



# TRAINING CENTRE POLICY

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## 1.0 General Statement of Intent

### 1.1 Statement

Tailored Highway Support Ltd provide a training centre that offers an environment where learners can receive courses and assessments that are conducted safely, to the awarding bodies standards and are free from malpractice and corruption. The Centre and the work it produces will be internally verified by a competent person and externally verified by the awarding bodies to ensure that it meet their standards.

The Centre will be run by a Centre Manager who will ensure that the Centre meets the criteria set by the awarding bodies and that the policies and procedures and carried out correctly, reviewed and monitored accordingly.

The main purpose of the Centre is to compliment the business by training and assessing its employees to NHSS12A/B and D and Unit 2 & 10 of the NRSWA. The business will also offer external training and assessment to external parties.

The Centre will also deliver internal training where possible and source external training needs to meet business, employees and external learner's needs.

The Company will train all employees in procedure and policies to enable it meet its commitment to quality assurance.

Signed on behalf of the Company



Gavin Kershaw

Date: 2<sup>nd</sup> Feb 2019  
Review due: 02/02/2020

### 1.2 Declaration

The Company firmly believes that a genuine commitment to the training of learners will ensure that they are competent for the works that they are asked to carry out.

The Company commits itself to meeting the criteria set by the National Highways Sector Scheme (NHSS) Committee by following the training and assessment route highlighted in the documents (12A/B and D).

The training centre also offers New Road and Street Works (NRSW) units 2 & 10, manual handling training, and conflict management training and sources external training to meet external learner's requirements.

### 1.3 Awarding Bodies

- Lantra Awards
- SQA (Pending)

### 1.4 Current Named Personnel

**Training centre Manager:** Gavin Kershaw

**Coordinator:** Gavin Kershaw

**Internal Verifiers:** Gavin Kershaw & John Brocklesby

**Trainers:** Gavin Kershaw, John Brocklesby

**Assessors:** Gavin Kershaw, John Brocklesby

### 1.5 Reference Documents and Standards

- National Highways Sector Schemes 12A/B and D (NHSS).
- Chapter 8 part 1 & 2.
- New Road and Street Works A Code Of Practice (ACOP).
- An Introduction in to the Use of Portable Traffic Signals (pink book).
- Traffic Signs Regulations And General Directions 2016 (TSRGD).
- The Street Works Scheme Document.
- Street Works Qualification Register.
- Highways England Interim Advice Notes (IANS).
- Awarding Bodies Centre Approval Documents.

## **1.6 Equipment Requirements for Training and Assessments**

- Current course and assessment documents.
- Chapter 8 both part 1 & 2.
- TSRGD.
- ACOP's 1 per learner.
- Pink book 1 per learner.
- Pen, pencil, ruler 1 x of each per learner.
- Projection or TV screen equipment.
- White board or flip chart with pens.
- Table and chairs allowing 1 metre clearance from each learner.
- Current traffic management equipment to satisfy equipment list requirements for the learner.
- PPE.
- Policies and procedures clearly displayed.
- A road that can be used for centre based assessments that has the characteristics required by the standard.

## **1.7 Review**

Review of this policy will take place annually and will be communicated to all learners where nessersay.

### ***What will be reviewed:***

- The Policy in its entirety.
- Legislation and codes of practice relevant to this policy.
- All reference documentation as listed in 1.5 of this document.
- Awarding bodies standards.

## **2.0 Responsibilities**

### ***Training Centre Manager/Coordinator:***

- To be the first point of contact between the centre and it's awarding bodies.
- To ensure policies and procedures are in place to support the quality assurance and IQA process.
- To ensure that policies and procedures are reviewed regularly and updated in line with current legislation and awarding bodies standards.
- To ensure that the most current version of all documentation is used and communicated to relevant personnel.
- To chair and arrange quarterly IQA and Centre meetings for internal verifiers and assessors to meet and discuss strategy, feedback and standards.
- To support the sharing of best practice amongst trainers, assessors and internal verifiers.

- To liaise between awarding bodies' quality assurance staff and trainers, assessors and internal verifiers when external quality assurance staff wish to visit.
- To communicate the subsequent quality assurance report to appropriate personnel.
- To ensure that any required actions and development points identified in external/internal quality assurance reports are discussed and acted upon.
- Notify the awarding bodies of any learner who requires reasonable adjustments or enters an appeal.
- To ensure all data passed on by trainers, assessors and internal verifiers is processed and submitted to awarding bodies within time frames stated in line with the Company/Centre's data protection policy.
- To ensure trainers, assessors and internal verifiers are aware of this and other policies set by the Company/Centre.
- Complete accident investigation and communicate/assist with the awarding bodies findings of investigations when linked to the activities of the centre.
- Provide a safe working environment for employees and learners.
- Notify trainers and assessors of any learners reasonable adjustments where identified prior to course or assessment delivery.
- Communicate training and assessment feedback to the company or learners Manager where required.

***Internal Verifier roles and responsibilities:***

- To facilitate and support trainers and assessors.
- To assist trainer and assessors in the standardisation of assessment evidence and training delivery by always sharing and showing best practice.
- To sample training and assessment evidence/delivery according to the internal verification procedure.
- To countersign evidence as confirmation of verification where required.
- To complete internal verification reports and summary sheets and communicate with the Coordinator and Centre Manager.
- Check and Maintain CPD records and make them available to the Coordinator and Centre Manager for awarding bodies external quality assurance staff on request.
- To contribute to the Centre's review of policies, procedures, training and assessment material and resources.
- To participate in any assessment appeal as indicated in the Company/Centre's appeals procedure.
- To participate in any complaint as indicated in the Company/Centre complaints procedure.
- To attend and participate in any visits by the awarding bodies quality assurance staff, as required.
- To be aware of the risk of malpractice and act according to the Company/Centre procedure.
- To respond positively to advice and support from the Coordinator, Centre Manager and awarding bodies.
- Ensure audits are complete in line with the Centres audit planner.
- Make decisions on appeals by learners at the relevant stage and support all parties where necessary.

***Trainer roles and responsibilities:***

- To undertake candidate induction and ensure that correct paperwork is completed.
- To complete a specific risk assessment before courses take place.
- To support the learner through course delivery.
- To ensure that any reasonable adjustments are identified and discussed with the learner confidentially and the Coordinator/Centre Manager where required.
- To deliver training as per the awarding bodies standard or company/centre standard when internal courses are delivered.
- To induct learners in to the centre and make them aware of welfare arrangements, access and egress and emergency arrangements.

- To make all learners aware of the company/centres policies and procedures.
- To support candidates where necessary.
- To discuss candidate training arrangements with colleagues to ensure a standardised approach.
- Provide feedback to the Coordinator/Centre Manager and Operations Manager/Director (company only).
- To attend and participate in standardisation meetings.
- Maintain a CPD record and make this available to awarding bodies external quality assurance staff on request.
- To contribute to the company/centre's review of policies, procedures, learning and assessment material and resources.
- To participate in any appeal as indicated in the centre appeals procedure.
- To participate in any complaint as indicated in the centre complaints procedure.
- To attend and participate in any visits by the awarding bodies quality assurance staff.
- To be aware of the risk of malpractice and act according to the centre procedure.
- To attend training and read updated materials where required.
- To ensure all contact information is kept up-to-date and to notify the Coordinator/Centre Manager of any changes.

***Assessor roles and responsibilities:***

- To undertake candidate induction and ensure that correct paperwork is completed.
- To complete a specific risk assessment before assessments take place.
- To support the learner through the assessment process.
- To ensure that any reasonable adjustments are identified and discussed with the learner confidentially and the Coordinator/Centre Manager where required.
- To conduct assessments as per the awarding bodies standard and company/centre standard.
- To induct learners in to the centre and make them aware of welfare arrangements, access and egress and emergency arrangements when required.
- To make all learners aware of the company/centres policies and procedures.
- To support candidates where necessary and make them aware of the assessment process and standard.
- To provide re-assessment for candidates where necessary.
- To assess candidate evidence against the standards.
- To record assessment decisions and provide feedback to candidates on submitted evidence.
- To discuss candidate assessment arrangements with colleagues to ensure a standardised approach.
- Provide feedback to the Coordinator/Centre Manager and Operations Manager/Director (company only).
- To attend and participate in standardisation meetings.
- Maintain a CPD record and make this available to awarding bodies external quality assurance staff on request.
- To contribute to the Company/Centre's review of policies, procedures, learning and assessment material and resources.
- To participate in any assessment appeal as indicated in the centre appeals procedure.
- To attend and participate in any visits by awarding bodies quality assurance staff.
- To be aware of the risk of malpractice and act according to the centre procedure.
- To attend training and read update materials where required.
- To ensure all contact information is kept up-to-date and to notify the Coordinator/Centre Manager of any changes.

**Learners:**

- Notify the Coordinator/Centre Manager of any reasonable adjustments or medical requirements.
- Read the company/centres policies and procedures.
- Comply with PPE requirements as instructed by the company or centres requirements.
- Notify the Coordinator/Centre Manager of any perceived malpractice or discrimination.
- Understand the awarding bodies standard that you are being trained and/or assessed to.
- Follow awarding bodies procedures and help them in their roles where necessary.
- Report accident, incidents or near-misses.
- Ensure that you hold the correct category of licence or qualification for driving or operating machinery or plant.
- Follow the Company's paperwork that you have been given such as risk assessments and method statements.

**3.0 Health and Safety****3.1 Risk Assessment and PPE**

A risk assessment should be completed by the trainer/assessor before commencing. The assessment is to be documented on appendix A and forwarded to the Coordinator/centre Manager on completion of the course/assessment.

If any risk is deemed too high then the trainer/assessor shall contact the Coordinator/Centre Manager for further guidance before commencing. All training centre personnel shall wear the relevant PPE required by the company standard or site standard set at that time.

**Hazards to be aware of in assessment or Training environments:**

- Location for learners to meet for briefing.
- Location of learners during other assessments.
- Location, briefing and sight of company risk assessments and method statements.
- Weather and traffic conditions.
- Parking and access/egress from training facilities.
- Facilities such as drinking water and toilets.
- Disabled access and egress.
- Signed and displayed escape routes and fire warning alarm/evacuation procedures, including muster points.
- First aiders and location of first aid equipment.
- Slips, trips and fall hazards such as trailing cables.
- Drug and alcohol use or abuse by the learner or employee.

**Responsibilities:**

All trainers, assessor's and Internal Verifiers are responsible for completing the risk assessment, implementing control measures and making learners aware of specific hazards and the control measures.

**Appendices:**

See appendix A

**Control and storage:**

All risk assessments completed must be kept in the course delivery folder for IV and EQA purposes and assessment event risk assessments must be forwarded to the Centre Coordinator/Centre Manager for retention and audit purposes.

### 3.2 Induction

All learners shall be inducted prior to the commencement of training course or assessments commence. The Coordinator/Centre Manager will notify the trainer/assessor of any medical arrangements or reasonable adjustments via email prior to commencement.

***The Induction will consist of:***

- Introduction by the trainer/assessor by name and a brief background history.
- Fire alarm, evacuation, muster point and firefighting equipment.
- First aiders, first aid kit and accident reporting.
- Smoking areas and policy.
- Welfare facilities such as toilets, drinking water and hot/cold drinks facilities.
- General health and safety brief covering hazards highlighted in the risk assessment.
- Breaks.
- PPE requirements.
- Reasonable adjustments.
- The standard to which the learners are being trained or assessed to.
- The Company/Centre/awarding bodies policies and where to locate them.
- Test paper results/marks required and opportunities to give and receive feedback.

***Responsibilities:***

All trainers, assessor's and Internal Verifiers are responsible for inducting learners before any training or assessments take place.

***Appendices:***

All course PowerPoints prompt this induction prior to delivery and assessors complete the briefing as part of the risk assessment. See appendix A

***Control and storage:***

All risk assessments completed must be kept in the course delivery folder for IV and EQA purposes and assessment event risk assessments must be forwarded to the Centre Coordinator/Centre Manager for retention and audit purposes.

### 3.3 Accident Reporting

The Company/Centre have a duty to report accidents and investigate them accordingly to identify causative factors and prevent recurrences. The Centre recognises its duty to inform awarding bodies when an accident occurs during course or assessment delivery to help the awarding body investigate and prevent recurrences. In the Company H&S policy there is an accident procedure that will allow the capture, investigation and communication with the awarding bodies in line with their requirements.

***Responsibilities:***

The Coordinator/Centre Manager must complete the accident appendices and follow the Company accident procedures. The notification of an accident to the awarding body must come from the Coordinator/Centre Manager. The trainer/assessor must notify the Coordinator/Centre Manager of any accident, incident or near-miss within the time frames set out in the procedure.

***Appendices:***

See Health & Safety policy, accident procedure and appendices.

***Control and storage:***

All accident reports must be retained on the Company/Centre server for IQA and EQA purposes. All details must be kept secure within the Centre.



## 4.0 Recognition of Prior Learning

Recognition of prior learning will assist a trainer/assessor in making decisions on a learners competence and will give a guide as to what knowledge and ability a learner may have that may assist in decision being made before a final decision is made against a standard.

This may also prevent duplication of units by the learner and prevent learners being put at a financial disadvantage.

Clarity on awarded or part completed units can be verified by an IV and/or EQA via logbook evidence or confirmation of completion or part completion by the awarding body.

The Company/Centres policy will ensure that recognition of prior Learning is transparent, rigorous, reliable, fair and accessible to everyone.

### ***Responsibilities:***

**Coordinator/Centre Manager** – Forward RPL to IV, EQA other Companies/Centres where applicable. Request RPL from external learners/Centres/Managers prior to training/assessment where applicable.

**Internal Verifiers/External Verifiers** – Verify evidence where required and complete the correct IQA/EQA report where applicable.

**Trainer/Assessors** – Complete all supporting evidence correctly in line with the Centres standards to ensure that RPL can be verified by external parties or other Company's/Centres to prevent the learner being put at a disadvantage. Check RPL prior to commencing course/assessment delivery and acquire validity if required.

### ***RPL may apply to:***

- All NHSS 12A/B & D training and assessments.
- Unit 2 & 10 Signing, Lighting and Guarding.
- Proving competence for any tasks/activity required by the company/centre (employment only).

### ***Items to consider for RPL:***

In order to achieve the above, a learner must produce valid and reliable evidence of learning to support any claims based on experience. A learner may claim RPL against a whole unit or several units. It is not possible to award part units, but where the RPL evidence does not fully meet the needs of a complete unit, the missing information may be provided via the same assessment processes that are undertaken by a taught group of learners. Evidence of such applications must be recorded within the learner's portfolio of evidence with such explanations as appropriate as to how such decisions have been reached. All such evidence must be reliable, current and valid with appropriate evidence detailing the decision process.

In order to achieve recognition of achievement there are two options open to the learner:

1. Undertake the same assessments as those following the formal course of learning and assessment that lead to the desired unit or qualification. These assessments may be undertaken without attending the teaching sessions if RPL can be obtained.
2. Submit a portfolio of evidence based on previous learning, skills and / or competence cross referenced to the learning outcomes and assessment criteria of the unit or units for which RPL is being sought.

Under some circumstances there may be a limit to the proportion of a qualification that can be achieved by either credit transfer or RPL. Consideration may be given to accepting a maximum percentage of RPL.

Learners wishing to avail themselves of this method of accreditation must negotiate the procedure with the organisation through which they wish to claim the award of credit. The awarding body may choose to charge a fee for these services.

### ***Principals of RPL for the IQA, Coordinator and Centre Manager:***

- RPL is a valid method of enabling individuals to claim credit for units and qualifications, irrespective of how the learning took place and the assessments undertaken. There is no difference between the achievement of the required standards through prior learning and through a formal programme of study.
- RPL must comply with all regulatory requirements for assessment. RPL policies, processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.
- RPL is a learner-centred voluntary process. The individual should be offered advice on the nature and range of evidence considered appropriate to support a claim for assessing RPL, and be given guidance and support to make his or her claim.
- The process of RPL is subject to the same standard of quality assurance and monitoring processes as any other form of learning and assessment within the company/centre.
- Assessment methods for RPL must be of equal rigour as other assessment methods, must be fit for purpose and relate to the evidence of learning. An individual may claim RPL for any whole unit unless the assessment criteria of a unit states otherwise. For example if an external assessment sets the standard of learning outcome that a learner must achieve, then the learner must pass the external assessment to achieve the unit and gain the credit.

**Appendices:**

All logbook and assessment paperwork from the awarding bodies allow for the entry of RPL for retention, communication and audit as per IV and EQA requirements.

**Control and storage:**

All training files, certification, assessment portfolios must be retained in the training centre filing cabinets that are secured in the head office, Leeds. All RPL is available for release on request by a learner or company.

**5.0 Data Protection**

The Company/Centre will retain awarding bodies test and training materials, learner training files, learner details and information in a secure location with restricted, controlled access.

They will meet the Companies/Centres commitment to its and its awarding bodies to the Data Protection Act 1998.

The focus of the Act is on protecting personal data, which is information from which an individual can be identified. This includes data that is stored as hard copies and/or on computer systems, including emails.

With regard to information gathered, the Company is not required to register with the Information Commissioner's office as information gathered / retained in relation to learners attending for training and assessment purposes only, is forwarded on to the awarding body, who then decide how the information is processed. All other information obtained in relation to Company employees also exempts the organisation from registering with the Information Commissioner. A copy of the main parts of the courses and assessments will be kept for 7 years in line with NHSS and awarding bodies requirements.

**What the Company will and won't do:**

The centre determines the purposes for which, and the manner in which, personal data is to be processed. This procedure outlines how the company/centre in practice complies with the principles of the Act.

- The Company/Centre collects the minimum amount of personal data which is processed fairly and lawfully in accordance with the rights of data subjects under the DPA. This includes obtaining the consent from that individual who is made aware as to the purpose(s) of the data collection by oral or written means. In the case of data deemed to be sensitive (e.g. gender, ethnic origin, special need).
- The Company/Centre must request and process certain data for equal opportunities purposes including reasonable adjustments that may need to be made.

- The Company/Centre obtains data only for specified and lawful purposes, and shall further process data in any manner compatible with those purposes for which it was obtained and for which the individual has agreed.
- The Company/Centre keeps under review the data that is collected and the purposes for which this data is collected.
- The Company/Centre collects data that it is adequate, relevant and of appropriate quantity and not excessive in relation to the purposes for which it is processed.
- Where it is deemed necessary to collect other information this is held securely, used only for the specified purpose that it is collected and for the minimum period of time required.(7 years)
- Achievement data is retained for the purposes of reporting to the awarding bodies as required.
- The Company/Centre makes every effort to ensure that data held is accurate and kept up-to-date with regularly reviews and cleansing of databases. These exercises involve contacting data subjects to review the accuracy of the information held.
- In order to ensure that personal data processed for any purpose or purposes is kept for no longer than is necessary, The Company/Centre keeps under review the length of time data is kept for, ensuring that any data that is stored is for a specific purpose and does not keep data beyond the time deemed necessary or 'just in case'. Regular archiving of data that needs to be retained for a specified period takes place.
- When data is no longer required to be held it is shredded and/or deleted.
- The Company/Centre ensures that learners are aware of the purposes of processing data supplied by them.
- The Company/Centre Data Protection Policy is made available to all learners. Additionally, computer systems that store personal data are secure and password protected, making them available only to those staff that need to use them. Where documentation contains personal data this is kept secure and when no longer required deleted and hard copies shredded.
- The Company/Centre does not transfer data to any country or territory outside of the European Economic Area. In the unlikely event that a situation should arise where transfer of data is considered, Centurion will ensure compliance with the Act.

***Requests for data:***

A learner is entitled to be told if data is being processed about him/her, to be given a description of the data (the purposes and recipients) and to be provided with the information constituting personal data and the source. The Company/Centre will supply information where:

- A request in writing has been made.
- The Company/Centre is satisfied as to the identity of the applicant.
- The Company/Centre is able to locate the requisite data.

Where these criteria have been met the Company/Centre will comply within 40 calendar days. Where complying with the request would lead to disclosing data about another identifiable person we are not able to comply unless the other individual has consented or it is reasonable to comply without consent.

***Responsibilities:***

**Coordinator/Centre Manager** – On request and authorisation by the learner, communicate data. Ensure that data is stored, communicated and deleted in line with the above.

**Internal Verifiers/External Verifiers** – Ensure that data is controlled with the above.

**Trainer/Assessors** – Ensure that data is controlled with the above.

***Control and storage:***

All training files, certification, assessment portfolios must be retained in the training centre filing cabinets that are secured in the head office, Leeds. All deleted files are destroyed accordingly in line with the above. Retention currently stands at 7 years.

## 6.0 Document Control and Standardisation

The Centre will hold quarterly standardisation meetings where all trainers and assessors will be requested to attend or will be updated with the meetings minutes. The aim of the meetings is to produce feedback from the IQA and EQA audits and ensure that the latest version of paperwork, course materials and awarding bodies' criteria is being used.

### ***Items to be discussed at meetings:***

- Assessment, course, Centre and awarding body paperwork and PowerPoint.
- Version control.
- IQA and EQA feedback to trainers and assessors.
- Industry changes.
- Health & Safety, accident, incidents etc.
- Industry standards.
- Trainer and assessor feedback.
- Policies and Procedures.
- CPD.
- Support.

**Coordinator/Centre Manager** – Produce Centre standard forms and documents. Arrange the quarterly meetings and notify all to attend. Minute meetings and document supporting evidence. Prepare document control and check against the awarding bodies prior to the meeting see appendix B

**Internal Verifiers/External Verifiers** – Prepare IQA feedback and complete feedback forms (Appendix E) where required. Provide input in to the minutes where necessary.

**Trainer/Assessors** – Attend meetings and action any points raised against them. Ensure that documents and delivery aids are the current version as per the document control register Appendix B.

### ***Appendices:***

Appendix B and E

### ***Control and storage:***

All meeting minutes and audits are to be kept in the IQA folder as per IV and EQA requirements.

## 7.0 Internal Verification Procedure

The purpose of this procedure is to provide objectives devised to ensure that the Centre will effectively comply with internal and external verification requirements and/or the national standards. The procedure will ensure that those working under the Centre and the learners meet the standards set by it and the awarding bodies. Regular audits against the Centre's Policy and its Procedures will ensure compliance and allow the Centre to continuously improve its and its learner's needs.

### ***The Centre will ensure that:***

- All personnel with internal verification/moderation responsibilities are suitably qualified to undertake this role.
- That all training, assessment, internal verification personnel and learners are aware of the internal verification procedure and strategic objectives and can facilitate the implementation.
- Training, assessment, internal verification personnel development needs are taken into consideration that developing and newly qualified internal verifiers are given the necessary support to fulfil their duties effectively.

- Audit sample across trainers/assessors of between 5% & 10% of learner evidence for trainers and assessors who are deemed to be Category A \* are carried out.
- Audit samples across trainers/assessors of between 50% & 75% of candidate evidence for trainers and assessors who are deemed to be Category B \* are carried out.
- Audits across trainers/assessors of 100% of candidate evidence for trainers and assessors who are deemed to be Category C \* are carried out.
- All assessors and all types of assessment (including direct observation of assessment practice) are internally verified across all active assessment sites, over a twelve month period in line with the audit planner.
- All training courses are submitted for IQA and EQA purposes in line with the assessment planner.
- That records and documentation of assessment, internal verification decisions are maintained for external verification purposes
- That all assessment and internal verification records per candidate are maintained for a period of 7 years after certification has occurred.
- All trainers and assessors maintain a current CPD log and make this available on request.
- The three stages of verification are covered to show a summative report where possible.
- Standardisation meetings are held quarterly to ensure of compliance and enable communication.
- All IQA reports, training course materials and learners portfolios/logbooks are available on request by the awarding bodies.
- All Internal Verifiers are approved and qualified in line with the awarding bodies requirements.
- All trainers, assessors and internal verifiers hold the current competency cards and have industry knowledge in line with the standards to which they are working to.
- Make reference to the trainers/assessors/ IV within the company structure.
- Keep all trainers and assessors up to date on industry standards and changes within the awarding bodies.

### ***Roles and Responsibilities:***

**Coordinator/Training Centre Manager** – Produce Centre standard forms and documents. Arrange the quarterly meetings and notify all to attend. Minute meeting minutes and document supporting evidence. Prepare document control and check against the awarding bodies prior to the meeting see appendix B.

**Internal Verifiers/External Verifiers** – Prepare IQA feedback and complete feedback forms with assessors and trainers where required in line with IQA grading. Provide input in to the minutes where necessary. Ensure that assessments and course delivery is consistently delivered in line with the awarding bodies standards. Complete IQA reports on trainers and assessors in line with the audit planner and the above points in line with the awarding bodies requirements. Prepare for and assist external awarding bodies on visits, making IQA reports available on request by the awarding bodies and the Coordinator/Centre Manager. Secure information in the training centre and ensure that restricted access is maintained.

**Trainers and Assessors** – Deliver courses and assessments in line with the Centre and awarding bodies standards and to meet specified criteria. Ensure that all supporting evidence is current, authentic, signed and referenced. Attend standardisation meetings and action any feedback from the IQA and EQA reports. Provide support to learners and make reasonable adjustments where required.

### ***Strategy:***

All documentation will be made available to the IV's and a summative examination will be carried out when a learner's logbook, portfolio or training course materials have been completed by the assessor or Instructor and the results are being submitted to the awarding body, in line with sampling percentages and trainer/assessor grading. IQA will be run in line with the yearly planner appendix F, and where identified the IQA will carry out a summative report in line with all 3 stages as identified below. This can be done by the IV's in real time during the delivery of a course or assessment. Interim reviews can be carried out by the IV's by sampling evidence on completion of a course delivery or assessment prior to submission to the awarding bodies using all 3 stages below.

**Interim (shallow) review** – Review of course paperwork against the Centre Policy and awarding bodie's standards. Review of interim assessments before submission to the awarding bodie's for units or competency cards.

**Summative (deep) review** – Review of course and assessment planning, delivery, supporting evidence and submission to the awarding bodies for units and/or competency cards.

**Stage 1 – Planning of the training course or assessment.**

- Awarding body and IV notification of the pending/completed course or assessments date(s).
- Notification to the learner of the start time, policies, standards and requirements.
- Notification from the learner of any reasonable adjustments.
- Receipt of any RPL.
- Authorised persons.

**Stage 2 – During delivery of the course or assessment.**

- Completion of a risk assessment.
- Communication of reasonable adjustments.
- Training and/or assessment aids and room requirements.
- Induction/welfare requirements met.
- Version control.
- Delivery style and compliance.
- Form completion and verification.
- Feedback

**Stage 3 – Post delivery of course or assessment.**

- Evidence completion and supporting documents.
- Referencing.
- Completion of awarding bodie's logbooks, forms and applications.
- Completion of learner entry and applications for certification and/or card.
- Receipt and distribution of certificates and/or cards.
- Completion of IV reports and feedback.
- Learner interviews.

***Dormant and new instructor/assessors:***

Where a trainer/assessor has remained dormant for more than 12 months or is new to the Centre, they will be categorised as category C\*. The trainer/assessor will be given the opportunity to shadow a category A\* trainer/assessor prior to their first delivery of a course or assessment.

An IV will conduct a summative observation on the trainer/assessor as soon as practicable.

***Trainer/assessor grading:***

Category	Rational in grading for assessors	Rational in grading for instructors	Percentage of sampling
A*	Assessor with continuous practice in the award who shows consistency required by the IQA and awarding body	Trainer with continuous practice in the award who shows consistency required by the IQA and awarding body	5 – 10%
B*	Assessor with either a break in the award or not assessing against the	Trainer with either a break in the award or not delivering courses	50 – 75%

	award standards consistently. Former category A* assessor who is experiencing difficulties with the award. Former category C* assessor who has shown continuous development and consistency against the award.	against the award standards consistently. Former category A* trainer who is experiencing difficulties with the award. Former category C* trainer who has shown continuous development and consistency against the award.	
<b>C*</b>	Assessor who is either new to the Centre or award or has been dormant for more than 12 months. Former category A* or B* assessor who is experiencing difficulties with the award. Assessor returning after suspension or investigation by the awarding body. Any assessor requiring 100% supervision as identified by the IQA.	Trainer who is either new to the Centre or award or has been dormant for more than 12 months. Former category A* or B* trainer who is experiencing difficulties with the award. Trainer returning after suspension or investigation by the awarding body. Any trainer requiring 100% supervision as identified by the IQA.	<b>100%</b>

**Appendices:**

Appendix C, D and E

**Control and storage:**

All meeting minutes and appendices must be stored in the Centre IQA folder for EQA audits and internal review.

**8.0 Reasonable Adjustments**

The Company/Centre needs to identify learners with reasonable adjustments and make arrangement to facilitate those that may require an adjustment. The Company/Centre will capture this information prior to training or assessments commencing and give the learners additional opportunities to approach the trainer/assessor.

**Types of Reasonable adjustment:**

- Literacy difficulties i.e. reading or writing.
- English is not the Learner’s first language and thus has difficulty understanding.
- Mobility problems / disabled access / egress.
- Poor eyesight, difficulty seeing the presentation screen
- Hearing problems
- Dietary requirements if offering food, such as allergies etc.

**Responsibilities:**

**Coordinator/Centre Manager** – Distribute the course/assessment confirmation sheet appendix J to all external parties prior to delivery. Notify the awarding bodies of any learner who requires reasonable adjustments. Liaise with the trainer/assessor on adjustments when notified.

**Internal Verifiers/External Verifiers** – Ensure that reasonable adjustments have been recorded and those adjustments that have been made are referenced correctly during IQA work.

**Trainer/Assessors** – Read learner profiles and previous feedback for signs of reasonable adjustments and implement adjustments where required. Complete appendix J before any training commences as a second chance of recoding adjustment requirements.

**Appendices:**

Appendix J

**Control and storage:**

All reasonable adjustment forms must be stored confidentially and made available for IQA and EQA purposes.

**9.0 Malpractice and Maladministration**

The Company/Centre will deal with cases where any kind of malpractice or maladministration is suspected or alleged, and where there are reasonable grounds for that suspicion or allegation. The following is designed to ensure that any such cases are thoroughly investigated and that appropriate action is taken where necessary.

**What is malpractice and/or maladministration:**

Malpractice may be defined as deliberate wrong doing or misconduct. Maladministration may be defined as inefficient, bad or dishonest management or administration, this may or may not be deliberate, the two can overlap. The following list is not exhaustive, but is intended to give examples of malpractice / maladministration within the context of training, assessment and certification.

The Company/Centre requires that Instructors and assessors report any case of suspected malpractice and/or misadministration to the Coordinator/Centre Manager and/or the IV and EV.

**Types of malpractice/maladministration:****Learners**

- Falsifying records.
- Pretending to be someone else.
- Failing to disclose a medical condition which might jeopardise the safety of themselves or other people.
- Cheating during test/assessment.

**Instructors or assessors**

- Giving deliberate misleading information.
- Failing to carry out assessments as required for the qualification.
- Breach of confidentiality of assessment materials (including loss or theft).
- Copying test papers without authorisation.
- Submitting false claims for certificates or skills identity cards.
- Failing to co-operate with anyone carrying out quality checks.

**Investigation process:**

The Coordinator/Centre Manager will collect all details and evidence and notify the Centre IV, EV and awarding body. The Centres IV and/or EV will then follow the awarding body's Procedure and investigate the matter in full.

**Possible Outcomes:**

Where the investigation shows that malpractice or maladministration has occurred, the awarding bodies will take the appropriate action.

This could include;

- A temporary ban on attending the awarding body's courses or registering for other qualifications.
- A temporary or permanent suspension of approval as an instructor, trainer and/or assessor.
- Withdrawal of certificates or cards.
- Sanctions imposed as per the awarding body's spectrum.



**Right to appeal:**

Those involved in the malpractice or maladministration case may appeal against the outcome or any sanction(s) imposed as a result. Details of how to appeal are included in the awarding bodie's appeals policy.

**Responsibilities:**

**Coordinator/Centre Manager** – Liaise with the awarding bodie's EV and provide evidence where required. Enforce and police the above. Communicate any findings of investigations and liaise with the EV and IV on sanctions. Notify external companies of any of the above instances by a learner.

**Internal Verifiers/External Verifiers** – Conduct investigations and notify awarding bodies of instances of the above. Assist the EV in investigation and carry out audits and actions/sanctions by the awarding bodies.

**Trainer/Assessors** – Read and follow the above. Notify the IV, EV and Coordinator/Centre Manager of any instances of the above. Communicate to the learners what constitutes to the above if asked or instances have the potential to arise. Assist the EV and IV in the investigation.

**Learners** – Understand what constitutes to instances of the above and notify the Coordinator/Centre Manager of any instances of the above. Assist the EV and IV in investigation.

**Control and storage:**

Any instances of the above will be treat with confidentiality where applicable and reports will be retained accordingly within the Centre.

## 10.0 Safeguarding

This following is designed to help protect young people aged 18 and under and vulnerable people of all ages from any form of unacceptable behaviour including sexual misbehaviour, physical acts, inappropriate remarks, suggestive gestures, pictures or other material, or other forms of abuse such as physical violence or bullying.

**How to report and allegation:**

All allegations should be taken seriously, where issues are raised with regards to any young person or vulnerable adult within the Company/Centre. These will be referred to the Coordinator/Centre Manager, IV, EV and/or the awarding bodies.

**The Company/Centre will:**

- Take all reasonable steps to ensure the health, safety and welfare of any child or vulnerable person.
- Ensure that the activities which they direct are appropriate to the age, maturity and ability of those participating.
- Consistently display high standards of personal behaviour and appearance. Remember that Young People regard adults as role models and ensure your behaviour, language, gestures etc. are appropriate and above reproach.
- Not make any unnecessary physical contact with young people. If you accidentally hurt a young person, or cause distress in any way, report the incident as soon as possible. Parents/carers should also be informed of any occurrence.
- Record any allegations.
- To minimise opportunities for children to suffer harm of any kind whilst participating in courses or assessments, the Company/Centre will ensure that school/organisation staff and/or parents/carers are given full policies including that of the awarding bodies.

**Responsibilities:**

**Coordinator/Centre Manager** – Liaise with the awarding bodies EV and provide evidence where required. Enforce and police the above. Communicate any findings of investigations and liaise with the EV and IV on sanctions. Notify external companies of any of the above instances by a learner.

**Internal Verifiers/External Verifiers** – Conduct investigations and notify awarding bodies of instances of the above. Assist the EV in investigation and carry out audits and actions/sanctions by the awarding bodies.

**Trainer/Assessors** – Read and follow the above. Notify the EV and Coordinator/Centre Manager of any instances of the above. Communicate to the learners what constitutes to the above if asked or instances have the potential to arise. Assist the EV and IV in the investigation.

**Learners** – Understand what constitutes to instances of the above and notify the Coordinator/Centre Manager of any instances of the above. Assist the EV and IV in investigation.

***Control and storage:***

Any instances of the above will be treated with confidentiality where applicable and reports will be retained accordingly.

## **11.0 Appeals and Complaints**

The appeals procedure allows for appeals to take place where learners, instructors, assessors or providers feel that the Company/Centre did not apply procedures consistently or follow procedures properly and fairly. This policy applies to any of the Company/Centre training or qualifications.

***What a learner can appeal against:***

- Decisions following the outcome of assessment.
- Decisions regarding reasonable adjustments and special consideration
- Decisions relating to any action to be taken against a learner or provider following an investigation into malpractice or maladministration
- Appeals must be made in writing in all instances.

***Who to appeal to:***

Appeals can be made by providers, trainers, assessors or learners. Where an appeal is made with regards to internal assessment, the appeal must be made to the provider in the first instance by approaching the Coordinator/Centre Manager. Learners should only appeal to the awarding bodies if the Company/Centres internal appeals procedures have been exhausted.

Where an appeal relates to the result of an assessment that is set and marked by an awarding body, the appeal can be made direct to that awarding body (details supplied on request).

Subsequently an appeal can be made to the regulatory bodies, as appropriate, Ofqual, Spring Place, Herald Avenue, Coventry, CV5 6UB Tel 0300 303 3344 and in Scotland to the SQA on 0345 279 1000.

***Making an appeal:***

Appeals must be made within 3 calendar months of the date of the event that the appeal relates to, e.g. date of test or course. All appeals must be submitted to the Coordinator/Centre Manager or Head of Quality and Services at the awarding body, the appeal must be made on appendix H.

Where the appeal to Lantra is against the outcome of assessment there is a cost of £50 per learner appealing to cover administration and re-marking costs, however if the appeal is upheld this fee will be reimbursed.

***Investigating an appeal:***

**Stage 1 - Collation of information and initial decision:**

On receipt of an appeal and supporting documentation this information will be reviewed by the Coordinator/Centre Manager. Other parties may be contacted for further information where necessary, for example assessors, verifiers or examiners. Every effort to resolve any appeal quickly and will make at least an

initial response and acknowledge of receipt of an appeal within 5 working days. Following receipt of an appeal by an awarding body, that awarding body will aim to move to stage 2 within 10 working days.

**Stage 2** - Referral to the awarding body and Quality Committee members:

The appeal will be referred to the awarding body and/or Quality Committee (or suitable and competent independent persons nominated in their stead) to decide the outcome within a further 10 working days. Committee members have appropriate competence to undertake decisions with regards to appeals. This stage may be conducted via telephone, email or other appropriate form of communication. The awarding body's appeals procedure will be appropriate to the award that the appeal is against. The awarding body's decision will be final.

**After the appeal:**

If the appeal indicates a failure in the Centres and/or awarding body's assessment process all reasonable steps will be taken to ensure that:

- Other learners affected are identified.
- The failure is corrected where possible.
- Effects of the failure are mitigated where possible.
- Action is taken to prevent a re-occurrence.

**Responsibilities:**

**Coordinator/Centre Manager** – Liaise with the awarding bodies EV and provide evidence where required, conduct investigations and notify awarding bodies of instances of the above. Enforce and police the above. Communicate any findings of investigations and liaise with the EV and IV on sanctions. Make initial decisions on appeal to resolve appeals where possible.

**Internal Verifiers/External Verifiers** – Assist the EV in investigation and carry out audits and actions/sanctions by the awarding bodies.

**Trainer/Assessors** – Read and follow the above. Notify the Coordinator/Centre Manager of any instances of the above. Communicate to the learners what constitutes to the above if asked or instances that have the potential to arise. Assist the EV and IV in the investigation.

**Learners** – Understand what constitutes to instances of the above and notify the Coordinator/Centre Manager of any instances of the above. Assist the EV and IV in investigation.

**Appendix:**

Appendix H

**Control and storage:**

Any instances of the above will be treated with confidentiality where applicable and reports will be retained accordingly within the Centre.

**12.0 Personal Development Plans (Company Employees Only):**

The Company recognises that employees will not understand the Company's Policies and Procedures immediately and it must ensure that an employee must be competent in all activities that the Company asks of its employees.

In addition to the NHSS and SLG training through the awarding bodies, the Company will put provisions in place to train and check competency of employees before they undertake tasks on behalf of the Company on their own or unsupervised.

**The PDP will cover the following:**

- Company procedures.
- Safeguarding systems (fatigue etc).

- Client's procedures.
- Fines and breeches of legislation.
- Housekeeping.
- Vehicle and plant fitness checks.
- Specific training on plant and equipment.
- Temporary traffic management installation, maintenance and removal.
- Company method statements and risk assessments.

**Responsibilities:**

**Coordinator/Centre Manager** – Liaise with Operations Manager on learner's requirements once identified as ready for awarding bodies training and/or assessment. Enforce and police the Policy and Procedures.

**Learners** – Understand the PDP and complete the PDP forms with the LTMO and/or appointed person.

**Control and storage:**

All PDP files will be stored within the training centre in the employees personnel file.

**13. 0 Conflict of Interest**

No employee or linked trainer/assessor or IV shall derive any personal profit or gain, directly or indirectly, by reason of his or her participation with the centre. This shall also include the member's business or other non-profit affiliations, family and/or significant other, employer, or close associates who may stand to receive a benefit or gain.

Everyone shall disclose to the Centre Manager personal interests which he or she may have in any matter pending before the organization and shall refrain from participation in any discussion or decision on such matter. In addition, anyone listed within the centres control shall refrain from obtaining any list of clients or donors for personal or private solicitation purposes at any time during the term of their affiliation.

Any new member of the Centre shall be given this policy at the time of their induction and the policy will be reviewed annually.

We understand that the purposes of this policy are to protect the integrity of Centre and the Awarding Bodies' and the organization's decision-making process as well as to enable our constituencies to have confidence in the integrity, intentions and actions of anyone associated with the Centre. To that end, we understand that this policy is not meant to supplement good judgment and all constituents should respect its spirit as well as its wording.

**Coordinator/Centre Manager** – Liaise with the awarding bodies EV and provide evidence where required, conduct investigations and notify awarding bodies of instances of breeches of the above. Enforce and police the above. Communicate any findings of investigations and liaise with the EV and IV on sanctions. Make initial decisions on appeal to resolve appeals where possible.

**Internal Verifiers/External Verifiers** – Assist the EV in investigation and carry out audits and actions/sanctions by the awarding bodies.

**Trainer/Assessors** – Read and follow the above. Notify the Coordinator/Centre Manager of any instances of the above. Communicate to the learners what constitutes to the above if asked or instances that have the potential to arise. Assist the EV and IV in the investigation.

**Learners** – Understand what constitutes to instances of the above and notify the Coordinator/Centre Manager of any instances of the above. Assist the EV and IV in investigation.

**14. 0 Equal Opportunities**

The aim of this policy is to communicate and emphasise the commitment of the Centre in accordance with the Equality Act 2010. It affirms that both the Management and staff will rigorously observe the principles and actively pursue the objectives set out in this statement.  
The Centre will ensure that policy is fully implemented.

It is the Centres policy to provide employment and its services equality to all irrespective of:

- Gender & gender reassignment
- Marital or civil partnership
- Having or not having dependants
- Religious belief or political opinion
- Race (including colour, nationality, ethnic or national origins)
- Health & Disability
- Sexual orientation
- Age
- Pregnancy & Maternity
- Learning requirements

The Centre is opposed to all forms of unlawful and unfair discrimination. All employees and job applicants (actual or potential) and trainees will be treated fairly and any selection for employment, promotion, learning and development or any other benefit will be based on aptitude and ability.  
The Centre recognises that the provision of equal opportunities in the workplace is not only good Management practice, but also makes sound business sense. The Centres equal opportunities policy will help all employees and learners to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the industry.

The Centre is committed to

- Promoting equal opportunities for all persons
- Promoting a good and harmonious environment
- Preventing occurrences of unlawful direct discrimination, indirect discrimination, harassment or victimisation.
- Fulfilling all legal obligations under the equality legislation and associated codes of practice.
- Complying with our own equal opportunities policy and associated policies.
- Taking lawful affirmative or positive action where appropriate.
- Regarding all breaches of equal opportunities policy as misconduct which could lead to disciplinary proceedings.

In order to implement the policy, the Centre will ensure that

- The policy will be made available to all employees and learners when requested
- The policy will be made available during the induction process to all new employees and learners
- The policy will be made available at the IQA meetings and amendments will be raised during the meeting.

Employees and/or learners who believe that they have suffered any form of discrimination, harassment or victimisation are entitled to raise the matter through the Centres grievance procedure. All complaints of discrimination will be dealt with seriously, promptly and confidentially.

**Coordinator/Centre Manager** – Liaise with the awarding bodies EV and provide evidence where required, conduct investigations and notify awarding bodies of instances of breaches of the above. Enforce and police the above. Communicate any findings of investigations and liaise with the EV and IV on sanctions. Make initial decisions on appeal to resolve appeals where possible.

**Internal Verifiers/External Verifiers** – Assist the EV in investigation and carry out audits and actions/sanctions by the awarding bodies.

**Trainer/Assessors** – Read and follow the above. Notify the Coordinator/Centre Manager of any instances of the above. Communicate to the learners what constitutes the above if asked or instances that have the potential to arise. Assist the EV and IV in the investigation.

**Learners** – Understand what constitutes instances of the above and notify the Coordinator/Centre Manager of any instances of the above. Assist the EV and IV in investigation.

## **15. 0 Drugs and Alcohol**

The aim of this policy is to communicate and emphasise the commitment of the Centre in regard to the use and misuse of drugs and alcohol when within the confines of the centre, a course or assessment location. It affirms that both the Management and staff will rigorously observe the principles and actively pursue the objectives set out in this statement.

This document provides an overview of the Company's stance on drugs and alcohol in the learning environment. It is important that learners are made aware of how we aim to prevent such problems.

It is vital that everyone understands how we expect employees to behave to ensure drugs and alcohol misuse does not have an adverse effect on an employee's performance, conduct and relationships at work.

Inappropriate use of drugs and alcohol can result in serious consequences for both individuals and businesses. Therefore, in taking proactive measures to address the issues of drugs and alcohol in the workplace THS Ltd have developed an effective drugs and alcohol policy in order to help clarify the company's rules and procedures for dealing with the issue in a fair, consistent and supportive manner.

### **The Centre will ensure that policy is fully implemented.**

The Company will ensure that its trainers/assessors and any sub-contractors are able to:

- Understand their responsibilities under the organisation's drugs and alcohol policy,
- Recognise impaired workplace performance or behaviour likely to be caused by the abuse of drugs or alcohol.
- Understand the process for identifying the effects of medication on the ability of learners to undertake courses and/or assessments that could affect the safety of themselves or others.
- Encourage learners to ask for advice and help in respect of problems arising from drugs or alcohol.

### **THS Ltd expects the following to happen:**

- To have a learning environment that is free from the effects of drugs and alcohol
- To protect the health, safety and welfare of THS employees, sub-contractors and other learners and to encourage anyone who suspect that they have a drug and alcohol related problem to seek help voluntarily.
- Any learner, employee or sub-contractor should not work under the influence of drugs or alcohol.
- Any learner, employee or sub-contractor who is unfit to work/attend due to the effects of drugs and alcohol, will be prevented from carrying out their course/assessments.
- Prevent any learner, employee or sub-contractor from being in possession of, or deal in the use of, drugs whilst on a course or assessment.
- To prevent risks to any learner, employee, sub-contractor and the general public from the effects and abuses of drugs and alcohol.

- To prevent the effects of alcohol and drugs bringing the company, associated businesses and clients into disrepute.
- To comply with relevant legislation requirements, i.e. Health and Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999.

### **Drugs and alcohol may cause accidents**

Therefore, accidents might occur due to the following:

- **Lack of co-ordination**  
Drugs and alcohol can interfere with the ability to reason and to control our actions.
- **Reaction to speed**  
Our ability to recognise or underestimate immediate danger is greatly reduced i.e. if a car is driving towards you.
- **Short-term memory**  
Certain drugs are known to interfere with our short-term memory and alcohol has much the same effect.
- **Judging distances**  
The ability of judging distances will become significantly impaired after drugs and alcohol use.
- **Difficulty making decisions**  
Drugs and alcohol can greatly impair the ability to make clear, informed logical decisions and cloud our perception.

### **Use of medication**

THS Ltd has a process in place that enables learners to report the use of prescribed and over-the-counter medicines to the instructor/assessor if deemed necessary.

THS Ltd ensures that on receipt of such a report from a learner they can refer to advice provided by a competent authority to identify the likely effects on the ability of the learner to carry out his or her duties through their employer or funded by themselves if independent to satisfy the instructor/assessor.

Any learner shall not be allowed to carry out safety critical work or tasks if the medical authority advises that such a course of action is necessary. In these cases, it is permitted to either:

Request that the learner visit their own General Practitioner and obtain alternative medication that will not affect their performance, if available, or instigate special measures to permit the learner to carry out their normal duties safely or instigate control measures to permit the learner to undertake other than their normal duties.

THS Ltd communicates this policy to all learner's vis the learner induction and are made aware of its location via the website. THS Ltd reviews this alcohol and drugs policy as part of the review of the safety management system, at no greater intervals than every twelve months.

**Coordinator/Centre Manager** – Liaise with the awarding bodies EV and provide evidence where required, conduct investigations and notify awarding bodies of instances of breeches of the above. Enforce and police the above. Communicate any findings of investigations and liaise with the EV and IV on sanctions. Make initial decisions on appeal to resolve appeals where possible. Carry out testing on any employees as and when required.

**Internal Verifiers/External Verifiers** – Assist the EV in investigation and carry out audits and actions/sanctions by the awarding bodies.

**Trainer/Assessors** – Read and follow the above. Notify the Coordinator/Centre Manager of any instances of the above. Communicate to the learners what constitutes to the above if asked or instances that have the potential to arise. Assist the EV and IV in the investigation.

**Learners** – Understand what constitutes to instances of the above and notify the Coordinator/Centre Manager of any instances of the above. Assist the EV and IV in investigation



## Appendix A Risk assessment

Type of works		Training and Assessment Event				Risk assessment Ref No	N/A			
Location(s) of course/assessment						Method statement Ref No	N/A			
Number of persons at risk (anticipated in each category)		Employee	Contractor	Public	Visitor					
		Up to 12	Up to 12	Variable	Possible					
Code: L - Likelihood C - Consequence R - Risk Rating (L X C = R) all ratings are calculated on 5 by 5 scale										
Hazard Ref No	Description of hazard	Description of risk	Initial risk rating			Control measure	Methods of monitoring the control measures	Residual risk rating		
			L	C	R			L	C	R
1 cont	Vehicular traffic on road whilst carrying out the assessment	Collision with learner or trainer/assessor.	3	4	12	<ol style="list-style-type: none"> <li>1. All learners and trainers/assessors to wear high visibility vest or jacket to BSEN 20471 and high visibility trousers fastened correctly.</li> <li>2. Face oncoming traffic where possible when installing equipment.</li> <li>3. Adequate induction and brief given at the start of the day.</li> <li>4. Advance warning signs to be placed out first and in advance of the works.</li> <li>5. All operations to be carried out on the non-live side of the vehicle and access and egress to be from the safe side.</li> <li>6. All vehicles to have 360 degree roof mounted beacon of at least 2 light sources and high visibility markings to face oncoming traffic at all times. High visibility fluorescent yellow stripe down the length of the vehicle and red flashes on all facing door edges.</li> <li>7. On site RA to be completed prior to all works commencing. If any hazards are highlighted then control measures to be put in place. Learners holding the relevant Method statement.</li> <li>8. Trainers and assessors and /or learners not taking part to remain either in the training centre or on the footway.</li> <li>9. Any site visitors shall be briefed on site rules and asked to read this risk assessment before entering site.</li> <li>10. Works to be carried out in low traffic flows.</li> </ol>	The Trainer/Assessor to monitor control measures and ensure of implementation before course or assessment commencing and revisit throughout the event.	1	4	4

## Appendix A Risk assessment

2	Pedestrian traffic	Collision with equipment	4	2	8	<ol style="list-style-type: none"> <li>1. All equipment when placed is to either be 450 mm away from live traffic or guarded with cones, 610 signs and lamps if required.</li> <li>2. Minimum widths to be maintained as stated in the ACOP for two way traffic.</li> <li>3. On site RA to be completed prior to all works commencing. If any hazards are highlighted then control measures to be put in place.</li> </ol>	1	2	2
3	Pedestrian traffic	Collision with vehicles.	4	5	20	<ol style="list-style-type: none"> <li>1. All footways to be kept clear including any temporary to a minimum of 1 meter preferable 1.5 meters.</li> </ol>	2	5	10
4	Manual handling of equipment	Injury to back or others by dropping equipment.	4	5	20	<ol style="list-style-type: none"> <li>1. Use good manual handling techniques.</li> <li>2. Park the vehicle in a safe location as close as possible to the area that the item has to be placed.</li> <li>3. Assess each lift individually.</li> <li>4. Use 3 points of contact when climbing on/off to the rear of all works vehicles.</li> <li>5. Wear the correct PPE.</li> <li>6. All mechanical equipment to be inspected as per the schedule.</li> <li>7. Manual handling training and assessment during the induction and 12D training process.</li> </ol>	3	5	15
5	Slips, trips and falls in the training room. Fire and accidents	Tripping over cables or equipment left around the office. Not knowing where to go in the event of the fire alarm being raised or an accident occurring.	2	3	6	<ol style="list-style-type: none"> <li>1. The trainer/assessor to check the centre prior to the day beginning and remove any trip or slip hazards.</li> <li>2. The trainer/assessor is to highlight any dangers to the learners and speak to the building appointed person so that</li> </ol>	1	3	3

## Appendix A Risk assessment

						<p>hazards are highlighted.</p> <ol style="list-style-type: none"> <li>3. FA kit carried or supplied by the location to be confirmed on arrival.</li> <li>4. Confirmation of the fire plan, escape points and muster point to be confirmed on arrival.</li> <li>5. Communicate the location of the fire escapes, muster point and alarm system to the learners.</li> <li>6. Be a qualified first aider or know the location of the first aider.</li> <li>7. Take note of the location of firefighting equipme</li> </ol>			
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Fire plan and escape route located and communicated		Muster point located and communicated		FA kit and FA facilities located		Training room adequate for course delivery		Welfare facilities located and communicated	
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Trainer/Assessors name:		Signature:		Date:	
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## Appendix B Version Control Register

Document/Item Name	Version Number	Date Reviewed
12A/B General operative paperwork	V3 0:2016.17	02/02/19
12A/B General operative PPP	V3.1 06 2016.17	02/02/19
12A/B TTMBC paperwork	V2 06:2016.17	02/02/19
12A/B TTMBC PPP	V2.1 06 2016.17	02/02/19
IPV paperwork	V7.0 2018	02/02/19
IPV PPP	V7.0 2018	02/02/19
TTMBC	V2 06 2016.17	02/02/19
12D M1/2	V4 44.2016.17	02/02/19
12D M3	V4 44.2016.17	02/02/19
12D M4	V4 44.2016.17	02/02/19
12D M5	V4 44.2016.17	02/02/19
12D M6 PPP and workbook	V4.1 44.2016.17	02/02/19
12D M6 test 1 and Instructor guidance	V4 44:2016.17	02/02/19
12D M6 test 2 and model answers	V4.2 44.2016.17	02/02/19
12D T7 reference material	V4 44:2016.17	02/02/19
12D T7 PPP and all other paperwork	V4.1 44.2016.17	02/02/19
TTMCE PPP	TMCE_PP_v1.15_06092017	02/02/19
TTMCE paperwork	TMCE_QP1a_v1.4_010516	02/02/19
HECI	V3 10 2018	02/02/19
SQA systems and approval guide	Aug 2015	02/02/19
The Street Works Scheme	October 2015 issue 2	02/02/19
Lantra Awards Centre Requirements P&P's	V6	02/02/19
NHSS 12A/B	NHSS-12AB_9001-2015_Issue-2_10-2017	02/02/19
NHSS 12D	NHSS-12D_9001-2015_Issue-3_04-2018	02/02/19
NRSW ACOP	October 2013 seventh impression 2016	02/02/19

## IV Sampling Report Of Assessments

<b>Internal Verification Sampling Report for Sector Scheme 12 logbooks and assessments</b>				<b>IV Report Number</b>			
<b>Date of Verification</b>		<b>Type of Verification</b>		<b>Interim</b>		<b>Summative</b>	
<b>Observation Visit</b>	<b>YES</b>	<b>NO</b>					
<b>Internal Verifier</b>	<b>Assessor</b>	<b>Candidate(s) Names</b>		<b>Qualification</b>			<b>Log book Number (Lantra)</b>
			<b>12D</b>	<b>12A/B</b>	<b>Unit 2</b>	<b>Unit 10</b>	
<b>Assessment Dates and Vist Reference Numbers</b>							

<b>Supporting Evidence provided by the Assessor</b>	<b>Y</b>	<b>N</b>
Assessor Observation Records		
Photographic Evidence		
Works Orders, Job Numbers, SRW numbers, Road Space Booking Confirmation		
Scheme Drawings, Site Plans		
Equipment Loading Sheets		
Vehicle defect sheets		
Site Maintenance Records		
Method Statements & Method Statements		
Learner Induction and RPL		
<b>Evidence Requirements to Satisfy Verification</b>	<b>Y</b>	<b>N</b>
Has the candidate been directly observed by the Assessor on all occasions		
Has knowledge and understanding been assessed fully		
Has the full range of performance criteria been met		
Are the records of assessment up to date and accurately completed		
Has the Assessor provided suitable and relevant supporting evidence		
Is the evidence presented in a format that is easy to follow, understand and verify		
Has final Submission (If Summative) been completed correctly		
<b>Feedback and Action Points for the Assessor (continue on reverse if necessary)</b>		

## IV Sampling Report Of Assessments

<b>Internal Verifier Signature</b>		<b>Date</b>	

<b>I confirm that I have read and understood the feedback and that all action points have been completed</b>			
<b>Assessor Signature</b>		<b>Date</b>	

## IV Sampling Report Of Course Delivery

<b>Internal Verification Sampling Report for Sector Scheme 12 Courses and Unit 2 &amp; 10 Presentation</b>				<b>IV Report Number</b>			
<b>Date of Verification</b>		<b>Type of Verification</b>		<b>Interim</b>		<b>Summative</b>	
<b>Observation Visit</b>	<b>YES</b>	<b>NO</b>					
<b>Internal Verifier</b>		<b>Trainer(s)</b>		<b>Qualification</b>			
				<b>12D</b>	<b>12A/B</b>	<b>Unit 2</b>	<b>Unit 10</b>
<b>Learners Names</b>							

<b>Supporting Stage 1 Prior to Delivery</b>	<b>Y</b>	<b>N</b>
Awarding Body notification		
Notification to the learner of course dates and times		
Reasonable adjustments		
Recognition of prior learning		
Equipment Loading Sheets		
Trainer is competent and authorised for delivery		
Has the venue the required equipment		
<b>Stage 2 During Delivery</b>	<b>Y</b>	<b>N</b>
Completion of risk assessment as per appendix A		
Training aid are sufficient		
Are the numbers of learners correct to the awarding bodies limits		
Attendance and reasonable adjustments forms complete		
Induction and welfare discussed		
Location of policies and procedures		
Version control correct of course and accompanying paperwork to the awarding body		
Delivery style and compliance with the standard acceptable		
Test paper completion correct and in the correct environment		
Feedback and completion of awarding bodies forms		
<b>Stage 3 Post Delivery</b>	<b>Y</b>	<b>N</b>
Completion of awarding bodies paperwork and candidate entry		
Final submission		
Retention of documentation		
Security and Data Protection		
Receipt of end product and distribution		
<b>Feedback and Action Points for the Assessor (continue on reverse if necessary)</b>		

## IV Sampling Report Of Course Delivery

<b>Internal Verifier Signature</b>		<b>Date</b>	

<b>I confirm that I have read and understood the feedback and that all action points have been completed</b>			
<b>Assessor Signature</b>		<b>Date</b>	



## IV Quarterly Feedback Form

<b>IV Feedback for Assessor/Trainer</b>	<b>IV Report Number</b>	
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<b>Internal Verifier</b>	<b>Trainer/Assessor</b>
<b>IV quarterly feedback dates from and to</b>	

<b>Feedback to Trainer/Assessor</b>	<b>Y</b>	<b>N</b>
CPD plan up to date		
Agree when the next IV meeting will take place		
Did the last EV visit highlight any action against the Assessor/Trainer		
Has any action highlighted been implemented		
Feedback given at an appropriate time and pace		
Feedback given in a constructive and encouraging way		
Feedback given which met the needs and was at an appropriate level		
IV's decisions/Observations clearly explained		
Encourage the trainer/assessor to get advice on the observation/assessment decisions		
Use or referred to the qualification standards during the observation feedback		
<b>Can the Trainer/Assessor Explain</b>	<b>Y</b>	<b>N</b>
How to access centres procedures		
How to identify and gain resources to support learners with particular training/assessment needs		

<b>Feedback and Action Points for the Assessor (continue on reverse if necessary)</b>

## IV Quarterly Feedback Form

<b>Internal Verifier Signature</b>		<b>Date</b>	
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<b>I confirm that I have read and understood the feedback and that all action points have been completed</b>			
<b>Trainer/Assessor Signature</b>		<b>Date</b>	

## Training Centre Audit Planner

Name of Trainer/Assessor and Grading	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Gavin Kershaw			C		A			A		A		

Course	Assessment
C (complete)	A (complete)
C (Planned)	A (Planned)
C (not completed)	A (not completed)

# Training Centre Matrix

Name	Surname	T1	T2	CB	Live TL	Live S/G	T3	Live	Live	Live	T4	Live	T5	CB	Live	T6	T7
Lucas	Bedford		02/08/2019														
Jamie	<a href="#">Black</a>		06/12/2018														
Bradley	<a href="#">Burgin</a>		27/03/2022														

# Appeals and Complaints Form

<b><u>Confidential</u></b>		<b>Form Number</b>	
<b>Name of person completing this form</b>		<b>Date of Appeal/Complaint</b>	

Are you making an appeal against a			
Learner	Trainer	Assessor	The Centre
<b>Names of person(s) involved if a complaint</b>			

Nature of Complaint

Awarding Bodies Notification	Y	N
Have you approached the awarding body about your appeal/complaint		
Do you require an awarding bodies complaint/appeals contact details		
If Yes which one		
<u>Internal use only</u>	Y	N
Was the complaint/appeal resolved		
If yes how		
Was the complaint/appeal resisted to the awarding body		
If yes who with and reference numbers if applicable		

<u>Feedback and Action Points for the Complaint Appeal</u>

# Appeals and Complaints Form

<b>Coordinator/Centre Manager, IV/EV Signature</b>		<b><u>Date</u></b>	

<b>I confirm that I have read and understood the decision and accept it in its entirety</b>			
<b>Person Making the Complaint/Appeals Signature</b>		<b>Date</b>	

# CPD Log

Trainer/Assessor Name	Month	Activity	Duration/CPD Hours	Any Additional Action and Feedback
Gavin Kershaw	Jan	IQA Quarterly Meeting	3	Good feedback from the Centre employees and those linked to it. Centre standard and CPD reviewed and new Training Policy well communicated

# Course Confirmation and Reasonable Adjustments

<b>Course name</b>								
<b>Duration</b>								
<b>Dates</b>								
<b>Maximum number of learners</b>								
<b>Learners requiring special consideration</b>								
Learner name	See key at the bottom of the page						Allowances To be given	Lantra Awards code
	1	2	3	4	5	6		

As part of its equal opportunities policy, we shall make allowances to allow equal access / opportunities to those learners with certain difficulties. In order for us to achieve this, it is of benefit to us if we know in advance of any difficulties candidates may have, so that we can make the necessary adjustments in advance. Please tick the appropriate column where applicable, in line with the key below. A copy of the Training Centres policies are attached and available on request at any point by emailing [gavin@thstraining.co.uk](mailto:gavin@thstraining.co.uk)

Please supply the above information regarding those learners you wish us to make adaptations / allowances for. DO NOT COMPLETE THE SHADED RIGHT HAND COLUMN.

This information should be e mailed to. [gavin@thstraining.co.uk](mailto:gavin@thstraining.co.uk)  
All adjustments must be emailed to [Sector.Schemes@lantra.co.uk](mailto:Sector.Schemes@lantra.co.uk) by the Centre Manager (Gavin Kershaw) where reference codes will be obtained.

- Column 1 – Literacy difficulties i.e. reading or writing.
- Column 2 – English is not the Learner’s first language and thus has difficulty understanding.
- Column 3 – Mobility problems / disabled access / egress.
- Column 4 – Poor eyesight, difficulty seeing the presentation screen
- Column 5 – Hearing problems
- Column 6 – Other, Please specify