



Health & Safety Consultants, Auditors and Trainers

Policies and Procedures

Extract from

Quality Assurance Manual

"Excellence in Standards. Standards in Excellence"

Title	Programme Development & Approval
Purpose	
<p>EMS & Associates are committed to best practice in designing and approving programmes to meet our learners' needs, awarding body guidelines, and in line with the organisation's mission, strategic plan, and objectives.</p> <p>All programmes are designed to enable Learners to develop and achieve the learning outcomes required for a specified award, enhance their employment opportunities or progress on to further education.</p> <p>This policy guides the development and approval of new programmes or substantial changes to existing programmes.</p>	
Scope	
This policy applies to all Learning Programmes developed by EMS & Associates.	
Procedure	
<p>When approval is gained for the initial programme development brief, a development team will:</p> <ul style="list-style-type: none"> • Develop content to meet learning outcomes. • Design online modules, classroom material and other learning resources • Create assessments – multiple choice with plausible distractor style questions, written assignments, practical assessments, observation. <p>This material will then go back to the Training Committee and EMS & Associates Management Team for final review. At that time, the following will be considered:</p> <ul style="list-style-type: none"> • Quality of content, training, and assessment methods • Review of staff and resource requirements • Strategic business and marketing plan • Accreditation/validation requirements <p>When this final review has been complete and approval obtained, this programme proposal is then submitted to the Awarding Body for validation</p>	

Programme Development Brief must receive preliminary approval from the Training Committee and EMS & Associates Management Team before developing any new programme.

The Programme Development Brief will be compiled by the Programme Review Panel and will contain the following information:

- Programme level and content
- Recommended Programme Delivery Methods
- SWOT analysis of the project
- Competitor review
- Business model analysis – level of investment, the projected number of Learners, cost of modules/Programme
- Needs Assessment

Learning activities are designed to allow Learners to draw on their previous education or life experiences. Programmes include a range of content that engages Learners from diverse backgrounds. Programmes are developed and reviewed in consultation with the relevant industry, professions, and professional bodies.

Programme design takes stakeholder feedback and data from quality assurance systems into account. Programmes are designed to enable positive employment prospects for Learners. We will provide Learners with a work-integrated learning experience, where applicable.

Responsibility

The Managing Director is responsible for approving any proposal for new programme development. The Training Committee and EMS & Associates Management Team are responsible for ensuring all activities associated with programme development and approval are carried out.

Monitoring & Review

This policy is reviewed every year or more frequently if required e.g. revalidation.

Linked Documents

Programme Development Brief

Title	Programme Design Policy
	<p>When a Programme Development Brief has received preliminary approval, the Training Director will put together a qualified development team, which will include an internal/external subject matter expert, as appropriate.</p> <p>The development team will then be tasked with developing the programme's structure, delivery method, and assessment.</p> <p>Noted is the separation of approval from the design team to the role of the Training Committee to put forward a final approval to Directors.</p> <p>N.B: No member of the design team will be part of the final approval processes.</p>
Purpose	
	To ensure that programme structure, delivery and assessment types are designed to meet individual learners' needs.
Scope	
	This policy applies to all programmes developed by EMS & Associates.
Procedure	
	<p>Processes within programme development will include:</p> <ul style="list-style-type: none"> • Clear definition of learning outcomes in line with awarding body and the National Framework of Qualifications (NFQ) • Suitable content to meet learning outcomes. • Design of online modules, classroom material and other learning resources • Design suitable assessment techniques – multiple choice with plausible distractor style questions, written assignments, practical assessments, observation. • Definition of expected learner workload • Review of “on-the-job” observation

When programme development is complete, a final review and approval must be obtained from the Training Committee and EMS & Associates Management Team before the programme is submitted to the Awarding Body for validation.

Responsibility

Training Director, Programme Development Team

Monitoring & Review

This policy is reviewed every year or more frequently if required i.e. in line with feedback from QA Report

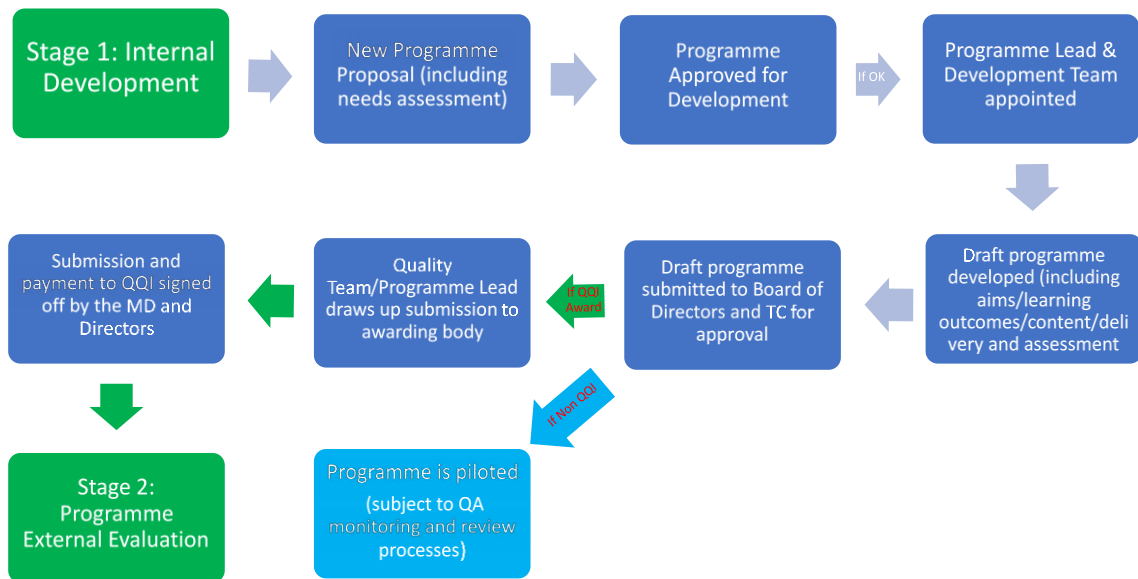
Linked Documents

Minutes & Action points of meetings proposed programme outline and Scheme of Work.

35. Programme Approval

EMS & Associates follows rigorous procedures for the approval and official validation of new programmes. This ensures that all programmes are of a high standard, are feasible, fulfil the learning outcomes, and are checked and approved internally before being submitted to the awarding body for validation.

Programme Development and Approval Flowchart



Programme Approval Panel Policy					
Title	Programme Approval Panel Policy				
Doc Ref:	PAP-1	Version	2.3	Approver	Niall Edwards
Date Approved	07.05.2021	Review Date	01.04.2022	Responsible Body	PB/TC
When programme development is complete, a final review and approval must be obtained from the Training Committee, and the Management Team of EMS & Associates before the programme is submitted to the Awarding Body for validation.					
Purpose					
To ensure that all programmes are checked and approved by EMS & Associates Management before being submitted to the awarding body for validation.					
Scope					

The Policy applies to all programmes developed by EMS & Associates

Procedure

The following sequential steps will be followed:

- The Programme Design Team complete all programme material.
- They will present all relevant material to the Programme Approval Panel for consideration.
- Amendments will be made as required.
- The PDT will look for approval from the Managing Director to submit to the awarding body for validation.
- Once approved for submission, the Programme will be submitted to the awarding body for validation.

Responsibility

Programme Approval Panel, Managing Director & Training Director

Monitoring & Review

This policy is reviewed annually or more frequently if required.

Linked Documents

Programme Material, Minutes, and Action Points from meetings

37. Programme Delivery

EMS & Associates are committed to ensuring that all our programmes are delivered at the highest possible standard. We ensure that all programmes are delivered by highly qualified trainers who can effectively implement EMS & Associates ethos and create an encouraging and engaging learning environment for learners to ensure that they can achieve their full potential.

Programmes are also delivered using various teaching methods and assessments that are suited to our programmes and cater to the needs of a wide range of learners with various abilities and competencies.

We also ensure that academic and administrative staff engage effectively with one another. We ensure that both learners and the staff members delivering the programme are provided with all the necessary equipment and resources for the successful and consistent delivery of our programmes.

Title	Programme Delivery Policy
	Once validated, the Training Director will be responsible for planning the Programme delivery to ensure consistency of delivery and quality standards.
Purpose	
	This procedure describes the delivery of programmes and how resources for the delivery of a programme are coordinated.
Scope	
	The Policy applies to all programmes developed by EMS & Associates.
Procedure	
	<ul style="list-style-type: none">• EMS & Associates adopt a blended learning approach, including online, classroom-based, and “on-the-job” learning. At the beginning of any programme, a comprehensive Learner Induction will be delivered by the Trainer/Assessor, providing the learner with an insight into:<ul style="list-style-type: none">✓ What the Programme entails✓ The Specific Learning Outcomes to be achieved.✓ The Support & Resources available to the Learner• A Learner workbook is provided, including relevant hand-outs or support material.

- Trainers(s) use various delivery styles, a blend of PowerPoint teaching, video, demonstration, eLearning etc.
- Learners with identified support needs will be accommodated, if applicable.
- The trainer is responsible for ensuring all relevant programme documentation is distributed to Learners and completed, e.g., attendance sheet, feedback forms etc. All relevant documentation is returned to the Training Department

Responsibility

Training Director, Client Support & Training Manager, QA & Administration Assistant.

Monitoring & Review

This policy is reviewed annually or more frequently if required i.e. in line with feedback from QA Report

Linked Documents

Programme Materials / Learner Induction Checklist / Materials Checklist

38. Access, Transfer & Progression of Learners

EMS & Associates are committed to making our programmes easily accessible to a range of learners and to ensure that learners can easily access any information they may need concerning undertaking a programme with us or progressing onto another of our programmes.

We aim to ensure that our policies and procedures concerning learner access, transfer, and progression are fit-for-purpose, fair, transparent and consistently implemented.

The access, transfer and progression policies and procedures detailed below have been designed in line with the awarding body's requirements and the National Framework of Qualifications (NFQ).

We endeavour to provide accurate and up to date information on all our programmes on our website and on all our promotional materials.

Our further education programmes are designed to allow learners to progress onto other programmes at a higher level once they have completed a programme. We also aim to give appropriate recognition to learners' prior learning, skills, and experience to ensure that our programmes are accessible to a wide variety of applicants.

Title	Access, Transfer & Progression Policy
	EMS & Associates aim to ensure Learners can avail of fair and transparent access, transfer, and progression to programmes, which will include recognition of prior learning (RPL), where appropriate
Purpose	
	To ensure the Learner access and progression opportunities are fit for purpose.
Scope	
	The Policy applies to all programmes developed by EMS & Associates.
Procedure	
	<ul style="list-style-type: none">• To enable Learners to make an informed decision, EMS & Associates will provide accurate, reliable information to inform and assist.• There will be definite entry criteria for each programme.• We will Identify transfer and progression opportunities, where applicable.

- Ensure Learners are aware of the transfer and progression options available to them, if applicable.
- Ensure that selection procedure are transparent, fair, and consistent.
- Ensure that Learners are made aware of the process involved in selections.

Responsibility

The Training Director is responsible for ensuring all relevant information is available for Learners/Potential Learners.

Monitoring & Review

This policy is reviewed annually or more frequently if required.

Linked Documents

Selection Process for Learners and Programme criteria.

39. Information for Learners

EMS & Associates strives to communicate regularly and effectively with all learners and prospective learners and provide accurate and up-to-date information about access and admission to our programmes and programme progression. This enables learners to gain a good understanding of the programmes and awards that are available to them. Providing accurate and reliable information about programme progression will also enable learners to plan for future learning opportunities.

Title	Information for Learners Policy
	EMS & Associates aim is to ensure Learners are provided with the most appropriate and up to date information to ensure they are aware of skill sets needed to complete a Programme. This information will assist the Learner in choosing the correct Programme.
Purpose	
	To ensure the Learner has appropriate and relevant information on the Course Programme.
Scope	
	The Policy applies to all programmes developed by EMS & Associates.

Procedure

- Promotional material will be produced and advertised on the EMS & Associates website.
- Programme information will be shared with potential Learners to include information on transfer, progression, Learner resources, forms of assessment and Learner supports etc.
- Programme Schedules (dates, locations, durations, costs) will be clear and concise.
- Communication via email/phone one to one meeting with prospective/current Learners will occur if required.
- EMS & Associates will attend educational events, industry-specific events to promote our various Programmes.
- Learner induction will be provided for all Programmes, and the Learner will be provided with the necessary course materials.

Responsibility

Training Director/ Client Support & Training Manager

Monitoring & Review

This policy is reviewed annually or more frequently if required.

Linked Documents

Programme Materials/ Learner Induction Checklist & Learner Materials Pack.

40. Recognition of Prior Learning Policy

EMS & Associates aims to provide further education programmes of excellent quality and enable learners to develop their knowledge variety of levels. To ensure that our programmes are accessible to a wide range of learners, we will implement a Recognition of Prior Learning (RPL) policy as required per the validation programme; these will be aligned to the individual learning programmes.

The policy will allow learners to gain admission to a programme or gain exemptions/credit from some parts of a programme, based on learning achieved before admission to an EMS & Associates programme. The purpose of RPL is to expand access to educational programmes and qualifications for people previously lacking in the necessary formal qualifications.

RPL helps to create alternative pathways to qualifications. It is in line with the goals set out by the National Qualifications Framework, which aim to recognise all previous learning achievements.

EMS & Associates recognizes that knowledge and skills can be acquired from a range of learning experiences. We will assist learners who have prior learning, skills, and competencies and who are eligible for the RPL process by granting admission to a programme, by granting credit or by granting certain exemptions.

However, we will also ensure that the standard of our programmes will not be altered, and that no candidate would be accepted to the programme who would not be able for the intellectual challenge and workload involved. Every effort will be made to facilitate recognition of prior learning; however, it may not always be possible to grant such recognition, depending on the programme/programme.

This policy is currently not relevant to the programmes validated on the Qualifications Framework but, in the future, it could also be implemented on other programmes where the RPL process may be relevant.

This policy and the associated procedures provide a coherent framework and principles that can be used by EMS & Associates staff when implementing RPL. This process ensures that the centre is correctly implementing and effectively managing the process for learners who have prior learning. It is designed to ensure that the process is transparent and consistent whenever it is applied.

45. Teaching and Learning Policy

Since we were established in 1995, the management and staff of EMS & Associates have continually sought to develop and expand our teaching and learning strategies to optimise the educational experiences of our learner population.

EMS & Associates are fortunate to have a highly skilled teaching staff coming from various educational backgrounds and disciplines. This has resulted in a rich and varied approach to teaching and learning. Every individual Trainer has a unique style and a set of teaching and learning tools that they find effective.

The purpose of this policy is to pool this knowledge and examples of good practice into one document so that staff can see what others find effective and may result in them adopting some new methods. It is part of our mission to seek to encourage and promote the development of the whole person. Effective teaching and learning are a vital part of this process. We seek to facilitate learners' acquirement of the knowledge and skills needed to progress to higher education and/or employment and guide learners towards recognising their competencies and aptitudes and developing confidence in their abilities to progress their learning.

EMS & Associates are committed to the fair and consistent assessment of all learners attending courses in our Training Centre, using various methodologies specifically suited to the content of our courses and programmes. We aim to ensure that our programmes reflect current and emerging theories and that our trainers are highly competent and creative in their teaching.

Ensuring that our learners are facilitated in achieving their potential and demonstrating their learning. Our centre provides accurate and up-to-date information on all programmes of learning. It provides effective access routes for learners to transfer between programmes or for progression to other programmes.

Title	Teaching & Learning Policy
<p>EMS & Associates are committed to providing a holistic learning environment that enables learners to reach their maximum potential while achieving the best possible assessment results. The process of learning and developing skills can contribute to the confidence of the individual learner and enable them to recognise their own competencies and support further personal development.</p> <p>This policy outlines our approach to teaching and learning and how we strive to achieve high-quality teaching and learning practices.</p>	

We will achieve this by:

- Ensuring teaching and learning activity is professional, positive, engaging, and interactive experience between Learner and trainers/assessors.
- All individual Staff Members are expected to adhere to the EMS & Associates Code of Conduct.
- Ensuring Learners fully understand the learning objectives of their programme at every stage. This is done through clear communication channels and the provision of a learner handbook and individual assessment plans to provide clear guidance and expectations.
- Enabling the learners to take responsibility for their learning and development where appropriate and as far as possible.
- Assisting Learners to develop skills, confidence, and motivation through engaging in a positive learning experience.
- Teaching is Learner-centred and focused on the needs of the learners in the group.
- Approaching teaching and learning with an open mind, actively seeking new ways to motivate and engage Learners.
- EMS & Associates will integrate technologies and other resources available to enhance the learning experience.
- Providing each Learner with the opportunity, resources and support they need to fulfil their potential.
- Provide positive, constructive, and development feedback promptly to support learning, further development, and achievement.
- Feedback is gathered regularly from the learner about the learner experience, encouraging them to reflect on their experience, learning and personal development. Feedback includes Internal verification activities, including the observation of Trainer / Assessor teaching practice.

Purpose

To promote an active commitment from all staff to work towards excellence in teaching and learning.

EMS & Associates prioritises the Learner and time to create a learning environment that is fit for purpose and is as supportive and interactive as possible. Great care is taken to monitor the learning experience on an ongoing basis. Continuous monitoring provides an opportunity to improve the quality of teaching and to learn across all available programmes.

Scope

This policy applies to all programmes and all staff, trainers and associated stakeholders involved in education and training activities.

Procedure

To provide a positive and facilitating learning environment, all Trainers / Assessors will:

- Adhere to an agreed Scheme of Work for the entire programme delivery.
- Ensure that comprehensive lesson plans are in place for each lesson, including resources required, teaching activity, learner activity and risk assessment.
- Trainers / Assessors need to lead by example and promote mutual respect and appropriate interaction within the class environment.
- The learner handbook outlines the code of conduct, expectations, and acceptable behaviour throughout the learning programme. This is further reinforced at Induction into the qualification and class rules established to include mutual respect, listening and participation. Rules are established as part of induction to create ownership of the conduct required by the learners.
- Our Complaint's procedure is also made available through the Learner Handbook and discussed at Induction should learners feel unhappy with any aspect of the course.
- Learners are allowed to provide feedback at the end of lessons, one to one meetings and reviews of progress with the Trainers / Assessors.
- Feedback is used to review all aspects of delivery, assessment, teaching, etc., and support continuous improvement within EMS & Associates. Feedback is shared at team meetings and shared with the company directors.

Code of Conduct

- Our code of Conduct sets expected and appropriate behaviour for all staff and learners to ensure that the experience is positive and encouraging for all learners and that mutual respect and learning are prioritised.
- Includes adherence to safety measures and risk assessments by the venues or EMS & Associates itself.
- The learner handbook clarifies this code of conduct further and is discussed as part of Induction training.

Responsibility

EMS & Associates are responsible for ensuring the resources are in place to ensure a quality teaching and learning environment for staff and Learners.

The Training Director will monitor and review teaching and learning activities at regularly scheduled meetings.

Internal Verification activities will provide feedback on teaching and assessment practices.

Trainers / Assessors are responsible for creating an environment for Learners to maximise their potential and reporting if available resources are insufficient or require review.

Monitoring & Review

This policy is reviewed every two years or more frequently if required.

Linked Documents

EMS Policies and Procedures.

47. Facilitating Diversity Policy

Title	Facilitating Diversity Policy
	<p>EMS & Associates recognises the range of diverse individuals and cultures that make up the society we live in. We aim to enable learners to successfully participate in training, learning, assessment practices, transfer, and progression.</p> <p>Learning and programmes of learning need to be flexible and fit for purpose to be tailored to suit individuals who need additional support in a range of ways. Equality and diversity are to be upheld and supported in line with legislation and awarding body requirements.</p> <p>We are committed to equality of opportunity for all staff and learners irrespective of gender, civil status, family status, sexual orientation, religious belief, age, disability, nationality or ethnic or national origin, or membership of the travelling community. In doing so, we hope to create an inclusive, supportive, and encouraging learning and working environments for all.</p>
Purpose	
	<p>To ensure that diversity is upheld and individual differences between individuals are valued and supported in line with equality and included as part of a person-centred learning experience.</p>
Scope	
	<p>This policy applies to all Learners.</p>
Procedure	
	<ol style="list-style-type: none">1. All learners will be treated equally according to individual needs.2. Diversity training for new employees of EMS & Associates is incorporated into staff induction.3. An email is sent to Learners before commencing their programme requesting information on any additional support needs.4. Where appropriate, Learner interviews will be used to ascertain support needs. These will be managed and or facilitated where possible to allow Learners to participate in programmes.5. Programme content/delivery/assessment is adapted to support individuals or groups with special requirements where possible and appropriate.6. Open lines of communication are to be continually encouraged by Trainers / Assessors.7. Individual tuition – Learner with additional support needs identified during delivery and ongoing assessment will be afforded as much individual attention, facilitation, assistance, and

encouragement as possible within the constraints of programme delivery if other learners are not disadvantaged.

8. Additional guidance may be provided between sessions and or modules if this is deemed to be necessary.

- Compassionate considerations for additional support can also be considered.
- Learner to liaise with the Trainer / Assessor and communicate their need for additional support as soon as possible.
- Reasonable accommodation form completed.
- Trainer / Assessor will liaise with the Training Director/Manager and confirm with the learner what will happen about going on hold, transferring or removal from that batch of learners.
- Additional support as agreed will be provided.
- The learner may also be signposted to external support where EMS cannot facilitate the expertise required–e.g., counselling, medical needs etc.
- The Trainer / Assessor, where appropriate, will remain in contact with the learner to facilitate support as agreed, or where appropriate, a return to the programme later.

Consultation with relevant local agencies to reference support for groups/individuals with specific training needs.

Responsibility

Trainers / Assessors, Training Director / Client Support Manager & Training Manager

Monitoring & Review

This policy is reviewed every 2 years or more frequently if required

Linked Documents

Application Forms, Induction Checklist, CPD records of Trainers / Assessors, Reasonable Accommodation Forms.

48 Learner Complaints Policy

Title	Learner Complaints Policy
	<p>EMS & Associates aims to provide the best quality service possible in all aspects of our service delivery. However, there may be times when a learner may feel that they have not been treated or dealt with the way they wished. If this is the case, we would like to know and can address any issues.</p> <p>By listening and responding to the views of our learners, we can improve the quality of our services to them. We try to ensure that.</p> <ul style="list-style-type: none">• Making a complaint is easy and straightforward,• We treat all complaints thoughtfully and sensitively,• Complaints are dealt with promptly and politely, <p>We respond to complaints proportionately, i.e., ranging from an immediate informal apology to a formal written response.</p>
Purpose	
	To outline the steps Learners, need to take to make a complaint.
Scope	
	This policy applies to all Learners.
Procedure	
	<p>It is expected that any minor problems, which may arise from time to time during training/assessment, will be discussed with the Trainer / Assessor and hopefully resolved on an informal basis. Where informal discussion fails to produce a solution, the formal complaints procedure will then apply.</p> <p>Formal Process</p> <p>Stage 1</p> <p>Your complaint should be out in writing to the Training Director / Training Manager setting out the issues; please provide as much information as possible e.g.</p> <ul style="list-style-type: none">• About yourself

- Nature of the issue arising.
- What happened
- What you have done so far to try to address the issue
- Why are you complaining?
- What you would like us to do

On receipt of your letter, we will consider the action to be taken depending on the nature of your complaint. You will receive an acknowledgement within seven working days. We may need to meet with you to gather further information.

We would aim to respond within 28 working days and write to you to explain what we have done, the conclusion we have come to, and why.

Stage 2

If you are not satisfied with our response, you can appeal this by writing to our company directors. This should be by letter and addressed to EMS & Associates Training Director. Your letter should set out your complaint and the reason/s for your dissatisfaction with our response.

You can expect this appeal to be acknowledged within 3 working days of receipt. The Directors will review your complaint and our response. You may be invited to a meeting as part of this review process.

You can expect to receive a response to your appeal within 20 working days. The decision of the Committee is final.

EMS & Associates monitors all complaints received to ensure that we are fully aware of all issues. We seek to maintain high standards of training and assessment provision and keep complete records of all formal complaints.

Responsibility

EMS & Associates staff and learners accessing our services.

Monitoring & Review

This policy is reviewed every 2 years or more frequently if required

Linked Documents

Complaints Form, letter template for responding to a complaint received.

49. Learners Appeals Policy

Title	Learner Appeals Policy
	<p>The aim of detailing this appeals process is to enable the resolution of issues of concern that learners, assessors, or internal verifiers may have regarding the management of EMS & Associates and the administering of assessment and quality assurance processes.</p> <p>The learner may wish to appeal part of the assessment process or appeal the assessment result.</p>
Purpose	<p>The appeals process enables Learners to:</p> <ol style="list-style-type: none">a) Appeal the assessment process.b) Appeal the assessment result. <p>The appeal process is the same for both cases.</p>
Scope	<p>This policy applies to all Learners.</p>
Procedure	<p>A learner may appeal because assessment procedures have not been adequately conducted or against an assessment decision.</p> <p>Appeals procedure will be included as part of the Learner Handbook and shared as part of the learner Induction into the qualification.</p> <p>The cause of concern or disagreement should be raised verbally with the nominated Trainer / Assessor. Endeavours will be made to resolve issues. The Trainer / Assessor will keep the learners assigned Internal Verifier (IV) informed of any such appeal being raised with him/her.</p> <ol style="list-style-type: none">1. If the learner remains dissatisfied with the conclusion of discussions with the Trainer / Assessor, he/she must appeal in writing to his/her assigned Internal Verifier and state clearly:<ul style="list-style-type: none">• Learner's name• Award title and level

- Assessor/Trainer's name
 - Nature of and reason for the Appeal
2. The Appeal should be addressed to the IV within 21 days of the learner being notified of the assessment decision unless the appeal is about the assigned IV practice. If this is the case, the appeal is made directly to one of the company's other IV'S who will be known as the 'Lead Investigating Internal Verifier'.
 3. The assigned Internal Verifier will investigate the Appeal with the Trainer / Assessor. A decision will be made as to whether there is sufficient evidence provided to warrant further investigations. The Internal Verifier will advise the Directors within EMS & Associates that an appeal is being addressed.
 4. Once the assigned IVs investigation is complete, the lead investigating Internal Verifier will review the investigation details. Access to all relevant materials connected with the learner's case will be available.
 5. Detailed records of all investigations and meetings will be collated and kept by the lead investigating IV.
 6. Throughout the entire Appeals Process, the assigned and the lead investigating Internal Verifier can seek advice and support from the External Authenticator.
 7. The learner may be invited to attend in-person to discuss his/her case if this is considered appropriate. The learner has the right to acquire advocacy throughout the appeal process and during any interview meetings. The Trainer / Assessor or other persons who work with or are responsible for the learner within his/her work setting may also be invited to contribute evidence.
 8. The following decisions are possible.
 - The Appeal is not upheld.
 - The Appeal is upheld – a recommendation is made to the Assessor to reconsider his/her decision because of the evidence presented.
 - The Appeal is upheld – another Assessor is assigned to repeat the assessment process.
 9. The Appeal will be made within 10 days of lodging the complaint. It will be conveyed to the learner in writing by the lead investigating IV.
 10. If the learner is not satisfied with this decision, the learner must advise the Lead Investigating IV in writing within seven days. The learner will be supplied with the External Authenticators details to enable direct contact to be made.

The External Authenticator will follow the Awarding Body Guidelines, keeping detailed records throughout. The learner will be advised of the decision in writing, as before. If the learner remains dissatisfied with the outcome of the Appeal, then the matter will be passed onto the Directors of the company.

Responsibility

Trainer / Assessors, Training Director, Internal Verifier, External Authenticator, Director

Monitoring & Review

This policy is reviewed every 2 years or more frequently if required i.e. programme redesign.

Linked Documents

Learner Handbook, Induction Checklist, Learner Appeals Form, Minutes of Meetings.

57. Feedback to Learner Policy

Title	Feedback to Learners Policy
	<p>To ensure Learners receive timely and constructive feedback to support their development and progression within the qualification.</p> <p>Feedback should be appropriate, recorded clearly, and include specific information of learning outcomes and criteria met and achieved by the learner, any areas not fully met through evidence provided and what further action is required, if any, to achieve the planned criteria.</p>
Purpose	
	<p>To ensure feedback is consistent, fair, and transparent, as well as constructive to all learners.</p>
Scope	
	<p>All Trainers / Assessors and Training Director</p>
Procedure	
	<ul style="list-style-type: none">• During the programme, the Trainer / Assessor will provide timely and constructive feedback on evidence provided in the form of summative assessment.• The feedback will detail criteria and learning outcomes achieved and any developmental and constructive detail that could help the learner develop in their answering technique.• Feedback is provided via the online portfolio system and verbal feedback when appropriate throughout the programme.
Responsibility	
	<p>Assessors, and Internal Quality Assurers</p>
Monitoring & Review	
	<p>This policy is reviewed every 2 years or more frequently if required and in line with Learner Handbook updates</p>
Linked Documents	
	<p>Feedback provided on the learner assignments is provided by the trainers on each piece of work, this is captured with the marking sheets, and available to learners.</p>

60. Support for Learners Policy

Title	Support for Learners Policy
<p>EMS & Associates prioritise the learner's individual needs and ensures a range of supports and resources to maximise the learner experience.</p> <p>Supports are reviewed on a case-by-case basis. Learners who require any support are encouraged to discuss this with the Trainers/Assessors at the time of pre-enrolment, initial assessment or at any point throughout the programme.</p> <p>A range of measures are in place to ensure clear communication between learners and Trainers / Assessors to enable support to be provided, Information is provided pre-enrolment, as part of induction, and opportunities are available on an ongoing basis for disclosure of any concerns or requirements to the Trainer / Assessor so that support can be provided.</p> <p>It is the responsibility of the learner to disclose the additional support required.</p> <p>The Training Committee (TC) has overall responsibility for the Learner Supports, with feedback from Programme Leaders, Trainer/Assessors and Learners being considered. Methods used to obtain insight from various stakeholder includes:</p> <ul style="list-style-type: none">• Learner evaluation forms/feedback• Employer and other stakeholder feedback• One to one and group discussions• Learner recruitment/induction• Programme progress reviews• Minutes from related meetings	
Purpose	
<p>To ensure that all learners are provided with support to enable them to participate in the learning process. Providing reasonable accommodation to ensure that Learner needs are met at every stage of their programme for access to assessment.</p>	
Scope	

This policy applies to all Learners. It also applies to all staff and associated stakeholders involved in education and training activities.

Procedure

EMS & Associates are committed to providing Learners with adequate and sufficient supports and resources to maximise their learning experience. The following principles underpin this commitment.

- Systematically monitoring and reviewing resources to ensure they are up to date, fit for purpose and accessible.
- Ensuring Learners are fully informed of the supports and resources available to them.
- Actively collecting and reviewing Learner feedback on resources and supports.
- Providing sufficient pre-entry information about the content, assessment and demands of each programme enables potential Learners to make an informed choice about participation in a programme.
- Providing information on the range of supports available and how to access these supports through induction and the learner handbook.
- The level of support provided will be following an individual's needs, the type of programme and the resources available. (Ref RAPO2)
- Providing prospective Learners with an opportunity to disclose any additional support needs on application and/or at any time during their programme.
- Providing Learners with the opportunity to highlight any concerns they may have during their programme.
- Ensuring Learners have access to trainers and administrative support throughout their programme.

Supports available to learners are continuously monitored. We aim to ensure our training programmes are accessible to everyone.

- Learners are asked to disclose any support needs they have at the application stage before enrolment.
- Learners with any additional needs disclosed are contacted via email or telephone to discuss further and plan for support.
- Learners who encounter any difficulties during a programme are advised to speak with their Trainer / Assessor as soon as possible.

- Where support is identified during a programme, the Trainer / Assessor will meet with the learner on a one-to-one basis.

Individual support mechanisms can include but are not limited to (Ref RAP02):

- Checking physical resources, venue etc., are suitable and accessible.
- One to one support from Trainer / Assessor
- Peer to peer support
- Admin / IT support
- Alternative resources/assessments methods used include professional discussion, oral questioning, shadowing, and mentoring to support skills.
- Additional time for exams or evidence production
- A scribe or reader to support during examinations.
- Learning support, e.g., alternative assessment methods, can be offered where required. Time allocations can be amended.

All reasonable adjustments in line with awarding organisation requirements will be put in place to support a learner to participate and progress fully.

Responsibility

- The Managing Director is responsible for ensuring the resources – finance and human – are in place.
- The Programme Design Team are responsible for ensuring that all supports, and resources are considered at the design stage and implemented.
- The Training Director / Client Support & Training Manager is responsible for ensuring all programme information is current, up-to-date, and accurate. Potential Learners can inform staff of any additional support needs before choosing a programme.
- Trainers / Assessors are responsible for monitoring Learners during their programme and providing additional support when required. The Trainers / Assessors will monitor learners' progress through their programme and ensure resources are made available to provide additional support if required.
- The learner is responsible for disclosing any known support requirements to the assessor so that additional measures can be implemented to support the learner.

Monitoring & Review

This policy is reviewed every 2 years or more frequently if required

Linked Documents

Application form, Learner Handbook, Induction checklist, Reasonable Accommodation form, premises selection checklist.

61. Reasonable Accommodation Policy

Title	Reasonable Accommodation Policy
<p>EMS & Associates will put reasonable accommodation measures into place, where possible and appropriate, for learners.</p> <p>All learners will be aware of the available support and opportunity to share any grounds where additional support or reasonable accommodation would be required. This would be part of the application process, and learners can advise Trainers / Assessors on an ongoing basis.</p> <p>To consider exceptional circumstances, including compassionate reasons where appropriate to support learners to complete programmes of learning.</p>	
Purpose	
<p>To provide Learners with additional support needs where possible with the opportunity to demonstrate their achievement of the standards being assessed.</p>	
Scope	
<p>This policy will involve all personnel of EMS & Associates as a team to support learner progression.</p>	
Procedure	
<ol style="list-style-type: none">1. All potential learners will be made aware before commencing the course what the requirements are and expectations from a learner's perspective. Hence, enrolment in a programme is an informed decision.2. All potential learners will be informed that additional support is available and encouraged to communicate any additional needs that may affect their progression and assessment process.3. Learners can alert staff of any additional support needs when applying for a programme.4. As part of initial induction into the qualification, additional supports will be referred to. All learners are informed of the importance of sharing any additional needs to support them to progress.5. Reasonable accommodation will be included as part of the learner handbook to share clear information with all learners.6. Individual meetings with Learners to assess additional support needs and agree on an appropriate plan.	

7. Trainers/assessors will have the authority to adjust assessment methods if informed of needs during programme delivery. These can include, e.g., verbal questions being asked, professional discussion, enlargement of print, facilitating the use of a scribe, reader or interpreter, practical assistance, rest periods, provision of adaptive equipment and software if available.
8. Compassionate grounds must also be considered, and EMS & Associates will ensure to support a learner in a time of stress or additional personal pressures through placing the learner on “Hold” for a period, adjusting the pace of assessment temporarily or put measures in place to support the learner, where possible, without disadvantaging other learners.

All staff will be trained in the provision of adaptations and accommodations during an assessment to ensure the integrity of the assessment process.

Responsibility

Trainers/ Assessors, Training Director / Client Support & Training Manager, Internal Verifier

Monitoring & Review

This policy is reviewed every 2 years or more frequently if required

Linked Documents

Application Form, Meeting template, Learner Handbook, Reasonable Adjustment Form

62. Information for Learners Policy

Title	Information for Learners Policy
<p>EMS & Associates recognises that embarking on a course requires dedication and motivation. The information available to potential learners should provide as much information as possible to allow the learner to make an informed decision.</p> <p>There is guidance available to learners via the website and communicated via the Trainers / Assessors in the pre-enrolment phase. This information will provide insight into skills required to complete the course(s) via blended learning.</p>	
Purpose	To ensure that current and prospective Learners have enough information to make an informed choice about programme participation. This includes information about learner participation and how they would be expected to participate in the assessment process successfully.
Scope	This policy applies to all Programmes developed by EMS & Associates.
Procedure	<ol style="list-style-type: none"><li data-bbox="252 1236 1040 1272">1. Promotional material produced and circulated on the website.<li data-bbox="252 1290 1374 1429">2. Programme information prepared by Trainers/Assessors and distributed via email, which outlines criteria for joining a programme and arrangements, transfer, progression, Learner resources, an outline of assessment and Learner supports etc.<li data-bbox="252 1447 935 1482">3. Calendar of Events (dates, locations, durations, costs)<li data-bbox="252 1500 1358 1536">4. Communication via email/phone, one to one meeting with prospective/current Learners.<li data-bbox="252 1554 1347 1644">5. Attendance at recruitment events, educational events, and the organisation of industry-specific events.<li data-bbox="252 1662 1369 1800">6. Learner handbook will be supplied to all learners detailing programme information and a range of policies that are also shared as part of the learner induction in line with awarding body requirements.<li data-bbox="252 1818 520 1854">7. Learner induction.
Responsibility	

Training Director / Client Support & Training Manager, Trainers / Assessors

Monitoring & Review

This policy is reviewed every 2 years or more frequently if required

Linked Documents

Learner Handbook, Learner Induction Checklist, Programme Outline.

63.3 Learner Information System Management Policy

Title	Learner Information System Management Policy
	EMS & Associates utilises a range of systems to support the core business; these include: <ul style="list-style-type: none">• Zoho One – A CRM platform in which client information is collected and stored.• Zoho Work Drive – Data storage system.• MS Team-SharePoint – Multifaceted shared IT platform.• Microsoft Office 365/Outlook – used to support the business's day-to-day operations via email, Word, Excel, PowerPoint functions, and Office 365 allows for mobile access.• Dulann.com LMS/SMS available to learners for non-accredited programmes.
Purpose	To provide sufficient Learner information so that Learner performance can be tracked, and reports provided for same.
Scope	This policy applies to all staff working for or on behalf of EMS & Associates who have access to records in all formats
Procedure	<p>The above systems are used frequently to collect, store, and maintain data. So, the systems themselves must be managed and protected appropriately.</p> <p>To do this, EMS & Associates has support from:</p> <ul style="list-style-type: none">- IT consultants – used for the day-to-day operations, e.g., Maintaining computer systems, mobile phones, Microsoft Office 365/Outlook
Responsibility	The EMS & Associates Management Team has overall responsibility for Information and Data Management throughout the organisation.
Monitoring & Review	This policy is reviewed every year or more frequently if required

Linked Documents

Minutes of Meetings

64. Public Information and Communication

64.1 Programme Information Policy

Title	Programme Information Policy
	EMS & Associates has a responsibility to ensure the availability of up to date, accurate and easily accessible information on its programmes for potential Learners. Ensuring this information is available means that potential Learners can make informed choices about which programme to enrol on.
Purpose	
	To ensure that information on the programmes is available. It provides potential Learners with enough information to enable them to make a sound decision regarding the programme.
Scope	
	This policy applies to all programmes delivered by EMS & Associates.
Procedure	
	Programme information will include: <ul style="list-style-type: none">• Programme Title• Award Type• Awarding Body <p>This information will be available on:</p> <ol style="list-style-type: none">1. Website2. Training Schedule3. Social Media4. Promotional Material5. Local Media6. Emails
Responsibility	
	All EMS & Associates personnel and Learners.