



**CONSTRUCTION DEVELOPMENT CENTRE LTD**

**ACCESS AND FAIR ASSESSMENT POLICY**

**For internal and external use. All policies and procedures documents will be formally reviewed at least every 12 months.**

Issued by  
Construction Development Centre  
Central House  
1 Ballards Lane  
Finchley  
London  
N3 1LQ  
United Kingdom

Company Registration Number 9818829

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## 1. ACCESS AND FAIR ASSESSMENT POLICY

Construction Development Centre aims to provide an assessment framework which provides all learners with the opportunity to achieve their full potential by the most appropriate and direct route. Our assessment policy is based on the concepts of equality, diversity, clarity, consistency and openness.

We will endeavour to ensure that all our assessment processes are fair and non-discriminatory. Learners are made aware of the existence of this policy during induction and have access to it. All assessors at CDC are made aware of the contents and purpose of this policy.

## 2. EXPECTATIONS

### 2.1 What Learners Can Expect From Construction Development Centre

Every learner taking a course with CDC will be assessed fairly. This means that:

- Assessment will be a test of the learner's knowledge, what they understand, and what they are able to do. For any particular course, every learner will be assessed using the same overall set of exercises and criteria.
- Assessments will be standardised across different assessors to ensure that all learners have been judged against the same standards.
- Appropriate assessment opportunities will be provided throughout the course. Learning outcomes, performance criteria and other significant elements of learning and assessment will be made clear at the outset of a course and when assignments are given. All work will be assessed.
- Constructive and focussed feedback, including written and verbal, will be given by the assessor, to enable the student to improve their performance. When work is required to be marked, it will be carried out within 2 weeks of submission by the learner.
- Where a learner's work does not satisfy the criteria for passing an assessment, in whole or in part, they will be provided with clear feedback on the basis on which the assessment was made.
- Learners will gain full accreditation for all prior learning on production of the necessary paperwork.

### 2.2 What Construction Development Centre expect from Learners

- Learners are expected to meet all deadlines for course work and assignments.
- Learners are expected to achieve the assessment criteria within the given timescale.
- All work submitted for assessment purposes must be the learner's own.
- Any work submitted that is not completely their own, will be regarded as cheating.
- Course work/ assignments must not include any discriminatory or divisive language. Use of such language will result in failure of the assessment and the possibility of disciplinary action.
- Any submitted assignments remain the property of CDC and will only be returned to the learner at the discretion of CDC and then only after the moderation process has taken place.
- Learners are expected to inform the CDC of any expected periods of absence.

### 2.3 Cheating and Plagiarism

A fair assessment of a learners' work can only be made if that work is entirely the learners own.

Therefore, learners can expect to fail their assessments if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project; use an unauthorised aid during a test or examination; copy other learner's answers during a test or examination.

Where an assessor suspects cheating or plagiarism, they must make an assessment as to the seriousness of the incident. If it is considered to be a minor infringement then the assessor may:

a) Deal with the matter and provide help and guidance to the learner,

or

b) Issue a warning about future conduct

If the incident is considered to be a major infringement, then the assessor will:

- Report the matter to the Internal Verifier and arrange a disciplinary hearing.
- Review the assessment policy with the learner concerned.
- Inform them of the disciplinary hearing.
- Inform the learner of their right to appeal and attend the disciplinary hearing.

The Internal Verifier will listen to evidence from the learner and the assessor, and will take into account whether this is an internal or external assessment or examination.

For an internal assessment the Internal Verifier will:

- Refuse to accept the assignment and ask for the work to be redone.
- Issue a written warning as to future conduct of the learner and strongly impress on the learner the reasons for having a Fair Assessment Policy.

For an external assessment the Internal Verifier will:

- Refuse to accept the assignment and ask for the work to be redone.
- If the learner refuses to submit the work for assessment or verification contact will be made with the Awarding Body External Verifier to determine whether or not to withdraw the learner from the program/ Award.
- The decision of the CDC Manager will be final, subject to appeal.

### **3. PROCEDURE FOR APPEALS BY STUDENTS**

If a learner feel that they have not been assessed or disciplined fairly then they should use the Appeals and Complaints Procedure to appeal the assessment or disciplinary decision.

If you have any queries about the contents of this policy, please contact the Head of Centre directly on +44 (0)7447 007 008 or email [andrei@cdc.college](mailto:andrei@cdc.college).



**CONSTRUCTION DEVELOPMENT CENTRE LTD**

**APPEALS PROCEDURES POLICY**

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## 1. POLICY BACKGROUND

The staff and management of Construction Development Centre recognise that the quality for assessment and training is the key to success in the delivery of training and assessment. We hope to deliver the most professional and comprehensive support possible, but if for some reason this does not happen then it is important that staff and learners are aware of the policies and procedures in place to support them.

This policy aims to ensure that all staff and learners are familiar with the processes of appeal should it be required.

- All learners should be aware of the existence of the Appeals Procedure and what action needs to be taken in the event that an appeal is necessary.

- If a learner feels that they have been unfairly assessed they must first speak with their Assessor/Trainer to try and sort this out, the same would initially apply to a member of staff.

There are two sets of Appeals Procedures, one that is produced by CDC. The other is the Appeals Procedure produced by the awarding body. Both of these should be considered.

- If this cannot be resolved then you need to follow the Appeals Procedure below.

- All learners' complaints will be acknowledged and investigated to establish the facts and evidence presented. When the complaint is justified action will be taken to rectify its cause.

- All learners who register an appeal will receive a formal reply. It is intended that the response will be to the mutual satisfaction of the learner and the Awarding Body.

- The operation of the Appeals Procedure and results arising from them will be subject to monitoring and inform future policy.

- If a learner feels that they are being discriminated against then they must speak to a member of staff and refer to the equality and diversity policy and anti-harassment and bullying policy.

- If a learner or member of staff has any concerns about the Appeals procedure, please speak to the Business Director in the first instance.

## 2. APPEALS PROCEDURE

As a learner working towards a qualification with Construction Development Centre you have the right of appeal if you are dissatisfied with an assessment outcome. There are 3 stages in the Appeals Procedure and each stage must be exhausted before proceeding to the next stage.

### 2.1. Stage 1

If having received a decision and feedback to submitted evidence with which you are not satisfied, you have the right to appeal directly to the Assessor who has carried out the assessment.

The appeal must be in writing and clearly indicate the following:

- The specific points of disagreement and reasons.
- The evidence in the portfolio, which you believe, meets the requirements of the standards for which you are claiming.

The main reasons for an appeal are likely to be:

- You do not understand why you are not yet competent, due to the lack of, or unclear feedback from the Assessor.
- You believe that you are competent and the Assessor has misjudged you or missed/misinterpreted some vital evidence.

### 2.2. Stage 2

If you are not satisfied with the outcome of Stage 1 Appeal you can appeal further to Construction Development Centre Internal Verifier (IV). The name of the IV is at the front of your portfolio. This appeal must be in writing, but does not need to repeat the detail provided at Stage 1 as all the documentation used at Stage 1 will be passed to the IV.

### 2.3. Stage 3

Before proceeding to Stage 3, you must have exhausted all the Internal Appeals Procedures of Construction Development Centre. If you are not satisfied with the outcome of Stage 2 you may appeal to Stage 3.

This appeal must be writing to the relevant Awarding Body (if applicable), and must be accompanied by copies of all the documentation used in Stage 1 and Stage 2. There must be evidence that you have exhausted the entire Internal Appeals Procedures of Construction Development Centre.

The Awarding Body will review the complaint and undertake an investigation, if deemed necessary. On receipt of a reply/report from the Awarding Body the Appeals Committee (complied of Construction Development Centre Operations Director, Centre Manager and Independent External Verifier) will consider the application. This consideration will lead to one of two decisions:

Either

The Appeals Committee supports the decision of the External Verifier (EV). The appeal may be rejected or upheld.

The Appeals Committee appoints an Independent Assessor and required you to re-submit your portfolio and be available for an interview on a mutually agreed date.

The Independent Assessor will then report to the Appeals Committee. This may be subject to a charge. The appeal may be rejected or upheld.

The decision of the Appeals Committee is final.

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**CONSTRUCTION DEVELOPMENT CENTRE LTD**

**CONFLICT OF INTEREST POLICY**

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## 1. PURPOSE

The purpose of this policy is to provide guidance to relevant individuals on handling possible conflicts of interest that may arise as a result of CDC's role as a training provider, assessor and moderator of accredited units and qualifications. This policy applies to all staff and other individuals whenever they interact or potentially interact with any of CDC's Accredited Training functions.

This policy:

- Defines what is meant by conflict of interest;
- Sets out the roles and responsibilities for managing conflict of interest;
- Illustrations of potential conflict of interest situations.

## 2. SCOPE

It is the policy of Construction Development Centre that Tutors, Assessors and Internal Verifiers acting on behalf of CDC Approved Centre must be free from conflicts of interest that could adversely affect their judgement or objectivity to the organisation in conducting business activities and assignments. CDC recognises that tutors and assessors may take part in legitimate financial, business, charitable and other activities outside of their CDC recognised provider roles, but any potential conflict of interest raised by those activities must be acknowledged, disclosed, and in relevant cases properly managed.

It is the responsibility of each individual to recognise situations in which they have a conflict of interest, or might reasonably be seen by others to have a conflict; to disclose this conflict and to take such further steps as may be appropriate and set out in more detail under the procedure below.

## 3. DEFINITION OF CONFLICT OF INTEREST

A conflict of interest is a situation in which an individual, or organisation, has competing interests or loyalties. Conflicts of interest can arise in a variety of circumstances in relation to awarding organisation activity, for example:

- Where the training delivery function and the awarding function rest within one organisation and the functions are not strictly delineated;
- When an individual has a position of authority in one organisation which conflicts with his or her interests in another organisation;
- When an individual has personal interests that conflict with his/her professional position;
- Where someone works for or carries out work on CDC behalf, who has friends or relatives taking CDC assessments.

- A conflict of interest may generally be defined as a conflict between the official responsibilities of a tutor, assessor, and internal verifier and any other interests the particular individual may have and as such could compromise or appear to compromise their decisions;
- A person who is connected to the development, delivery or award of qualifications by the organisation has interests in any other activity which have the potential to lead that person to act contrary to his or her interests in that development, delivery or award in accordance with the awarding organisation conditions of recognition;
- An informed and reasonable observer would conclude that either of the above situations was the case.

#### **4. EXAMPLES OF CONFLICT OF INTEREST**

It is not possible to provide a definitive list of examples of conflicts of interests, but the following are examples of situations that could lead to actual or perceived conflicts of interest:

- Tutors and assessors working with a business outside of the approved CDC centre that is in direct competition with them;
- Tutors and assessors participating in the appointment, supervision evaluation or assessment of a person with whom the person, has close or familial ties;
- Tutors and assessors having a close or familial relationship with CDC registered learner, or learners' family whilst being involved in decisions about the outcome of their accreditation or qualification;
- Or where the person whose remuneration is in part determined by the outcome of the assessment;
- Tutors and assessors using non-public CDC information or CDC learner data for personal gain or advantage.

The existence of such interests as those outlined above, does not necessarily imply conflict, but is likely to give an appearance of conflict and as such should be declared.

#### **5. ROLES AND RESPONSIBILITIES**

All relevant staff undertaking assessment ('assessors'), moderation ('moderators' or 'verifiers') and other individuals have a responsibility to be aware of the potential for a conflict of interest.

Such situations must be carefully managed to ensure that any conflict of interest does not detrimentally impact on the standards of, or public confidence in, regulated units and qualifications and in Construction Development Centre or awarding bodies' reputation.

A declaration of interest by an assessor, moderator or verifier is a declaration of a personal interest in the result of the assessment.

It is the duty of all tutors and assessors to disclose any actual or potential conflict of interest, and the process for doing this is documented below:

Any conflict of interest should be disclosed and recorded on a conflict of interest document which is maintained by a designated person at CDC.

If the individual concerned has any changes to their declared circumstances, they must inform their line manager immediately in writing, so that the conflict of interest can be evaluated, and the register updated. The information submitted is then evaluated to identify if any further action is required and a written record of the outcome of the evaluation is kept.

## 6. ACTION

Most situations require no further action than the completion of the conflict of interest form. In some instances, however, the information declared on the form will require some follow up action, in order for the conflict of interest to be managed appropriately.

The approach agreed between the Training Manager / Centre Manager and the tutor and assessor, will be documented and held with the conflict of interest forms.

Examples of actions that could be taken:

- Individual not taking part in discussion or decisions of certain matters;
- Referring certain matters such as assessment, verification and recommendations;
- Agreeing not to be involved in a particular project;
- Declaring an interest when it is appropriate to do so;
- Referring the matter to Construction Development Centre Management for advice and guidance.

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**CONSTRUCTION DEVELOPMENT CENTRE LTD**

**EQUALITY AND DIVERSITY POLICY**

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Construction Development Centre Ltd is committed to providing services which embrace diversity and that promote equality of opportunity.

As an employer and training provider, Construction Development Centre Ltd is committed to equality and valuing diversity within its workforce. Our goal is to ensure that these commitments, reinforced by our values, are embedded in our day-to-day working practices with all our customers and learners.

We will provide equality of opportunity and will not tolerate discrimination on grounds of gender, gender identity, marital status, sexual orientation, race, color, nationality, religion, age, disability, HIV positivity, working pattern, caring responsibilities, trade union activity or political beliefs – or any other grounds.

Every person working for Construction Development Centre Ltd has a personal responsibility for implementing and promoting these principles in their day-to-day dealings with everyone – including members of the public, other staff and employers. Inappropriate behavior is not acceptable.

We think it is important that all our people can contribute to the achievement of the company objectives. Courses will be accessible to all learners and any learner who wishes to discuss any requirements that they may need to have in place are encouraged to notify our team prior to the course taking place so that arrangements can be made.

Construction Development Centre Ltd also support equality of opportunity and diversity regardless of their culture, sex, ability, disability, age, ethnicity, nationality, religion, sexual orientation, marital, employment or social status. We actively discourage discrimination, bullying and harassment for all and actively promote inclusion for under-represented groups.

It is company's policy to provide assessment equality to all, irrespective of:

- Gender, including gender reassignment
- Marital or civil partnership status
- Having or not having dependents
- Religious belief or political opinion
- Race (including color, nationality, ethnic or national origins, being an Irish Traveller)
- Disability
- Sexual orientation
- Age

Our company also collect and evaluate data to demonstrate how equality of opportunity and diversity are managed.

### Legislative Framework

This Policy is underpinned by legislation, which places individual responsibilities on staff/service users/visitors as well as Construction Development Centre Ltd, this includes:

- **Equality Act 2010**

The above list is not exhaustive and will be reviewed regularly.

Under the above Equality legislation it is unlawful to:

- discriminate directly against anyone and treat him/her less favourably than others because of a protected characteristic they have or are thought to have (perception discrimination), or because they associate with someone who has a protected characteristic (discrimination by association).;
- discriminate indirectly against anyone by applying a criterion, provision or practice which particularly disadvantages people who share a protected characteristic;
- subject someone to harassment related to a relevant protected characteristic (pregnancy and maternity and marriage and civil partnership are excluded);
- victimise someone because s/he has made, or intends to make, a complaint or allegation or has given or intends to give evidence in relation to a complaint of discrimination;
- discriminate against someone in certain circumstances because of a protected characteristic after the working relationship has ended.

The protected characteristics are:

- age
- disability
- gender
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sexual orientation

### Definitions

#### Equal Opportunities

Equal opportunities is a principle that emphasizes that opportunities in employment, education and other areas are available to all. Equal Opportunities in particular relates to a Legal Framework, which makes it illegal to discriminate against people because of a protected characteristic they have.

### Diversity

Diversity is a broader concept that builds upon the progress made through equal opportunities. Everyone is different and diversity is about recognising, respecting and valuing the differences we each bring to work.

Equal opportunities and diversity work together by identifying and addressing any inequalities and barriers faced by people and by valuing, learning and benefiting from the diverse cultures in society and our staff.

### Direct Discrimination

Direct discrimination occurs when an individual is treated less favourably than another because of a protected characteristic they have.

### Discrimination by association

This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

### Perception discrimination

This is direct discrimination against an individual because others think they possess a protected characteristic. It applies even if the person does not actually possess the protected characteristic.

### Indirect Discrimination

Indirect discrimination occurs when a provision, criterion or practice is applied universally, but its effect disadvantages people who share a protected characteristic.

### Harassment

Harassment is uninvited and unwanted behaviour related to a protected characteristic and makes a person feel intimidated or humiliated.

### Victimisation

Victimisation is where someone is treated less favourably because they have made a complaint about discrimination or harassment or have given evidence relating to a complaint.

### **Policy Review**

This policy will be reviewed at regular intervals to ensure it remains in line with legislation and Construction Development Centre Ltd organisational principles.

If you have any queries about the contents of this policy, please contact the Head of Centre directly on +44 (0)7447 007 008 or email [andrei@cdc.college](mailto:andrei@cdc.college).



## **CONSTRUCTION DEVELOPMENT CENTRE LTD**

### **DATA PROTECTION POLICY**

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## **DATA PROTECTION LAW CHANGE ON 25 MAY 2018**

The Data Protection Act came into force on 1st March 2002, and means that there are implications for the way that data is held or stored within Construction Development Centre Ltd. The Data Protection Act has been put into place to ensure that individuals / organisations have the power and rights to know of data that is stored about them.

In accordance with the Freedom of Information Act, individuals and companies have the right to not provide information that is not relevant. Construction Development Centre is registered with the Information Commissioner and therefore needs to comply with the Data Protection Act 1998.

This privacy policy has been written in line with the new General Data Protection Regulation that comes into effect on 25th May 2018. For the purposes of GDPR and the Data Protection Act 1988 the Data controller in relation to the information you supply is Construction Development Centre Ltd. The registered office is Central House, 1 Ballards Lane, London N3 1LQ, United Kingdom.

### **The policy is broken down into the following sections:**

1. Why do we have a privacy policy?
2. What is covered in the privacy policy?
3. What is not covered in the privacy policy?
4. Updates to our privacy policy.
5. What personal information is collected?
6. How is the personal information used?
7. How is the information shared or disclosed?
8. How is the information kept safe?
9. How long do we keep your personal information?
10. How to get a copy of your personal information.
11. How to let us know if your personal information is wrong.
12. How to object to the use of your personal information.
13. How to withdraw your consent.
14. How to complain.

### **1. Why do we have a privacy policy?**

We want you to feel comfortable with the privacy of your personal information. This policy is provided to inform you on how we use and protect the information that you provide to us through email, telephone conversations or face to face and any other mean we interact with you.

As a data controller of your personal information, CDC (CDC being defined as Construction Development Centre Ltd) is committed to protecting and respecting your personal information. We promise not to sell your data and to give you ways to manage and review your contact preferences at any time.

### **2. What is covered in this privacy policy?**

This privacy policy covers the collection and use of personal information and lets you know what happens to any personal information that you give to us, or any that we may collect from or about you. It applies to all products and services, and instances where we collect your personal information.

### **3. What is not covered in this privacy policy?**

Our privacy policy does not apply to the practices of companies that CDC does not own or control or to people that CDC does not employ or manage. We do not accept any liability or responsibility in terms of the privacy and security of third party organisations.

### **4. Updates to our privacy policy.**

CDC may amend this privacy policy from time to time to reflect changes in the law or our privacy practices. If we make any substantial changes in the way we use your personal information we will notify you by email, telephone, in person or via visiting one of our websites.

### **5. What personal information is collected?**

CDC is unable to provide you with our products and services if you do not provide certain information to us, therefore we collect the following information from you when you request a quotation and later become one of our customers: name, address, email, phone numbers (landline and mobile). Or when you provide us with a credit account and become one of our suppliers: name, address, email, telephone numbers (landline and mobile), and bank details.

### **6. How is the personal information used?**

CDC uses your personal information to fulfil your requests for products and services, to pay invoices you have provided us with, and to maintain your details. This will be to achieve a smooth working relationship between us.

### **7. How is the information shared or disclosed?**

CDC will not sell or rent your personal information to anyone. However, we will send your personal information to specific third parties in order to fulfil our obligations to you. For example, if we need to send your details to a recognised training body who provide certification, such as ProQual Awarding Body.

### **8. How is the information kept safe?**

We have appropriate security measures in place to prevent personal information from being accidentally lost or used or accessed in an unauthorised way. We limit access to your personal information to those who have a genuine business need to know it.

Those processing your information will do so only in an authorised manner and are subject to a duty of confidentiality.

We also have procedures in place to deal with any suspected data security breach. We will notify you and any applicable regulator of a suspected data security breach where we are legally required to do so.

You are responsible for your contact information to us and you should notify us immediately of any unauthorised use of your emails, for example.

**9. How long do we keep your personal information?**

We will keep your personal information for as long as we have reasonable business needs, which include managing our ongoing relationship with you. Thereafter we will keep your personal information in line with legal and regulatory requirements or guidance.

**10. How to get a copy of your personal information.**

You have the right to receive a copy of the personal information we hold about you at any time. Please contact us in writing at Construction Development Centre Ltd, Central House, 1 Ballards Lane, Finchley Central, London N3 1LQ or by email [info@cdc.college](mailto:info@cdc.college).

**11. How to let us know if your personal information is incorrect.**

You have the right to question any information we have about you that you think is wrong or incomplete. Please contact us if you want to do this and we will take reasonable steps to check its accuracy and correct it.

**12. How to object to the use of your personal information.**

You have the right to object to our use of your personal information, or to ask us to delete, remove, or stop using your personal information if there is no need for us to keep it. This is known as the 'right to object', and 'right to erasure', or the 'right to be forgotten'.

There may be legal or other official reasons why we need to keep or use your data, but please tell us if you think that we should not be using it.

**13. How to withdraw your consent.**

You can update your contact preferences at any time by contacting us ([info@cdc.college](mailto:info@cdc.college)). If you withdraw your consent, we may not be able to provide certain products or services to you. If this is so, we will tell you.

**14. How to complain.**

Please let us know if you are unhappy with how we have used your personal information. You can contact us via our website, email ([info@cdc.college](mailto:info@cdc.college)), telephone or in writing. You also have the right to complain to the Information Commissioner's Office (ICO).

You can find out on their website how to report a concern.

If you have any queries about the contents of this form, please contact the Head of Centre directly on +44 020 8349 8002 or email [andrei@cdc.college](mailto:andrei@cdc.college).



**CONSTRUCTION DEVELOPMENT CENTRE LTD**

**IQA AND SAMPLING STRATEGY POLICY**

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## INTERNAL QUALITY ASSURANCE PROCEDURE

### Role of the Internal Quality Assurer

The Internal Quality Assurer is an important role as it maintains and monitors the quality and assurance of qualification and unit delivery and certification and is the main contact between the centre and Awarding Body in relation to monitoring activities.

Within the role, **the Internal Quality Assurer** is expected to:

- a. Develop and follow internal policies, procedures and documentation for the carrying out and maintenance of quality systems in line with Awarding Body requirements.
- b. Ensure all Assessors hold and maintain the required qualifications and occupational expertise to deliver the qualifications and units they have been assigned to.
- c. Provide support to Assessors in relation to procedures and policies for the delivery of the qualifications and units they are assigned to.
- d. Identify training needs and provide on-going training to Assessors to continually improve the standard of qualification and unit delivery.
- e. Co-ordinate the timely registration and certification claims for learners.
- f. Maintain appropriate records of quality assurance, assessment, registration and certification activities in line with Awarding Body requirements.
- g. Ensure sampling plans take into account the ratio of learners per Assessor per qualification to meet the quality assurance requirements to cover all units delivered within a 12-month period.
- h. Facilitate standardisation activities to support the continuous improvement of qualification and unit delivery.
- i. Ensure all assessment documentation, maintained by Assessors, is complete, up-to-date and legible.
- j. Ensure conflicts of interest are identified and addressed, including not allowing the quality assurance of own assessment work or cross quality assurance where two people quality assure each others work.
- k. Conduct observations of Assessors conducting the assessment process.
- l. Conduct learner interviews to monitor and analyse the quality of the assessment process and learner journey.
- m. Provide the required information to Awarding Body to aid and facilitate monitoring activities as required.
- n. Impart information and feedback resulting from monitoring activities and ensure all actions are addressed by the indicated timescales.

## SAMPLING STRATEGY

### Sampling Assessments

Two forms of sampling will be carried out to ensure that quality assurance is maintained. These are:

- a. **Interim sampling:** dipping into the assessment process whilst the learner is at different stages. This ensures that the assessment of the learner is proceeding satisfactorily following the principles of plan, judge and feedback.

- b. **Summative sampling:** involves the Internal Quality Assurer reviewing the quality of the assessment decisions by the Assessor. The IQA should be able to follow an audit trail, which clearly demonstrates that the Assessor has checked the validity, authenticity, reliability, currency and sufficiency of the evidence presented.

The IQA must record and report all sampling undertaken in sufficient detail to be able to justify the decision made. IQA reports will be produced for all sampling and must be signed by both the Assessor and IQA.

Sampling plans must include sampling of all types of:

- a. Learner
- b. Assessors
- c. Methods of assessment
- d. Evidence or Elements
- e. Records
- f. Assessment sites

A sampling plan will be maintained for all samplings planned and conducted showing the following information:

- a. Learner name
- b. Qualification Title
- c. Registration number
- d. Start date
- e. Planned end date
- f. Planned interim sampling updated to show actual sampling undertaken including unit number and type of assessment sampled
- g. Planned summative sampling updated to show actual sampling undertaken including unit number and type of assessment sampled

### Sampling Rates

Different rates for sampling will be adopted dependent on the experience of the Assessor delivering the qualification or unit they have been assigned to as follows:

Category	Required Activities
Newly qualified Assessors or Assessors new to the centre or those Assessors who are continually falling short of the standard required	100% sampling rate
	Assessor observation every 3-months
Assessors who are in need of development but often meet the standard required	100% sampling rate
	Assessor observation every 6-months
Assessors who are experienced with the qualification or unit they have been assigned to and continually meet the standard required	100% sampling rate
	Assessor observation every 12-months

The rates above may be subject to change for instance:

- a. Where a qualification is new to the centre the first 2 cohorts will be sampled at a 100% rate unless otherwise authorised by Awarding Body.
- b. Where the sampling strategy of Awarding Body overrides that of the centre due to the risk rating or actions resulting from monitoring activities
- c. Where a contractual requirement requires additional sampling to take place (N.B. this will not override the requirements of the previous two instances where this sampling rate would require a lesser sampling rate to be adopted)

### Standardising Assessment and Quality Assurance Judgments

Standardization (sometimes referred to as benchmarking or moderating) is an important part of the duties of the Internal Quality Assurer.

Regular meetings will be held to conduct standardization exercises:

- Meetings to be held on a quarterly basis (more frequent as required or on release of new standards).
- Meetings to cover feedback from Awarding Body monitoring activities, assessment good practice and interpretation of standards and qualification specifications.
- Meetings to cover feedback from learners as to satisfaction levels of both assessment practice and sessions attended.
- Exercises using real learners' evidence to be used in order to standardize the assessment decision process.
- Minutes of meetings to be produced and copies kept for viewing during Awarding Body monitoring activities

### Managing the Quality

The systems and processes described above have been designed to maintain the quality of assessment and to ensure that we adhere to the requirements of Awarding Body.

For external monitoring activities, the Internal Quality Assurer is required to have the following information readily available:

- Centre File containing all documents;
- Numbers of current registered learners per qualification/unit;
- Internal Quality Assurer and Assessor details – especially CVs, up to date CPD records and current Assessor caseloads;
- Copies of relevant staff certificates;
- Assessment records and plans;
- Internal Quality Assurance sampling strategy;
- Internal Quality Assurance records including feedback to Assessors, Assessor observations and learner interviews;
- Learner evidence records and documentary evidence;
- Records of claims for certification.

The Internal Quality Assurer will be responsible for ensuring that all action points raised through Awarding Body monitoring activities are addressed within the specified timescale(s).

**Claims for certification can only be made by an Internal Quality Assurer holding the appropriate qualification or directive from the Awarding Body.**

### Assessor Observations

The Internal Quality Assurer will complete observations of delivery and assessment to ensure the management of the quality of the programme

- Direct observation of the Assessor in action and giving feedback on performance
- Direct observation of an Assessor's planning and review activities with learners

These observations will be conducted, at a minimum, on the timeframes listed earlier in this document and clear evidence of the conducting of these will be maintained for viewing by Awarding Body during monitoring activities.

Evidence of the enactment of any associated actions will be recorded and kept within the quality assurance folder for viewing by Awarding Body during monitoring activities.

### Learner Questionnaires

The Internal Quality Assurer will complete questionnaires to gather feedback to ensure the management of the quality of the programme. These will be planned to be conducted, at a minimum, on a 6-monthly basis so that each qualification is subject to learner questionnaires being conducted every 6-months.

The results of the questionnaires will be analysed and improvement plans developed and enacted in order to promote the continued improvement of the delivery and certification of qualifications and units within the centre.

Copies of the analysis of results and resulting improvement plans will be kept within the quality assurance folder for viewing by Awarding Body during monitoring activities.

If you have any queries about the contents of this policy, please contact the Head of Centre directly on +44 (0)7447 007 008 or email [andrei@cdc.college](mailto:andrei@cdc.college).



**CONSTRUCTION DEVELOPMENT CENTRE LTD**

**LEARNER SUPPORT POLICY**

**For internal and external use. All policies and procedures documents will be formally reviewed at least every 12 months.**

Issued by  
Construction Development Centre  
Central House  
1 Ballards Lane  
Finchley  
London  
N3 1LQ  
United Kingdom

Company Registration Number 9818829

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## 1. INTRODUCTION

The Learner Support Policy acts in accordance with the core principals set by OFQUAL. These principals include:

- Ethics
- Legality
- Care
- Equality
- Safety
- Timeliness
- Transparency
- Simplicity

To ensure that the provision of learner support is appropriate to meet the principles set out as above, CDC will:

Provide relevant pre-entry information and guidance about our work-based learning programmes including:

- Course overview
- Attainment requirements
- Delivery methods and assessments
- Demands

## 2. WHAT CDC WILL DO FOR LEARNERS

- Provide information on the range of support available, both internal and external, and how to access this. The level of support will be in accordance with an individual's needs, their programme and funding available.
- Encourage all prospective learners to discuss their learning needs and aspirations with CDC staff at every stage of the learner journey. This will assist in planning appropriate learner support.
- Provide all learners with an opportunity to disclose any learning difficulties/disabilities on application and/or at enrolment or at any point during their time with CDC.

- Review the individual learner's needs that are identified at the start of their programme and provide appropriate resources and/or strategies to respond to those needs effectively.
- Monitor the learner's progress of achievement through assessment, planning and review.
- Where identified, provide a range of additional learning support to learners with special educational needs or disabilities.
- Make reasonable adjustments to ensure that the learner's needs are met at every stage of the pre-entry, enrolment and on-programme process.

If you have any queries about the contents of this policy, please contact the Head of Centre directly on +44 (0)7447 007 008 or email [andrei@cdc.college](mailto:andrei@cdc.college).



**CONSTRUCTION DEVELOPMENT CENTRE LTD**

**QUALITY ASSURANCE POLICY**

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## 1. PRINCIPLES

- 1.1. Construction Development Centre is committed to providing a quality learning experience for all learners by:
- a. identifying key processes and systems
  - b. developing effective organisational arrangements
  - c. focusing on internal processes which are bound up with aims and objectives
  - d. fostering ownership and commitment among staff

## 2. GENERAL AIMS

- 2.1. Construction Development Centre seeks to provide the best quality learning experience for every learner by continuously improving the quality of the centre's provision and resources.
- 2.2. A commitment to quality means that the centre will ensure a match between each learner's skills and knowledge acquisition with an appropriate course, through interview, appropriate guidance, diagnostic assessment and induction.
- 2.3. In order to do this it is vital that the centre regularly evaluates all aspects of provision by systematically:
- sharing good practice
  - participating in staff development
  - monitoring and reviewing as part of self-assessment and development planning

## 3. IMPLEMENTATION

To implement this policy, the centre will:

- 3.1. Actively work towards involving everyone in the sharing of ownership of quality services and provision.
- 3.2. Require all Management Staff to produce an annual self-assessment report and development plan which links their course team self-assessment and development plans.
- 3.3. Compare performance indicators with benchmarks in order to review provision and set annual targets.
- 3.4. Carry out annual internal observation of teaching and learning.
- 3.5. Carry out annual staff appraisals.
- 3.6. Carry out learner, employer and staff satisfaction surveys.
- 3.7. Design procedures which will ensure that external verifier reports are analysed, key messages identified, with priorities for action and monitored by the Management Team.
- 3.11. Ensure that all staff understands the centre mission and objectives.

#### 4. FOCUS OF THE POLICY

4.1. **The centre quality:** processes will operate strategically through the Management Team.

4.2 **Cross centre quality assurance:**

- An annual QA review will be held where a review of Service Level Agreements and/or Service Standards will be conducted and action plans and/or operating statements are drawn up. There will be a set agenda for these meetings and the reviews should involve all staff in the area as well as representatives from other teams.

4.3. **Qualification Quality Assurance:**

- **Qualification development teams** will meet quarterly to review all areas of their course operation. There will be a set agenda with formal minutes and action plans. These will be passed to the Management Team for further review.
- **The Standardisation Team** will receive details of any new courses or changes to programmes.
- All qualifications will hold an **annual review** comprising of the details of course reviews held throughout the year and to confirm that course documentation has been completed, procedures followed and action points addressed.

4.4. **Student Level:**

- All learners will be allocated an Assessor. Every Assessor is requested to review learners' progress regularly against an Individual Learning Plan (ILP) which has details of qualifications on entry and personal targets for achievements. There should be an ILP a minimum of every 8 weeks.
- Formal complaints by learners will be made through the Compliments, Complaints and Comments Procedure as outlined in the induction pack.
- All learners will have the opportunity to complete **Learner Satisfaction Surveys** at key times during their qualification usually after Enrolment and Induction and then at 6 monthly intervals thereafter until the qualification is complete.
- The centre will encourage the integration of learners with disabilities into the centre. Learners with learning difficulties will be offered individualised programmes of study to assist them where necessary in line with the centre's Equal Opportunities Policy.

#### 5. DEVELOPMENT, MONITORING AND EVALUATION OF THIS POLICY

5.1. The centre's Management Team will systematically monitor and evaluate progress against an annual action plan and will be responsible for continued development and review of this policy.

If you have any queries about the contents of this form, please contact the Head of Centre directly on +44 (0)7447 007 008 or email [andrei@cdc.college](mailto:andrei@cdc.college).



**CONSTRUCTION DEVELOPMENT CENTRE LTD**

**SPECIAL CONSIDERATION AND REASONABLE ADJUSTMENT  
POLICY**

**For internal and external use. All policies and procedures documents will be formally reviewed at least every 12 months.**

Issued by  
Construction Development Centre  
Central House  
1 Ballards Lane  
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## 1. SPECIAL CONSIDERATION AND REASONABLE ADJUSTMENT POLICY

This policy is aimed at delegates and sets out the steps to follow when submitting requests for reasonable adjustments and special considerations to Construction Development Centre for all our approved **CITB Site Safety Plus** courses.

All delegates and employees of Construction Development Centre need to be fully aware of the contents of this policy.

### 1.1 Policy Overview

We seek to uphold human rights relating to race relations, disability discrimination and special educational needs of our learners and to provide equal reasonable adjustments and special considerations for all learners registered on our qualifications.

As an approved centre, we expect to have a fair access to assessment policy in operation, which reflects the following principles and guidelines.

Assessment should be a fair test of learners' knowledge and what they are able to do. However, for some learners the usual format of assessment may not be suitable. We ensure that our qualifications and assessments do not bar learners from taking our qualifications.

We recognise that reasonable adjustments or special considerations may be required at the time of assessment where:

- Learners have a permanent disability or specific learning need.
- Learners have a temporary disability, medical condition or learning need.
- Learners are indisposed at the time of the assessment.

The provision for reasonable adjustments and special consideration arrangements is made to ensure that learners receive recognition of their achievement so long as the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessment easier for learners, nor advantages to give learners a head start.

There are 2 ways in which access to fair assessment can be maintained:

1. Through reasonable adjustments.
2. Through special considerations.

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation.

Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

- Changing standard assessment arrangements, for example allowing learners extra time to complete the assessment activity.
- Adapting assessment materials, such as providing materials in Braille.

- Providing access facilitators during assessment, such as a sign language interpreter or a reader.
- Re-organising the assessment room, such as removing visual stimuli for an autistic learner.

Reasonable adjustments are approved or set in place before the assessment activity takes place.

The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work.

Awarding organisations and centres are only required by law to do what is 'reasonable' in terms of giving access.

What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

## 2. SPECIAL CONSIDERATIONS

Special consideration can be applied after an assessment if there was a reason the learner may have been disadvantaged during the assessment. Reasons for special consideration could include:

- temporary illness
- injury
- adverse circumstances at the time of the assessment

Learners cannot enter a plea for special considerations for assessment solely on the grounds of disability or learning difficulty. Learners must declare their needs prior to the assessment period and all necessary arrangements must have been implemented by you. If learners leave such a declaration until after the assessment, reasonable adjustment arrangements cannot be made until the next available assessment opportunity.

Special consideration should not give the learner an unfair advantage. The learner's result must reflect his or her achievement in the assessment and not necessarily his or her potential ability. Special consideration may result in a small post-assessment adjustment to the mark of the learner.

The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the learner, but will always be a minor adjustment as to do more may jeopardise the standard.

Where an assessment requires a competence, criterion or standard to be met fully, or in the case of qualifications that confer a License to Practice, it may not be possible to apply special consideration.

In some circumstances it may be more appropriate to offer the learner an opportunity to retake the assessment at a later date or to extend the registration period so that the learner has more time to complete the assessment activity.

### 3. REASONABLE ADJUSTMENTS

Adjustments to assessments should:

- Not invalidate the assessment requirements of the qualification.
- Not give the learners an unfair advantage.
- Reflect the learner's normal way of working.
- Be based on the individual need of the learner.

These principles should be followed when making decisions about a learner's need for adjustments to assessment. We have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

When considering whether an adjustment to assessment is appropriate, Construction Development Centre need to bear in mind the following:

- Learners should potentially be able to achieve the assessment requirements.
- Adjustments to assessment should not compensate the learner for lack of knowledge and skills.
- The learner must be able to cope with the content of the assessment and be able to work at the level required for the assessment.

Any adjustment to assessment must not invalidate the assessment requirements of the qualification/award or the requirements of the assessment strategy. Competence standards should not be altered. While awarding bodies should take all reasonable steps to ensure that learners with a disability or difficulty are not placed at a substantial disadvantage in terms of access to assessment, there is no duty to make any adjustment to a provision, criterion or practice which is defined as a competence standard.

All learners' performance will be assessed against set standards. These standards cannot be altered, but it may be possible to change the delivery or process of assessment so that each learner has an equal opportunity to demonstrate what they know and can do.

Any adjustment to assessment must not give the learner an unfair advantage nor should it disadvantage the learner. The qualification of a learner who had an adjustment to assessment must have the same credibility as that of any other learner. As some of our qualifications may lead to employment, achievement of such qualifications must give a realistic indication to the potential employer of what the holder of the certificate can do.

Any adjustment to assessment must be based on the individual need of the learner. Decisions about adjustments to assessment should be taken after careful consideration of the assessment needs of each individual learner, the assessment requirements of the qualification and the nature and extent of the support given as part of normal teaching practice. Centres should not assume that the same adjustment will be required for all assessments.

Different qualifications and different methods of assessments can make different demands on the learner.

Learners should be consulted throughout the process. Any adjustment to assessment should reflect the learner's normal way of working providing this does not affect what is being assessed in any way.

The learner should have experience of and practice in the use of the adjustment.

## 4. CENTRE ROLE AND RESPONSIBILITIES

### 4.1. Internal assessment

Arrangements for reasonable adjustments for the internal assessment must ensure that the resulting learner's evidence:

- Meets the performance criteria
- Is assessable
- Is capable of internal verification/moderation and external verification/moderation

In cases where arrangements have been made for reasonable adjustments for a learner to complete the internal assessment component, the details must be made available to the awarding body External Verifiers during their centre visit.

### 4.2. External assessment

For learners completing external assessments, their arrangements details will need to be recorded and returned to the awarding body with requests for certification.

Any arrangements for the internal assessment needs to be clearly referenced in the relevant learner work (e.g. portfolio) so the External Verifier can see this when they visit.

Learners who have a learning difficulty e.g. dyslexia:

- Use of a reader
- Use of a scribe
- Use of audio-cassettes
- Use of a speech synthesiser
- Use of word-processing or transcription packages/typewriters (except where hand writing is an assessment objective)
- Use of coloured overlays

Learners who have a hearing impairment:

- Use of a communicator/interpreter
- Use of mechanical/electronic aids
- Use of any other suitable aids (recommended by a teacher of the hearing impaired)

Learners who have a visual impairment:

- Use of a reader
- Use of a scribe
- Use of mechanical/electronic aids (e.g. audiotape, speech synthesiser)
- Use of coloured overlays

Learners who have a permanent physical impairment:

- Use of a reader
- Use of a scribe and/or interpreter
- Use of mechanical/electronic aids
- Use of an assistant in practical tasks

Learners who have a medical condition or temporary injury:

- Use of a reader and/or scribe and/or interpreter
- Use of mechanical/electronic aids
- Use of an assistant in practical tasks

Learners whose first language is not English, Gaelic or Welsh:

- Use of a bilingual dictionary (book form only; not electronic dictionaries or translators)

Changing an assessment room:

Minor changes to the organisation of the assessment room may benefit some learners with autistic spectrum disorder, with visual or hearing impairment or with physical difficulties. For example:

- Visually impaired learners may benefit from sitting near a window so that they have good lighting.
- Hearing impaired learners may benefit from being seated near the front of the room.
- Removing visual/noise stimuli, such as a ticking clock, from the room.

## 5. REASONABLE ADJUSTMENT APPLICATIONS

For learners wishing to apply for any arrangements they are required to complete an application form. (See Appendix 1).

Learners are required to provide evidence of their learning needs or medical condition.

Each request should indicate the:

- Nature of the learner's disability/learning need
- Special assessment arrangements requested

- Supporting evidence or a copy of the evidence

### 5.1. Reviewing the Request

The awarding body will review the request and inform Construction Development Centre of the decision within 48 hours. If the review is going to take longer, the awarding body will contact Construction Development Centre to advise accordingly.

If the application for special consideration is successful, the awarding body will review the learner's performance in the light of available evidence. Please note that a successful application of special consideration would not necessarily change a learner's result.

## 6. APPEALS

If a learner wishes to appeal against a decision to decline requests for reasonable adjustments or special consideration arrangements, please refer to Construction Development Centre Appeals Policy.

APPENDIX 1

CONSTRUCTION DEVELOPMENT CENTRE

APPLICATION OF REASONABLE ADJUSTMENT FOR BTEC AND EDEXCEL NVQ QUALIFICATIONS

All reasonable adjustments must be applied in line with the policy. A copy of this form must be retained by the centre and made available to Awarding Bodies or the regulatory authorities as required.

Centre Number		Centre Name	
Learner Registration Number		Learner Name	
Assessment Date/ Session			

Qualification Title	Title Unit numbers and titles to which reasonable adjustment applies

Reason for application	Reasonable adjustment made	Supporting Evidence

DECLARATION

I confirm that:

- This form contains accurate details of the reasonable adjustment applied.
- There is sound evidence to grant this reasonable adjustment.
- The adjustment will not: compromise assessment validity or reliability; affect the outcome of the assessment; give the learner in question an unfair assessment advantage over other learners undertaking the same or similar assessment.
- The reasonable adjustment has been made in line with the Awarding Body policy.
- The learner's knowledge, skills and understanding will be appropriately assessed and the learner will be able to demonstrate the assessment criteria required by the specification following application of the reasonable adjustment.

Name of Head of Centre (Print)	Name of Head of Centre (Signature)
Position Title	Date

A COPY OF THIS FORM MUST BE RETAINED BY THE CENTRE AND MADE AVAILABLE TO EDEXCEL OT THE REGULATORY AUTHORITIES AS REQUESTED.

If you have any queries about the contents of this policy, please contact the Head of Centre directly on +44 (0)7447 007 008 or email [andrei@cdc.college](mailto:andrei@cdc.college).



**CONSTRUCTION DEVELOPMENT CENTRE LTD**

**RECOGNITION PRIOR LEARNING (RPL) POLICY**

**For internal and external use. All policies and procedures documents will be formally reviewed at least every 12 months.**

Issued by  
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## 1. RECOGNISED PRIOR LEARNING POLICY (RPL)

The RPL process is relevant where a learner has previously learnt something but has never received formal recognition for this learning through a qualification or other form of certification.

Within the QCF an individual is able to 'claim' that he or she knows or can do something already and does not need to attend a course to learn it again. If the learner can prove this claim (through assessment of relevant evidence) then credit can be awarded for that achievement. In short, RPL refers particularly to previously un-certificated learning, and achievements through RPL always lead to the award of credit within the QCF.

In the context of the QCF, the definition of RPL is quite specific and related to assessment leading to award of credit. Assessment for RPL is conducted against the learning outcomes and assessment criteria of a unit and is subject to the same quality assurance requirements as any other kind of assessment in the QCF. If a learner can demonstrate that they can meet the standard of the unit, defined by the learning outcomes and assessment criteria, then they can claim credit for that unit, irrespective of whether they prepared for assessment through a formally taught course or through previous experience.

It should be noted that there is no concept of 'partial achievement of a unit' in the QCF. All learning outcomes of a unit must be achieved for credit to be awarded, and the number of credits will always be defined by the credit value of the unit. There is no facility to claim or be awarded some of the credits in a unit. Therefore, where the RPL processes only evidences partial achievement of learning outcomes, some other form of assessment must be employed to confirm achievement of all outcomes. If necessary, a learning programme could be developed to cover only those outcomes which were not achieved in the RPL evidence.

## 2. ASSESSMENT OF RPL EVIDENCE

It is the role of the Assessor, supported by the IV team, to accept or reject RPL evidence using the usual audit check.

That the evidence is:

- Valid
- Authentic
- Sufficient
- Reliable (and therefore 'current')

The following RPL principles should be followed to ensure the process retains vigour and quality assurance as of any other type of assessment.

2.1. RPL is a valid method of enabling learners to claim credit for units in the QCF, irrespective of how their learning took place. There is no difference between achievements of the learning outcomes and assessment criteria of a unit through prior learning and through a formal study programme.

2.2. RPL policies, processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals.

2.3. RPL is a learner-centred, voluntary process. The individual must be offered advice on the nature and range of evidence considered appropriate to support a claim through RPL.

2.4. The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment.

2.5. Assessment methods for RPL must be of equal rigour as any other assessment methods.

### 3. THE RPL PROCESS

The RPL process involves learners from the moment they consider making a claim and supports them through to the result of the assessment. Construction Development Centre follow a stage by stage process when offering and completing RPL applications:

#### *Recognition Prior Learning Policy*

#### **Stage 1 – General Awareness, Information Advice and Guidance**

When an individual indicates an interest in registering for a QCF qualification, the possibility that they may be able to claim credit for some of their previous learning will need to be raised with them. If the learner is interested in this, they will need to know:

- The process of claiming credit through RPL
- The sources of professional support and guidance available to them
- The administrative processes for RPL applications
- Timelines and appeal processes

#### **Stage 2 – Pre-assessment, gathering evidence and giving information.**

During this stage the learner will carry out the process of collecting evidence against the requirements of the unit or units for which credit is being claimed. In some cases this may entail the development of an assessment plan or similar tool to support the learner through the process.

The evidence gathered will need to meet the standard of the unit (as expressed in the learning outcomes and assessment criteria).

#### **Stage 3 – Assessment/documentation of evidence**

Assessment as part of RPL is a structured process for gathering and reviewing evidence and making judgments about an individuals' prior learning and experience in relation to unit standards. Assessment must be valid and reliable to ensure the integrity of the award of credit and the RPL system as a whole.

**Stage 4 – Feedback**

After the assessment the assessor will, where possible, need to give feedback to the learner, discuss the results and give support and guidance on the options available to the learner.

**Stage 5 – Awarding Credit**

All credits achieved through RPL are recorded by the assessor/ Centre in the same way as all other credits.

**Stage 6 – Appeal**

If a learner wishes to appeal against a decision made about their claim for credit they need to follow the Construction Development Centre Appeals Procedures.

If you have any queries about the contents of this policy, please contact the Head of Centre directly on +44 (0)7447 007 008 or email [andrei@cdc.college](mailto:andrei@cdc.college).



**CONSTRUCTION DEVELOPMENT CENTRE LTD**

**"WHISTLEBLOWING" POLICY**

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## 1. INTRODUCTION

Construction Development Centre Ltd is committed to the highest standards of openness, probity and accountability.

An important aspect of accountability and transparency is a mechanism to enable staff and other members of the Company to voice concerns in a responsible and effective manner. It is a fundamental term of every contract of employment that an employee will faithfully serve his or her employer and not disclose confidential information about the employer's affairs. Nevertheless, where an individual discovers information which they believe shows serious malpractice or wrongdoing within the organisation then this information should be disclosed internally without fear of reprisal, and there should be arrangements to enable this to be done independently of line management (although in relatively minor instances the line manager would be the appropriate person to be told).

The Public Interest Disclosure Act, gives legal protection to employees against being dismissed or penalised by their employers as a result of publicly disclosing certain serious concerns. The Company has endorsed the provisions set out below to ensure that no members of staff should feel at a disadvantage in raising legitimate concerns.

It should be emphasised that this policy is intended to assist individuals who believe they have discovered malpractice or impropriety. It is not designed to question financial or business decisions taken by the Company nor should it be used to reconsider any matters which have already been addressed under harassment, complaint, disciplinary or other procedures.

## 2. SCOPE OF POLICY

This policy is designed to enable employees of the Company to raise concerns internally and at a high level and to disclose information which the individual believes shows malpractice or impropriety. This policy is intended to cover concerns which are in the public interest and may at least initially be investigated separately but might then lead to the invocation of other procedures e.g. disciplinary. These concerns could include:

- Financial malpractice or impropriety or fraud
- Failure to comply with a legal obligation or Statutes
- Dangers to Health & Safety or the environment
- Criminal activity
- Improper conduct or unethical behaviour
- Attempts to conceal any of these

## 3. SAFEGUARDS

**Protection** - this policy is designed to offer protection to those employees of Construction Development Centre Limited who disclose such concerns provided the disclosure is made:

- in good faith
- in the reasonable belief of the individual making the disclosure that it tends to show malpractice or impropriety and if they make the disclosure to an appropriate person (see below). It is important to note that no protection from internal disciplinary procedures is

offered to those who choose not to use the procedure. In an extreme case, malicious or wild allegations could give rise to legal action on the part of the persons complained about.

**Confidentiality** - Construction Development Centre Limited will treat all such disclosures in a confidential and sensitive manner. The identity of the individual making the allegation may be kept confidential so long as it does not hinder or frustrate any investigation. However, the investigation process may reveal the source of the information and the individual making the disclosure may need to provide a statement as part of the evidence required.

**Anonymous Allegations** - this policy encourages individuals to put their name to any disclosures they make. Concerns expressed anonymously are much less credible, but they may be considered at the discretion of the Company. In exercising this discretion, the factors to be taken into account will include:

- The seriousness of the issues raised
- The credibility of the concern
- The likelihood of confirming the allegation from attributable sources

**Untrue Allegations** - If an individual makes an allegation in good faith, which is not confirmed by subsequent investigation, no action will be taken against that individual. In making a disclosure the individual should exercise due care to ensure the accuracy of the information. If, however, an individual makes malicious or vexatious allegations, and particularly if he or she persists with making them, disciplinary action may be taken against that individual.

#### 4. PROCEDURES FOR MAKING A DISCLOSURE

On receipt of a complaint of malpractice, the member of staff who receives and takes note of the complaint, must pass this information as soon as is reasonably possible, to the appropriate designated investigating officer as follows:

Complaints of malpractice will be investigated by the appropriate Director unless the complaint is against the Director or is in any way related to the actions of the Director. In such cases, the complaint should be passed to the Chief Executive / Business Owner for referral.

In the case of a complaint, which is any way connected with but not against the Director, the Chief Executive / Business Owner will nominate a Senior Manager or external party to act as the alternative investigating officer.

Complaints against the Chief Executive / Business Owner should be passed to the Chairman who will nominate an appropriate internal / external investigating officer.

The complainant has the right to bypass the line management structure and take their complaint direct to the Chairman (or Business Owner). The Chairman (or Business Owner) has the right to refer the complaint back to management if he/she feels that the management without any conflict of interest can more appropriately investigate the complaint.

Should none of the above routes be suitable or acceptable to the complainant, then the complainant may approach one of the following individuals who have been designated and trained as independent points of contact under this procedure. They can advise the complainant on the implications of the legislation and the possible internal and external avenues of complaint open to them:

1. ANDREI MUNTEAN – MANAGING DIRECTOR
2. GEORGE MITITELU – OPERATIONS MANAGER

If there is evidence of criminal activity, then the investigating officer should inform the police. The Company will ensure that any internal investigation does not hinder a formal police investigation.

## 5. TIMESCALES

Due to the varied nature of these sorts of complaints, which may involve internal / external investigators and / or the police, it is not possible to lay down precise timescales for such investigations. The investigating officer should ensure that the investigations are undertaken as quickly as possible without affecting the quality and depth of those investigations.

The investigating officer, should as soon as practically possible, send a written acknowledgement of the concern to the complainant and thereafter report back to them in writing the outcome of the investigation and on the action that is proposed. If the investigation is a prolonged one, the investigating officer should keep the complainant informed, in writing, as to the progress of the investigation and as to when it is likely to be concluded.

All responses to the complainant should be in writing and sent to their home address marked “confidential”.

## 6. INVESTIGATING PROCEDURE

The investigating officer should follow these steps:

Full details and clarifications of the complaint should be obtained.

The investigating officer should inform the member of staff against whom the complaint is made as soon as is practically possible. The member of staff will be informed of their right to be accompanied by a trade union or work colleague at any future interview or hearing held under the provision of these procedures. At the discretion of the investigating officer and dependant on the circumstances of the complaint an alternative representative may be allowed e.g. the individual’s legal representative.

The investigating officer should consider the involvement of the Company auditors and the Police at this stage and should consult with the Managing Director if appropriate

The allegations should be fully investigated by the investigating officer with the assistance where appropriate, of other individuals / bodies.

A judgement concerning the complaint and validity of the complaint will be made by the investigating officer. This judgement will be detailed in a written report containing the findings of the investigations and reasons for the judgement. The report will be passed to the Managing Director as appropriate.

The Managing Director will decide what action to take. If the complaint is shown to be justified, then they will invoke the disciplinary or other appropriate Company procedures.

The complainant should be kept informed of the progress of the investigations and, if appropriate, of the final outcome.

If appropriate, a copy of the outcomes will be used to enable a review of Company procedures.

If the complainant is not satisfied that their concern is being properly dealt with by the investigating officer, they have the right to raise it in confidence with the Managing Director, or one of the designated persons described above.

If the investigation finds the allegations unsubstantiated and all internal procedures have been exhausted, but the complainant is not satisfied with the outcome of the investigation, Construction Development Centre Limited recognises the lawful rights of employees and ex-employees to make disclosures to prescribed persons or body (e.g. the Health and Safety Executive). A full list of prescribed people and bodies can be found on the Government Website ([www.gov.uk](http://www.gov.uk)).

If you have any queries about the contents of this policy, please contact the Head of Centre directly on +44 (0)7447 007 008 or email [andrei@cdc.college](mailto:andrei@cdc.college).