

Professional Training Solutions ASSESSMENT CENTRE

Learner Handbook



Professional Training
Solutions



Your learner handbook

This booklet is intended to give you some basic information about completing a qualification with PTS Assessment Centre. You are shown a copy during your induction – further copies are available for you within resources on the Quads Direct; <http://www.quads-direct.co.uk/> E-portfolio system.

When you begin your qualification, Professional Training Solutions will formally register you with an Awarding Organisation (CACHE / ILM / OCR) and you will receive the Learner's Handbook that sets out all the Units within your qualification. You will also receive your registration pin number that must be written on all records.

If you want further information about your qualification and the arrangements made for you to achieve it, you can contact:

- Your assessor / tutor or Internal Quality Assurer
- The co-ordinator in your employing or training organisation
- The Assessment Centre Manager

Contents:

	Welcome to Your qualification Pack
	Introduction to PTS Assessment Centre
	Information, Advice and Guidance – journey and details Induction agenda
	Your Portfolio
	Agreement between all parties the collecting evidence
	The Assessment Process
	Purpose of the Assessment Contract
	What happens during an Assessment
	The Safe Learner Concept
	Policies and procedures

Thank you for choosing PTS and good luck with your qualification

Our Mission Statement

Professional Training Solutions is a private training and development provider. Offering a range of training, qualifications, and accredited short courses to both employers and individual learners delivered by competent specialist staff. We aim to ensure every learner reaches their full potential and is inspired by the training they undertake.

Our Vision

Professional Training Solutions is working towards becoming one of the largest private and independent training providers in Surrey, London and the South East. Offering training that is in demand by employers to build the skills, knowledge, and behaviours that employers are requiring of their employees and potential employees, as well as building confidence, self esteem and inspiring learners to reach their full potential. We want to be the provider of choice and centre of excellence for the delivery of all the training that we offer.

Professional Training Solutions aspires to be at the forefront of new developments in our sector, embracing government reforms in the adult education sector, embedding technological advancements in delivery of our programmes, delivery of new qualifications that are being demanded by our employers, learners and stakeholders, as well as innovative blended learning delivery solutions.

Our aim is to build longlasting and beneficial relationships with our learners, employers, key stakeholders and employers to make a difference.

Professional Training Solutions will be a sustainable and environmentally friendly business which maintains a reputation for quality and continues to grow.

Our Values

- A**spire to inspirational learning
- C**elebrate and reward success
- H**elp staff and learners to achieve their full potential
- I**nvolve employers, learners and staff
- E**nsuring professional delivery and support
- V**alue and appreciate staff and learners
- E**quality of opportunity for all

Our Customer Reason to Buy (our Unique Selling Point)

- 1.1 We offer training that makes a real difference to the business of our employers evidenced in our employer surveys.
- 1.2 Employers buy into us, our passion, commitment and innovation.
- 1.3 Employers buy into our involvement and understanding of the sectors we are delivering in.
- 1.4 Employers build relationships with our training staff (mainly due to our staff retention), and their competence, experience and expertise in the qualifications they deliver.
- 1.5 Delivered by professional, knowledgeable, vocationally competent staff.

PTS ASSESSMENT CENTRE

- 1.6 Our trainers and assessors going that extra mile.
- 1.7 Innovative and flexible delivery models offered with mapping of previous work.
- 1.8 Training that helps individuals build self-esteem and confidence as well as gives new skills, knowledge and behaviours.
- 1.9 Qualifications that help learners feel more valued at work.
 - We can evidence progression: Into jobs and Promotion

Information, advice and guidance (IAG)

IAG is at the heart of our delivery to ensure learners access the most appropriate learning, remain engaged in their chosen course of learning and ultimately achieve a relevant qualification.

PTS, provide an IAG service for learning and skills, which will be accredited to the Matrix Quality Standard. IAG will be imbedded in within your learning programme, regardless of your funding.

The IAG process falls into three stages:

1. Getting in – via your IAG session relating to your current role, abilities and needs. An Individual Learning Plan will be completed and initial assessment carried out to ensure you are on the correct course at an appropriate level.
2. Getting on – regular reviews of your progression to ensure any changes/further support/training options are identified
3. Moving on – on you completion review your next step options will be discussed.

In your IAG sessions you should expect:

- The session to be conducted in a friendly and welcoming manner so you are encourage to engaged fully in the process.
- To be told about different resources, websites, people and organisations that can help you with you education and career plans.
- To be told about possible training qualifications, workshops and resources relating to you current job role and needs.
- To be guided on the best route for you as an individual.
- To be assured you will be provided with the support and guidance you will need to successfully complete you programme of study.
- To be encouraged to develop your learning plan and be guided on future training opportunities.

Your learner journey

It is important to PTS that our learners feel supported at all times throughout their course of study. In order to achieve this PTS strives to provide ongoing information, advice and guidance to all our learners and clients. The diagram below briefly describes your learning journey and support aspects along the way:

Initial enquiry: PTS will provide information about our courses, services and funding available to you, plus application forms for you to apply.

Application and pre-induction paperwork: once your form has been received induction paperwork and Initial assessments are sent out.

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Assessor allocation & Induction: An assessor is allocated and will arrange a full a comprehensive session and completion of an individual learning plan to ensure you are on the right course.

Ongoing support and assessment: Regular visits and meetings with your assessor, review of your progress and updating your action and individual learning plans.

Mid point review – a mid point information session to review progress, ensure you are still happy with our course and give guidance on future options.

Final review session – review of your course, information, advice and guidance on progression routes and other learning opportunities.

Internal quality assurance / End point assessment / sign off and completion: Certificate requested and sent to you. Final course evaluation and follow up call/letter to let you know about other learning opportunities.

PTS ASSESSMENT CENTRE

PTS will also work closely with your employer to provide them with information and updates on training available to their staff, funding opportunities and any other useful information. PTS prides itself on providing a tailored, flexible, high quality service to all learners and clients.

Should you have any queries or require further information please do not hesitate to contact the office centre.

What is an Individual Learning Plan?

Your Individual Learning Plan sets out what you are aiming to achieve while you are on a Train to Gain funded training programme. The individual learning plan is a starting point for planning your learning. It will provide a planning tool tailored to your individual needs and requirements. The process of planning learning carries on continuously until you reach your goals. This ILP will provide an essential record of what has been agreed at the start.

Who is responsible for completing and updating my Individual Learning Plan?

You, your manager and PTS Ltd will complete your Individual Learning Plan, having first agreed the programme that is best for you. PTS, your assessor, your employer and YOU, all share the responsibility for your success and also for agreeing any changes and updates to your learning programme. Your Individual Learning Plan should be kept up-to-date, and should record all your achievements whilst on your training programme. ILPs are used to monitor, assess and record progress and achievement throughout your vocational training.

Updating your ILP:

Regular progress reviews are essential, and with your assessor please complete a review form each time there is a formal progress review with your assessor. These will take place as part of your assessment process. Any major changes to your plan must be recorded on your ILP using a ILP review/amendment form as provided by your assessor.

Data Protection Act 1998 / General Data Protection Regulations

All staff and learners must conform to the provisions of the Data Protection Act, and those superseded by the General Data Protection Regulations.

Data Protection controls how personal and sensitive information is used by organisations. Everyone responsible for using data has to follow strict rules and to use it fairly and lawfully.

Professional Training Solutions staff are fully aware that learner information is covered under these data protection laws and therefore must only be entered, amended and deleted by designated staff.

Should you have any further questions please do not hesitate to contact PTS on 01252 712945.

PTS ASSESSMENT CENTRE

Course Expectations and Code of Conduct

You will achieve your qualification by collecting evidence from your work and showing your knowledge and understanding of this. In order to do this you will need to be supported by other people – your assessor/tutor, your manager, your mentor / coach and the Assessment Centre.

You, **the learner** agree to:

- ◆ Participate in an initial induction process at the start of the programme and complete initial assessments to establish your entry status and possible support needs
- ◆ Attend relevant workshops and other training events
- ◆ Ensure that you keep agreed appointments with your assessor / tutor
- ◆ Work with your assessor to plan how to do your qualification and agree a timetable for doing so
- ◆ Collect evidence and organise this in such a way as to enable your assessor to make a decision
- ◆ Keep your manager or placement supervisor informed of your progress and agree dates of meetings with assessors or workshops with the manager
- ◆ Recognise that to achieve your qualification in the time agreed you would need to do quite a bit of work on the qualification in your own time

It is unacceptable to;

Refuse to work or co-operate with members of PTS staff

Abuse members of PTS staff verbally or physically

Influence others to conform to your own beliefs and values

Behave in a manner to demean a fellow learner or member of staff or act in a way that puts others at risk.

Your **assessor / tutor** agrees to:

- ◆ Arrange regular contact with you to plan your assessment and learning plans and assist you with collection of evidence and portfolio building
- ◆ Undertake observation and questioning
- ◆ Review your evidence and work and make a decision on whether it meets the skills and knowledge required
- ◆ Provide you with feedback on your competence and suggest ways in which you might develop your skills and knowledge
- ◆ Respond to concerns or complaints that you may have
- ◆ Liaise with your manager to facilitate your on and off the job learning
- ◆ Keep proper records and pass these to internal quality assurers and Assessment Centre for certification

Your **internal quality assurer** agrees to:

- ◆ Support the assessor to meet the requirements of the Centre
- ◆ Undertake an observation of the assessor in the workplace at least once a year
- ◆ Assist and support assessors and share information with them
- ◆ Sample learner's portfolios checking that the assessor is maintaining records and assessing fairly and consistently
- ◆ Provide assessors with feedback and further help and advice in order to maintain high quality assessment
- ◆ Respond to a learner's complaint about assessment
- ◆ Keep proper records and pass these to the Assessment Centre for certification

PTS ASSESSMENT CENTRE

Learning - Key Roles

Who	What do they do
The learner	You will work with your assessor/tutor to plan your work. You will need to produce work to the agreed target dates and attend any learning sessions.
The workplace Mentor / coach	<ul style="list-style-type: none"> ◆ Give constructive guidance and feedback ◆ reflect on their practice and enhance their current knowledge ◆ gain experience in practical activities and experiences
The assessor / tutor	<p>Help plan your learning</p> <ul style="list-style-type: none"> ◆ Provide training and guidance ◆ Assess you using a range of evidence methods, including observation and questioning ◆ Review and judge your work against the national standards ◆ Give you feedback on your evidence and progress ◆ Record your results and update your assessment plans
The internal quality assurer	<ul style="list-style-type: none"> ◆ Sample and sign off your units ◆ Support the work of your assessor ◆ Ensure the quality of the qualifications
Assessment Centre (PTS)	<p>The Assessment Centre Co-ordinator & Administrators:</p> <ul style="list-style-type: none"> ◆ Ensures that registration and results are promptly processed ◆ Liaises with the Awarding Organisations/ funding bodies and other monitoring agencies ◆ Provides all required paperwork needed for assessors
The external Quality Assurance	The external verifier is appointed by the Awarding Organisation to check that the Assessment Centre is meeting all the requirements and offering a quality qualifications. They will audit your work to allow us to certificate.
Awarding Organisations	Award nationally recognised qualifications. Approve course materials and set assessment criteria. They supply the qualification certificate.
Education Skills Funding Agency	Fund further education qualifications and apprenticeships and carry out audits on training providers

PTS ASSESSMENT CENTRE

What happens during an assessment

To gain a qualification or apprenticeship, a learner must produce evidence, which is assessed against national standards for occupational competence. These standards cover:

- ◆ Technical skills and behaviours
- ◆ Planning and problem-solving skills
- ◆ Ability to deal with unexpected events
- ◆ Ability to work with other people
- ◆ Ability to apply knowledge and understanding that underpin overall competence

The teaching, learning and assessment process

The key purpose of assessment is to confirm competence. Within gaining a qualification this is achieved through the process of collecting and judging evidence against the standards. Within an apprenticeship it is about the End-point Assessment where judgements on your learning and understanding will be made by a third party after you have completed your learning.

Assessment is the process, by which a learner is able to show the assessor or end-point assessor, that they can work to the competencies relevant to the work role. This assessment is:

- ◆ Centred on actual performance
- ◆ Individual to each learner
- ◆ Includes feedback which is designed to help learners work towards achieving competence against all the standard criteria

Key principles of assessment

- ◆ All standards must be assessed and evidence should be sufficient to cover the criteria outlined in the standards
- ◆ Evidence supplied by learners should relate clearly and directly to specified standards
- ◆ Assessment will be based on an individual's evidence not on comparison or contrasts between learners
- ◆ The assessment process will be open to quality assurance
- ◆ The assessment process will be free of overt or covert discriminatory practices with regards to gender, race, culture, ability, sexuality, religion or disability

Your portfolio

A portfolio is the means by which you demonstrate all your evidence against standards and reflect your learning and understanding.

PTS uses web based e-portfolio systems which provide an integrated system of uploading and storing learning journals, assignments and evidence that has been produced.

This will involve a short training session on how to use the system and then require you to be able to have basic computer skills in attaching documents to the web site and your portfolio. The centre and assessor will talk to you about this system as part of your induction.

Presenting Evidence

The following points give general guidance on presentation. Some of them are very obvious and will certainly include points that you are aware of. However, it is amazing how often the most basic things can be forgotten in the final stages of presentation.

- ◆ Make sure your name and pin number / registration number is on all the relevant forms.
Check you have signed in all the correct places
- ◆ Each document should be identified and placed in the order given in the contents page
- ◆ Technical terms/ jargon are either explained or avoided
- ◆ Hand written documents are legible
- ◆ Evidence drawn from work documents is clear and legible
- ◆ Items are clearly identified and pages numbered
- ◆ Evidence relating to standard procedures or documents is clear to outsiders
- ◆ Scanned evidence is up the right way and is straight on the page and readable.

Guide to Assessment Questions

To meet the course content, the key words in assessment questions must be met.

Analyse; Break the topic down into separate parts and examine each part. Show how the main ideas are related and why they are important.

Compare ; Examine the subjects in detail looking at similarities and differences

Critically analyse; Examine in detail and consider the similarities and differences and identify the positive aspects and limitations

Demonstrate; Apply skills in a practical situation or show an understanding of the topic

Describe; Write or speak about the topic or activity giving detailed information

Discuss; Give a detailed account including a range of views or opinions

Evaluate ; Review evidence from different perspectives and come to a valid conclusion or reasoned judgement

Explain ; Make clear detailed information giving reasons, and showing how or why

Identify; recognise, list, name or otherwise characterise - source

Illustrate; Give clear information or description with examples (e.g.: spoken, written, pictures, diagrams)

Justify; Give a satisfactory explanation for actions or decisions
Listen Hear what is said

Reflect ; Learners should look at their action or experiences or learning and think about how this could inform their future action, learning or practice

Summarise; Give the main ideas or facts in a concise way

PTS ASSESSMENT CENTRE

Key Policies you need to know about

Health & Safety

You are expected to take reasonable care and responsibility for your own health & safety and that of others. Do not intentionally or recklessly interfere with anything provided in the interest of health & safety.

PTS will ensure that the learner, through the quality of their learning experience

- Gains an understanding of the importance of health and safety
- Understands how hazards are identified, risks are assessed and the principles of control measures
- Develops a set of safe behaviours, so that they play an active part in the process and acquire practical, transferable skills from their experience.

Statutory Requirements

For all workplace learners PTS staff will ensure the induction stage reflects the legal requirement under the Management of Health and Safety at Work Regulations 1999 (HMSO, 1999) in relation to providing information, instruction and training on recruiting new employees.

Workplace Induction

During your induction theoretical and practical health and safety aspects are covered:

- to all new learners and employees when they start a learning programme
- each time there are significant changes, such as changes in location or job.

By Employers

- when the learners start a work placement/experience
- each time there are significant changes, such as changes in location or job.

Statutory Requirements

The induction stage reflects the legal requirement under the Management of Health and Safety at Work Regulations 1999 (HMSO, 1999) in relation to providing information, instruction and training on recruiting new employees.

Objective

By the end of their first day of their learning programme (or shortly after in certain circumstances), each learner should understand:

- emergency arrangements
- any significant risks that may affect them
- control measures for the risks
- supervision arrangements and the contact person for any health and safety concerns
- any restrictions or prohibitions that apply to the
- any personal protective equipment or clothing that they must wear
- welfare arrangements
- the safety policy
- employer and employee rules (“dos” and “don’ts”)

Workplace Tour

Learners need to be shown around the workplace premises. Health and safety matters that relate to the above items should be pointed out to them.

For learners who are already in employment at the workplace, the funded organisation will need to make sure that the learners understand the above matters. If learners do not understand funded organisations must address this as part of any action or development plan agreed with the learner and employer.

Good Practice

For internal induction, it is good practice for learners to be provided with an entitlement statement.

Equality and Diversity Policy

This document sets out the Professional Training Solutions' policy with regard to providing equal opportunities for learners; clients and associates involved with the centre.

Commitment

Professional Training Solutions (PTS) Ltd, is committed to promoting a supportive and inclusive culture for all of our employees, clients and learners.

We aim to ensure that no job applicant, employee, client or learner experiences less favourable treatment on the grounds of Age, Pregnancy and Maternity, Sex, Disability, Marriage and Civil Partnerships, Race, Religion or Belief, Gender Reassignment and Sexual Orientation' as stated by the Equality Act 2010. By integrating individual strengths, we will maximise efficiency and creativity, and deliver greater client service.

We aim to promote practices and procedures which ensure equality of opportunity and eliminate any which unfairly discriminate, directly or indirectly.

Aims

PTS will work to ensure that employees are:

- Treated fairly and without discrimination during their employment, commencing with the recruitment and selection processes.
- Fairly appraised and rewarded for personal contributions to the organisation, taking into account internal and external comparisons and affordability.
- Able to work in a healthy and safe environment free from hazards.
- Able to access opportunities for training and development to develop to their full potential.
- Supported in balancing work and home life commitments and have requests considered objectively.
- Treated with dignity and respect in a fair and consistent manner in an environment where inappropriate behaviour is not acceptable.

PTS works for the elimination of discrimination and the promotion of good practice to ensure access to qualifications for all whilst continuing to meet the needs and wishes of the service users.

Reasonable adjustments will be made, where necessary, to ensure access to fair assessment for learners with special requirements such as dyslexia, shift work, disabilities and learning needs.

PTS will ensure that all its marketing materials promote equality of opportunity and positive images that represent the full range of groups listed above.

PTS will promote equality and diversity of opportunity by working to influence and encourage the development and sharing of best practice.

PTS will ensure that every training/education product and service it develops adequately addresses equal opportunities.

PTS will ensure recruitment, training and promotion opportunities will be made as widely available as possible, and that selection criteria for employment, training and promotion will be made solely on the basis of merit.

Disciplinary action will be taken against any member of PTS Ltd staff found responsible for harassment or discrimination.

Roles and responsibilities

PTS is committed to promoting equality for all. If an employee feels they have been subject to discrimination in employment, which is in direct conflict with our commitment to equality of opportunity, they should raise this with a director.

All employees have a responsibility to treat others with dignity and respect. If an employee is found to have acted in a deliberately discriminatory manner, appropriate disciplinary procedures will apply.

All employees, clients and learners will be informed that an equality and diversity policy is in operation and are bound to comply with its requirements. This policy will also be drawn to the attention of funding agencies, stakeholders and job applicants through appropriate communication channels.

It is expected that when staff are representing PTS in an external capacity, and as part of their role, that they will endeavour to ensure that equality and diversity principles and practices are adhered to.

Process

In pursuit of this, the centre will monitor and review policies and practices. It will in particular:

- Issue the policy statement to all staff and learners and other interested parties
- Work to ensure that Centre materials and information do not directly or indirectly offend or discriminate against individuals or groups
- Work to ensure that assessment practice does not discriminate, directly or indirectly against people or groups

We seek to ensure the following:

- The assessment of qualification's allow for the widest diversity of learners
- Our quality assurance process and all associated with assessment apply a fair and just process
- Assessment is entirely related to performance and will be not be influenced by race, colour, nationality, religion, ethnic or national origin, age, gender reassignment or parental/marital status, sexual orientation or disability.
- Equal opportunities and equality of diversity policies are operated in accordance with those of the awarding organisations
- We have an effective complaints and appeals procedure of which learners are made aware

Procedure

Abuse or discrimination on the basis of race, colour, nationality, religion, ethnic or national origin, age, gender reassignment or parental/marital status, sexual orientation or disability or employment status will not be tolerated. Anybody who feels they have been discriminated against has the right to refer to the Directors which will decide what action to take.

Learners' ethnicity will be a voluntary question at enquiry, registration and certification. Statistics will be produced using census criteria and will be available on request. These statistics will be reviewed annually.

Equal opportunities and open access to qualification's does not mean that all members / employers / clients of the centre must allow all their employees to register for work-based assessment as a right. Members must ensure that they operate an equal opportunities policy in relation to selection of learners to register.

PTS ASSESSMENT CENTRE

Any candidate member of staff / contractor or client who wishes to raise any issues in relation to equal opportunity should do so in writing to the Centre Manager or Operations Director – Sharon Lock at the PTS offices.

If this poses a problem they should make contact with the Centre Manager by telephone for guidance. If the issue is not resolved by the Centre to the learners' satisfaction they should contact their awarding body in writing.

Monitoring and Evaluation

PTS will regularly evaluate its services and the effectiveness of its equality and diversity policy.

Review of this Policy

PTS Training's commitment to equality and diversity is an active one. This document will be amended on a regular basis as part of this active commitment.

PTS will seek to keep up-to-date with new developments in Equality and Diversity practice and actively seek information on this issue. PTS supports the principle of equal opportunities for all people and is committed to a belief in the equal worth of all people together with a recognition and appreciation of diversity. We are committed to equality of opportunity in our provision of qualification's and any related training activity.

Every possible step will be taken to ensure that individuals are treated equally and fairly and that decisions taken throughout all PTS work activity will reflect the spirit of this statement.

Professional Training Solutions Centre Policy for Malpractice and Plagiarism

Malpractice refers to any deliberate act or practice which compromises, or threatens to compromise the process and integrity of assessment, and as a result the validity of the result or certificate awarded.

Regulations define plagiarism as,
"submitting work as the learner's own of which the learner is not the author".

This is passing off someone else's work whether intentionally or unintentionally as your own for your own benefit or advantage, **and may result in you being unable to complete your qualification and forfeiting all fees as it may be considered fraudulent.**

Collusion and Cheating

Within any PTS programmes we consider Collusion to have taken place if two or more learners use materials/content which they have not created themselves. PTS appreciates in some circumstances learners may work together on projects, however we expect learners to write up the assignment individually and reflect on their own learning from completion of the joint project. Any materials shared within the project must be acknowledged in order to avoid plagiarism and where possible content should be created independently to avoid this occurring.

Whilst you are enrolled with PTS, it is expected that you will:

- only hand in your own work for assessment
- clearly show when you have used information provided by someone else by giving the person's name and where you found the information in the references/bibliography and enclosing the quote with inverted commas
- Show where you have downloaded information from the internet and give the name of the site from where the information is taken.
- Not breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination or assessment rules and regulations;
- Abide by the conditions of supervision designed to maintain the security of the examinations or assessments;
- Copy from another learner (including the use of ICT to aid the copying);
- Not allow your work to be copied e.g. posting written coursework on social networking sites prior to an examination/assessment;
- Not show disruptive behaviour in the examination room or during an assessment session (including the use of offensive language);
- Not exchanging, obtaining, receiving, passing on information (or the attempt to) which could be examination related by means of talking, electronic, written or non-verbal communication;

- Allow others to assist in the production of evidence or assist others in the production of their evidence
- Not bring into the examination room notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations);
- Impersonate another person: pretending to be someone else, arranging for another person to take one's place in an examination or an assessment;

Malpractice, plagiarism, fraud and use of fraudulent signatures is taken very seriously within PTS. The quality of qualifications learners achieve through PTS is an indication of their knowledge and skills within the subjects they have studied. If the qualification has been obtained fraudulently then future employers and clients of services are being deceived.

We do not want to discourage learners from using research sources but all other sources of work have to be acknowledged and referenced within their work.

Acknowledging sources

If you want to use quotations in Projects, Work-based Assignments or similar assessments you can add a simple footnote, or acknowledge the source in a set of brackets within the text.

If you do use actual quotations though, here are some guidelines:

You may include brief quotations (up to 25 words or so) within your narrative, normally in inverted commas. If you use longer quotations make it absolutely clear that it is a quotation perhaps with a different typeface, by indenting or with italics.

Ask your tutor/assessor if you are in any doubt at all.

There are different ways to write a bibliography, but whichever you choose use it consistently. One of the best ways to acknowledge sources is the simple name/date Harvard system, and this is a simple format for referring to a book.

1. Citations in the text of your assignment should be made following the in-text guidelines given below.

2. A complete list of all the citations used in your text will need to be provided at the end of your assignment. This is called your reference list or bibliography and needs to be presented in alphabetical author/originator order

Hill, Peter, Concepts of Coaching: a guide for managers (London: ILM, 2004)

The order is:

- author's surname [comma] author's first name (or initials) [comma] *f* book title in italics, no comma
- publication details in brackets - place of publication then a colon, then the publisher's name and a comma, and finally the date.

Web sources

Referencing a web source can be difficult. If no author is given, web pages can be referenced by the organisation responsible or by the title instead. A good web site should, however, have sufficient ownership information to enable you to cite it. If no ownership is

detectable, you should question whether the source is of sufficient quality. Ideally you should aim to include the following information:

Author (if available) or Organisation. Publication Date. Document title [online].

Place: Publisher (if available). Available at: web address of document [Accessed: date you viewed the site].

e.g. Lane, C. et al. 2003. The future of professionalised work: UK and Germany compared [Online]. London: Anglo-German Foundation for the Study of Industrial Society. Available at: <http://www.agf.org.uk/pubs/pdfs/1232web.pdf> [Accessed: 5 July 2007].

If an electronic source has no page numbers you can identify a quotation by giving a paragraph number in your citation instead, e.g. (Koernig 2003, para. 17).

All learners, when accepted at PTS are asked to sign contracts with the assessment centre as a learner. These contracts clearly state that learners are expected to abide by the centre policies and procedures, and all the evidence produced for their qualification is valid, safe, fair and reliable. That it is their own work and has not been reproduced.

If it is discovered or suspected during assessment or exam that a learner is producing evidence that is not their own work, or there is malpractice in any way and/or has used fraudulent signatures in some way the following procedures will be implemented.

Procedure if Plagiarism is found in evidence presented for assessment:

The assessor will inform the Director for Operations and lead internal quality assurer for the qualification. Written feedback will be given to the learner with details of what has been found.

A meeting will be arranged between the learner, the assessor and if necessary the internal quality assurer to allow the learner to respond to the allegations and for them to offer an explanation.

For a first offence involving a piece of evidence that counts for a small proportion of the total assessment of an award, the learner may be asked to complete the unit / work again using different forms of evidence and if needed issue a written warning to the learner concerned and no further action will be taken, however the learner records may reflect the instance.

For something more serious i.e. large portions of work / evidence that have been produced fraudulently, or whole awards a panel consisting of a Director / project Manager / Quality coordinator; assessor and IQA will hold a meeting with the learner to review the evidence.

The outcome from this hearing may result in penalties being issued to the learner concerned, ultimately they can be removed from the programme and have their registration terminated.

Any learners who commit, or are suspected of committing, acts of major plagiarism will be reported to the awarding body through the External Verifier.

Procedure for dealing with allegations of malpractice

All staff have a responsibility for reporting any suspected incidences of staff or learner Malpractice and to follow JCQ Policies for reporting Malpractice. Initially reporting is made to the Director through the appropriate channels. In addition allegations of suspected

malpractice may be made by external moderators, verifiers, examiners and reported via the awarding organisation.

Allegations made by staff or learners:

All staff have a responsibility to ensure that any allegations made to them in their professional capacity are taken seriously and reported through the correct channels to the Director:

The Director of Operations will consider allegations that are made verbally but will request in all cases that allegations are put in writing with any supporting evidence that is available.

All reported cases of Malpractice will be investigated by The Director for Operations.

Investigations will proceed through the following stages:

- The learner / staff member will be informed about the issues, possible consequences and right of appeal;
- Collection of evidence related to the alleged malpractice;
- The review of evidence and production of a report;
- A formal meeting between the Director and the learner / staff member against whom an allegation has been made.

Possible Actions Taken by PTS

In cases where it is believed that there is clear evidence of malpractice:

- The appropriate awarding organisation will be informed of the allegation of malpractice and they will be given the supporting evidence;
- PTS will take internal disciplinary action following procedures. This action will be dependant on the seriousness of the malpractice.

In any instances where suspected malpractice will be reported to awarding bodies PTS will provide the individual/s with a completed copy of the form or letter used to notify the awarding organisation of the malpractice.

Learners undertaking AAT qualifications; any Malpractice or Maladministration will be reported to AAT within 48 hours of the incident following their procedures.

Learners undertaking CMI qualifications; any Malpractice or Maladministration will be reported to CMI immediately, and should individuals wish to report any malpractice directly to CMI they can do so following their procedures via the CMI whistleblowing policy on their website.

Whistleblowing disclosures can be made by email to penelope.summerfield@managers.org.uk through our Customer Services Department on 01536 207496 between the hours of 9am and 5pm Monday to Friday or by post to:

*Head of Awarding Body & Compliance, Chartered Management Institute, Management House
Cottingham Road, Corby, Northants, NN17 1TT*

The outcome from this hearing may result in penalties being issued to the learner concerned, ultimately they can be removed from the programme and have their registration terminated.

PTS Learners Lack of Progress and Withdrawal Policy

PTS aims to keep all learners on track and enable them to achieve their qualification. PTS recognise that certain circumstances may arise when learners struggle to complete tasks set and miss appointments/workshops/teaching, which could result in a lack of progress. Should this situation occur then the progress of their learning will be reviewed, and individuals given targets and an action plan to enable them to continue progression of their qualification/course.

If no progression is made, then ultimately this may result in the need to withdraw the learner from the programme for a range and variety of reasons. PTS Delivery staff will follow a clear procedure before this stage is reached. Due to funding guidance we are required to report withdrawals within 1 month to the relevant funding agencies.

Examples of situations where this procedure may be instigated:

- If a learner fails to attend 2 or more appointments or workshop/teaching sessions without good reason and with no prior information being given to assessors/tutors or PTS then a meeting will be arranged to review the qualification with the learner and their manager (if appropriate) and tutor/assessor. This meeting will strive to put together an action plan to allow for completion of the qualification with all parties present agreeing.
- If a learner fails to complete set work within deadlines on more than 3 occasions during a qualification without any justifiable reasons or explanations then a progress review meeting will be arranged between the learner and their manager (if appropriate) and Tutor/Assessor. This meeting will strive to put together an action plan to allow for completion of the qualification with all parties present agreeing.

Process:

- The learner will receive a verbal warning from the tutor/assessor and they will inform the Quality Manager and a report made of the incident.
- If the problems continue then a written formal warning will be issued by Admin staff to the learner stating that there is a risk that they may be withdrawn from the qualification if they do not complete agreed work by target dates and attend regular meetings with their assessor. Quality Manager to be informed by assessor/tutor that a letter has been sent to the learner.
- Should it be agreed that a learner will not be able to continue with the qualification then the withdrawal procedure is to be followed.
- Should it be agreed that the learner needs to be put on hold then the procedure is to be followed in completing a Break in Learning Form which is sent to the Quality Manager for agreement and approval. All learners on hold need to be reviewed after 3 months by their assessor. Quality Manager and assessor/tutor to discuss whether they remain on hold or are withdrawn / reinstated to the qualification.
- Assessors and tutors endeavour to remain in regular contact with learners and update the Quality Manager should they need to be withdrawn from the course. Updates with an employer if relevant will take place as well.

Those on hold/break in learning due to no contact:

Where a learner has not been in touch for more than 8 weeks the assessor/tutor will inform the Quality Manager who will then try to telephone, email or send letter to the learner.

If no contact is made after an additional month, the learner is put on hold and a letter sent regarding withdrawal unless the learner gets in touch. After the date specified in the letter if there has been no further contact then the learner will be withdrawn, and a letter sent to the manager (if appropriate) and the learner – confirmation will be sent to the assessor/tutor.

Complaints and Appeals Procedure

Our aim:

PTS is committed to providing a quality service and working in an open and accountable way that builds trust and respect. One of the ways in which we can continue to improve our service is by listening and responding to the views of our learners and clients, and in particular by responding positively to complaints, and by putting mistakes right.

Therefore we aim to ensure that:

- making a complaint is as easy as possible;
- we treat a complaint as a clear expression of dissatisfaction with our service which calls for an immediate response;
- we deal with it promptly, politely and, when appropriate, confidentially;
- we respond in the right way - for example, with an explanation, or an apology where we have got things wrong, or information on any action taken etc;
- we learn from complaints, use them to improve our service, and review annually our complaints policy and procedures.

We recognise that many concerns will be raised informally, and dealt with quickly. Our aims are to:

- resolve informal concerns quickly;
- keep matters low-key;
- enable mediation between the complainant and the individual to whom the complaint has been referred.

An informal approach is appropriate when it can be achieved initially by speaking to your assessor / tutor or your Internal quality assurer to raise issues. But if concerns cannot be satisfactorily resolved informally, then the formal complaints procedure should be followed.

Grounds for complaint

Unfair or discriminatory actions or decisions and situations that arise with PTS staff, (other than those which relate to the assessment process and decisions), for example, information provided on qualifications, selection procedures, support for individuals, time taken to deal with enquiries or unfair or discriminatory treatment by anyone acting on behalf of PTS.

Resolution of the Complaint

Step 1

The individual who wishes to make the complaint must contact and the Quality Manager and state their complaint. S/he will then record the complaint and request that the person complaining completes a "complaints form " within five working days.

Step 2

On receipt of the written complaint, the Quality Manager will, within five working days, identify the relevant person to deal with the complaint, review the information and make recommendations for its resolution. The relevant person may be:

- Internal Quality Assurer / Sector Lead
- A manager from within the employee's organisation
- An independent person

The Quality Manager will then write to the complainant with recommendations for resolving the issue.

Step 3

If the individual is unhappy with the action taken by the Quality Manager, s/he can write, within 10 working days expressing the concern. The Quality Manager will make a full report and discuss it with the Directors. S/he will then advise further action or support the initial decision

If the complaint is against the Quality Manager, s/he will submit the complaint and the action taken to the Directors who will deal with it. This may include involving an independent person to help resolve the issue or referring the matter to the appropriate awarding body.

Step 4

If the complainant is still dissatisfied with the action taken, s/he can request that the complaint be submitted for the agenda of the next Directors meeting. If the time of the next meeting is more than three months from the initial date of the complaint, a special meeting will be convened to discuss the complaint. The meeting will take account of all previous action taken. The decision taken by the Directors will be final.

It is worth noting that the complaint may be the responsibility of another organisation, it can agree to refer the matter for resolution. For examples where the difficulty raises concerns about:

1. The National Standards and the delivery of the qualification, these can be referred to the Awarding Organisation
2. Manner and level of support for the qualification within a member organisation can be referred to that organisation in relation to their signed partnership agreement
3. The conduct of the Quality Manager these can be referred to her/his employer PTS Directors – Sharon Lock / Jackie Denyer to resolve

Recording and Monitoring

The Quality Manager keeps a complaint spreadsheet in which all complaints and actions taken are recorded. This will be shared with the External Verifiers as part of the regular monitoring process. The Directors as part of the process of review and evaluation will also consider complaints in the wider context. Outcome of this discussion may result in changes to policy and procedures.

Complainants may also refer complaints to the Awarding Organisation they are registered with for their qualification, CMI / NCFE / ILM/ OCR, and their complaints procedures if they remain unsatisfied with the outcome of any complaint once all internal procedures have been followed.

Please raise your concern as an ILM learner by emailing customer@i-lm.com and putting complaint in the title of your email.

Grounds for Appeal

The assessor role is to judge the evidence and then decide if the learner is competent or not yet competent. If the learner is unhappy with the assessor's decision or the way the assessment has been conducted, s/he can ask for the decision to be reviewed by the assessor. If this does not resolve the situation the learner has access to the following Appeals Procedure.

If the learner is unhappy about other aspects of the qualification, they can raise it within the complaints procedure or through the Awarding Organisation Appeals procedures.

This procedure covers the process for raising appeals against an academic decision that has been made. Should a learner feel that proper process has not been followed or that the academic decision was not made in accordance with the regulations of the programme of learning then they may appeal to The Operations Director from Professional Training Solutions via one of the following methods:

Call: 07972776966

E-mail: l.edwards@protrain-solutions.co.uk

Write to: Leanne Edwards Professional Training Solutions, Stoke Hills, Farnham Surrey GU9 7TD

Examples of areas where an appeal may be raised are as follows:

- If the learner believes that Professional Training Solutions has not applied our procedures consistently or that procedures were not followed properly, consistently and fairly;
- If the learner is not satisfied with the conduct of the assessment and believed it disadvantaged them; and
- If the learner feels that the premises/environment for assessment has disadvantaged them.

(Should a learner wish to appeal against a decision made after a complaint has been investigated then please refer to our Complaints Procedure).

When you contact us, please give us your full name, contact details, and include a daytime telephone number along with:

- A full description of your appeal (including the subject matter and dates and times if known);
- Any names of the people you have dealt with so far;
- Copies of any papers or letters to do with the appeal; and
- Any other factors for consideration such as any extenuating circumstances that the learner either did not address at the time or believes that were raised but were not taken into consideration when the decision was made.

Appeals will be investigated and a review panel may be formed in order to reach a decision. We aim to investigate and respond to appeals within 10 working days from receipt of the appeal.

This will be the final route of escalation within our company. Therefore, if you remain unhappy after following our own internal appeals procedure then please contact the Awarding Organisation directly.

Should you address your appeal to the awarding organisation and remain unhappy with the outcome you may then raise your appeal to the relevant qualification regulator. A

representative of Professional Training Solutions will be able to offer you guidance on the appropriate qualification regulator in each instance and provide contact details.

Appeal Process

Step 1

Contact the Sector Lead to discuss the problem. The Sector Lead will record the problem and attempt to resolve it in writing to all concerned within ten days of receipt of the appeal.

Step 2

If the learner is not satisfied with the Sector Leads response, s/he can write within ten days to the Quality Manager requesting that the matter be reconsidered. The Quality Manager will review the material and make recommendations in writing to all concerned within ten days of receipt of the appeal.

Step 3

If the learner is unhappy with the decision of the Quality Manager, s/he can appeal in writing to the Appeal Panel, which will be responsible for making the final decision. The Appeals Panel will respond within four weeks of receiving an appeal.

Appeal Panel

Membership The panel will comprise an independent Chair, an internal quality assurer and an assessor, neither of whom have been associated with the learner. The Quality Manager will arrange for an observer to take notes.

Responsibility An Appeal Panel will meet within four weeks of the learner notifying the Quality Manager that they are not satisfied by the decisions of the internal verifier or the Quality Manager. Once they hear the evidence, they will reach a decision and record it.

Decision

If the Appeal Panel find in favour of the learner they can recommend one of two things:

1. Either the assessor reconsiders the decision
2. Or another assessor repeats the assessment

When an appeal is unsuccessful, the learner will continue to have access to assessment, however changing the assessor will be discretionary and agreed on the advice of the Appeal Panel in conjunction with the Centre Manager.

A report from the Appeal Panel will be made to the Directors and the Awarding Organisation.

If a learner remains dissatisfied with the outcome of the Appeal Panel the Quality Manager will inform the learner that s/he has a right to appeal to the relevant Awarding Organisation in writing and then onto OfQual should a further decision be needed.

Recording and monitoring

The Quality Manager keeps a book in which appeals are recorded. S/he will ensure that detailed and accurate records of any appeals are kept in a safe and secure place. The nature and content of appeals at all stages will be monitored so that appeals can be reviewed and recommendations are made to the Directors in order to resolve consistent difficulties.

PTS ASSESSMENT CENTRE

The grievance procedure is available to anyone involved with the Centre. It is separate from the Appeal procedure, which relates to the assessment process and decisions only.

If you have any queries about the contents of this policy, please contact the Head of Operations directly on 07972776966 or email l.edwards@protrain-solutions.co.uk

Professional Training Solutions Ltd (hereinafter referred to as 'PTS') recognises that the welfare of children and young people is paramount and we take our responsibility to safeguard and promote the welfare of all our learners seriously.

To ensure that PTS adheres to its legal obligation and social responsibilities in relation to safeguarding children, young people and vulnerable adults. This is in accordance with legislation such as the Children Act 2004, Education Act 2002 and Guidance (September 2004), Safeguarding Vulnerable Groups Act 2006, and reviews carried out in 2008, and in practice and policy directed by the Government's publication, Every Child Matters – Change for Children.

Every Learner Matters - We all have a responsibility to make sure our learners can:

- Be healthy / Stay safe / Enjoy and achieve / Make a positive contribution / Achieve economic well-being.

All learners have the right to be safeguarded from harm, bullying or exploitation whatever their

- race, religion, first language or ethnicity, gender or sexuality, age, health or disability, political or immigration status

The term learner refers to children/young people and any other learner registered with PTS and or engaged in any activity on PTS premises. The term vulnerable adult refers to any person, over the age of 18, in need of community care or support services because of age, health issues, physical disability, hearing, seeing and/or communication difficulties, learning disabilities or the inability to protect themselves from significant harm or being taken advantage of.

Definition

PTS is committed to improving and promoting best practice throughout the organisation. It aims to ensure that the wellbeing of learners is safeguarded and that they are protected from harm. This in turn will promote opportunities for them to thrive and benefit from their learning experience.

Under this policy abuse and neglect are defined as forms of maltreatment to any learner. This may be by omission or commission i.e. inflicting harm or failing to prevent harm. We recognise a learner can be abused in a family, institution or community setting by those known to them or, more rarely, by a stranger. Abuse may be by an adult(s) or another child(ren).

There are a number of categories of abuse which include neglect or acts of omission, physical abuse, sexual abuse, domestic abuse, psychological or emotional abuse, financial or material abuse as well as modern slavery, discriminatory abuse, organisational abuse.

Physical - abuse is defined as the use of physical force that may result in bodily injury, physical pain, or impairment.

Sexual - abuse is defined as non-consensual sexual contact of any kind with an elderly person.

Psychological - Emotional or psychological abuse is defined as the infliction of anguish, pain, or distress through verbal or nonverbal acts.

Neglect - is defined as the refusal or failure to fulfil any part of a person's obligations or duties to an elder. (See Appendix 1)

Staff should also be made aware of other forms of abuse:

Sexual Exploitation

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people and victims can be male or female. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the Safeguarding Officer.

Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM).

Professionals in all agencies and individuals and groups in relevant communities must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals must note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff must activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and Children's Social Care.(Under 18's)

Adults: There is *no* requirement for automatic referral of adult women with FGM to adult social services or the police. Professionals should be aware that any disclosure may be the first time that a woman has ever discussed her FGM with anyone. Referral to the police must not be introduced as an automatic response when identifying adult women with FGM, and each case must continue to be individually assessed. The professional should seek to support women by offering referral to community groups who can provide support, and clinical intervention or other services as appropriate, for example through an NHS FGM clinic. The wishes of the woman must be respected at all times. If she is pregnant, the welfare of her unborn child or others in her extended family must be considered at this point, as these children are potentially at risk and safeguarding action must be taken accordingly.

Spirit Possession or Witchcraft

Where parents, families and the child themselves believe that an evil force has entered a child and is controlling them, the belief includes the child being able to use the evil force to harm others. This evil is variously known as black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah. Children are called witches or sorcerers.

Parents can be initiated into and / or supported in the belief that their child is possessed by an evil spirit by a privately contacted spiritualist / indigenous healer or by a local community faith leader. The task of exorcism or deliverance is often undertaken by a faith leader, or by the parents or other family members.

A child may suffer emotional abuse if they are labelled and treated as being possessed with an evil spirit. In addition, significant harm to a child may occur when an attempt is made to 'exorcise' or 'deliver' the evil spirit from the child.

Significant harm is defined as a situation where a child is suffering, or is likely to suffer, a degree of physical, sexual and / or emotional harm (through abuse or neglect) which is so harmful that there needs to be compulsory intervention by child protection agencies into the life of the child and their family.

- See more at: <http://surreyscb.procedures.org.uk/hkpsh/procedures-for-specific-circumstances/spirit-possession-or-witchcraft/#sthash.ylv8r9si.dpuf>

Radicalisation

The duty to protect young people and vulnerable adults from harm extends to protecting them from involvement in groups which set out to radicalise individuals. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Universities and Further Education institutes have been identified within the government's Prevent Strategy as potential sites for radicalisation.

Factors which are considered when determining whether an individual may be vulnerable to involvement with terrorism are broadly described as:

- Engagement with a group, cause or ideology;
- Intent to cause harm;
- Capability to cause harm.

Staff or learners may be concerned about someone due to changes in behaviour or appearance. For example:

- An individual may stop contact with peers and only be interested in contact with members of a particular ideological group;
- An individual may change their habitual style of dress;
- An individual may condone violence in support of their espoused ideology.
- There may be many reasons for such changes which is why a safeguarding approach should be adopted as this enables relevant services within and outside PTS to identify an individual's needs and vulnerabilities. This includes deciding whether the Channel Process may be of benefit to the individual.

If a member of staff is concerned that an individual may be becoming radicalised s/he should speak to his/her line manager who should contact the Safeguarding Officer.

If a learner is concerned that an individual may be becoming radicalised s/he should discuss this with the senior member of staff who will implement and follow the procedures as detailed.

Prevent

Prevent is part of the Government counter-terrorism strategy. It is about supporting individuals, including young people, who are at risk of radicalisation, from becoming involved in terrorism. Support may be provided via the Channel process. This is a multi-agency partnership that evaluates referrals of individuals at risk of being drawn into terrorism, working alongside safeguarding partnerships and crime reduction panels.

PREVENT is part of CONTEST and its aim is to stop people becoming terrorists or supporting terrorism.

CONTEST has four key principles:

- 1. PURSUE** – stop terrorist attacks
- 2. PREVENT**– to stop people becoming terrorists or supporting terrorism
- 3. PREPARE** – where we cannot stop an attack, mitigate its impact
- 4. PROTECT**– strengthen overall protection against terrorism attack

In respect of safeguarding individuals from radicalisation, PTS works to the Prevent element of the Government's Counter Terrorism Strategy, and where deemed appropriate seeks external support for learners through referrals to the **Channel Programme**. This programme aims to work with the individual to address their specific vulnerabilities, prevent them becoming further radicalised and possibly entering the criminal justice system because of their actions. It is recognised that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised that in many instances the process of radicalisation is essentially one of grooming by others.

On receipt of a concern about radicalisation or extremism, DSL would call 101 and inform the Police who will in turn send the information to the Police Prevent Team

Bullying and Cyber bullying

All parties within PTS agree with the Government definition of bullying as:

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

We also find helpful the following clarification by the Anti-Bullying Alliance, which states that bullying mostly falls into two categories:

- emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups; and physically harmful behaviour, such as kicking, hitting, pushing, or other forms of physical abuse.

The following three conditions are used to define incidences of harmful interpersonal behaviour as bullying behaviour. Behaviour is bullying behaviour if:

- it is repetitive, wilful or persistent;
- it is intentionally harmful, carried out by an individual or group; and,
- there is an imbalance of power leaving the person who is bullied feeling defenceless.
-

"Cyberbullying" is when a child or young person, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child or young person using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor. Once adults become involved, it is plain and simple cyber-harassment or cyberstalking. Adult cyber-harassment or cyberstalking is NEVER called cyberbullying. (www.stopcyberbullying.org)

Responsibility

Directors, all staff, assessors, tutors and internal quality assurers working for PTS whether employed or freelance understand the importance of working in partnership with the learners, their employers and parents and other agencies in order to promote learner safety.

The purpose of this policy is to:

- afford protection for the learners within PTS
- enable staff and volunteers to safeguard and promote the welfare of learners
- promote a culture which makes this centre a safe place to learn

This policy applies to the Directors, all staff/freelancers, or anyone working on behalf of PTS Ltd.

PTS has ultimate responsibility for safeguarding and will ensure that the arrangements for protecting learners are effective, robust and reviewed on a regular basis.

The Designated Safeguarding Lead is Pauline Jess who can be contacted on 01252 712945.

We will endeavour to safeguard and protect our learners by:

- valuing them, listening to and respecting them
- involving them in decisions which affect them
- making sure all staff are aware of and committed to the safeguarding policy
- sharing information about concerns with /employers/placements/agencies who need to know, and involving the learner and employer where appropriate
- recruiting staff safely, ensuring all necessary checks are made (e.g DBS)
- providing effective management through support and training where appropriate
- dealing appropriately with allegations/concerns about staff, in accordance with our complaints procedure.
- Having a dedicated Safeguarding Officer with relevant training and expertise.

In accordance with the Disclosure and Barring Scheme and the Protection of Freedoms Bill PTS follows its safeguarding duties and is committed to report as required:

1. If PTS dismisses any member of staff or a volunteer because they have harmed a child or vulnerable adult or there is risk of harm they will notify the Disclosure and Barring Service.
2. Any person who is barred by the DBS from working with children or vulnerable adults and approaches us for employment PTS will notify the DBS.
3. PTS is committed to not knowingly employing those people barred from work with groups.

Safer Recruitment

PTS carries out reference checks on all employed and contracted staff from last employers. Enhanced DBS checks are also conducted for all staff and held on file. In accordance with Safeguarding guidelines PTS will aim to renew these checks every 3 - 4 years where staff have direct delivery in working with young people. All staff are recruited in accordance with the PTS Safer Recruitment Policy and within the DBS/ Safeguarding guidelines.

Please refer to separate Policy on Safer Recruitment.

Referral and Reporting Procedure

PTS ASSESSMENT CENTRE

If a learner / member of staff has a safeguarding or protection concern or if they have witnessed or someone they know, is being subjected to harm, abuse or bullying in any way, they need to tell initially their tutor or main assessor who will report to the Designated Safeguarding Lead (DSL).

PTS staff and DSL will

- listen carefully following rules on not asking leading questions
- reassure them that they have done nothing wrong
- tell them that what they are telling us is confidential but that we may have to pass information on
- tell them to whom we may have to pass information
- make a detailed record of date, time, place and what was said
- pass the information to the DSL to follow up making referrals as necessary or required to Police and /or Social Services, or in cases of radicalisation to the Channel Scheme as appropriate.

The DSL will refer information to or seek advice from other relevant organisations as appropriate e.g. Social Services from the area of the country or London Borough that is relevant, Police or Local Safeguarding Board, Ofsted, CQC etc. There is an expectation that concerns if involving a learner under the age of 18 years should be shared with parents/carers unless by doing so the learner might be placed at greater risk of harm.

<https://www.surreycc.gov.uk/social-care-and-health/contacting-social-care/contact-childrens-services>

In the event of the concerns not being appropriate for referral at that stage then the learner will be monitored through an appropriate member of staff in liaison with the DSL, employer or other agency.

Staff will receive support as required and work with outside agencies as needed within each individual case.

All concerns will be recorded and detailed accounts of meetings and referrals kept securely at PTS offices. Any cases involving learners funded by other agencies will be reported to Lead Contractor.

Whistleblowing

There are existing procedures in place for staff to enable a grievance to be lodged relating to employment.

This whistle-blowing procedure is intended to cover major concerns that fall outside the scope of other procedures. These include:

- conduct which is an offence or a breach of law
- concerns around workplace situations
- health and safety risks, including risks to the public as well as other employees
- damage to the environment
- the unauthorised use of public funds
- possible fraud and corruption
- sexual or physical abuse, neglect of clients, children, venerable adults

- other unethical conduct
-

If an allegation is made against a member of staff, director or other learner, it should be reported immediately to **Leanne Edwards, Head of Operations**. Any resulting investigation should be carried out by a member of staff who has no involvement within the incident or an outside agency (Social services / Police / Ofsted) should the allegation be made about a Director.

All information is confidential and is not given to any other PTS staff, excepting a director to ensure follow up of this allegation. All allegations of this nature will be reported directly to Jackie Denyer (j.denyer@protrain-solutions.co.uk, 01252 712 945) or Sharon Lock (l.edwards@protrain-solutions.co.uk).

All staff or learners are free to inform the Directors of concerns they have or voice concerns to the relevant authority. Any concerns about staff, volunteers will be reported to Surrey's Local authority Designated Officer and procedures followed.

<http://surreyscb.procedures.org.uk/qkpph/safer-workforce-and-managing-allegations-against-staff-carers-and-volunteers/allegations-against-staff-carers-and-volunteers/#s1104>

Learners Concerns within work settings.

If a learner registered with PTS has an issue that they have witnessed within their workplace setting that concerns the welfare of children or vulnerable adults, and they feel unable to report these concerns following setting procedures they should follow PTS reporting procedures as above.

PTS is committed to good practice and high standards and wants to be supportive of all employees and learners. Any investigation into allegations of potential malpractice will not influence or be influenced by any other procedures.

All concerns will be treated in confidence and every effort will be made not to reveal your identity if you so wish. At the appropriate time, however, you may need to come forward as a witness if the matter becomes criminal.

Where appropriate, the matters raised may:

- be investigated by management, internal audit, or through the disciplinary process
- be referred to the police / social services or settings management / owners
- be referred to the external auditor form the subject of an independent inquiry such as Ofsted / CQC or Surrey Early Years.

In order to protect individuals and those accused of misdeeds or possible malpractice, initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take. The overriding principle which PTS will have in mind is the public interest. Concerns or allegations which fall within the scope of specific procedures (for example, child protection or discrimination issues) will normally be referred for consideration under those procedures

This policy also recognises that PTS has a responsibility to ensure safety and well-being of the clients and services learners visit on placements or are employed in. Many of these clients involve work with children and young people and venerable adults due to the nature

PTS ASSESSMENT CENTRE

of courses PTS delivers. It provides guidance for learners should they have concerns about any settings they are present in either as a volunteer, student or employee.