

LEARNER POLICIES 17/18

BEACON LEARNER POLICIES

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ACCEPTABLE USE OF IT POLICY

Beacon's Acceptable use of IT policy is designed to promote safe and appropriate practices and uses of IT through establishing clear and robust acceptable use guidelines for Beacon staff, learners and contractors.

Beacon's Acceptable use of IT Policy covers the use of email, mobile phones, Beacon databases, social media and the internet while under the employment of Beacon, while conducting business on behalf of Beacon as a contractor or in a learning environment managed by Beacon.

EMAIL

Use of email is encouraged where such use supports the goals and objectives of learners, employees and contractors.

However, Beacon has a policy for the use of email whereby the employee, contractor or user must ensure that they:

- comply with current legislation
- use email in an acceptable way
- do not create unnecessary business risk to the company by their misuse

UNACCEPTABLE BEHAVIOUR

- forwarding of company confidential messages to external locations
- distributing, disseminating or storing images, text or materials that might be considered indecent, pornographic, obscene or illegal
- distributing, disseminating or storing images, text or materials that might be considered discriminatory, offensive or abusive, in that the context is a personal attack, sexist, racist, or might be considered as harassment (cyber-bullying)
- accessing copyrighted information in a way that violates the copyright
- breaking into the company's or another organisation's system or unauthorised use of a password/mailbox
- broadcasting unsolicited personal views on social, political, religious or other non-business or educationally related matters
- transmitting unsolicited commercial or advertising material

- undertaking deliberate activities that waste staff effort or networked resources
- introducing any form of computer virus or malware into the corporate network

MONITORING

Beacon accepts that the use of email is a valuable tool. However, misuse of this facility can have a negative impact upon employees and learner's productivity and the reputation of the business.

In addition, all of the company's email resources are provided for business and educational purposes. Therefore, the company maintains the right to examine any systems and inspect any data recorded in those systems.

In order to ensure compliance with this policy, the company also reserves the right to use monitoring software in order to check upon the use and content of emails. Such monitoring is for legitimate purposes only and will be undertaken in accordance with a procedure agreed with employees, contractors and learners.

SANCTIONS

Where it is believed that an employee, contractor or learner has failed to comply with this policy, they will face the company's disciplinary procedure. If the employee, contractor or learner is found to have breached the policy, they will face a disciplinary penalty ranging from a verbal warning to dismissal. The actual penalty applied will depend on factors such as the seriousness of the breach and the employee's, contractors or learners disciplinary record.

ACCESSING THE INTERNET AND BEACON'S INTRANET

Beacon employees, contractors and learners are expected to use the Internet responsibly and productively.

Internet access provided by Beacon is limited to job-related or educational activities only and personal use is not permitted.

All Internet data that is composed, transmitted and/or received by Beacon's computer systems is considered to belong to Beacon and is recognised as part of its official data. It is therefore subject to disclosure for legal reasons or to other appropriate third parties. The equipment, services and technology used to access the Internet are the property of Beacon and Beacon thus reserves the right to monitor Internet traffic and monitor and access data that is composed, sent or received through its online connections or equipment.

All sites and downloads may be monitored and/or blocked by Beacon if they are deemed to be harmful and/or not productive.

The installation of software such as instant messaging technology is strictly prohibited.

UNACCEPTABLE USE OF THE INTERNET

Unacceptable use of the internet by employees, learners and contractors includes, but is not limited to:

- Sending or posting discriminatory, harassing, or threatening messages or images on the Internet or via Beacon's email service or from a Beacon computer.
- Using computers to perpetrate any form of fraud, and/or software, film or music piracy.
- Stealing, using, or disclosing someone else's password without authorization.
- Downloading, copying or pirating software and electronic files that are copyrighted or without authorization.
- Sharing confidential material, IP, or proprietary information outside of the company.
- Hacking into unauthorized websites.
- Sending or posting information that is defamatory to the company, its products/services, colleagues, customers or learners.

- Introducing malicious software onto the company network and/or jeopardizing the security of Beacon's electronic communications systems
- Sending or posting chain letters, solicitations, or advertisements not related to business or educational purposes or activities.
- Passing off personal views as representing those of Beacon's.

If an employee, learner or contractor is unsure about what constituted acceptable Internet usage, then he/she should see further guidance and clarification from their tutor or line-manger.

All terms and conditions as stated in this document are applicable to all users of Beacon's network and Internet connection. All terms and conditions as stated in this document reflect an agreement of all parties and should be governed and interpreted in accordance with the policies and procedures mentioned above. Any user violating these policies is subject to disciplinary actions deemed appropriate by Beacon.

MOBILE USE

It is recognised that mobile phones can cause an unnecessary distraction during the working day and can be intrusive when used in the company of others.

Beacon employees, learners and contractors are permitted to have their personal mobile phones about their person; however there is a clear expectation that all personal use is limited to allocated lunch and/or tea breaks.

Other than in agreed exceptional circumstances, phones must be switched off and personal calls and texts must not be taken or made during work or lesson times.

ASSESSMENT MALPRACTICE POLICY

THE AIM IS TO:

- Identify and minimise the risk of malpractice by staff or learners
- Respond to any incident of alleged malpractice promptly and objectively
- Standardise and record any investigation of malpractice to ensure openness and fairness
- Impose appropriate penalties and/or sanctions on learners or staff where incidents (or alleged incidents) of malpractice are proven
- Protect the integrity of this centre and BTEC qualifications

IN ORDER TO DO THIS, THE CENTRE WILL:

- Seek to avoid potential malpractice by using the induction period and student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that the work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledge any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the centre manager and all personnel linked to the allegation. It will proceed through the following stages:
 1. Initial inquiry
 2. Report
 3. Decision
- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and the possible consequences should malpractice be proven

- Give the individual opportunity to respond to the allegations made
- Inform the individual of the avenues for appealing against any judgement made
- Document all stages of any investigation

Where malpractice is proven the centre will apply the following penalties/sanctions:

1. Verbal warning
2. Deduction of marks
3. Removal from scheme

DEFINITION OF MALPRACTICE BY LEARNERS

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of evidence or results
- False declaration of authenticity in relation to the contents of a portfolio or course work
- Impersonation by pretending to be someone else in order to produce work for another or arranging for another to take one's place in an assessment examination/test

DEFINITION OF MALPRACTICE BY STAFF

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (course work or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate course work/portfolio evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for a learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcomes of the assessment
- Falsifying records/certificates, for example by alteration, substitution or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment

This policy will be reviewed every 12 months by the assessment team and quality nominee.

This policy should be used in conjunction with the Btec policy.

ASSESSMENT, RECORD KEEPING AND REPORTING POLICY

OVERVIEW

Beacon Education Partnership Ltd will put into place effective strategies for assessment and record keeping providing a continuous record of learners' achievements and their progress. It will be kept to the minimum necessary to be fit for purpose. It will be the basis for passing on information from one stage to the next to make transition smooth. It will be used to keep employers informed of their staffs progress and achievement through both verbal dialogue and written reports. Employers and learners will be involved in the assessment, record keeping and reporting strategy at appropriate points.

OBJECTIVES

1. To chart the learner's progress and achievement throughout their course and to provide accurate information at points of transition.
2. To assess a learner's development and progress in work by recording his/her progress and achievements in knowledge, skills and understanding.
3. To be the basis of feedback to learners and to help them set individual targets for improvement.
4. To be the basis of clear and accurate reporting of progress and achievement to learners, employer, awarding bodies and auditors.
5. To promote the greater involvement of learners and employers in assessment and the teaching and learning process.
6. To assist in the diagnosis and identification of individual and special needs.
7. To ensure common practice throughout Beacon and to assist in the smooth transition to other provision.
8. To give the directors and other leaders a clear picture of standards, progress and achievement within the Beacon.

STRATEGIES

1. Learners' work should be regularly monitored, evaluated and reviewed. They should be given clear feedback about their strengths and areas for development.
2. Staff should discuss learners' work with them and they should be informed about their progress and achievement. Fair and realistic targets for improvement should be agreed.
3. Recording should be of a positive nature and celebrate the achievements and progress made by learners.
4. Records should be clear, kept simple and easy to understand.
5. Records should include all statutory information.
6. Records should present a broadly based picture of the learner, involving all positive aspects of development.
7. Assessors/Trainers should involve learners and employers in assessment and recording as appropriate.
8. Assessment and record keeping must be kept manageable.
9. Reports should meet statutory requirements and give employers a clear and accurate picture of the learners' progress and achievement in all areas.

OUTCOMES

Assessment is not separate from, but an integral part of, all delivery plans and strategies for teaching and learning. Recording achievement recognizes not only the skills and knowledge in written form but also practical skills, social attitudes and personal qualities that represent the wider aims of education. This policy should be read in conjunction with the marking policy and reporting policy.

ATTENDANCE AND PUNCTUALITY POLICY

OVERVIEW

If Learners are to get the greatest benefit from their education, it is important that they have good attendance and arrive punctually. As learners grow and prepare for their next stages of education and employment they need to see good attendance and punctuality as important qualities that are valued by others and employers. We will do all that we can to encourage good attendance and punctuality. Where learners are not conforming to our high expectations for attendance and punctuality we will put into place effective strategies to bring about improvement.

OBJECTIVES

1. To ensure that all learners attend assessment and training sessions.
2. To ensure that all learners are punctual.
3. To win the support of employers in ensuring that their staff attend well and that they arrive on time.
4. To keep good records of attendance through registers and to take prompt action to follow up absences.
5. To work effectively with employers to follow up attendance issues promptly and efficiently.
6. To monitor closely learners with attendance and punctuality issues and to work with employers to bring about improvement.

STRATEGIES

1. All staff will complete registers accurately for each session and will draw to the directors or coordinators attention any absences that are cause for concern or suspicion.
2. Learners arriving late will be reported to the coordinator each assessor will keep a record via their register of the times and occasions that a learner is late.
3. Where a learner is developing a pattern of absences the learner and employer will be contacted by the coordinator to discuss the pattern of absences.

OUTCOMES

Beacon will do all it can to ensure that learners come happily, willingly and punctually to all training and assessment sessions to ensure that all gain the greatest possible value from their education.

BEACON ANTI-CORRUPTION AND BRIBERY POLICY

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1. POLICY STATEMENT

- 1.1 It is our policy to conduct all of our business in an honest and ethical manner. We take a zero-tolerance approach to bribery and corruption and are committed to acting professionally, fairly and with integrity in all our business dealings and relationships wherever we operate and implementing and enforcing effective systems to counter bribery.
- 1.2 We will uphold all laws relevant to countering bribery and corruption in all the jurisdictions in which we operate. However, we remain bound by the laws of the UK, including the Bribery Act 2010, in respect of our conduct both at home and abroad.
- 1.3 The purpose of this policy is to:
 - (a) set out our responsibilities, and of those working for us, in observing and upholding our position on bribery and corruption; and
 - (b) provide information and guidance to those working for us on how to recognise and deal with bribery and corruption issues.
- 1.4 Bribery and corruption are punishable for individuals by up to ten years' imprisonment and if we are found to have taken part in corruption we could face an unlimited fine, be excluded from tendering for public contracts and face damage to our reputation. We therefore take our legal responsibilities very seriously.
- 1.5 We have identified that external contractors are a particular risks for our business. To address those risks we have included this policy as part of all external contractors Service Level Agreements.
- 1.6 In this policy, **third party** means any individual or organisation you come into contact with during the course of your work for us, and includes actual and potential clients, customers, suppliers, distributors, business contacts, agents, advisers, and government and public bodies, including their advisors, representatives and officials, politicians and political parties.

2. WHO IS COVERED BY THE POLICY?

This policy applies to all individuals working at all levels and grades, including senior managers, officers, directors, employees (whether permanent, fixed-term or temporary), consultants, contractors, trainees, seconded staff, homeworkers, casual workers and agency staff, volunteers, interns, agents, sponsors, or any other person associated with us, or any of our subsidiaries or their employees, wherever located (collectively referred to as **workers** in this policy).

3. WHAT IS BRIBERY?

A bribe is an inducement or reward offered, promised or provided in order to gain any commercial, contractual, regulatory or personal advantage.

Examples:

Offering a bribe

You offer a potential client tickets to a major sporting event, but only if they agree to do business with us.

This would be an offence as you are making the offer to gain a commercial and contractual advantage. We may also be found to have committed an offence because the offer has been made to obtain business for us. It may also be an offence for the potential client to accept your offer.

Receiving a bribe

A supplier gives your nephew a job, but makes it clear that in return they expect you to use your influence in our organisation to ensure we continue to do business with them.

It is an offence for a supplier to make such an offer. It would be an offence for you to accept the offer as you would be doing so to gain a personal advantage.

Bribing a foreign official

You arrange for the business to pay an additional payment to a foreign official to speed up an administrative process, such as clearing our goods through customs.

The offence of bribing a foreign public official has been committed as soon as the offer is made. This is because it is made to gain a business advantage for us. We may also be found to have committed an offence.

4. GIFTS AND HOSPITALITY

- 4.1 This policy does not prohibit normal and appropriate hospitality (given and received) to or from third parties.
- 4.2 The giving or receipt of gifts is not prohibited, if the following requirements are met:
- 4.3
- (a) it is not made with the intention of influencing a third party to obtain or retain business or a business advantage, or to reward the provision or retention of business or a business advantage, or in explicit or implicit exchange for favours or benefits;
 - (b) it complies with local law;
 - (c) it is given in our name, not in your name;
 - (d) it does not include cash or a cash equivalent (such as gift certificates or vouchers);
 - (e) it is appropriate in the circumstances. For example, in the UK it is customary for small gifts to be given at Christmas time;
 - (f) taking into account the reason for the gift, it is of an appropriate type and value and given at an appropriate time;
 - (g) it is given openly, not secretly; and
 - (h) gifts should not be offered to, or accepted from, government officials or representatives, or politicians or political parties, without the prior approval of the Director of Learning and Development.
- 4.4 We appreciate that the practice of giving business gifts varies between countries and regions and what may be normal and acceptable in one region may not be in another. The test to be applied is whether in all the circumstances the gift or hospitality is reasonable and justifiable. The intention behind the gift should always be considered.

5. WHAT IS NOT ACCEPTABLE?

It is not acceptable for you (or someone on your behalf) to:

- (a) give, promise to give, or offer, a payment, gift or hospitality with the expectation or hope that a business advantage will be received, or to reward a business advantage already given;
- (b) give, promise to give, or offer, a payment, gift or hospitality to a government official, agent or representative to “facilitate” or expedite a routine procedure;
- (c) accept payment from a third party that you know or suspect is offered with the expectation that it will obtain a business advantage for them;
- (d) accept a gift or hospitality from a third party if you know or suspect that it is offered or provided with an expectation that a business advantage will be provided by us in return;
- (e) threaten or retaliate against another worker who has refused to commit a bribery offence or who has raised concerns under this policy; or
- (f) engage in any activity that might lead to a breach of this policy.

6. FACILITATION PAYMENTS AND KICKBACKS

- 6.1 We do not make, and will not accept, facilitation payments or “kickbacks” of any kind. Facilitation payments are typically small, unofficial payments made to secure or expedite a routine government action by a government official. They are not commonly paid in the UK, but are common in some other jurisdictions in which we operate.
- 6.2 If you are asked to make a payment on our behalf, you should always be mindful of what the payment is for and whether the amount requested is proportionate to the goods or services provided. You should always ask for a receipt which details the reason for the payment. If you have any suspicions, concerns or queries regarding a payment, you should raise these with the Director of Learning and Development.
- 6.3 Kickbacks are typically payments made in return for a business favour or advantage. All workers must avoid any activity that might lead to, or suggest, that a facilitation payment or kickback will be made or accepted by us.

7. DONATIONS

We make contributions to political parties but these are never made in an attempt to influence any decision or gain a business advantage and are always publically disclosed.

Your responsibilities

- 7.1 You must ensure that you read, understand and comply with this policy.
- 7.2 The prevention, detection and reporting of bribery and other forms of corruption are the responsibility of all those working for us or under our control. All workers are required to avoid any activity that might lead to, or suggest, a breach of this policy.
- 7.3 You must notify The Director of Learning and Development as soon as possible if you believe or suspect that a conflict with this policy has occurred, or may occur in the future. For example, if a client or potential client offers you something to gain a business advantage with us, or indicates to you that a gift or payment is

required to secure their business. Further “red flags” that may indicate bribery or corruption are set out in the Schedule.

- 7.4 Any employee who breaches this policy will face disciplinary action, which could result in dismissal for gross misconduct. We reserve our right to terminate our contractual relationship with other workers if they breach this policy.

8. RECORD-KEEPING

- 8.1 We must keep financial records and have appropriate internal controls in place which will evidence the business reason for making payments to third parties.
- 8.2 You must declare and keep a written record of all hospitality or gifts accepted or offered, which will be subject to managerial review.
- 8.3 You must ensure all expenses claims relating to hospitality, gifts or expenses incurred to third parties are submitted in accordance with our expenses policy and specifically record the reason for the expenditure.
- 8.4 All accounts, invoices, memoranda and other documents and records relating to dealings with third parties, such as clients, suppliers and business contacts, should be prepared and maintained with strict accuracy and completeness. No accounts must be kept “off-book” to facilitate or conceal improper payments.

9. HOW TO RAISE A CONCERN

You are encouraged to raise concerns about any issue or suspicion of malpractice at the earliest possible stage. If you are unsure whether a particular act constitutes bribery or corruption, or if you have any other queries, these should be raised with your line manager OR the Director of Learning and Development.

10. WHAT TO DO IF YOU ARE A VICTIM OF BRIBERY OR CORRUPTION

It is important that you tell the Director of Learning and Development as soon as possible if you are offered a bribe by a third party, are asked to make one, suspect that this may happen in the future, or believe that you are a victim of another form of unlawful activity.

11. PROTECTION

- 11.1 Workers who refuse to accept or offer a bribe, or those who raise concerns or report another's wrongdoing, are sometimes worried about possible repercussions. We aim to encourage openness and will support anyone who raises genuine concerns in good faith under this policy, even if they turn out to be mistaken.
- 11.2 We are committed to ensuring no one suffers any detrimental treatment as a result of refusing to take part in bribery or corruption, or because of reporting in good faith their suspicion that an actual or potential bribery or other corruption offence has taken place, or may take place in the future. Detrimental treatment includes dismissal, disciplinary action, threats or other unfavourable treatment connected with raising a concern. If you believe that you have suffered any such treatment, you should inform the compliance manager immediately. If the matter is not remedied, and you are an employee, you should raise it formally using our Grievance Procedure.

12. TRAINING AND COMMUNICATION

- 12.1 Training on this policy forms part of the induction process for all new workers. All existing workers will receive regular, relevant training on how to implement and adhere to this policy.
- 12.2 Our zero-tolerance approach to bribery and corruption must be communicated to all suppliers, contractors and business partners at the outset of our business relationship with them and as appropriate thereafter.

13. WHO IS RESPONSIBLE FOR THE POLICY?

- 13.1 The board of directors has overall responsibility for ensuring this policy complies with our legal and ethical obligations, and that all those under our control comply with it.
- 13.2 The Director of Learning and Development has primary and day-to-day responsibility for implementing this policy, and for monitoring its use and. Management at all levels are responsible for ensuring those reporting to them are made aware of and understand this policy and are given adequate and regular training on it.

14. MONITORING AND REVIEW

- 14.1 The compliance manager will monitor the effectiveness and review the implementation of this policy, regularly considering its suitability, adequacy and effectiveness. Any improvements identified will be made as soon as possible. Internal control systems and procedures will be subject to regular audits to provide assurance that they are effective in countering bribery and corruption.
- 14.2 All workers are responsible for the success of this policy and should ensure they use it to disclose any suspected danger or wrongdoing.
- 14.3 Workers are invited to comment on this policy and suggest ways in which it might be improved. Comments, suggestions and queries should be addressed to the compliance manager.
- 14.4 This policy does not form part of any employee's contract of employment and it may be amended at any time.

SCHEDULE POTENTIAL RISK SCENARIOS: “RED FLAGS”

The following is a list of possible red flags that may arise during the course of you working for us and which may raise concerns under various anti-bribery and anticorruption laws. The list is not intended to be exhaustive and is for illustrative purposes only.

If you encounter any of these red flags while working for us, you must report them promptly to the Director of Learning and Development:

- (a) you become aware that a third party engages in, or has been accused of engaging in, improper business practices;
- (b) you learn that a third party has a reputation for paying bribes, or requiring that bribes are paid to them, or has a reputation for having a “special relationship” with foreign government officials;
- (c) a third party insists on receiving a commission or fee payment before committing to sign up to a contract with us, or carrying out a government function or process for us;
- (d) a third party requests payment in cash and/or refuses to sign a formal commission or fee agreement, or to provide an invoice or receipt for a payment made;
- (e) a third party requests that payment is made to a country or geographic location different from where the third party resides or conducts business;
- (f) a third party requests an unexpected additional fee or commission to “facilitate” a service;
- (g) a third party demands lavish entertainment or gifts before commencing or continuing contractual negotiations or provision of services;
- (h) a third party requests that a payment is made to “overlook” potential legal violations;
- (i) a third party requests that you provide employment or some other advantage to a friend or relative;
- (j) you receive an invoice from a third party that appears to be non-standard or customised;
- (k) a third party insists on the use of side letters or refuses to put terms agreed in writing;
- (l) you notice that we have been invoiced for a commission or fee payment that appears large given the service stated to have been provided;
- (m) a third party requests or requires the use of an agent, intermediary, consultant, distributor or supplier that is not typically used by or known to us;
- (n) you are offered an unusually generous gift or offered lavish hospitality by a third party.

BEACON EDUCATION PARTNERSHIP - CODE OF CONDUCT

All staff, consultants and volunteers are expected to behave in a manner, which reflects the policies and processes Beacon as put in place; and without exception ensure the wellbeing of learners, colleague and the ethics of Beacon are a fore of your actions and mind.

In accordance with the Guidance for Safer Working Practice for Adults who Work within the FE sector Staff and volunteers are required to:

- be vigilant in maintaining their personal privacy and mindful of the need to avoid placing yourself in vulnerable situations
- be mindful of the need to maintain professional boundaries
- take responsibility for your own actions and behaviour
- always act, and be seen to act, in the best interests of the others
- avoid any conduct which would lead any reasonable person to question your motivation, intentions or morals
- only use company email addresses to communicate with learners
- only use company issued equipment to take photographs or digital images of learners
- be clear about when you can share information concerning learners and other staff members and in what circumstances it is appropriate to do so
- treat sensitive information you receive discreetly and confidential
- know to whom any concerns or allegations should be reported
- always discuss any misunderstanding, accidents or threats
- Keep updated with changes to Safeguarding, Child Protection and Prevent policies, procedures and legislation

Staff and volunteers **must not**:

- behave in a manner which would lead any reasonable person to question their suitability to work within the FE sector.
- make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such
- communicate with learners by means of personal phones, email addresses or social networking sites.
- transport learners in personal vehicles, without informing a manager or Designated person. Any transportation of learners must be recorded.

This code is to used in conjunction with but not limited to the following policies:

- Lone worker Policy
- Acceptable IT Policy
- Malpractice Policy
- Data Protection Policy
- Health and Safety Policy
- Photo Consent Policy
- Whistleblowing Policy
- Race and Equality Policy
- Freedom of Speech Policy

CLIENT COMPLAINTS PROCEDURE

SCOPE AND PURPOSE

At Beacon Education Partnership we are always open to constructively critical feedback as well as specific service provisions which do not meet our clients' needs or expectations. It is important for us to know when we get things right and when there is a need for improvement.

Feedback is central to the process of continual quality improvement. Beacon would like to hear from you if you feel we have done something well or if you think we have not met the standards or expectations you would have expected of us.

AIMS

Our aim is to respond quickly and positively and to reach an outcome that is satisfactory and fair for all concerned. We also aim to keep you informed of our progress in dealing with the complaint and the personnel involved.

The purpose of the complaints procedure is to provide an opportunity for complaints to be resolved as quickly as possible by carefully logging and analysing complaints, to provide a means of identifying problems and potential faults in the services provided by Beacon.

SCOPE OF THE COMPLAINTS PROCEDURE

The procedure can investigate complaints about:

- Quality of provision or services
- Administration
- Internal procedures not being complied with
- Conditions
- Health and safety concerns

PROCEDURE

Informal Discussion

If you feel dissatisfied in any way do not hesitate to tell us about it, we would prefer a timely warning that you think something is wrong. At an early stage as possible, speak informally to your assessor or the Beacon Centre manager and explain your concern.

Depending on the nature of the problem, most concerns can be dealt with satisfactorily this way on the spot or within no more than a few days.

Formal Complaints

If an informal discussion has not resolved your concern to your satisfaction you may want to make a formal complaint. If so, please write to the Beacon Centre Manager and as far as possible:

- Explain the problem
- Mention what previous contact you have made with Beacon over the matter
- Say what action you would like to be taken

If the Centre Manager is an inappropriate person to receive the formal complaint, then your complaint can be sent directly to Beacon's Director of Learning and Development, Sarah Jones.

RESPONDING TO A FORMAL COMPLAINT

The Centre Manager will deal with the matter directly or if appropriate, hand it to the Director of Learning Development to deal with directly. Your complaint will then be investigated thoroughly and objectively, which may involve asking you to attend a meeting with Beacon staff or be interviewed by telephone where this is not convenient. You may ask for particular named individuals to attend as well if you think it will help.

Throughout the investigations, Beacon will do its best to ensure that you and any others concerned are being dealt with fully and fairly. Personal details will be dealt with in confidence; you may specify who else may have access to the information.

Depending on the nature of the problem Beacon will:

1. Contact you within 3 working days either giving a response to the complaint itself, or explaining how your complaint is continuing to be dealt with and when you will be contacted about it.
2. If it is not possible to resolve the problem fully within 14 working days, give you an interim reply.
3. Do its best to give you a full response within 30 working days, or failing that a clear explanation why it has not been possible to do so, together with a date when completion is expected.

In bringing matters to a conclusion, Beacon will state clearly for you what follow up action is intended, by

whom, and when.

APPEALS

If you do not feel that the full response to your complaint was satisfactory in the first instance then you may write/email to the Beacon board of directors who will consider the matter within 3 working days of receipt of the complaint. Submissions can be made in writing to the following address:

The board of directors
Beacon Education Partnership
85-87 Bayham Street, London NW10AG

Or via email to:
board@beaconeducationpartnership.org.uk

DATA PROTECTION POLICY

Beacon Education Partnership Ltd is required to collect and use certain types of information about candidates and other individuals who come into contact with the company and its staff. This personal information must be dealt with properly however it is collected, recorded and used – whether on paper, in a computer, or recorded on other material - and there are safeguards to ensure this in the Data Protection Act 1998.

Beacon Education Partnership Ltd regards the lawful and correct treatment of personal information as very important and therefore ensures that personal information is treated lawfully and correctly. To this end, Beacon Education Partnership Ltd fully endorses and adheres to the Principles of Data Protection and freedom of Information, as detailed in the Data Protection Act 1998 and the Freedom of Information Act (2000).

Beacon Education Partnership Ltd is committed to ensuring the following specific principles which require that personal information:

1. Shall be processed fairly and lawfully and, in particular, shall not be processed unless specific conditions are met,
 2. Shall be obtained only for one or more specified and lawful purposes, and shall not be further processed in any manner incompatible with that purpose or those purposes,
 3. Shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed,
 4. Shall be accurate and, where necessary, kept up to date,
 5. Shall not be kept for longer than is necessary for that purpose or those purposes,
 6. Shall be processed in accordance with the rights of data subjects under the Act,
 7. Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data,
 8. Shall not be transferred to a country or territory outside the European Economic Area unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.
- Furthermore, Beacon Education Partnership Ltd will, through appropriate management, strict application of criteria and controls, commit to the following:**
1. observe fully the conditions pertaining to the fair collection and use of information,
 2. To meet its legal obligations to specify the purposes for which information is used,
 3. To collect and process appropriate information, and only to the extent that it is needed to fulfil operational needs or to comply with any legal requirements,
 4. To ensure the quality of information used,
 5. To apply strict checks to determine the length of time information is held,
 6. To ensure that the rights of people about whom information is held, can be fully exercised under the Act. (These include: the right to be informed that processing is being undertaken, the right of access to one's personal information, the right to prevent processing in certain circumstances and the right to correct, rectify, block or erase information which is regarded as wrong information),
 7. To take appropriate technical and organisational security measures to safeguard personal information,
 8. To ensure that personal information is not transferred abroad without suitable safeguards,
 9. To treat people justly and fairly whatever their age, religion, disability, gender, sexual orientation or ethnicity when dealing with requests for information,
 10. To set out clear procedures for responding to requests for information.

In addition, Beacon Education Partnership Ltd will ensure that:

1. There is someone with specific responsibility for Data Protection. This person is identified as Kim Liggins, Director of Learning and Development.
2. Everyone managing and handling personal information understands that they are contractually responsible for following good data protection practice,
3. Everyone managing and handling personal information is appropriately trained to do so,
4. Everyone managing and handling personal information is appropriately supervised,
5. Anybody wanting to make enquiries about handling personal information knows what to do,
6. Queries about handling personal information are promptly and courteously dealt with,
7. Methods of handling personal information are clearly described,
8. A regular review and audit is made of the way personal information is held, managed and used,
9. Methods of handling personal information are regularly assessed and evaluated,
10. Performance with handling personal information is regularly assessed and evaluated,
11. A breach of the rules and procedures identified in this policy by a member of staff may lead to disciplinary action being taken,
12. A breach of the rules and procedures identified in this policy by a Member is a potential breach of the Code of Conduct.

This policy will be updated as necessary to reflect best practice in data management, security and control and to ensure compliance with any changes or amendments made to the Data Protection Act 1998.

DATA RETENTION POLICY

Beacon Education Partnership recognises that the efficient management of its records is necessary to comply with its legal and regulatory obligations and to contribute to the effective overall management of the company.

This document provides the policy framework through which this effective management can be achieved and audited.

1. Scope of the Policy

This policy applies to all records created, received or maintained by staff at the Beacon Education Partnership in the course of carrying out its functions.

- Records are defined as all those documents which facilitate the business carried out by Beacon Education Partnership and which are thereafter retained (for a set period) to provide evidence of its transactions or activities. These records may be created, received or maintained in hard copy or electronically.

2. Responsibilities

- Beacon Education Partnership has a corporate and legal responsibility to maintain its records and record keeping systems in accordance with the regulatory environment.
- Individual staff and employees must ensure that records for which they are responsible are accurate, and are maintained and disposed of in accordance with the companies records management guidelines.

3. Relationship with Existing Policies

This policy has been drawn up within the context of:

- Freedom of Information Policy.
- Data Protection Policy.
- and with other legislation or regulations (including audit, equal opportunities and ethics) affecting the company.

4. Safe Disposal of Records

Where records have been identified for destruction they should be disposed of in an appropriate way. All records containing personal information, or sensitive policy information, should be shredded before disposal using a cross cut shredder.

5. Transfer of Information

Where lengthy retention periods have been allocated to records, members of staff may wish to consider converting paper records to other media. The lifespan of the media and the ability to migrate data where necessary should always be considered.

6. Retention Guidelines

Some of the retention periods are governed by statute. Others are guidelines following best practice. Every effort has been made to ensure that these retention periods are compliant with the requirements of the Data Protection Act 1998 and the Freedom of Information Act 2000. Managing record series using these retention guidelines will be deemed to be 'normal processing' under the legislation mentioned above. If record series are to be kept for longer or shorter periods than laid out in this document the reasons for this need to be documented.

LEARNER/CHILD PROTECTION

Basic file description	Data Protection Issues	Statutory Provisions	Retention Period	Action at the end of the administrative life of the record
Child Protection files	Yes	Education Act 2002, related guidance "Safeguarding Children in Education", September 2004	Date of leaving + 25 years	SHRED
Allegation of a child protection nature against a member of staff, including where the allegation is unfounded	Yes	Employment Practices Code: Supplementary Guidance 2.13.1 (Records of Disciplinary and Grievance) Education Act 2002 guidance "Dealing with Allegations of Abuse against Teachers and Other Staff" November 2005	Until the person's normal retirement age, or 10 years from the date of the allegation whichever is the longer	SHRED

The following is an extract from "Safeguarding Children and Safer Recruitment in Education" p60

"Record Keeping 5.10 It is important that a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personnel file, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference if the person has moved on. It will provide clarification in cases where a future CRB Disclosure reveals information from the police about an allegation that did not result in a criminal conviction. And it will help to prevent unnecessary reinvestigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer."

MANAGEMENT

Basic file description	Data Protection Issues	Statutory Provisions	Retention Period	Action at the end of the administrative life of the record
Log Books	Yes		Date of last entry in the book + 6 years	Retain in the company for 6 years from the date of the last entry. Transfer to the Archives
Minutes of the Senior Management Team and other internal administrative bodies	Yes		Date of last entry in the book + 5 years	Retain in the company for 5 years from the date of the last entry. Transfer to the Archives
Correspondence created by assessors, IV's and members of staff with administrative responsibilities	Yes		Date of last entry in the book + 3 years	SHRED
Professional development plans	Yes		Closure + 6 years	SHRED
Admissions - if the admission is successful	Yes		DOB of the pupil + 25 years	SHRED
Admissions - if the appeal is unsuccessful	Yes		Resolution of case + 1 year	SHRED

LEARNERS

Basic file description	Data Protection Issues	Statutory Provisions	Retention Period	Action at the end of the administrative life of the record
Admission Registers	Yes		Date of last entry in Register + 6 years	Retain in the company for 6 years from the date of the last entry. Transfer to the Archives
Attendance registers	Yes		Date of register + 3 years	SHRED
ILR and Loans information	Yes		Date of Start + 7 years	SHRED
Public examination results	Yes		Year of examinations + 6 years	SHRED Unclaimed certificates returned to Exam Board
Internal examination results	Yes		Current year + 5 years	SHRED

PERSONNEL RECORDS

Basic file description	Data Protection Issues	Statutory Provisions	Retention Period	Action at the end of the administrative life of the record
Timesheets, sick pay	Yes	Financial Regulations	Current year + 6 years	SHRED
Staff Personal files	Yes		Termination + 7 years	SHRED
Interview notes and recruitment records	Yes		Date of interview + 6 months	SHRED
Pre-employment vetting information (including CRB checks)	No	CRB guidelines	Date of check + 6 months	SHRED
Disciplinary proceedings:	Yes	Where the warning relates to child protection issues then retain until the person's normal retirement age, or 10 years from the date of the allegation, whichever is the longer. If the disciplinary proceedings relate to a child protection matter please contact your safeguarding children officer for further advice.		
• oral warning			Date of warning + 6 months	SHRED
• written warning - level one			Date of warning + 6 months	SHRED
• written warning - level two			Date of warning + 12 months	SHRED
• final warning			Date of warning + 18 months	SHRED
• case not found			If child protection related then retain until the person's normal retirement age, or 10 years from the date of the allegation whichever is the longer. Otherwise shred immediately at the conclusion of the case	SHRED
Records relating to accident/injury at work	Yes		Date of incident + 12 years. In the case of serious accidents a further retention period will need to be applied	SHRED
Annual appraisal/ assessment records	No		Current year + 5 years	SHRED
Salary cards	Yes		Last date of employment + 85 years	SHRED
Maternity pay records	Yes	Statutory Maternity Pay (General) Regulations 1986 (SI 1986/1960), revised 1999 (SI 1999/567)	Current year, + 3yrs	SHRED
Records held under Retirement Benefits Schemes (Information Powers) Regulations 1995	Yes		Current year + 6 years	SHRED
Proofs of identity collected as part of the process of checking "portable" enhanced CRB disclosure	Yes		Where possible these should be checked and a note kept of what was seen and what has been checked. If it is felt necessary to keep copy documentation then this should be placed on the member of staff's personal file.	

HEALTH AND SAFETY

Basic file description	Data Protection Issues	Statutory Provisions	Retention Period	Action at the end of the administrative life of the record
Accessibility Plans		Disability Discrimination Act	Current year + 6 years	SHRED
Accident Reporting		Social Security (Claims and Payments) Regulations 1979 Regulation 25. Social Security Administration Act 1992 Section 8. Limitation Act 1980		
Adults	Yes		Date of incident + 7 years	SHRED
Children	Yes		DOB of child + 25 years	SHRED
COSHH			Current year + 10 years (where appropriate an additional retention period may be allocated)	SHRED
Incident reports	Yes		Current year + 20 years	SHRED
Policy Statements			Date of expiry + 1 year	SHRED
Risk Assessments			Current year + 3 years	SHRED
Process of monitoring of areas where employees and persons are likely to have become in contact with asbestos			Last action + 40 years	SHRED
Process of monitoring of areas where employees and persons are likely to have come in contact with radiation			Last action + 50 years	SHRED
Fire Precautions log books			Current year + 6 years	SHRED

ADMINISTRATIVE

Basic file description	Data Protection Issues	Statutory Provisions	Retention Period	Action at the end of the administrative life of the record
Employer's Liability certificate			Current year + 6 years	SHRED
Inventories of equipment and furniture			Current year + 6 years	SHRED
General file series			Current year + 5 years	Review to see whether a further retention period is required. Transfer to Archives

FINANCE

Basic file description	Data Protection Issues	Statutory Provisions	Retention Period	Action at the end of the administrative life of the record
Annual Accounts		Financial Regulations	Current year + 6 years	Offer to the Archives
Loans and grants		Financial Regulations	Date of last payment on loan + 12 years	Review to see whether a further retention period is required. Transfer to Archives (The appropriate archivist will then take a sample for permanent preservation)
Contracts			Contract completion + 6 Years	
Under seal			Date + 6 years	SHRED
Under signature			Contract completion date + 6 years	SHRED
Monitoring records			Current year + 2 years	SHRED

PROPERTY

Basic file description	Data Protection Issues	Statutory Provisions	Retention Period	Action at the end of the administrative life of the record
Title Deeds			Permanent	Permanent. These should follow the property unless the property has been registered at the Land Registry. Offer to Archives if the deeds are no longer needed.
Plans			Permanent	Retain in company whilst operational. Offer to Archives.
Maintenance and contractors		Financial Regulations	Current year + 6 years	SHRED
Leases			Expiry of lease + 6 years	SHRED
Lettings			Current year + 3 years	SHRED
Burglary, theft and vandalism report forms			Current year + 6 years	SHRED
Maintenance log books			Last entry + 10 years	SHRED
Contractors' Reports			Current year + 6 years	

FUNDING PARTNERS

Basic file description	Data Protection Issues	Statutory Provisions	Retention Period	Action at the end of the administrative life of the record
HMI reports			These do not need to be kept any longer	Transfer to Archives
OFSTED reports and papers			Replace former report with any new inspection report	Review to see whether a further retention period is required. Transfer to Archives.
Returns			Current year + 6 years	SHRED

AWARDING ORGANISATIONS

Basic file description	Data Protection Issues	Statutory Provisions	Retention Period	Action at the end of the administrative life of the record
EV Reports			Current year + 5 Years	SHRED
Other Feedback			Current year + 5 Years	SHRED

OTHER RECORDS - ADMINISTRATION

Basic file description	Data Protection Issues	Statutory Provisions	Retention Period
Financial Records			
Financial records – accounts, statements, invoices, petty cash etc	No		Current year + 6 years cash etc
Insurance			
Insurance policies – Employers Liability	No	Employers Liability Financial Regulations	The policies are kept for a minimum of 6 years and a maximum of 40 years depending on the type of policy
Claims made against insurance policies – damage to property	Yes		Case concluded + 3 years
Claims made against insurance policies – personal injury	Yes		Case concluded + 6 years
Human Resources			
Personal Files - records relating to an individual's employment history	Yes**		Termination + 6 years then review
Pre-employment vetting information (including CRB checks)	No	CRB guidelines	Date of check + 6 months
Staff training records – general	Yes		Current year + 2 years
Training (proof of completion such as certificates, awards, exam results)	Yes		Last action + 7 years
Premises files (relating to maintenance)	No		Cessation of use of building + 7 years then review
Risk Assessments	No		Current year + 3 years
Staff training records – general	Yes		Current year + 2 years
Training (proof of completion such as certificates, awards, exam results)	Yes		Last action + 7 years
Premises and Health and Safety			
Premises files (relating to maintenance)	New		Cessation of use of building + 7 years then review
Risk Assessments	New		Current year + 3 years

**For Data Protection purposes the following information should be kept on the file for the following periods

OFSTED reports and papers	Duration of employment
Pre-employment and vetting information	Start date + 6 months
Records relating to accident or injury at work	Minimum of 12 years
Annual appraisal/assessment records	Minimum of 5 years
Records relating to disciplinary matters (kept on personal files)	
• oral warning	6 months
• first level warning	6 months
• second level warning	12 months
• final warning	18 months

DISABILITY POLICY

OVERVIEW

Our commitment to meeting our duty under the provisions of the Disability and Discrimination Act 2006 will underpin all that we do at Beacon. No one will be treated less favourably than others.

Beacon will work hard to meet the individual needs of all, including those with a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. We will anticipate the needs of those with disability and make reasonable adjustments to ensure that their needs are met to give them access to all aspects of provision. All appropriate members of Beacon staff will be involved and consulted in the process of implementing our statutory duty.

OBJECTIVES

1. To ensure that all learners receive their entitlement to relevant provision.
2. To ensure that provision for learners with disability is central to scheme of work and the teaching and learning plan.
3. To recognize, celebrate and record learners' achievements, progress and successes in order to encourage a positive self-image.
4. To ensure that those with management responsibility, and individual staff accept responsibility for planning, organization and delivery of appropriate educational material to pupils' disability.
5. To ensure that learners and employers are fully involved at every stage in the provision made by Beacon.

STRATEGIES

1. Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within Beacon give all learners access to all appropriate courses.
2. Employers will be involved and consulted about the provision being offered by Beacon.
3. If applicable Special Educational Needs Coordinator will be responsible for the identification and assessment of the specific educational needs and a procedure will be put into place to ensure effective liaison with appropriate support agencies.
4. The assessment of disability will be diagnostic in nature and constructive in practice, with appropriate involvement of relevant members of staff.
5. Active participation of employers in the teaching and learning process will be encouraged.
6. The positive achievements of learners will be celebrated and recognized.

OUTCOMES

This policy will play an important part in the educational development of individual learners. It will ensure that learners with disability are treated as favourably as others and that Beacon will make reasonable adjustments to avoid disadvantaging disabled learners.

ENVIRONMENTAL MANAGEMENT POLICY

We at Beacon Education Partnership Ltd recognise that our operations may have an impact upon the environment. This might be a direct or indirect impact. Our aim is to protect the environment by implementing best practice and through good management systems. Wherever possible, Beacon Education Partnership Ltd will seek to adopt greener solutions to our activities to minimise our environmental impact.

We will endeavour to:

- Ensure paper and envelopes are re-used or recycled
- Minimise waste when printing and photocopying
- Ensure power usage is minimised by:
 - * turning off lights when rooms are not in use
 - * turning off computers and printers when not in use for long periods of time
 - * heating and cooling systems are only used when absolutely necessary
- Source environmentally friendly supplies for our operations
- Identify and manage hazards and risks to the environment as a result of our day to day operations
- Involve our customers and clients in our environmental management objectives
- Determine targets in order to measure our environmental management objectives.

Environmental Management Targets

1. All paper is re-used (as scrap for notes) or recycled
2. All envelopes are re-used or recycled
3. A reduction in our energy bills in the office
4. Source green alternatives such as ink refills and toner refills for the photocopier
5. All customers are advised of our environmental management policy

EQUAL OPPORTUNITIES POLICY

The aim of this policy is to communicate the commitment of the Board of Directors to the promotion of equality of opportunity in Beacon Education Partnership Ltd.

It is our policy to provide employment equality to all, irrespective of:

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

We are opposed to all forms of unlawful and unfair discrimination. All job applicants, employees and others who work for us will be treated fairly and will not be discriminated against on any of the above grounds. Decisions about recruitment and selection, promotion, training or any other benefit will be made objectively and without unlawful discrimination.

We recognise that the provision of equal opportunities in the workplace is not only good management practice; it also makes sound business sense. Our equal opportunities policy will help all those who work for us to develop their full potential and the talents and resources of the workforce will be utilised fully to maximise the efficiency of the organisation.

1. To whom does the policy apply? (Scope)

Employers may wish to state simply that the EO policy applies to all those who work for (or apply to work for) the organisation or they may wish to list various groups or categories, for example:

- Job applicants and potential applicants
- Employees
- Contract workers
- Agency workers
- Trainee workers and students on work experience or placements
- Volunteer workers
- Former employees

2. Equality commitments

We are committed to:

- Promoting equality of opportunity for all persons
- Promoting a good and harmonious working environment in which all persons are treated with respect
- Preventing occurrences of unlawful direct discrimination, indirect discrimination, harassment and victimisation
- Fulfilling all our 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.

This policy is fully supported by senior management.

3. Implementation

The Director has specific responsibility for the effective implementation of this policy. We expect all of our employees to abide by the policy and help create the equality environment which is its objective.

In order to implement this policy we shall:

- Communicate the policy to employees, job applicants and relevant others (such as contract or agency workers)
- Incorporate specific and appropriate duties in respect of implementing the equal opportunities policy into job descriptions and work objectives of all staff
- Provide equality training and guidance as appropriate, including training on induction and management courses.
- Ensure that those who are involved in assessing candidates for recruitment or promotion will be trained in non-discriminatory selection techniques
- Incorporate equal opportunities notices into general communications practices (eg, staff newsletters, intranet)
- Obtain commitments from other persons or organisations such as subcontractors or agencies that they too will comply with the policy in their dealings with our organisation and our Workforce
- Ensure that adequate resources are made available to fulfil the objectives of the policy.

4. Monitoring and review

We will establish appropriate information and monitoring systems to assist the effective implementation of our equal opportunities policy. The effectiveness of our equal opportunities policy will be reviewed regularly and action taken as necessary. For example, where monitoring identifies an under-representation of a particular group or groups, we shall develop an action plan to address the imbalance.

5. Complaints

Employees who believe that they have suffered any form of discrimination, harassment or victimisation are entitled to raise the matter through the agreed the Grievance Procedures. A copy of these procedures is available from the Director. All complaints of discrimination will be dealt with seriously, promptly and confidentially. In addition to our internal procedures, employees have the right to pursue complaints of discrimination to an industrial tribunal or the Fair Employment Tribunal under the following anti-discrimination legislation:

- Sex Discrimination (Northern Ireland) Order 1976, as amended
- Disability Discrimination Act 1995, as amended
- Race Relations (Northern Ireland) Order 1997, as amended
- Employment Equality (Sexual Orientation) Regulations (Northern Ireland) 2003
- Fair Employment and Treatment (Northern Ireland) Order 1998, as amended
- Employment Equality (Age) Regulations (Northern Ireland) 2006
- Equal Pay Act (Northern Ireland) 1970, as amended.

However, employees wishing to make a complaint to a tribunal will normally be required to raise their complaint under our internal grievance procedures first¹.

Every effort will be made to ensure that employees who make complaints will not be victimised. Any complaint of victimisation will be dealt with seriously, promptly and confidentially. Victimisation will result in disciplinary action and may warrant dismissal.

¹ For further information on the statutory disciplinary, dismissal and grievance procedures, see www.lra.org.uk or advisory publications of the Department for Employment and Learning at www.delni.gov.uk

MONITORING EQUAL OPPORTUNITIES

Beacon Education Partnership Ltd is committed to equal opportunities and actively seeks to promote equality of opportunity irrespective of gender, race, colour, nationality, ethnic or national origin, disability, marital status, sexual orientation, having responsibility for dependents, age, religion/beliefs, or any other reason which cannot be shown to be justified.

To help us monitor the effectiveness of this policy you are requested to complete this form and return it with your signed Employment Contract.

1. Ethnic Origin

White:

- ☐ British
- ☐ Irish
- ☐ Other White background, please specify:

Mixed:

- ☐ White and Black Caribbean
- ☐ White and Black African
- ☐ White and Asian
- ☐ Other Mixed background, please specify:

Asian or Asian British:

- ☐ Indian
- ☐ Pakistani
- ☐ Bangladeshi
- ☐ Other Asian background, please specify:

Black or Black British:

- ☐ Black Caribbean
- ☐ Black African
- ☐ Other Black background, please specify:

Chinese or Chinese British or other ethnic group:

- ☐ Chinese
- ☐ Any other ethnic group, please specify:

2. Gender

- ☐ Male
- ☐ Female

3. Disability

Please state if you have any long-term physical or mental condition that affects your ability to carry out day-to-day activities.

(Advice can be obtained from the Disability Rights Commission on 08457 622 633)

- ☐ No
- ☐ Yes

If yes, please specify:

4. Age

Please state your date of birth, and tick the correct box below;

- _____|_____|_____|_____|_____|_____|
- ☐ 16-24
 - ☐ 25-29
 - ☐ 30-39
 - ☐ 40-49
 - ☐ 50-59
 - ☐ 60+

5. Religion

Please state your religion:

6. Sexual Orientation

Please state your sexual orientation:

EQUALITY AND DIVERSITY POLICY

OVERVIEW

It is Beacons policy to promote equity and diversity in all areas of the company. We will not tolerate discrimination on unlawful or unfair grounds. All will be treated equally and given equal access to the course and company life. All will have equal opportunity to benefit from all that we offer. Our intention is to develop an ethos in which all will thrive. Diversity and differences will be valued and respected by all and they will contribute to the richness of Beacon.

OBJECTIVES

1. To ensure that all learners have equal access to a rich, broad, balanced and relevant provision.
2. To ensure that teaching, learning and assessment promotes equity, celebrates diversity and promotes community cohesion.
3. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their gender, colour, race, age, ethnic or national origin, disability or religious beliefs.
4. To recognize, celebrate diversity within our community whilst promoting community cohesion.
5. To ensure that those with management responsibility and individual staff accept responsibility for planning, organization and delivery of appropriate educational material to ensure that this policy for equity and diversity is woven into all we do.
6. To ensure that learners and employers are fully involved in the provision delivered by Beacon.

STRATEGIES

1. Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within Beacon reflect the objectives of this policy.
2. Employers will be involved and consulted about the provision being offered by Beacon.
3. Assessors and trainers will ensure that their planning, teaching, learning and assessment takes account of this policy and ensures that equity underpins all their work.
4. The diversity within Beacon and the wider community will be viewed positively by all and this diversity will be recognized as a rich resource for teaching and learning.
5. INSET / CPD opportunities will be provided for staff, to raise awareness and provide practical examples of suitable materials.
6. The positive achievements of all learners will be celebrated and recognized.

OUTCOMES

This policy will play an important part in the educational development of individual learners and staff. It will ensure that all learners are treated as favourably as others and that Beacon will make all the reasonable adjustments necessary to promote equity and community cohesion. Learners and staff from all backgrounds will be treated as equal and valued members of the community.

FEES POLICY

Policy statement

Beacon Education Partnership will set the fees to be charged to its clients and learners in accordance with the following principles:

- To ensure the financial viability of its learning provision;
- To ensure that Beacon's approach to tuition and additional fees is fair, equitable and clear;
- To meet the published requirements of relevant funding and regulatory Bodies;
- To promote the widest participation in learning amongst the Communities which Beacon serves;
- To ensure Beacon is actively responding to market forces as well as government policy.
- To reduce or waive its fees in certain cases of financial hardship or employer contribution.

Working with Employers and Partners

Beacon strives to ensure that its' courses are competitive, financially viable and market driven. Given the relative synergies achieved through partnerships with employers and other community partners, Beacon's fee's for learners undertaking training through one of these partnerships will reflect the agreements and benefits derived from such partnerships. Each partnership is different and it is therefore right and equitable to construct a fees schedule in line with the terms and arrangements of partnerships.

Privately Funded Courses

The Fees for courses and training programmes which are not covered by an existing partnership, not paid by an employer or sponsor and for which do not qualify for government funding are set by the Director of Finance in accordance with the principles outlined above.

19+ Advanced Learner Loans

The fees that Beacon charge learners eligible for 19+ Advanced Learner Loans will be the same as the fees for learners who are ineligible and undertaking the same course. The only difference would be that the eligible learner will be able to pay for these fees via the Loan. Beacon will ensure that the total fees charged, including recruitment, registration, material and

equipment for any course are not higher than the fee published by the Skills Funding Agency for that course.

Refunds

If Beacon cancels a course it will contact the learner and refund the full costs paid by the learner. If a learner withdraws from a course before the start date of the course the learner will be entitled to a refund of all amounts paid.

If a learner withdraws from the course after the course start date or does not attend the course they have enrolled on there will be no refund of payments made unless the learner has withdrawn due to a serious medical condition (medical certificate required as evidence). A proportionate refund of tuition fees will then be made (based on the proportion of the course attended).

Learners undertaking a 19+ Advanced Learner Loans will be responsible for reporting their withdrawal from their Beacon course to the Student Loans Company. Learners are also required to provide Beacon with written notice of withdrawal. Failure to do so will result in debt continuing to be accumulated. Any refund claims that arise from a 19+ Advanced Learner Loans post withdrawal should be taken up with the Student Loans Company directly.

In the event of a refund being authorised, exam fees will only be refunded if they have not already been paid to the relevant Examinations Board or Awarding Organisation.

Refunds will normally be paid by bank transfer within 28 days of authorisation of refund.

Free independent advice and assistance can be obtained from any of the following organisations:

Citizens Advice
www.citizensadvice.org.uk

National Debtline
Freecall 0808 808 4000, www.nationaldebtline.co.uk

Consumer Credit Counselling Service (CCCS)
Freecall 0800 138 1111, www.cccs.co.uk

Money Advice Service (19+ Advanced Learning Loans)
www.moneyadviceservice.org.uk/en/articles/loans-for-adults-in-further-education-andtraining

FIRE AND EMERGENCY EVACUATION POLICY

OVERVIEW

This policy sets out the procedures to be followed in the event of a fire or other emergency that requires the any premises being used by Beacon during its normal course of business to be evacuated. It is designed to ensure that learners and staff leave the building in an orderly and speedy manner to assemble in safe places. This policy is to be used in conjunction with Fire and Emergency Evacuation Policy of venue where Beacon training is being delivered.

OBJECTIVES

1. To keep the learners and staff safe from danger.
2. To evacuate the building quickly and in an orderly manner without panic and to take all learners and staff to agreed places of safety.
3. To ensure that the building is checked and all are accounted for.
4. To summon help quickly.
5. To contain the danger and preserve the building.

STRATEGIES

1. The first member of staff to discover the danger will sound the alarm.
2. Unless it is known to be a pre-arranged 'practice' the emergency services will be called by a senior member staff in accordance with policy.
3. At the sound of the alarm, all staff responsible for learners will escort them quickly, and in an orderly manner, from the building to the agreed assembly point.
4. Staff will take their registers with them.
5. The nearest safe exit should be used. If that is blocked then the next nearest exit will be used.
6. Once rooms are empty, doors should be closed to prevent the spread of fire.

7. At the assembly points, class registers will be taken to ensure that all learners are accounted for.
8. If any learner is missing a fire monitor must be informed immediately.
9. No one must return to the building once it has been evacuated.
10. Fire monitor or the fire service will inform staff when it is safe to return to the building.

OUTCOMES

All will be safely evacuated during an emergency.

FREEDOM OF SPEECH POLICY

The United Kingdom has a long history of supporting the concept of freedom of speech, dating back to the Bill of Rights in 1689 which legally established the constitutional right of freedom of speech in Parliament which remains in effect to this day. Freedom of speech is a fundamental British value that is inextricably intertwined with other British values such as rule of law, democracy, individual liberty and mutual respect. Beacon Education Partnership recognises and promulgates the concept of the freedom of speech protected under the Human Rights Act 1998 and as espoused in Article 19 of the United Nations Universal Declaration of Human Rights which states:

“Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.”

Beacon Education Partnership aims to provide a learning environment that is a competitive marketplace of ideas and concepts underpinned by the freedom to seek, receive and impart information and ideas. Beacon believes that the pursuit of knowledge and understanding within this framework is vital to a successful and rewarding learning experience and broad professional development.

In the spirit of John Stuart Mill's 'harm principle' and in line with the European Convention on Human Rights, Beacon does not condone or protect statements that unlawfully discriminate against or harass, or incite violence or hatred against, other persons and groups, particularly by reference to their race, religious belief, gender or sexual orientation, nor does it limit or undermine the human rights of others.

Beacon adheres and promotes the principles expressed in sector 2 of Article 10 of the European Convention on Human Rights which states:

“The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.”

The policy is to be implemented in conjunction with other Beacon policies as part of a broader approach to best practice.

Further Reading

Beacon's Safeguarding and Protecting Children and Vulnerable Adults Policy

www.beaconeducationpartnership.org.uk/Policies.html

The Counter Terrorism and Security Act 2015

www.legislation.gov.uk/ukpga/2015/6/contents/enacted

Prevent Strategy 2014-15

www.gov.uk/government/publications/2010-to-2015-government-policy-counter-terrorism/2010-to-2015-government-policy-counter-terrorism

Freedom of Expression Legal Framework, Equality and Human Rights Commission March 2015

www.equalityhumanrights.com/sites/default/files/20150318_foe_legal_framework_guidance_revised_final.pdf

GRIEVANCE PROCEDURE

SUMMARY

We understand that there may be extenuating circumstances that make timely delivery of qualifications difficult. For this reason, we have developed a grievance procedure to ensure that contractors are not adversely affected, or unfairly penalised by circumstances that may be out of their control.

PROCEDURE

If you have any grievance relating to the failure of Beacon Education Partnership Ltd in exercising its General Responsibilities', you should raise the matter initially with the Centre Manager. You will be required to put any such grievance in writing. If your grievance is with the Centre Manager, you should raise the matter with Beacon Education Partnership Ltd's Centre Manager who will deal with your grievance with the upmost confidentiality.

If you have any grievance relating to penalties imposed by Beacon Education Partnership Ltd for failure on behalf of the contractor, you should raise the matter in writing with the Centre Manager, including any supporting evidence such as signed letters from candidates and/or the employers of candidates highlighting the grievance or extenuating circumstances.

Beacon Education Partnership Ltd commits to treating grievances with the upmost importance. A response and decision to all grievances will be provided within 30 days of the submission of a grievance.

DISPUTING A DECISION

In the event that a contractor finds the initial decision of Beacon Education Partnership Ltd to be unsatisfactory, the contractor may resubmit their grievance to the Board of Directors for a final decision. The resubmission should be addressed to the Board of Directors of Beacon Education Partnership Ltd with a summary of the grievance and a justification for the resubmission of the grievance.

The Board of Directors of Beacon Education Partnership Ltd commits to responding with a decision to all grievances within 30 days of the submission of a grievance.

ARBITRATION

All disputes, differences or questions between the parties to the Contract with respect to any matter arising out of or relating to the Contract, other than a matter of things as to which the decision of Beacon Education Partnership Ltd is under the Contract to be final and conclusive, shall after written notice by either party to the Contract to the other be referred to an arbitrator appointed by the Chartered Institute of Arbitrators. The decision of such arbiter shall be final and binding on the parties of the Contract.

HEALTH AND SAFETY POLICY

OVERVIEW

The health and safety of learners, staff is of the upmost importance to all. Everything will be done to promote good health, and to keep everyone safe, and to protect them from danger.

OBJECTIVES

1. To establish excellent and effective procedures for keeping learner and staff safe, healthy and active.
2. To put into place safe procedures and contingency plans for the health and safety of learners and staff.
3. To ensure that staff are trained and carry out their health and safety responsibilities effectively.
4. To ensure that there is a quick and effective response to any incident.
5. To ensure that any probable sources of danger are identified and that appropriate action is taken.
6. To ensure that appropriately trained members of staff provide first-aid in case of accident.
7. To ensure that the Beacon makes effective use of appropriate outside agencies to advise and support on health and safety matters.

STRATEGIES

1. All staff will follow the established health and safety procedures.
2. Risk assessments will be carried out by staff before visits.
3. Detailed records of accidents and incidents will be recorded and kept.

OUTCOMES

Beacon will do all it can to provide a safe environment in which learner and staff can work.

INFORMATION, ADVICE AND GUIDANCE (IAG) STATEMENT OF SERVICE

ABOUT OUR IAG SERVICE

This service is here to help you to make informed choices and decisions about courses that you may wish to undertake.

WHAT BEACON EDUCATION PARTNERSHIP CAN OFFER

- A free confidential and impartial information and advice service which covers learning opportunities and qualifications available
- Written information on all courses and learning opportunities provided by Beacon Education Partnership
- Guidance on courses offered by other establishments where Beacon are unable to fulfil learner need
- Support during your course to assist your learning, personal development and career progression
- Advice and support to enable you to study effectively if you have additional learning needs
- A signposting service to other providers and/or sources of information if we are unable to offer the information, advice and guidance ourselves
- Information about Beacon's complaints procedure and all of our other policies and procedures

WHAT YOU CAN EXPECT FROM US

- Professional and knowledgeable staff who keep up to date with changing legislation that may affect the delivery of the service
- Queries can be answered in a range of ways (telephone, email, face to face) to suit your needs
- We will acknowledge or reply to your emails, telephone queries or written correspondence within 3 working days
- We will be friendly, polite and considerate
- We will maintain confidentiality in line with our confidentiality policy.

WHAT WE EXPECT FROM YOU

- As much information as possible to enable the team to advise you appropriately
- Prompt contact if you have any questions or concerns over your chosen course of study

- Information about any special needs that you may have such as mobility access, hearing or visual impairments or language issues
- The team expects to be treated with respect and not to be offended by use of language, actions or behaviour.
- Discriminatory language or behaviour is not acceptable
- We expect that you will complete evaluation forms as requested to enable us to work towards continuously improving the service we offer.

CONFIDENTIALITY

As part of our service we need to keep certain details about you on record. We may have to share some of this information with other people as part of our audit process. We will not however share your information with people who do not have authorised access to it.

FEEDBACK, COMMENTS AND COMPLAINTS

To help us continuously improve our service we value your suggestions, comments, compliments and complaints.

These can all be made anonymously if you prefer. All comments whether positive or negative will be acknowledged and appropriate action taken.

You can make a complaint to us either verbally or in writing to:

Christian Wilkins

Director of Contracts and Funding
Beacon Education Partnership
85-87 Bayham Street
London. NW1 0AG
Telephone: 0208 788 4007
christian.wilkins@beaconeducationpartnership.org.uk

Complaints will be treated in confidence and we will do our best to resolve it fairly and quickly in accordance with our complaints procedures.

INTERNAL VERIFICATION POLICY

The aim is to ensure that:

- Internal verification is valid, reliable and covers all assessors and programme activity
- The IV procedure is open, fair and free from bias
- There is accurate and detailed recording of IV decisions

In order to do this, the centre will:

- Ensure that all centre assessment instruments are verified as fit for purpose
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, in order to ensure centre programmes conform to the national standards, NSS and JAB requirements/guidance
- Plan an annual internal verification schedule, linked to assignment plans
- Define, maintain and support effective internal verification roles
- Ensure that identified staff will maintain secure records of all internal verification activity
- Brief and train staff of the requirements for current internal verification procedures
- Promote internal verification as a developmental process between staff
- Provide standardised IV documentation
- Use the outcome of internal verification to enhance future assessment practice

This policy will be reviewed every 12 months by the assessment team and quality nominee.

The IV will ensure that all assessment instruments have been internally verified as fit for purpose and will not be used until this process has happened.

An internal verification sampling plan will be developed and maintained to ensure that all programmes, teams and sites are sampled. The verification sampling will be linked to the assignment plans.

The centre manager will ensure that all members of the assessment and verification team understand their roles and responsibilities by clearly defining them at the start of the programme. This will be reinforced for the duration of the programme. Staff can find details of roles and responsibilities in the staff handbook. The quality nominee in conjunction with the centre manager will ensure the BTEC team are made aware of any changes to current IV practice. New and existing staff members will receive training as and when required.

The centre manager/quality nominee/IV will promote a positive approach to internal verification and feedback to the assessment team. It will be promoted as an opportunity for staff development and potential Continuous Professional Development. The outcome of internal verification will be used as a tool to enhance future assessment practice.

The centre manager will ensure that IV documentation is standardised across all programmes and programme teams. Copies of documentation can be found in the centre handbook.

This policy is to be used in conjunction with other policies and specifically with the BTEC policy.

INTERNAL VERIFICATION STRATEGY

The IV is the key to quality control in the NQF and QCF process. The IV has the following responsibilities:

- Sampling assessments
- Monitoring assessment practice
- Standardising assessment judgements

SAMPLING ASSESSMENTS

Each IV will be responsible for determining their sample. This will be based on the following criteria:

- The number of candidates
- The types of evidence
- The number, experience and location of assessors
- The NQF/QCF - revised standards, new units
- All units
- Problem units

Deciding the sample size should present a sufficiently accurate picture of the quality of assessment in the Centre to be confident that those decisions not sampled also meet the national standards (JAB Guidance).

The IV must look at assessment decisions of all of the team in any given period of time either by candidate cohort or by calendar. All assessors must be included in the sample but considerations such as the experience of the assessor. Experienced assessors who are consistently maintaining the standards will need less sampling than newly qualified and/or inexperienced assessors. The IV will probably need to sample the 'new' assessor's decisions for each unit in any NQF/QCF until the IV is confident that the assessor is consistent in maintaining the relevant standard.

Where problem units have been identified these should be sampled for every assessor. The IV and the assessor need to agree the interpretation of problem aspects.

All assessment methods should be sampled to ensure that evidence requirements are being met. The IV will need to thoroughly understand the requirements of the particular NQF /QCF in order to achieve this.

MONITORING ASSESSMENT PRACTICE

This involves the IV observing assessors in the workplace with their candidates. The IV should aim to observe all of their assessors within a 12 month period. The assessor observation proforma must be completed following observation. Constructive and positive feedback must be given to the assessor following the observation.

Observation of the assessor will create an opportunity to liaise with candidates to determine whether their assessment needs are being met. The candidate interview proforma must be completed when candidates have been interviewed.

STANDARDISING ASSESSOR JUDGEMENTS

The IV for each award will hold standardisation activities for their assessors. Assessors will not be allowed to practice if they fail to attend these activities and the IV will need to monitor attendance. Please see the JAB Guidance for ideas on standardisation activities.

In addition to the above responsibilities the IV has a duty to develop and support assessors and to ensure the Continuing Professional Development (CPD) of the assessment team.

The IV will be responsible for ensuring new assessors are inducted and the induction proforma is completed.

IVs will be notified of candidates undertaking the award, assessors allocated to those candidates, assessment sites and date of induction. The IV will then advise the assessor of the IV dates for each cohort of candidates.

The Lead IV for the centre will request an up to date CV, CPD log and copies of the original relevant certificates from each assessor and IV. Following an EV visit the Lead IV will disseminate the EV report to the assessment and verification team and be responsible for drawing up an action plan to deal with identified issues.

BTEC POLICIES RESPONSIBILITIES



Office Manager

Responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners.

Provide and confirm exam entry notifications

Consult with the delivery team to ensure the necessary controlled assessment or exam is completed on time and in accordance with JCQ guidance

Receive check and store safely all exam papers and completed scripts and ensure they are dispatched back to the awarding body securely as per the guidance

Track, store and dispatch returned coursework or controlled assessment

Director of Learning and Development

Responsible for ensuring learner details held by Pearson are accurate and that an audit trail of learner assessment and achievement is accessible.

Responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.

Responsible for coordinating and monitoring the learner details held with Pearson.

The Quality Nominee ensures that centre internal verification and standardisation processes operate, acts as the centre coordinator and main point of contact for BTEC programmes. The Quality Nominee ensures Pearson quality assurance reports are monitored and any remedial action is carried out.

Responsible for submitting an appeal in writing, to Pearson if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.

Responsible for promoting proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others.

Responsible for any investigation into allegations of malpractice.

Responsible for provision of additional support / reasonable adjustment as appropriate and as per guidance. For example but not limited to, spelling, reading, dyslexia, dyscalculia, hearing impairment, ESOL, physical impairment

Assessor

Responsible for carrying out assessment and delivery to national standards. Provide feedback to learners; assures the authenticity of learner work; record, track, achievement, referrals and withdrawals.

Responsible for providing clear achievement feedback to learners.

Responsible reporting any suspected malpractice to the internal verifier.

Responsible for ensuring registers are correct and accurate (including the scanning of QR codes)

Responsible for ensuring learner files are uploaded to the learner tracking system and monitored

Internal verifier

Responsible for giving assessor feedback, and oversees remedial action.

Responsible for judging whether assessment decisions are valid, fair and unbiased. Responsible for malpractice checks when internally verifying work.

Responsible for materials which may be used with assessors to ensure that national standards are understood

Responsible for ensuring correct invigilation and management of examinations in accordance with JCQ guidance

Responsible for the collection of examination papers from the office manager before the examination starts and safe return of them when the examination concludes

Responsible for the signing of attendance registers before examination start

Learner

Responsible for initiating the appeals procedure, in the required format, within a defined timeframe, when s/he has reason to question an assessment decision or delivery process.

Responsible for providing supporting evidence when exams are missed, example medical certificate

Responsible for the attendance of classes, access of support including but not limited to tutorial, on-line learning platform, email, phone calls.

BTEC POLICIES REASONABLE ADJUSTMENTS



Aim

- To ensure adjustments are made to provide the learner with the opportunity to demonstrate attainment
- To reasonably adjust/compensate for any disadvantage imposed on the learner by virtue of their circumstances without providing advantage over their compatriots
- To maintain a rigorous and fair system
- Where possible reflect the learner's normal method of working
- To ensure assessment results are reliable

In order to do this, the centre will

- Record all adjustments made
- Ensure the adjustments are based on the individual's needs
- Keep clear and concise records of all adjustments
- Ensure that all appropriate guidance is followed
- Provide additional resources including but not limited to: resources in braille, scribe, different font type or colored paper, access to IT
- Ensure that the need for adjustments is recorded on the learner's ILA
- Where possible reasonable adjustments should be discussed and implemented at induction

Links

www.qualifications.pearson.com/en/support/support-topics/exams/specialrequirements/reasonable-adjustment.html

www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration

BTEC POLICIES REGISTRATION AND CERTIFICATION



Aim

- To register individual learners to the correct programme within agreed timescales.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will

- register each learner within the awarding body requirements
- provide a mechanism to check the accuracy of learner registrations
- make each learner aware of their registration status
- inform the awarding body of withdrawals, transfers or changes to learner details
- ensure that certificate claims are timely and based solely on internally verified assessment records
- audit certificate claims made to the awarding body
- audit the certificates received from the awarding body to ensure accuracy and completeness
- keep all records safely and securely for three years post certification.

Links

Information manual: this is published by Pearson each year and provides detailed information for Exams Officers about registration and certification procedures for all Pearson programmes:

www.qualifications.pearson.com/en/support/support-topics/centreadministration/information-manual.html

BTEC Quality Assurance Handbook: is a complete guide to quality assurance and essential reading for everyone in the BTEC team:

www.qualifications.pearson.com/en/support/support-topics/quality-assurance/btec-qualityassurance-handbook.html

Aim

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
- To ensure that the assessment procedure is open, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- produce a clear and accurate assessment plan at the start of the programme/academic year
- provide clear, published dates for handout of assignments and deadlines for summative assessment
- assess learner's evidence using only the published assessment and grading criteria
- ensure that assessment decisions are impartial, valid and reliable
- develop assessment procedures that will minimise the opportunity for malpractice
- maintain accurate and detailed records of assessment decisions
- maintain a robust and rigorous internal verification procedure
- provide samples for standards verification as required by the awarding organisation
- monitor standards verification reports and undertake any remedial action required
- share good assessment practice
- before starting an assessment, the tutor will ensure that each learner understands the:
 - assessment requirements
 - nature of the evidence they need to produce
 - importance of time management and meeting deadlines
 - meaning of plagiarism
- once the learner begins work for the assessment, the tutor will not:
 - provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
 - confirm achievement of specific assessment criteria until the assessment stage.
- only one submission will be allowed for each assignment. The assessor will formally record the assessment result and confirm the achievement of specific assessment criteria.
- each learner must submit:
 - an assignment for assessment which consists of evidence towards the targeted assessment criteria
 - a signed-and-dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.
 - formally record and confirm the achievement of specific assessment criteria
 - complete a confirmation that the evidence they have assessed is authentic and is the learner's own work.

- it may be appropriate for the Internal Verifier to authorise a learner to resubmit evidence to meet assessment criteria targeted by an assignment.
- the Internal Verifier will only authorise a resubmission if all of the following conditions are met:
 - the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
 - the tutor judges that the learner will be able to provide improved evidence
 - the assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and-dated declaration of authenticity by the learner.
- if the Internal Verifier does authorise a resubmission, it must be:
 - recorded on the assessment form
 - recorded on the IV record
 - given a deadline for resubmission
 - undertaken by the learner without further guidance.
- ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff

Links

BTEC Qualification Specifications

www.pearson.com/en/qualifications/btec-nationals/btec-nationals-2016.html

Pearson BTEC Assessment & Grading Policy

www.pearson.com/content/dam/pdf/BTECFirsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf

BTEC POLICIES

INTERNAL VERIFICATION



Aim

- To ensure there is an accredited Internal Verifier in each principal subject area
- To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
- To ensure that the Internal Verification procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of Internal Verification decisions.

In order to do this, the centre will ensure that:

- where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- each Lead Internal Verifier oversees effective Internal Verification systems in their subject area
- staff are briefed and trained in the requirements for current Internal Verification procedures
- effective Internal Verification roles are defined, maintained and supported
- Internal Verification is promoted as a developmental process between staff
- standardised Internal Verification documentation is provided and used
- all centre assessment instruments are verified as fit for purpose
- an annual Internal Verification schedule, linked to assessment plans, is in place
- an appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- secure records of all Internal Verification activity are maintained

- the outcome of Internal Verification is used to enhance future assessment practice.

Links

BTEC qualification specifications

www.qualifications.pearson.com/en/qualifications-btec-nationals.html

Pearson BTEC Assessment & Grading Policy

www.qualifications.pearson.com/content/dam/pdf/BTECFirsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf

BTEC Centre Guide to Internal Verification

www.qualifications.pearson.com/content/dam/pdf/btecbrand/BTEC_Centre_Guide_to_Internal_Verification.pdf

BTEC POLICIES APPEALS



Aim

- To enable the learner to enquire, question or appeal against an assessment decision
- To attempt to reach agreement between the learner and the Assessor at the earliest opportunity
- To standardise and record any appeal to ensure openness and fairness
- To facilitate a learner's ultimate right of appeal to the Awarding Body, where appropriate
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, the centre will ensure that:

- inform the learner at induction, of the Appeals Policy and procedure
- record, track and validate any appeal
- forward the appeal to the Awarding Body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted
- keep appeals records for inspection by the Awarding Body for a minimum of 18 months
- have a staged appeals procedure
- will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- monitor appeals to inform quality improvement.

Links

BTEC qualification specifications

www.qualifications.pearson.com/en/qualifications/btec-nationals.html

Policy on Appeals Concerning BTEC & Pearson NVQ Qualifications: This is Pearson's policy on learner appeals. Please note, this does not apply until internal centre processes have been exhausted

www.qualifications.pearson.com/en/support/supporttopics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

BTEC POLICIES ASSESSMENT MALPRACTICE



Aim

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where Incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and BTEC qualifications.

In order to do this, the centre will ensure that:

- seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- show learners the appropriate formats to record cited texts and other materials or information sources
- ask learners to declare that their work is their own
- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the one of the Directors and all personnel linked to the allegation. It will proceed through the following stages:
 - make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven

- give the individual the opportunity to respond to the allegations made
- inform the individual of the avenues for appealing against any judgment made
- document all stages of any investigation.

Where malpractice is proven, this centre may apply the following penalties / sanctions:

- Withdrawal from all examinations
- Withdrawal from the Named BTEC Examination
- Cancellation of the Unit
- Cancellation of the Assignment
- Repeat of the assignment

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- plagiarism of any nature
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- copying (including the use of ICT to aid copying)
- deliberate destruction of another's work
- fabrication of results or evidence
- false declaration of authenticity in relation to the contents of a portfolio or coursework
- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- improper assistance to candidates
- inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- failure to keep candidate coursework/portfolios of evidence secure
- fraudulent claims for certificates
- inappropriate retention of certificates
- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- producing falsified witness statements, for example for evidence the learner has not generated
- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- facilitating and allowing impersonation
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- falsifying records/certificates, for example by alteration, substitution, or by fraud
- fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

Links

www.qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres/learners-and-employees/Centre%20Guidance%20dealing%20with%20malpractice.pdf

www.qualifications.pearson.com/en/support/support-topics/exams/examinationguidance/malpractice-and-plagiarism.html

www.smallseotools.com/plagiarism-checker/

www.grammarly.com/plagiarism

Aim

- To endeavor to ensure that all examination activity is free of bias, malpractice and offer all learners equality of opportunity.
- Offer a clear and transparent procedure for exams

In order to this, the centre will:

- Register learners in a timely manner to ensure awarding body deadlines are met
- Conduct all examinations in line with JCQ and awarding body guidance
- Maintain the security of examination materials at all times
- Make sure results are available to learners in a timely way
- Facilitate access to or requirements for the examination of learners with special requirements
- Deal with misconduct, without bias, when reported or noticed

Links

www.qualifications.pearson.com/en/support/supporttopics/exams/examination-guidance/conducting-exams.html

www.jcq.org.uk/exams-office/ice---instructions-for-conductingexaminations

BTEC POLICIES

RECOGNITION OF PRIOR LEARNING



Aim

- To ensure Recognition of Prior Learning is acknowledged in a fair, safe and appropriate way
- To ensure awareness of different terminologies relating to the recognition of prior learning
- To ensure evidence is identified correctly and in a transparent way
- To identify initial competences during induction and where appropriate to offer Recognition of Prior Learning

Terminologies

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of prior Achievement (APA)

In order to this, the centre will

- Ensure a clear understanding of terminology
- Ensure the evidence provided by the learner is genuine
- Ensure that the evidence provided matches the learning outcome it is being mapped to
- Ensure the evidence is valid and current (reflects current practice)
- Ensure all evidence provided is authentic
- Provide learners with advice on the nature and range of evidence considered appropriate to claim RPL
- Ensure that the process of assessment for RPL is subject to the same quality assurance and monitoring as any other form of assessment
- Ensure learners demonstrate their knowledge and skills against national standards

- Ensure that RPL is carried out by staff with relevant levels of expertise to meet the requirements of the assessment strategy/guidance for the qualification
- Ensure a clear RPL process is followed

Link

www.qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres/learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf

BTEC APPROVAL CRITERIA



This document forms the foundation of Beacon Education Partnership BTEC specific criteria. However this document is to be used in conjunction other Beacon policies and alongside:

- www.qualifications.pearson.com/content/dam/pdf/btec-brand/deliver-btec/btecinternational-centre-guide-to-managing-quality.pdf
- www.qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres/learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf
- www.jcq.org.uk/Download/exams-office/general-regulations/generalregulations-for-approved-centres-2016-2017
- www.qualifications.pearson.com/content/dam/pdf/about/btec/delivering-btec/btecnationals-quick-guide-internal-assessment.pdf
- www.qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/lead-internal-verifiers-2015-16.pdf (the link states 2015-16. However the document is 2016-2017)
- www.qualifications.pearson.com/en/support/support-topics/exams/specialrequirements/reasonable-adjustment.html

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