduction.

5.2 Waste Management

- Implement a comprehensive recycling program for paper, plastics, and other materials.
- Reduce the use of single-use plastics.
- Promote the use of electronic documents to minimize paper consumption.
- Encourage the use of reusable materials.
- Safely dispose of hazardous waste, including refrigerants, in accordance with regulations.

5.3 Water Conservation

- Install water-efficient fixtures in restrooms and other areas.
- Educate staff and students on water conservation practices.
- Monitor water consumption and set targets for reduction.

5.4 Sustainable Procurement

- Prioritize the purchase of environmentally friendly products and services.
- Work with suppliers who demonstrate a commitment to sustainability.
- Consider the full life cycle costs of products when making purchasing decisions.

5.5 Training and Education

- Integrate sustainability principles into our training programs, particularly those related to refrigeration and air conditioning.
- Provide training to staff on sustainable practices and environmental awareness.
- Encourage students to adopt sustainable practices in their professional lives.

5.6 Transportation

- Encourage the use of public transport, cycling, and walking.
- Promote the use of video conferencing and online meetings to reduce travel.

- Consider the environmental impact of business travel.

5.7 Monitoring and Reporting

- Establish key performance indicators (KPIs) to track our progress on sustainability goals.
- Regularly monitor and measure our environmental performance.
- Report on our sustainability performance to staff, students, and other stakeholders.
- Review this policy annually.

6. Responsibilities

- The [Designate a role, e.g., Managing Director] is responsible for the overall implementation of this policy.
- All staff are responsible for adhering to the principles of this policy and implementing the action plan in their respective areas of work.
- Students are encouraged to support our sustainability efforts and adopt sustainable practices.

7. Communication

This policy will be communicated to all staff, students, and other stakeholders. It will be displayed prominently on our website and premises.

(Please print off this section, complete and bring with you for the first day of training.)

RACHP School – Refrigeration Course Initial Assessment

This assessment is designed to help us understand your current knowledge and experience related to refrigeration and air conditioning systems. Please answer honestly by ticking the box that best describes your skill level. This will help us tailor the course to meet your needs.

Delegate Name: _____ Date: _____

Section 1: Basic Refrigeration Principles

Question	No Experience	Fair	Good
1. Do you understand the basic refrigeration cycle (evaporation, compression, condensation, expansion)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are you familiar with the concept of pressure and temperature relationships in refrigeration systems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you know the difference between sensible heat and latent heat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Can you identify the main components of a refrigeration system (compressor, condenser, evaporator, expansion device)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Section 2: Refrigerants and Environmental Impact

Question	No Experience	Fair	Good
5. Are you aware of the different types of refrigerants (e.g., HFCs, HFOs)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you understand the concept of Global Warming Potential (GWP)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are you familiar with the purpose of the F-Gas Regulations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you know the importance of refrigerant recovery and safe handling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: Practical Skills and Safety

Question	No Experience	Fair	Good
9. Have you ever used refrigerant recovery equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are you familiar with basic brazing techniques for refrigeration pipework?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you know how to safely use a pressure gauge manifold?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are you aware of the safety procedures for handling refrigerants (including leak detection)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Have you ever performed a pressure test on a refrigeration system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are you familiar with the process of charging a refrigeration system with refrigerant?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 4: Electrical Knowledge (Relevant to Refrigeration Systems)

Question	No Experience	Fair	Good
15. Do you understand basic electrical circuits?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are you able to identify basic electrical components (e.g., fuses, relays, contactors)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Are you aware of electrical safety procedures for working with refrigeration equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Section 5: System Knowledge

Question	No Experience	Fair	Good
18. Have you worked on split air conditioning systems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Have you worked on cold room refrigeration systems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Are you familiar with different types of expansion devices (e.g., capillary tubes, TXVs)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Please provide any additional information about your relevant experience or any specific areas you would like us to cover in the course:

Thank you for completing this assessment. This information will be used to ensure you receive the most effective training possible.