

# QUALITY ASSURANCE MANUAL 2015-16

**Didac Limited,**

**Woodwise Academy,**

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NOTE. All sections have been updated in this version, including lines of reporting and responsibilities.

## A. QUALITY STRATEGY STATEMENT.

The company is continually seeking to achieve a firm position as a learning Provider, within the United Kingdom, by expanding the services available to industry. These include the Furniture and Wood Industry, Health & Safety Sector and Builders and Timber Merchants.

The Company employs skilled staff, thus ensuring staff performance is to a very high standard, subsequently ensuring complete Customer Satisfaction. The company is committed to provide a caring environment for its staff, affording them the opportunity to develop their potential.

Didac Ltd will not accept contracts that are outside the scope or capability of the Company's limits or approvals. To ensure that the standard of training remains high and continuously improves by underpinning the work we do, we do a set of quality assurance arrangements.

These are as follows:

1. We ask all learners and employers to provide feedback on the standard of training/services they receive.

We use the information to implement improvements where they are practicable.

2. During close relationships with our client base, we regularly discuss training provisions and re-structure training as and when required, including other service provision.
3. In our Procedures Manual we define the procedures, the key processes that we need to get right. These include initial assessment, inductions, health & safety checklist, reports and reviews.
4. We conduct a self-assessment to identify our strengths and areas to improve.
5. As a result of this, we have an on-going development plan.
6. Where appropriate, we observe staff during training and assessment sessions and suggest ways in which it could be improved.
7. We monitor the achievement rates for our funded programmes and look at the trend over previous years. From this we can identify weak areas.
8. We continue to work with funding organisations to acquire financial support for the training and development for all post 16 education.
9. We will continue to liaise and work with key stakeholders from the sector to ensure that:
  - a. We ensure that all services are aligned their employers business needs, including development of new areas
  - b. Influence the sector where possible – new qualifications, improve health and safety (reduction of accidents)
  - c. Stakeholders include – The HSE, SSC's, British Woodworking Federation, Wood Industry Training Forum, Proskills, Builders Merchants Federation, SFA, Other Providers, Provider Network, CITB (National Specialist Team), Awarding Organisations.

## **B. MARKETING AND CUSTOMER CARE POLICY**

### **1. INTRODUCTION**

In formulating a marketing policy, the Company bears in mind the principles in “selling” a service and outlines the strengths and weaknesses of its position below:

#### 1.1. Strengths

1.1.1. Its connections with leading Associations and Federations throughout the country. These include Construction Skills, British Woodworking Federation, Woodworking Machinery Suppliers Association, Wood Industry Training Forum, Proskills, HSE and a variety of Manufacturers in the sector.

1.1.2. The reputation of Didac Ltd is one of consistency, quality and reliability.

1.1.3. It has a pro-active Board of Directors, with a diversity of expertise and experience matched to the needs of the Company.

1.1.4. It has a broad client base

1.1.5. Every SFA apprentice attending a training program is employed within the industry.

1.1.6. The staff of Didac are well trained, motivated and committed to the Company.

#### 1.2. Weaknesses

1.2.1. Didac is relatively small and does not benefit from the ‘economies of scale’ enjoyed by larger providers.

1.2.2. The Company operates in an industry that has not fought its corner on a national basis very well and appears to have a low profile in the public consciousness.

### **2. MARKETING PHILOSOPHY**

Staff are encouraged to accept that:

2.1 For Didac to continue to succeed in the training arena, it must place customers and their needs at the centre of its business.

2.2 The Company is selling a service and therefore has to ensure that efforts are concentrated on making an intangible product (training and consultancy services) as solid and as reliable as if Didac were selling tangible products such as, machinery/equipment.

### **3. THE CUSTOMERS**

The Company's customers from several sources. Each has needs, which are important to them and must be so treated by Didac staff to ensure that the customer knows that Didac recognises these needs. Customers include:

- 3.1. The aspiring learner
  - 3.2. The learner's employer
  - 3.3. National Careers Service
  - 3.4. SFA and EFA
  - 3.5. Companies requiring Private Training
  - 3.6. Other Providers
4. Each of these customer types is important to Didac in order to achieve the quality strategy and the business aims.

### **5. FACTORS AFFECTING DIDAC 2013-16**

There are several factors, which will affect Didac over the next three years.

- 5.1. Fewer school leavers, and/or of a lower academic standard.
- 5.2. The changing nature of Funding organisations, Awarding Organisations and Inspectorate
- 5.3. Capacity to expand its core products and services
- 5.4. Changes in legislation
- 5.5. Recruitment of staff with requisite skills
- 5.6. Declines and changes within manufacturing sectors – fewer employers to engage with
- 5.7. Employer economic pressures

### **6. CUSTOMER CARE - INTANGIBLE**

- 6.1. **Personal Responsibility of Staff:** Prompt and efficient responses to enquiries. When staff make a promise to a client, they must accept full responsibility for delivering that promise. Where this proves to be impossible, whether in the long or short term, the customer must be informed as soon as possible. Where the matter cannot be resolved by the individual, then it must be passed on to the Unit Manager, but the initial receiver retains ownership of the matter.
- 6.2. Dealing with request. As per Form D-029 – Dealing with request, all staff must follow this chart to ensure the most appropriate person provides the correct information.
- 6.3. **SFA/EFA, AS:** Their enquiries should always be dealt with promptly and courteously.

## **7. CUSTOMER CARE - TANGIBLE**

7.1. **Training:** The Trainer/Assessor conducting a course is responsible for the preparation of the training handouts, visual aids, appropriate paperwork and equipment.

## **8. ADVERTISING**

8.1. **Periods:** This will be carried out as appropriate, mail shots, fax backs, careers events, press releases, news letters.

8.2. **Ethnic Minorities and Under Represented Groups:** All materials will be free from any bias

## **9. QUALITY**

9.1. Didac continue to maintain its quality which is confirmed by external bodies, include the SFA/EFA/AS, Awarding Organisations and OFSTED.

9.2. Didac will complete an annual Self Assessment Report to review its effectiveness, identify its strengths and weaknesses and produce a quality improvement plan. This SAR will be reviewed regularly. During the production of the SAR, staff will be consulted and input made. Employers and Learners will be consulted through the use of questionnaires.

9.3. Didac holds the Matrix standard and is audited by Proskills

## C. HUMAN RESOURCE DEVELOPMENT POLICY

### **SECTION A - Statement**

Didac Limited recognises that training and development of all staff is a major priority if it is to create, maintain and expand as a quality organisation whilst satisfying its customer needs.

The aims of the training are not only to ensure all staff are equipped with the skills and knowledge to carry out their current duties efficiently, but also to enable staff in identifying and developing new areas of business for the organisation.

Didac recognises that the responsibility for training lies with the management team, and will provide sufficient resources to enable the following commitments to be met.

### **SECTION B - Implementation**

The specific commitments of the policy are as follows:-

1. Induction Training will be given to all new staff, to familiarise them with the organisation and illustrate their place within it.
2. All staff will receive initial Health and Safety training and Equal Opportunities training which will be regularly updated aligned to new statutory requirements to working methods.
3. All staff will receive thorough training in relevant job skills to enable them to carry out their duties efficiently. All training to be made using Form D-026 – Internal Training Request. This is to be signed off by Unit Manager and Director
4. Where appropriate all staff will be given every opportunity to gain Qualifications relevant to their job.
5. Selected staff are to receive training in new skills and knowledge to enable them to develop new areas of business for the organisation.
6. The organisation aims to carry out in-house training wherever possible, but also when required to make use of external provision. Appropriate procedures will be adopted.
7. External provision will be sought in cases where Competency needs to be demonstrated from an independent person/organisation
8. Regular appraisals to be carried out, where individual staff can discuss and review their training and achievement.
9. All staff will have training record maintained.

**Signed:**

Managing Director



**Date:**

1<sup>st</sup> August 2015

## D. EQUAL & DIVERSITY POLICY

### 1. POLICY STATEMENT

- 1.1. The Company recognises that discrimination is unacceptable and that it is in the interests of the Company and its staff and learners to utilise the skills of the total workforce.
- 1.2. It is the aim of the Company to ensure that no member of staff or learner receives less favourable facilities or treatment on grounds of sex, marital status, disability, race, colour, nationality, ethnic origin, religion, dependents or age **or** are placed at a disadvantage by imposed conditions or requirements which cannot be shown to be justified. The Company wishes to see its workforce broadly reflecting the community in which its premises are based.
- 1.3. Present numbers of staff and applicants for appointments or promotion shall be assessed on the basis of their suitability, capability and qualifications, including learners.
- 1.4. This policy and the associated arrangements shall operate in accordance with statutory requirements. In addition, full account will be taken of any Codes of Practice issued by the Commission for Racial Equality, the Equal Opportunities Commission and the Department of Employment, and guidance from the Department of Health, and other statutory bodies.
- 1.5. Didac is committed to widen participation and make learning more inclusive for all learners by:
  - Promoting diversity and equality of opportunity
  - Challenging and eliminating discrimination and all forms of exclusion
  - Improving access for all

### 2. DEFINITIONS

Where discrimination against any person or group is referred to it shall be deemed to be potential discrimination within any of the categories listed in the policy statement. Two types of discrimination are covered by statute - direct and indirect.

#### 2.1. DIRECT DISCRIMINATION

- Direct discrimination occurs when a person or group is treated less favourably than others.
- Segregating a person or group on the basis of their race, sex or disability is unlawful. It also is unlawful for an employer to discriminate against a job applicant whose conviction is spent.

#### 2.2. Indirect Discrimination

- Indirect discrimination occurs when a condition or requirement is imposed which, although applied equally to all individuals or groups, is such that:
  - the proportion of persons of a group who can comply with it is significantly smaller than the proportion of persons not of that group who can comply with it;
  - the Employer cannot show it as being justifiable based upon the needs of the job;
  - it is to the detriment of the individuals concerned because they cannot reasonably comply with it.

For example, a dress policy which prevents women wearing trousers discriminates against women of a particular race or religion; a higher language standard than is actually needed to do the job discriminates on the grounds of nationality/race; a training policy which excludes part-time staff may discriminate against women, who fill the majority of part-time jobs.

### **3. RIGHTS OF DISABLED PEOPLE**

3.1. The Company attaches particular importance to the needs of disabled people.

3.2. Under the terms of this policy, managements are required to:

- make reasonable adjustment to maintain the services of a member of staff or learner who becomes disabled, for example, training, provision of special equipment, reduced working hours.
- include disabled people in training/development programmes;
- give full and proper consideration to disabled people who apply for jobs, having regard to making reasonable adjustments for their particular aptitudes and abilities to allow them to be able to do the job, including learners.

### **4. VICTIMISATION AND HARASSMENT**

4.1. Discrimination by victimisation occurs when a person is treated less favourably than another because he/she had asserted his/her rights under the Acts relating to discrimination or had helped another person to assert those rights.

### **5. MANAGERIAL RESPONSIBILITY**

5.1. The responsibility for ensuring the effective implementation and operation of the arrangements will rest with the Managing Director. Directors shall ensure that they and their staff operate within the policy and arrangements, and that all reasonable and practical steps are taken to avoid discrimination.

- all their staff and learners are aware of the policy and the arrangements, and the reasons for the policy;
- grievances concerning discrimination are dealt with properly, fairly and as quickly as possible;
- proper records are maintained.

5.2. The Managing Director will be responsible for monitoring the operation of the policy in respect of staff, learners and applicants.

### **6. RESPONSIBILITY OF STAFF and LEARNERS**

6.2. Whilst the responsibility for ensuring that there is no unlawful discrimination rests with management, the attitudes of staff and learners are crucial to the successful operation of fair employment practices. In particular, all members of staff and learners should:

- comply with the policy and arrangements;
- not discriminate in their day to day activities or induce others to do so;
- not victimise, harass or intimidate other staff or groups on the grounds specified in the policy statement;
- inform their manager or trainer if they become aware of any discriminatory practice.

## **7. RELATED POLICIES AND ARRANGEMENTS**

- 7.1. All employment policies and arrangements have a bearing on equality of opportunity. The company policies will be reviewed regularly and any discriminatory elements removed.
- 7.2. Premises should, wherever possible, be accessible to the disabled. However, due account is taken of the size of the company and of the status of the property (ie owned or rented) in being able to provide access.
- 7.3. Where possible, Didac, Employers and Learners should discourage the use of offensive materials and/or behaviour within any working environment. This can include paper based, computer based and verbal communications.
- 7.4. A contract with a placement company requires formal acceptance by a duly authorised person, who will be responsible for ensuring that the Equal Opportunity Policy will be implemented.

## **8. TRAINING**

- 8.1. Ongoing training will be held for staff and learners on equal opportunities issues. These will be repeated as necessary. Equal opportunities are also included in induction programmes.

## **9. MONITORING**

- 9.1. The Company deems it appropriate to state its intention not to discriminate and assumes that this will be translated into practice consistently across the organisation as a whole.
- 9.2. Where appropriate, monitoring will involve the routine collection and analysis of information on staff and learners by gender, marital status, ethnic origin, qualifications. Information regarding the number of staff and learners who are registered as disabled will be maintained.
- 9.3. The information collected for monitoring purposes will be treated as confidential and it will not be used for any other purpose. SFA/EFA and OFSTED will have access to learner information.

## **10. GRIEVANCES/DISCIPLINE**

- 10.1. Staff and learners have a right to pursue a complaint concerning discrimination or victimisation via the Grievance or Harassment Procedures
- 10.2. Discrimination and victimisation will be treated as disciplinary offences and they will be dealt with under the Disciplinary Procedure.

## **11. REVIEW**

The policy and arrangements will be reviewed annually.

J. Gibson  
Managing Director  
1<sup>st</sup> August 2015



# E. HARASSMENT POLICY AND CODE OF PRACTICE

## 1. POLICY

The Company recognises that all employees have a right to work in an environment in which the dignity of individuals is respected and which is free from harassment, victimisation and bullying. It is committed to eliminating intimidation in any form.

The Policy applies to harassment on the grounds of disability, gender, marital status, sexual orientation, age, creed, colour, race or ethnic origin.

Harassment breaches the Company's Equal Opportunities Policy and it is classified as a serious offence, which may result in summary dismissal under the Disciplinary Procedure.

The Policy applies to all staff employed by the Company and Learners.

## 2. DEFINITION

- 2.1. Harassment has no definition in law but is generally described as "unwanted conduct which affects the dignity of women or men at work; it encompasses unwelcome physical, verbal or non-verbal behaviour which denigrates or ridicules or is intimidatory". The essential characteristic of harassment is that the action(s) is unwanted by the recipient.
- 2.2. The following interpretations and examples of harassment may be helpful in determining whether harassment has taken place.

### **General Harassment**

"Harassment can take many forms and may be directed in particular against women and ethnic minorities or towards people because of their age, sexual orientation, physical or mental disability or some other characteristic. It may involve action, behaviour, comment or physical contact which is found objectionable or which causes offence; it can result in the recipient feeling threatened, humiliated or patronised and it can create an intimidating work environment."

### **Sexual Harassment**

"Sexual harassment can be defined as an uninvited, unreciprocated and unwelcome behaviour of a sexual nature which is offensive to the person involved and causes that person to feel threatened, humiliated or embarrassed.

Examples of sexual harassment are:

- requests for sexual favours, including implied or overt promises of preferential treatment or threats concerning present or future employment status;
- offensive gestures or comments;
- sexually-orientated jibes, innuendo or jokes;
- unwanted physical contact;
- the display of sexually offensive visual material such as calendars, photographs, books or videos.

Sexual harassment may be experienced by men or women as a result of the conduct of men or women. It applies equally regardless of grade or level of job and may also occur when dealing with external clients and/or members of the public".

#### **Racial or Sectarian Harassment**

"In the workplace, racial or sectarian harassment may take the form of actual or threatened physical abuse or it may involve offensive jokes, verbal abuse, language, graffiti or literature of a racist or sectarian nature or offensive remarks about a person's skin colour, physical characteristics or religion. It may also include repeated exclusion of a person from an ethnic or religious minority from conversations, patronising remarks, unfair allocation of work or pressure about the speed and/or quality of their work in a way which differs from the treatment of other employees."

- 2.3. Bullying is the intimidation or belittling of someone through the misuse of power or position which leaves the recipient feeling hurt, upset, vulnerable or helpless. It is often inextricably linked to the areas of harassment described above.

The following are examples of bullying:

- Unjustified criticism of an individual's personal or professional performance, shouting at an individual, criticising an individual in front of others.
- Spreading malicious rumours or making malicious allegations.
- Intimidation or ridicule of individuals with disabilities and /or learning difficulties.
- Ignoring or excluding an individual from the team / group

### **3. RESPONSIBILITIES OF MANAGEMENT**

- 3.1. Management have an obligation to prevent harassment / bullying and to take immediate action once it has been identified, whether or not a complaint has been made.
- 3.2. Allegations of harassment or bullying, received either informally or formally through the Grievance Procedure, must be dealt with promptly and sensitively.
- 3.3. It is important that management recognise that sexual harassment is any sexual advance unwanted by the recipient or behaviour, which causes offence to the recipient. Similarly, racial harassment is behaviour, which is racially offensive to the recipient. Managers must therefore take care to ensure that they do not pre-judge situations based on their own sexual or racial attitudes and perceptions.
- 3.4. It may not always be appropriate for management to be involved with specific complaints. For example, if the complainant is male and wishes to speak to a male, but the management is female, or, if the complaint relates to the conduct of the management.

#### 4. RESPONSIBILITIES OF ALL EMPLOYEES and LEARNERS

- 4.1. Every employee and learner has a personal responsibility **NOT** to harass or bully other members of staff or learners
- 4.2. An employee or learner who becomes aware of harassment or bullying occurring should bring the matter to the attention of manager.

#### 5. REDRESS

- 5.1. An employee who feels that he/she has been harassed or bullied has a right to seek redress.

#### 6. PROCEDURE FOR DEALING WITH HARASSMENT

- 6.1. An employee or learner who feels that he/she is being subjected to harassment or bullying may attempt to resolve the matter informally in the first instance. In some cases it may be possible and sufficient for him/her to explain clearly to the person(s) engaged in the unwanted activities that the behaviour is unwelcome, that it offends or makes him/her uncomfortable. Learners must report such instances to their trainer.
  - If at the initial informal discussion stage the circumstances are too difficult or embarrassing to approach the harasser alone, the complainant may wish to be accompanied by a friend or colleague;
  - the complainant may wish to write a letter to the harasser;
  - the complainant should keep a record of any incidents, detailing when, where, what occurred, and witnesses (if any);
  - in some cases victims of harassment or bullying may not be sufficiently confident to tell the harasser that his or her behaviour is unacceptable. The Company emphasises therefore that staff or learners **are not required** to approach the harasser in an attempt to resolve the problem informally, and are entitled to report the matter immediately if they so wish.
- 6.2. Where the steps outlined in 6.1 above are unsuccessful or inappropriate, the complainant should raise the matter informally and in confidence with his/her manager or trainer.
- 6.3. If the complaint relates to the conduct of the complainant's manager or trainer, the complainant may choose to discuss the matter with his/her manager's line manager or Didac's Elaine Stanely or Tracy Gibson (Safeguarding Officers)
- 6.4. The Safeguarding Officers will discuss the matter with the complainant and agree a course of action.
- 6.5. The complainant must be assured that he/she will not be discriminated against or victimised for raising the complaint. Confidentiality will be observed throughout and the need for any disclosure of the details of the case will be discussed and agreed.

- 6.6. At any stage of the process the complainant, the person dealing with the complaint or the accused may feel that they need the help of an independent person before deciding on the best course of action. The Company will provide a network of trained persons who can give confidential advice and assistance, including:
- advising on the nature of harassment;
  - offering guidance on resolving harassment problems, including acting as an independent broker

These individuals may be an individual who is external to the Company should that be more appropriate for the individual who requires assistance.

- 6.7. If the situation cannot be resolved informally then the complainant has the right to pursue his or her complaint formally.
- 6.8. Where management consider that there may be evidence of harassment, they may consider it appropriate to undertake a full investigation of the circumstances.
- 6.9. Where there is evidence that harassment has occurred, prompt and corrective action will be taken, including disciplinary action where appropriate. Harassment is a serious offence, which may result in summary dismissal.

## **7. COMMUNICATION**

- 7.1. All staff will be informed of the Harassment Policy and Procedure. They must be reassured regarding:
- fear that others will consider the behaviour trivial and not take complaints of harassment seriously;
  - fear that no action will be taken against a person guilty of harassment;
  - fear of retaliation or victimisation in registering a complaint either informally or formally.

## **8. TRAINING**

- 8.1. Training will be provided for those employees who have a specific responsibility for implementing the Procedure or who may be involved in dealing with complaints, which arise.

## **9. MONITORING AND REVIEW**

- 9.1. In order to assess the effectiveness of the Procedure, statistics will be maintained in respect of the complaints of harassment. Strict confidentiality will be maintained and the monitoring process will comply with the Data Protection Act.
- 9.2. The Managing Director will be responsible for reviewing the Policy and Procedure one year after implementation and annually thereafter.

## **F. HEALTH & SAFETY POLICY.**

### **SECTION A**

#### **GENERAL STATEMENT OF POLICY**

The policy of Didac is to provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees/sub-contractors, as well as other people who may be affected by our activities and to provide such information, training and supervision, as they need for this purpose.

Didac further specifically accepts the responsibility to take all necessary steps for ensuring, as far is reasonably practicable, the health, safety and welfare of all trainees undergoing the programmes of training which are supervised by Didac and carried out through subcontracting organisations.

Didac will satisfy the legal requirements of the Health & Safety at Work Act 1974 and the current and future regulations under it.

The allocation of duties for safety matters and the particular arrangements which will be made to implement the policy are set out below.

The policy will be kept up to date and its effectiveness monitored by means of an annual review or when new legislation is introduced.

Didac will ensure that sub contractors are observing all necessary health and safety issues by conducting a Health & Safety Audit.

*Name:*

***J. Gibson***

*Signature:*

A handwritten signature in black ink that reads "J. Gibson". The signature is written in a cursive style with a large initial "J" and a clear "Gibson" following.

*Position:*

***Managing Director***

*Date:*

***1<sup>st</sup> August 2015***

## RESPONSIBILITIES

Mr J Gibson, as Managing Director of Didac Ltd, has the overall responsibility for health and safety.

Unit Managers and Trainer/Assessors are responsible to the MD for the monitoring and implementation of the health and safety policy as it applies to the learners. All staff are responsible and qualified and occupationally competent to carry out pre-placement health & safety.

It is the responsibility of each employee and learners to:

- a. take responsible care for the health and safety of themselves, and other persons who may be affected by his/her actions at work
- b. understand and comply with the health and safety rules and arrangements at all times
- c. co-operate with supervisors/managers and other employees to enable the health and safety arrangements to be implemented
- d. where applicable, use and store substances and materials in the correct manner and co-operate fully with monitoring of the workplace
- e. report to the supervisor/manager any accident or unsafe condition that has led, or may lead, to injury
- f. co-operate in the investigation of accidents with the object of introducing measures to prevent re-occurrence
- g. wear appropriate personal protective equipment and use any appropriate safety devices, as instructed
- h. observe all company rules and regulations

## SPECIFIC TRAINING SCHEME ARRANGEMENTS

Didac Ltd shall:

1. ensure that the work placement, with whom the learner undergoes a programme of training or work experience, has carried out the notification procedures with the enforcing authorities required under current Health and Safety legislation
2. ensure that each work placement abides by the requirements of the Health and Safety at Work Act 1974 by issuing a written policy statement, where appropriate, and making it available to the employees and learners
3. ensure that through an initial Health and Safety audit and, thereafter, through regular monitoring visits the work placement is satisfactorily observing the requirements of current Health and Safety legislation. This should specifically include Risk Assessment where appropriate. Should the initial audit show there is a failure by the sub-contractor to observe these requirements then the trainee will not be allowed to undertake the training unless and until the necessary assurances for remedial action has been given

If during monitoring visits it is found that correct health and safety practices are not being observed the immediate remedies will be sought, in writing, from the work placement. If the matter is then not satisfactorily settled then the SFA will be advised and the Health and Safety Inspectorate requested to adjudicate

4. ensure that work placements and learners are specifically made aware of the requirements of current regulations relating to Woodworking Machinery.
5. provide Employers Liability and Public Liability insurance in respect of the learners and undertake to produce such certificate to the SFA upon request
6. ensure that the work providers supply the learners, free of charge, with the necessary protective clothing and equipment in accordance with current legislation and good occupational practice
7. ensure that work placements are made aware of any revisions to current Health and Safety legislation, which might affect these trainees
8. ensure that pre employment and/or routine medical examinations of learners are made where Didac Ltd deems it to be necessary
9. ensure that accidents resulting in injury to trainees and occupational diseases affecting them are investigated immediately and that those results are reported to the SFA and such reports shall be kept for a minimum of four years
10. further ensure that if such injury is of sufficient severity to be termed a major injury under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) and results in absence for three days or more, that the SFA, in addition to the statutory authorities, shall be notified immediately
11. ensure that learners are at all times adequately supervised

## **SECTION B**

### **GENERAL ARRANGEMENTS**

#### **Accidents on Employer's Premises**

1. The in-company induction programme includes the identification of the First Aider, location of First Aid facilities and the use of the Accident Book.
2. The location of the nearest hospital to the company will be displayed on the statutory notices.
3. Information of reportable accidents to trainees should be passed to the appropriate enforcement authority.
4. All accidents to trainees must be reported to Didac Ltd by telephone as soon as possible on the day of the accident.

#### **Fire Safety in Companies**

1. Fire safety and bomb alert procedures will be covered during in-company Induction Programme.

#### **Work Placement Safety Policies**

Where trainees are in companies of 5 or more employees, then that company will have its own Safety Policy and that Policy will take priority over this document. Where smaller companies have no Policy, the trainees will adhere to Didac Ltd safety policy.

Where there is any dispute or a query is raised concerning a safety matter the trainee should take the matter up with his/her designated Training Officer.

## SECTION C

### HAZARDS

#### Special Rules Concerning Certain Equipment

##### 1. Wood Machines

Under the Provision of and Use of Working Equipment Regulations 1998 and the ACOP for Machine Woodworking no one is permitted to operate or work at a woodworking machine unless they have been properly trained and have undergone an approved training course.

Young people (means any person who has not yet reached the age of 18) should not be allowed to use high-risk woodworking machinery unless they have the necessary maturity and competence, which included having completed appropriate training. However, **during** the training they may operate such machinery providing they are adequately supervised. Adequate supervision should also be provided after training if a young person is not sufficiently mature.

##### 2. Power Presses

Trainees are **not permitted** to operate power presses (including both pneumatic and hydraulic presses) unless they have been trained in **Power Press Regulations**.

##### 3. Grinding Wheels

Learners are **not permitted** to use grinding wheels for tool sharpening unless they have been trained under the **Grinding Wheels Regulations** and are competent in this field. Skills required include the "dressing" of grinding wheels and a thorough knowledge of the permitted diameters, speeds, guarding of the wheel and the wearing of proper eye protection.

## Electrical Equipment

### 1. Plugs and Leads

The security of leads, wires and plugs must be checked as a routine measure by employees and any faults reported to their Supervisor. Equipment with any loose connections or damaged cables must be taken out of use immediately.

### 2. Extension and Trailing Cables

Care must be taken to prevent trailing cables causing a tripping hazard.

## Electrical Equipment – Workplaces

### 1. Powered Hand Tools

Electrical power for hand tools in factories should be where possible 110 Volts to reduce the chances of fatal shock. The security and condition of leads, wires and plugs must be checked as a routine measure.

### 2. Powered Machines

Where adjustments to machines pose a safety risk or replacement of blades and cutters are carried out, the machine concerned should be switched off **and isolated from the mains** beforehand.

### 3. Office Equipment

The same care for all electrical office equipment in the use of plugs, sockets and extension leads should be exercised as with other equipment referred to above.

### 4. Reporting Faults

Any identified faults with electrically powered equipment, whether in a factory or any other office, must be reported to a Manager or Supervisor. Rectification of such faults is to be carried out by a competent person.

## Compressed Air - Factories

Compressed air, if misused, can easily penetrate human tissue and cause death by air reaching the heart through the bloodstream (Air Embolism). Its use must be handled with care and trainees are strongly advised not to follow the practice of "brushing themselves down" with a jet of compressed air at the end of the working period. This practice at best will push wood and other dusts into skin surfaces and, at worst, will kill them. Horseplay with compressed air almost invariably results in instant dismissal.

## **Dangerous Substances - Workplaces**

### **1. Substances**

There are many hazardous substances used in the modern work place, these include fluids under pressure, adhesives, solvents, powders and various other chemicals. In addition, fumes and dusts can be created during normal production work. All of these are subject to either the Control Of Substances Hazardous to Health Regulations (COSHH) or to the Environmental Protection Act (EPA).

### **2. Policies**

All workplaces, including offices, should have carried out a risk assessment and have Company Policy outlining the control measures they have made to meet the requirements of COSHH. Control measures should be communicated to all staff and must be strictly adhered to.

### **3. Personal Protective Equipment**

This includes the use of safety items such as gloves, masks and eye protection as appropriate to the task in hand. Such equipment must be looked after and kept in a good condition. Any faults found in safety equipment must be reported to a Manager or Supervisor.

## **G. PERSONAL AND CORPORATE CONDUCT POLICY.**

### **1. Background**

This Policy specifies the standards required by Didac for all staff working in their relations with employers, clients, other practitioners, learners and the general public.

The image of Didac Limited is almost entirely projected through its staff, their appearance, conduct and professionalism.

### **2. The Policy Relates to:**

- 2.1. Behaviour and personal development
- 2.2. Equal opportunities
- 2.3. Relations with individuals for whose training/development/guidance staff are responsible
- 2.4. Relations with client organisations and their staff
- 2.5. Relations with other organisations

### **3. Behaviour and Personal Development Staff will:**

- 3.1. Work to the highest standard complying with the law (including the law on copyright), within published Codes of Practice and generally accepted best practice as it affects training and development.
- 3.2. Conduct their work-based activities with a high standard of courtesy and integrity and respect the dignity and privacy of individuals and employers.
- 3.3. Accept responsibility for their own work and the effective use of resources entrusted to them; demonstrate by personal example and ordered approach the self-discipline and conduct expected of the professional. Accept assignments within their own competence or, when required, seek appropriate expertise from properly qualified individuals. Strive to enhance the good standing of the Company
- 3.4. Maintain a personal programme of Continuous Professional Development and keep abreast of changes and developments relevant to the profession.

### **4. Equal Opportunities, Staff will:**

- 4.1. Be aware of relevant legislation, statutory codes and recommendations.
- 4.2. Promote equality of opportunity for individuals, avoiding prejudice and refraining from discrimination on the grounds of ethnic origin, gender, class, marital status, age, beliefs, disability, sexual orientation or perceived contribution to society.

**5. Relations with Individuals for whose Training, Development and Guidance Staff are Responsible, Staff will:**

- 5.1. Establish and maintain relationships with individuals to ensure that effective learning and development takes place.
- 5.2. Establish realistic plans to meet stated learning objectives and defined standards of competence.
- 5.3. Ensure the safety and well being of those personnel within their responsibility or sphere of influence by adhering to both legislation and relevant advisory codes at all times.

**6. Relations with Client Organisations and their Staff, Staff will:**

- 6.1. Respect the confidentiality of information gained in the course of work and refrain from using such confidential information for personal benefit or in a way that may be damaging to any employing or client organisation.
- 6.2. Inform the client or employing organization immediately of any personal interest, which may conflict with the employer's interests.
- 6.3. Act honestly and loyally in carrying out the lawful policy and directions of the employing or client organization and refrain from damaging its image or reputation.

**7. Relations with other Organisations, Staff will:**

- 7.1. Make clear in any public statement whether they are acting in a personal capacity or representing or any other organization.
- 7.2. Be ready to share the results of research, new knowledge and skills to acknowledge the work of others and to give professional assistance in public affairs in so far as commercial confidentiality allows.

**8. Dress code**

To ensure we are viewed as a professional organisation, staff appearance is important. Staff will adopt the uniform provided.

**9. Conclusion**

Staff are therefore to act at all times in a manner, which will enhance the reputation of the company and support the achievement of the organisational aims and objectives.

They are also to ensure that, as far as they are able, their responsibilities are carried out in a cost effective manner.

## H. ANTI-BRIBERY POLICY

### 1. Purpose

- 1.1. Didac Limited (“the Company”) is committed to the practice of responsible corporate behaviour and to complying with all laws, regulations and other requirements which govern the conduct of our operations.
- 1.2. The Company is fully committed to instilling a strong anti-corruption culture and is fully committed to compliance with all anti-bribery and anti-corruption legislation including, but not limited to, the Bribery Act 2010 (“the Act”) and ensures that no bribes or other corrupt payments, inducements or similar are made, offered, sought or obtained by us or anyone working on our behalf.

### 2. Bribery

- 2.1. Bribery is defined as the giving or promising of a financial or other advantage to another party where that advantage is intended to induce the other party to perform a particular function improperly, to reward them for the same, or where the acceptance of that advantage is in itself improper conduct.
- 2.2. Bribery is also deemed to take place if any party requests or agrees to receive a financial or other advantage from another party where that advantage is intended to induce that party to perform a particular function improperly, where the acceptance of that advantage is in itself improper conduct, or where that party acts improperly in anticipation of such advantage.
- 2.3. Bribery of a foreign official is defined as the giving or promising of a financial or other advantage which is intended to influence the official in order to obtain business or an advantage in the conduct of business unless the foreign official is required or permitted by law to be influenced by such advantage.

### 3. Consequences of Bribery

- 3.1. Anyone or any organisation found guilty of bribery under the Act may face fines and/or prison terms. In addition, high legal costs and adverse publicity are likely to result from any breach of the Act.
- 3.2. For employees of the Company, failure to comply with this Policy and/or with the Act may result in:
  - 3.2.1. disciplinary action which may include dismissal; and
  - 3.2.2. criminal penalties under the Act which may result in a fine and/or imprisonment for up to 10 years.
- 3.3. For the Company, any breach of this Policy by any employee or business associate may result in:
  - 3.3.1. the Company being deemed to be in breach of the Act;
  - 3.3.2. the Company being subject to fines; and
  - 3.3.3. the Company suffering negative publicity and further associated damage as a result of such breach.

#### **4. Responsibility for Compliance and Scope of Policy**

- 4.1. This Policy applies to all employees, contractors, subcontractors, consultants, business partners and any other parties (including individuals, partnerships and bodies corporate) associated with the Company.
- 4.2. It is the responsibility of all of the abovementioned parties to ensure that bribery is prevented, detected and reported and all such reports should be made in accordance with the Company's Whistleblowing Policy or as otherwise stated in this Policy, as appropriate.
- 4.3. No party described in section 4.1 may:
  - 4.3.1. give or promise any financial or other advantage to another party (or use a third party to do the same) on the Company's behalf where that advantage is intended to induce the other party to perform a particular function improperly, to reward them for the same, or where the acceptance of that advantage will in itself constitute improper conduct;
  - 4.3.2. request or agree to receive any financial or other advantage from another party where that advantage is intended to induce the improper performance of a particular function, where the acceptance of that advantage will in itself constitute improper conduct, or where the recipient intends to act improperly in anticipation of such an advantage.
- 4.4. Parties described in section 4.1 must:
  - 4.4.1. be aware and alert at all times of all bribery risks as described in this Policy and in particular as set out in section 9 below;
  - 4.4.2. exercise due diligence at all times when dealing with third parties on behalf of the Company; and
  - 4.4.3. report any and all concerns relating to bribery to Managing Director or, in the case of non-employees, their normal point of contact within the Company, or otherwise in accordance with the Company's Whistleblowing Policy.

#### **5. Facilitation Payments**

- 5.1. A facilitation payment is defined as a small payment made to officials in order to ensure or speed up the performance of routine or necessary functions.
- 5.2. Facilitation payments constitute bribes and, subject to section 5.3, may not be made at any time irrespective of prevailing business customs in certain territories.
- 5.3. Facilitation or similar payments may be made in limited circumstances where your life is in danger but under no other circumstances. Any payment so made must be reported to Managing Director as soon as is reasonably possible and practicable.

## **6. Gifts and Hospitality**

6.1. Gifts and hospitality can, when excessive, constitute a bribe and/or a conflict of interest. Care and due diligence should be exercised at all times when giving or receiving any form of gift or hospitality on behalf of the Company.

6.2. The following general principles apply:

6.2.1. Gifts and hospitality may neither be given nor received as rewards, inducements or encouragement for preferential treatment or inappropriate or dishonest conduct.

6.2.2. Neither gifts nor hospitality should be actively sought or encouraged from any party, nor should the impression be given that the award of any business, custom, contract or similar will be in any way conditional on gifts or hospitality.

6.2.3. Cash should be neither given nor received as a gift under any circumstances.

## **7. Political Donations**

7.1. The Company does not make political donations and the Company is not affiliated with any political party, independent candidate, or with any other organisation whose activities are primarily political.

7.2. Employees and other associated parties are free to make personal donations provided such payments are not purported to be made on behalf of the Company and are not made to obtain any form of advantage in any business transaction.

# I. DRUG AND ALCOHOL ABUSE POLICY

## Introduction

1. The Company recognises that alcohol and drug abuse related problems are an area of health and social concern. It also recognises that a member of staff or learner with such problems needs help and support from their employer.
2. The Company also recognises that alcohol and drug abuse problems can have a detrimental effect on work performance and behaviour. The Company has a responsibility to its employee's learners and customers to ensure that this risk is minimised.
3. Accordingly, Company policy involves two approaches
  - a. Providing reasonable assistance to the member of staff or learner with an alcohol or drug abuse problem who is willing to co-operate in treatment for that problem.
  - b. Disciplinary rules, enforced through disciplinary procedures, where use of alcohol or drugs (other than on prescription) affects performance or behaviour at work, and where either (1) an alcohol or drug abuse problem does not exist or (2) where treatment is not possible or has not succeeded.
4. The Company has not the internal resources to provide or arrange treatment or other forms of specialist assistance. Such services are provided by GPs, hospitals and other agencies. Through this policy the Company will seek both to assist a member of staff or learner in obtaining such specialist help, and to protect their employment.

## Assistance for a Member of Staff or Learner

1. The Company will, where possible, provide the following assistance to a member of staff or learner:
  - a. Helping the member of staff or learner to recognise the nature of the problem, through referral to a qualified diagnostic or counselling service.
  - b. Support during a period of treatment.
  - c. The opportunity to remain or return to work or learning following the completion of a course of treatment, as far as is practicable, in either the employee's own post or an alternative post.
2. The Company's assistance will depend upon the following conditions being met:
  - a. The Occupational Health Service / Approved Doctor diagnoses an alcohol or drug abuse related problem.
  - b. The member of staff or learner recognises that he/she is suffering from an alcohol or drug abuse problem and is prepared to co-operate fully in referral and treatment from appropriate sources.

3. The Company and its employees including learners must recognise the following limits to the assistance the Company can provide:
  - a. Where a member of staff or learner fails to co-operate in referral or treatment arrangements, no special assistance will be given and any failure in work performance and behaviour will be dealt with through the Disciplinary Procedure.
  - b. If the process of referral and treatment is completed but is not successful, and failure in work performance or behaviour occurs, these will be dealt with through the Disciplinary Procedure.
  - c. A member of staff's continuation in their post or an alternative post during or after treatment will depend upon the needs of the Company at that time.

### **Disciplinary Action**

1. In line with the Company's disciplinary rules, the following will be regarded as serious misconduct:
  - a. Attending work and/or carrying our duties under the influence of alcohol or drugs.
  - b. Consumption of alcohol or drugs whilst on duty (other than where prescribed or approval has been given).

Breach of these rules will normally result in summary dismissal, and only in exceptional cases will either notice or the reduced disciplinary action of a final written warning be applied.

2. Where a breach of these rules occurs, but it is established that an alcohol or drug abuse related problem exists, and the member of staff or learner is willing to co-operate in referral to an appropriate service and subsequent treatment, the Company will **suspend** application of the Disciplinary Procedure and provide assistance as described above. Staff or learners who do not comply with the treatment suggested or continue to abuse alcohol or drugs will be subjected to the application of the Disciplinary Policy.

### **Procedures**

#### **Nature of the Procedures**

1. The procedures define management responsibilities and provide guidelines on:
  - a. Where assistance to a member of staff for learner should be provided and the nature of and limits to such assistance.
  - b. The application of the Company's Disciplinary Procedure.
2. Through the Occupational Health Service / Approved Doctor the Company will provide:
  - a. Advice and support on
    - i) Whether an alcohol or drug related problem exists
    - ii) progress in treatment
    - iii) re-establishment or continuation at work of a member of staff, learner or other appropriate arrangements.
  - b. Assistance to members of staff or learner with alcohol or drug abuse related problems.
3. This does not include directly providing treatment or specialist help, which is the responsibility of GPs, hospitals and other agencies working in the field. The Occupational Health Service / Approved Doctor, in close liaison with these persons and agencies, will assist staff or learner referred in the following ways:
  - a. through counselling encourage them to come to a better understanding of their problem and the benefits of seeking treatment or help;
  - b. providing advice and direction regarding obtaining treatment and specialist help;
  - c. assisting in continuing at or achieving a return to work.

4. Alcohol or drug abuse related problems can come to the notice of management through:
  - a. Failures in work performance or behaviour necessitating use of the Disciplinary Procedure. In such situations the procedure described above should be followed.
  - b. Other means, where a member of staff or learner seeks or agrees to accept assistance on a voluntary basis. In such situations, the procedures described above should be followed.

#### **Situations where use of the Disciplinary Procedure is Appropriate**

##### **Recognition of the existence of a possible alcohol or drug abuse problem.**

1. Abuse of alcohol or drugs can affect performance and behaviour at work, ie, either through serious misconduct at work, (where there is a direct and demonstrable breach of the disciplinary rules regarding alcohol or drug abuse at work), or where there is a falling off of standards of work performance or behaviour, and abuse of alcohol or drugs is a possible cause.
2. The immediate manager or director will be responsible for responding to such situations, carrying out either counselling or disciplinary investigations and interviews, supported as appropriate by a more senior person.
3. In such interviews the possible existence of an alcohol or drug abuse problem should be explored. The manager or director is not required to diagnose the existence of an alcohol or drug abuse problem, merely to assess whether such abuse is a possible factor.

##### **Diagnosing the existence of an alcohol or drug abuse problem.**

1. Should the interviews lead to the conclusion that an alcohol or drug abuse problem might exist and the member of staff or learner accepts referral, the manager or director should refer the matter to the Occupational Health / Approved Doctor, who will be responsible for establishing whether or not a diagnosis of alcoholism or drug dependence can be made.
2. Disciplinary action should be suspended until diagnostic advice is obtained. Where appropriate, suspension arrangements in the Disciplinary Procedure should be followed.
3. If the interview fails to lead to the conclusion that an alcohol or drug abuse problem exists, or the member of staff or learner rejects, or fails to co-operate in referral, disciplinary action should be continued, where and as the situation justifies.

### **Confirmation that an alcohol or drug abuse problem exists and treatment arrangements.**

1. If a positive diagnosis of an alcohol or drug abuse problem is made, and the member of staff or learner agrees to co-operate in treatment, treatment arrangements should commence.
2. Where necessary, the Occupational Health Service / Approved Doctor will advise the member of staff or learner regarding treatment and will be responsible for monitoring progress with treatment and advising the manager concerned. This advice should be available at least monthly following commencement of treatment and thereafter as appropriate. (Disciplinary action should be discontinued unless the member of staff or learner fails to co-operate on the treatment arranged.) Should a diagnosis of alcoholism or drug dependence not be confirmed or should the member of staff refuse to co-operate in treatment, disciplinary action should be continued.
3. The Occupational Health Service / Approved Doctor will advise on whether a situation has been reached where there is a lack of progress with treatment or lack of co-operation by the member of staff or learner. Managers or Directors must review the facts and consider whether or not there needs to be a return to the use of Disciplinary Procedures.
4. Where medical certificates are submitted, sick leave should be given. Should the employee or learner continue to be fit for work during the period of treatment, he/she should be permitted to continue in his/her post or alternative work unless such an arrangement would have an adverse effect on Company services. In such circumstances, annual or unpaid leave should be approved or, exceptionally, suspension arranged.
5. If a member of staff or learner has been off work during the period of treatment, before returning to duty, he/she will be seen by the Occupational Health Service / Approved Doctor who will advise management regarding capability for continuation in his/her own post and whether any special supervision or other arrangements are required.
6. Every effort should be made to comply with the advice provided by the Occupational Health Service / Approved Doctor. If it is not reasonably practicable to do so, and as a result, the member of staff or learner is not able to resume duty, employment may be terminated on the grounds of incapacity (ill health).
7. If a member of staff or learner is **again** involved in disciplinary situations resulting from alcohol or drug abuse related problems, a **second** referral to the Occupational Health Service / Approved Doctor and suspension of the disciplinary procedure may be appropriate. If they advise positively on the possibilities of further treatment or help and the willingness of the member of staff or learner to co-operate, the disciplinary procedure may be suspended again to permit treatment and help to be undertaken. This second referral will not apply if the further disciplinary problems involve serious misconduct. **Third and subsequent referrals are not permissible.**

### **Situations where a Disciplinary Situation does not exist**

1. There may be situations where the possible existence of alcohol or drug abuse problems affecting a member of staff or learner comes to a manager's attention, although there is, or has been, no discernible affect on work performance or behaviour. This could arise if a member of staff or learner confides in their manager or director about an alcohol or drug abuse problem, or a manager or director could see a need to approach a member of staff or learner after observing possible "indicators" of an alcohol or drug abuse problem (ie) an absence pattern, information provided by the member of staff's or learner's colleagues, etc.
2. In such situations, the Company would wish staff and learner to feel they could seek help from their employer (in complete confidence) without worry that their job security would be in jeopardy.

Accordingly if managers should be faced with a situation of this type they should:

- a. seek the advice of the Occupational Health Service / Approved Doctor regarding whether and how the matter could be dealt with;
  - d. counsel the member of staff or learner and, if appropriate, arrange for the member of staff or learner to be interviewed by the Occupational Health Service / Approved Doctor.
  - e. as in the procedure described above, the Occupational Health Service / Approved Doctor will play a facilitating role (ie) seeking to establish whether a problem exists, advising and directing the member of staff or learner towards appropriate forms of treatment and help.
3. These steps cannot be taken without the co-operation of the member of staff and learner. If the member of staff or learner does not wish to co-operate, no further action should be taken.
  4. Should a member of staff or learner take up the opportunity of assistance on this voluntary basis there need be no further formal involvement of management in terms of action or the right to learn of progress with treatment. It may be however that the member of staff or learner would wish, or agree to, further involvement of management as a means of assisting progress with treatment.
  5. Use of the disciplinary procedures and/or the application of the approach described above would only be appropriate if subsequently, the member of staff or learner is involved in a breach of disciplinary rules.
  6. Should the problems of the member of staff or learner develop to an extent that his/her continuation in post or employment became impossible, it may be necessary to identify alternative work or arrange for termination, on the same basis as the Company operates for staff with problems of incapacity due to ill health.

## J. RECRUITMENT AND SELECTION POLICY - Didac Staff

### **POLICY**

The recruitment and selection decision is of prime importance as the vehicle for obtaining the best possible person-to-job fit which will, when aggregated, contribute significantly towards the Company's effectiveness. It is also becoming increasingly important, as the Company evolves and changes, that new recruits show a willingness to learn, adaptability and ability to work as part of a team.

The Company Recruitment and Selection Policy will:

- be fair and consistent;
- be non-discriminatory on the grounds of sex, race, age, religion or disability;
- conform to statutory regulations and agreed best practice.

### **PROCEDURE**

#### THE RECRUITMENT PROCESS

The following procedure should be used when a post is to be filled.

Define the job. If it is an existing post, is an exact replacement required or is this an opportunity to revise the requirements. If it is a newly established post be clear on the exact requirements.

Effective means of obtaining suitable candidates. The following options should be explored (in this order):

- Internal advert within the Company
- Examination of previous applications, or those held on file
- External advert within the job centre
- External advert in the local press
- External advert in the National press
- External advert in the appropriate technical / professional Journal
- In senior posts the use of a recruitment agency

Design the advertisement. All advertisements must contain as much information as possible to ensure the correct recruitment group is targeted and reduce unsuitable applications, while remaining as cost-effective as possible. All materials must be free from bias

#### THE SELECTION PROCESS

Appropriate selection procedures must be used for each post. Procedures may vary, at its simplest this may involve a straight forward interview and skills testing with presentation. For more senior posts psychometric testing, presentations to the interview panel on a chosen topic and/or a series of individual interviews on various topics may be included.

#### APPOINTMENT

Upon the job offer, all staff will undergo Mandatory Disclosure and Barring Service check which will be paid for by the company

## K. INDUCTION POLICY – Didac Staff

### POLICY STATEMENT

#### 1. GENERAL

The Company believes that all new employees MUST be given timely induction training. This training is regarded as a vital part of staff recruitment and integration into the working environment. This policy, associated procedures and guidelines define the Company's commitment to ensure that all staff are supported during the period of induction, to the benefit of the employee and Company alike.

#### 2. AIM

It is the aim of the Company to ensure that staff induction is dealt with in an appropriate manner, to enable staff to be introduced into a new post and working environment quickly, so that they can contribute effectively as soon as possible. This induction policy, associated procedures and guidelines aim to set out general steps for management to follow during the induction process. It is expected that management will adhere to this policy.

The Company expects that the implementation of good induction practice by management:

- Enable new employees to settle into the Company quickly and become productive and efficient members of staff within a short period of time.
- Ensure that new entrants are highly motivated and that this motivation is reinforced.
- Assist in reducing staff turnover, lateness, absenteeism and poor performance generally.
- Assist in developing a management style where the emphasis is on leadership.
- Ensure that employees operate in a safe working environment.
- Will reduce costs associated with repeated recruitment, training and lost production.

#### 3. THE COMPANY'S COMMITMENT

The Company will:

- Maintain and update an Induction Policy.
- Deal with any problems promptly providing an efficient service
- Provide relevant formal training courses necessary to assist the induction process.

#### 4. SAFE RECRUITMENT

*"Didac are committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment."*

The company will ensure that all staff, including new employees have the appropriate qualities to ensure that all learners are kept in a safe environment. This includes all staff will undergo a Disclosure and Barring Service check.

## **GUIDELINES**

### **1. GENERAL**

Starting a new job is a demanding and often stressful experience. Quite apart from the obvious challenge of tackling new tasks, there is also the need to become accustomed to a new organisation, a new environment and new colleagues. The purpose of induction is to support new employees during this difficult period and to help them become fully integrated into the Company as quickly and as easily as possible.

Induction has benefits for all involved in the process. Employees who settle quickly into the Company will become productive and efficient at an early stage and in turn will experience feelings of worth and satisfaction.

It is generally recognised that new employees are highly motivated and an effective induction process will ensure that this motivation is reinforced.

### **2. BENEFITS OF INDUCTION**

The advantages of an effective and systematic induction process are as follows:

- To enable new employees to settle into the Company quickly and become productive and efficient members of staff within a short period of time.
- To ensure that new entrants are highly motivated and that this motivation is reinforced.
- To assist in reducing staff turnover, lateness, absenteeism and poor performance generally.
- To assist in developing a management style where the emphasis is on leadership.
- To ensure that new employees operate in a safe working environment.
- To reduce costs associated with repeated recruitment, training and lost production.

### **3. INDUCTION CHECKLIST**

The Induction checklist is a very useful way of ensuring that information is imparted to new employees when they are likely to be most receptive. It avoids overloading employees with information during the first weeks whilst ensuring that all areas are covered. The company should ensure that these matters have been properly understood whilst the checklist is being completed, perhaps in the form of a chat with the new entrant. At the end of the process the induction checklist should be signed by the relevant parties and placed in the member of staff's personnel file.

### **5. INDUCTION PROGRAMMES**

Induction programmes must be geared to the individual's needs. Some of the more obvious new members of staff requiring special attention are as follows:

#### **Pre 16 and Post 16 learners following Funded Programmes**

For most new employees, induction is concerned with getting accustomed to a new job. For school leavers, however, it is about adjusting to a whole new way of life - the world of work. Consequently, school leavers are likely to need more support than other groups. Wherever possible, induction and subsequent training should relate to knowledge and skills which go beyond the employee's own particular job. All learners will need guidance on wider issues, such as career planning, acquiring qualifications, coping with the routine and discipline of work and managing money.

It would also be helpful for school leavers to be introduced to an approachable person to whom they could take any queries they might have within their chosen company. For further guidance, please refer to the Procedure Manual for Learner Induction

### **Ethnic Minorities**

In some cases, it may be necessary to design induction programmes with the special needs of ethnic minorities in mind. Language problems and attitudes amongst existing staff may be areas requiring particular attention. This is preparation that should be completed before any member of staff joins the Company. The Company will not tolerate racist or prejudiced behaviour in any form.

### **Long-term Unemployed**

Previously long-term unemployed people who have been recruited may have been absent from the working environment for some time so it will be helpful to recap on some of the issues relating to school leavers. These should, of course, be adapted to suit older workers, who may need to build up confidence and the induction process can be used to update knowledge of basic office technology (photocopiers, fax machines, telephone systems, etc. as well as computers).

### **Other Groups**

Other groups that may need special attention include disabled employees and women returning to work after having raised a family.

These groups will also require the induction procedure as women returning to work may, like the long-term unemployed, be out of touch and lacking in confidence. Disabled employees may have all or a combination of induction needs, but these needs may be compounded by their disabilities. Part of the induction process for disabled employees will involve checking such things as wheelchair access to parts of the workplace, toilets and lifts etc. The necessary reasonable adjustments to the workplace required to accommodate the disabled individual should be completed prior to them commencing, and carried out in discussion with the individual or their adviser.

### **COMPLETING THE INDUCTION PROCESS**

Induction can be said to end when the individual becomes fully integrated into the organisation. Of course, there is no set timescale within which this will happen and follow up is essential. The induction checklist will provide this opportunity.

## INDUCTION PROGRAMME FOR NEW STAFF

NAME OF EMPLOYEE

JOB TITLE

DATE COMMENCED

This is a checklist of information for Induction which management should use with new staff as part of their induction programme. Health and Safety items should be identified immediately. The new employee should be asked to tick each subject as he/she has been informed about it, and sign the end of the form.

Not all the following subjects are applicable. Should this be the case, record N/A.

Please read the guidance notes below before completing this form.

### Guidance Notes

Certain groups of staff have specific induction needs. The main groups are detailed below, with particular points to take account of, highlighted.

### ITEMS SPECIFIC TO THE FOLLOWING GROUPS OF STAFF

#### *Staff with Disabilities*

Disabilities include for example physical handicap, deafness, blindness, consider the following for discussion:

1. Confirm the nature of the disability.
2. Clarify if the employee has any special needs relating to disability.
3. Check whether employee has any particular concerns regarding the workplace.

#### *Staff Returning to Work after a Period of Absence*

This includes staff who were previously unemployed, women returning after starting a family, or after any other prolonged period of non-employment. Discussion should include, for example:

1. The difference between the employee's previous working environment and this new one.
2. Changes in skills required for this area of work.
3. Requirement for training to update skills.

**ITEMS TO COVER WITH EACH NEW EMPLOYEE (minimum)**

<b><i>The Company</i></b>	<b><i>Completed</i></b>
Introduction to colleagues	
New entrant's own job	
Company requirements, functions, services	
Company equipment	
External contacts / organisations	
<b><i>Conditions of Employment</i></b>	
Information on hours of work	
Company Pension scheme and eligibility (where appropriate – for employed staff only)	
Reporting in when sick	
Personal development	
<b><i>Health and Safety, Security, Fire</i></b>	
Health and safety information	
SFA requirements	
Accident reporting	
<b><i>Equal Opportunities</i></b>	
Didac requirements and SFA requirements.	
Company checks	
<b><i>Systems and Paperwork</i></b>	
Quality assurance and procedure manuals	
SFA and awarding body documentation	
Invoicing and expenses	
<b><i>Conduct</i></b>	
Personal presentation	
Disciplinary procedures	
Courtesy to the customer and the public	
Confidentiality	

**OTHER RELEVANT ISSUES - COMMENTS**

I have been informed about and understand the above items.

Signature:

Date:

I confirm that the above Induction Programme has been completed for the above member of staff.

Signature:

Date:

Director

## L. WHISTLEBLOWING POLICY

### Introduction

The Company 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 that a member of staff will faithfully serve his or her employer and not disclose confidential information about the employers 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.

The Public Interest Disclosure Act, which came into effect in 1999, gives legal protection to staff 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 so as 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, and disciplinary or other procedures. Once the "whistleblowing procedures are in place, it is reasonable to expect staff to use them rather than air their complaints outside the Company.

### Scope of Policy

This policy is designed to enable staff 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

## **Safeguards**

### **i. Protection**

This policy is designed to offer protection to those staff of the Company 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.

### **ii. Confidentiality**

The Company 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.

### **iii. 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

### **iv. 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.

## Procedures for Making a Disclosure

On receipt of a complaint of malpractice, the member of management 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 Unit Manager unless the complaint is against the Unit Manager or is in any way related to the actions of the Unit Manager. In such cases, the complaint should be passed to Director for referral.
- In the case of a complaint, which is any way connected with but not against the Director, the Company Secretary will appoint another appropriate person to act as the alternative investigating officer.
- Complaints against the Managing Director should be passed to the Company Secretary who will nominate an appropriate investigating officer.
- The complainant has the right to bypass the line management structure and take their complaint direct to the Company Secretary. The Company Secretary has the right to refer the complaint back to the Director if he/she feels that the Director without any conflict of interest can more appropriately investigate the complaint.

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.

### Timescales

Due to the varied nature of these sorts of complaints, which may involve internal 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.

## 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 other representative at any future interview or hearing held under the provision of these procedures.
- The investigating officer should consider the involvement of the Company auditors and the Police at this stage and should consult with the Company Secretary.
- 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 Company Secretary as appropriate.
- The Company Secretary 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 passed to the Company Auditors to enable a review of the 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 Company Secretary.

If the investigation finds the allegations unsubstantiated and all internal procedures have been exhausted, but the complainant is not satisfied with the outcome, the complainant is not satisfied with the outcome of the investigation, the Company recognises the lawful rights of employees and ex-employees to make disclosures to prescribed persons (such as the Health and Safety Executive, the Audit Commission, or the utility regulators), or, where justified, elsewhere.

## M. GRIEVANCE POLICY

1. The grievance procedure enables the Company to ensure that any problems, complaints or concerns raised by individuals (staff and learners) are dealt with in a fair, timely and consistent manner. If an individual has a grievance or complaint regarding:
  - 1.1. their work, working conditions, pay and benefits, working hours; or
  - 1.2. discrimination on the grounds of race, sex, sexual orientation, religion, disability, age, gender reassignment, marital status or ethnic origin; or
  - 1.3. treatment by colleagues including harassment and bullying; or
  - 1.4. their health and safety or a breach of statutory employment rights; or
  - 1.5. any other issue affecting their employment it should be raised in line with this procedure.
  
2. Informal Procedure:
  - 2.1. Individuals should, where possible, discuss the grievance or complaint with their immediate manager, trainer/assessor on an informal basis first. The manager, trainer/assessor will discuss any concerns with the individual and attempt to resolve the matter within a reasonable timescale. Where it is not possible for the individual to talk to their immediate manager, trainer/assessor, or if the grievance concerns him or her, the individual should instead talk to the next most senior person.
  - 2.2. Where the informal procedure is used, both parties should keep a written record of the meeting including what was discussed and any proposed action.
  - 2.3. If the grievance has not been resolved or cannot be settled informally, the matter should be dealt with according to the formal grievance procedure.

### 3. Formal Grievance Procedure:

#### 3.1. Stage 1 - Written Statement

- 3.1.1. The aggrieved individual must first send a written statement detailing the nature of the grievance to the manager without unreasonable delay.
- 3.1.2. Where it is the appropriate manager who is the subject of the Grievance, the individual should instead send the written statement to a director, where possible.

#### 3.2. Stage 2 - Grievance Meeting

- 3.2.1. Upon receiving the written statement the appropriate manager will arrange for a formal meeting to be held in order to discuss the grievance. The formal meeting will be held without unreasonable delay and usually no longer than 5 working days after the statement of grievance is received.
- 3.2.2. The meeting must not take place if the appropriate manager has not had a reasonable opportunity to consider their response to the information.
- 3.2.3. The individual should establish the facts by collecting documents, identify any relevant people to interview and take statements before memories start to fade. Any requests for anonymity and confidentiality should be taken seriously.
- 3.2.4. The individual may, following a reasonable request, be accompanied by a colleague, a suitably certified trade union representative or an official employed by a trade union. The companion may not, however, answer questions on behalf of the employee.
- 3.2.5. The individual's chosen companion will be able to address the meeting to put or sum up the individual's case as well as confer with the individual during the meeting. They may not, however, answer questions on the individual's behalf, address the meeting if the individual does not wish them to do so or prevent the Company from explaining their case.
- 3.2.6. The appropriate manager, individual and their companions shall make every effort to attend the meeting.
- 3.2.7. If possible the individual should explain how they think the grievance could be resolved.
- 3.2.8. If a full investigation of the matter is required then the meeting should be adjourned to a later date before a decision is taken about how to deal with the individual's grievance.

#### 3.3. Stage 3 - Outcome of meeting

- 3.3.1. Following the meeting and investigation and without unreasonable delay the appropriate manager shall set out in writing the action they intend to take in order to resolve the grievance (if appropriate).
- 3.3.2. The appropriate manager shall also inform the individual of their right to appeal if they are not satisfied with the action taken.
- 3.3.3. Any action taken shall be monitored and reviewed, as appropriate, to ensure it effectively deals with the issue.

#### 3.4. Stage 4 – Appeal

- 3.4.1. Individuals have the right to appeal where they feel their grievance has not been satisfactorily resolved.
- 3.4.2. The request for an appeal must state the grounds for the appeal and should be submitted to the appropriate manager in writing within 5 working days of receiving written confirmation as to the outcome of the grievance meeting.

3.4.3. The appropriate manager will arrange a further meeting to discuss the appeal within a reasonable time of receiving the request for an appeal. The individual will be informed of the time and place of the appeal in advance.

3.4.4. The appeal will be dealt with impartially and, wherever possible, will be chaired by a manager/Director who has not previously been involved in the case and is of increased seniority to the one who dealt with the original grievance.

3.4.5. The individual has the right to be accompanied at the appeal meeting and the outcome of the appeal meeting shall be communicated to the employee in writing within 5 working days. Decisions made at this point are final and the grievance procedure is concluded.

#### 4. Confidentiality

4.1 Grievances will be handled with as high a degree of confidentiality as is practicable.

4.2 Confidential records of the grievance will be kept in the employee's personnel file in accordance with Data Protection legislation. Copies of meeting notes will be provided to the individual, although the Company reserves the right to withhold certain information (e.g. to protect a witness).

#### 5. Special Cases

5.1 Where a grievance relates to a disciplinary matter, both can be dealt with concurrently.

5.2 Where a grievance is raised during the disciplinary process, the disciplinary process may be suspended so the grievance can be dealt with first

5.3 The above policy shall not be used for collective grievances.

5.4 A separate policy can be referred to for issues involving bullying, harassment or whistle blowing.

## **N. DISCIPLINARY PROCEDURE**

### **SCOPE**

The Company Disciplinary Procedure will be used only when necessary and as a last resort. Where possible, informal and/or formal counselling or other good management practice will be used to resolve matters prior to any disciplinary action being taken. The procedure is intended to be positive rather than punitive but takes cognisance of the fact that sanctions may have to be applied in some circumstances.

An employee can discuss any part of this policy with a Director or Company Secretary. They can help clarify an employees rights as well as give guidance and support where it may be needed. Every individual has the right to representation at any point during the disciplinary process.

### **SUSPENSION**

Suspension is not disciplinary action. The purpose of suspension is manifold and can be used when it is necessary to remove a member of staff from the workplace pending an investigation for example, to allow time for a 'cooling down period' for both parties, for their own or others protection, to prevent them influencing or being influenced by others or to prevent possible interference with evidence. Only a Director at that time have the authority to suspend an individual.

An employee suspended from duty will receive written confirmation within three days of:

- the reason for the suspension
- the date and time from which the suspension will operate.
- the timescale of the ongoing investigation.
- the right of appeal to the immediate manager of the suspending manager should the suspension last more than 7 days

### **COUNSELLING**

Counselling is an attempt to correct a situation and prevent it from getting worse without having to use the disciplinary procedure. Where improvement is required, the employee must be given clear guidelines as to:

- what is expected in terms of improving shortcomings in conduct or performance
- the time scales for improvement
- when this will be reviewed
- the employee must also be told, where appropriate, that failure to improve may result in formal disciplinary action.

A record of the counselling should be given to the employee and a copy retained in their personnel file. It is imperative that any counselling should be followed up and improvements recognised and recorded. Once the counselling objectives have been met, any record of the counselling will be removed from the employees file.

If during counselling it becomes clear that the matter is more serious, then the discussion should be adjourned, and pursued under the formal disciplinary procedure.

## PROCEDURE FOR FORMAL INVESTIGATION

Formal investigations should be carried out by the most appropriate person who is not directly involved with the incident being investigated. This person may involve others to assist with the investigation process. All the relevant facts should be gathered promptly as soon as is practicable after the incident. Statements should be taken from witnesses at the earliest opportunity. Any physical evidence should be preserved and/or photographed if reasonable to do so. A report should be prepared which outlines the facts of the case. This should be submitted to the appropriate Director who will decide whether further action is required. Where appropriate, this report may be made available to the individual and any representative.

In most circumstances where misconduct or serious misconduct is suspected, it will be appropriate to set up an investigatory hearing. This would be chaired by the appropriate Director, who would be accompanied by another person. The investigating person would be asked to present his/her findings in the presence of the employee who has been investigated. Witnesses should be called at this stage, and the employee allowed to question these witnesses. The employee has a right of representation at this hearing.

Following the full presentation of the facts, and the opportunity afforded to the employee to state his side of the case, the hearing should be adjourned, and everyone would leave the room except the Director hearing the case, and the other person. They would discuss the case and decide which of the following option was appropriate:

1. take no further action against the employee
2. recommend counselling for the employee
3. proceed to a disciplinary hearing

All parties should be brought back, and informed as to which option has been chosen.

Should the decision be taken to proceed to a disciplinary hearing, then this may follow on immediately from the investigatory hearing if the following criteria have been met:

- the employee has been informed by letter that the investigation may turn into a disciplinary hearing, and that he has the right of representation
- he has been told in advance what the nature of the complaint is, and had time to consult with a representative
- all the facts have been produced at the investigatory hearing, and the Director is in a position to decide on disciplinary action.
- the person should inform the employee and any representative that the hearing would now become a formal disciplinary hearing, and invite them to say anything further in relation to the case.

It may be appropriate at this point to adjourn proceedings, whilst necessary arrangements are made for a representative to attend the hearing at the request of the employee.

Should anyone who is subject to disciplinary action resign during the course of it, the action will cease unless there are extenuating circumstances which require it's continuance. The subject of the discipline may also request that the disciplinary action continue.

## **WARNINGS**

### **Examples of Minor Misconduct**

Below are listed examples of misconduct which may warrant either a Verbal Warning or a First Written Warning. It is stressed however that this list is not exhaustive and that on all occasions a full and proper investigation must take place prior to the issue of a warning.

- Persistent lateness and poor time-keeping.
- Absence from work, including going absent during work, without valid reason, notification or authorisation.
- Smoking within unauthorised areas.
- Failure to work in accordance with prescribed procedures.
- Incompetence.
- Unreasonable standards of dress or personal hygiene.
- Failure to observe Company regulations and procedures.

### **Verbal Warning**

A Verbal Warning is appropriate when it is necessary for the manager in charge to take action against an employee for any minor failing or minor misconduct.

### **First Written Warning**

A First Written Warning is appropriate when :

- a verbal warning has not been heeded and the misconduct is either repeated or performance has not improved as previously agreed.
- an offence is of a more serious nature for which a written warning is more appropriate.
- the recurrence or accumulation of an offence/offences, if left, will lead to more severe disciplinary action.

### **Examples of Gross – Misconduct**

Listed below are examples of misconduct, which may be considered to be Gross Misconduct and may warrant a Final Warning, Demotion or Dismissal. It is stressed however that this list is not exhaustive and that on all occasions a full and proper investigation must take place prior to the issuing of a Final Warning, Demotion or Dismissal.

- Theft, including unauthorised possession of Company property.
- Breaches of confidentiality, prejudicial to the interest of the Company,
- Being unfit for duty because of the misuse/consumption of drugs or alcohol.
- Refusal to carry out a management instruction which is within the individual's capabilities and which would be seen to be in the interests of the Company.
- Breach of confidentiality / security procedures.
- Physical assault, breach of the peace or verbal abuse.
- False declaration of qualifications or professional registration.
- Failure to observe Company rules, regulations or procedures.
- Wilful damage of property at work.
- Incompetence or failure to apply sound professional judgement.

### **Final Written Warning**

A Final Written Warning is appropriate when:

- an employee's offence is of a serious nature falling just short of one justifying dismissal.
- an employee persists in the misconduct, which previously warranted a lesser warning.

### **Downgrading or Transfer to another Post**

This action is appropriate when:

- previous attempts, via the disciplinary procedure, to rectify a problem have failed and this is a final attempt to solve a problem without having to dismiss an employee.
- an employee is considered by the Management to be incompetent or otherwise unfit to fulfil the duties for which he is employed but where dismissal is not thought to be appropriate.

### **Dismissal**

Dismissal is appropriate when

- an employee's behaviour is considered to be Gross Misconduct.
- an employees misconduct has persisted, exhausting all other lines of disciplinary procedure.

### **Time Scales for the expiry of Warnings**

Warnings issued to employees shall be deemed to have expired after the following periods of time.

- Verbal Warnings: 6 months
- First Written Warnings: 12 months
- Final Written Warnings: 18 months (or as agreed and recorded at the hearing)

These time scales remain provided that during that period, no further warnings have been issued in respect of the employee's conduct.

### **LETTER OF WARNING**

All Warnings must contain the following information:

- The letter must be issued within 7 days of the date of the disciplinary hearing.
- The nature of the offence and where appropriate, that if further misconduct occurs, more severe disciplinary action will be taken.
- The period of time given to the employee for improvement.
- The employees right to appeal to the management.
- A copy of the warning and any supporting documentation must be attached to the individuals personnel file.
- The employee must also receive a copy of the warning which in the case of any written warning will be sent to their home address by recorded delivery if not handed to them in person.
- In the case of a final written warning, reference must be made to the fact that any further misconduct will lead to dismissal, and that the employee has the right of appeal, and to whom they can make that appeal.

The letter confirming dismissal will contain the following information:

- The reason for dismissal and any administrative matter arising from the termination of their employment.
- The employees right of appeal and to whom they should make that appeal

## **APPEALS**

Every employee has the right to appeal against the outcome of a disciplinary hearing. The basis of an appeal should normally relate to one of the following areas:

- that the Companies' Procedure had not been followed correctly.
- that the resulting disciplinary action was inappropriate.
- that the need for disciplinary action was not warranted.
- that new information regarding disciplinary action, has arisen

An appeal should be put in writing to the Managing Director or Company Secretary. The letter of appeal may be constructed by the employee or any representative. The letter should contain the grounds for appeal and should be lodged within 10 days of receipt of the warning / dismissal letter.

An appeal will be arranged within 20 working days of receipt of the appeal letter.

### **Appeals against Verbal and First Warnings**

In the case of verbal and first warnings, the appeal will be heard by the management.

### **Appeals against Downgrading, Final Warnings and Dismissal**

The hearing and determining of appeals against final warnings and dismissal will be heard by the appropriate Director. They may also involve another Director not previously involved with the case.

When dealing with an appeal against a Final Warning or Dismissal written statements of case may be submitted no later than 2 days prior to the date of Appeal Hearing. No additional written evidence will be admitted by the Appeal Committee on the date of the Hearing.

Witnesses may be required by either party at an appeal hearing, dependent upon the circumstances and nature of the case. However, there is no specific obligation on either party to produce a witness. Either party must give 5 days prior notice that they intend to call specific persons involved or associated with the case under consideration.

It is the responsibility of the management and for the appellant to each arrange for the availability and attendance of any witness they wish to call.

## O. DISASTER POLICY (BCP)

The following policy details the companies procedure in the event of a disaster to ensure the company remains in operation and services are maintained with the clients requirements being met.

### 1. Staff

In the event of short/long term absence of individual staff, the following will be implemented.

- a. Individual Trainers/Assessors.  
Workload will be shared between existing members of staff where possible. Where it is not possible to carry this out, the Unit Managers will seek alternative staff through the companies network of partners.
- b. Senior Management  
Managing Director. The Company Secretary will assume the duties, notifying key partners such as the SFA etc. The MIS system will be maintained by the Data Manager and claims will be made by the Data Manager and Financial Manager. Both will submit data to the SFA as required. Support for this can be gained from the SFA and Pellcomp Support.  
  
Company Secretary. The Managing Director and Financial Manager will assume the duties. Further assistance can be gained from the companies accountants.
- c. Admin  
Financial Manager. Duties will be carried out by the Company Secretary. Further support will be gained from the companies accountants.  
  
Data Manager. Duties will be carried out between the Managing Director and Office Staff.
- f. Unit Managers  
Directors will take appropriate action to support the appropriate unit.

### 2. Resources

#### a. Office

The office is insured for loss of business due to fire etc. However, to ensure the business continues to operate, key procedures must take place.

ACCOUNTS – after use, system must be backed up. Copy store in safe, copy taken to Financial Controllers place of residence.

MIS (PICS) – Backup taken and stored, copy with MIS controller.

DATA – all staff are responsible for ensuring that the data they use is backed up and stored securely, through OneDrive.

EQUIPMENT – all equipment must be stored securely. Staff are responsible for ensuring that any equipment provided for use at their place of residence is stored securely and covered by suitable insurance cover. In the event of equipment failure, this must be reported immediately to the Managing Director who will take the appropriate action.

## **P. IMMIGRATION POLICY**

### **Asylum and Immigration Act 1996/Amendment 2004 Regulations – Prevention of Illegal Working**

Section 8 of the 1996 Asylum and Immigration Act made it a criminal offence to employ anyone subject to immigration control unless they have permission to live and work in the UK.

Therefore, since 1997, it has been required to check the eligibility to work in the UK of all New Employees.

From 1<sup>st</sup> May 2004 amended regulations came into force amending the procedures which organisations have to follow in order to assure themselves that New Employees are eligible to work in the UK and thus avoid prosecution under the 1996 Act if an employee is subsequently discovered to be working illegally.

So it is pre-requisite that all New Employees (including Learners) prove their Nationalisation prior to gaining Contractual Employment. Failure to do so excludes them from employment, under the 1996/2004 Act.

In order to comply with the Act, all candidates are asked to bring to the interview 'Original' only Documents as follows:

- One of the original documents included in List 1 or
- Two of the original documents in the combinations given of List 2

You do not need to produce documents from both List 1 and List 2

#### **List 1**

- A passport showing that the holder is a British Citizen, or has a right of abode in the UK
- A documents showing that the holder is a national of a European Economic Area Country or Switzerland
- A resident permit issued by the Home Office to a national from an EEA Country or Switzerland.
- A Passport or other document issued by the Home Office which has an endorsement stating that the holder has a current right of residence in the UK as the family member of a national from an EEA Country or Switzerland who is resident in the UK
- A Passport or other document endorsed to show that the holder can stay indefinitely in the UK, or has no time limit on their stay
- A Passport or other document endorsed to show that the holder can stay in the UK; and that this endorsement allows the holder to do the type of work you are offering if they do not have a work permit.
- An Application Registration Card issued by the Home Office to an Asylum Seeker stating that the holder is permitted to take employment.

## **List 2**

List 2 covers the combination of documents, which will provide the Company with the statutory defence. The Company will not have the statutory defence if one document is seen from the first combination and one from the second combination.

### **First Combination**

- A. A document giving the person's permanent National Insurance Number and Name. This could be a P45, P60, National Insurance Card or letter from a Government Agency.

**If you provide a document giving your National Insurance Number, one of the following documents listed in 'B' to 'H' below must also be provided:**

- B. A full Birth Certificate issued in the UK, which includes the names of holder's parents; OR
- C. Birth Certificate issued in the Channel Islands, the Isle of Man or Ireland; OR
- D. certificate of registration or naturalisation stating that the holder is a British Citizen; OR
- E. A letter by the Home Office to the holder which indicates that the person named in it can stay indefinitely in the UK, or has no time limit on their stay; OR
- F. An Immigration Status Document issued by the Home Office with an endorsement indicating that the person named in it can stay indefinitely in the UK, or has no time limit on their stay; OR
- G. A letter issued by the Home Office which indicates that the person named in it can stay in the UK, and this allows them to do the type of work that is being offered. OR
- H. An Immigration Status Document issued by the Home Office with an endorsement indicating that the person named in it can stay in the UK; and this allows them to do the type of work that is being offered.

### **Second Combination**

- A. A Work Permit or other approval to take employment that has been issued by Work Permits UK

**If you provide a document issued by Work Permits UK, one of the following Documents listed in 'B' – 'C' below must also be provided.**

- B. A passport or other travel document endorsed to show that the holder is able to stay in the UK and can take the work permit employment in question; OR
- C. A letter by the Home Office confirming that the person named in it is able to stay in the UK, and can take the work permit employment in question

**Note the following will not be acceptable as they do not prove suitable evidence**

- A Home Office Standard Acknowledgement letter or Immigration Service letter (IS96W) which states that an Asylum Seeker can work in the UK. (Individuals with these documents should contact the Home Office for information about how they can apply for an Application Registration Card)
- A letter issued by the Home Office stating the holder is a British Citizen.
- A Passport describing the holder as a British Dependant Territories Citizen which states that the holder has a connection with Gibraltar
- A short Birth Certificate issued in the UK which does not have details of holder's parents
- A temporary National Insurance Number (beginning with TN, or any number ending with the letters 'E' to 'Z' inclusive)
- A Driving Licence issued by the Driver and Vehicle Licensing Agency
- A bill issued by a financial institution or a utility company

**We must carry out the following reasonable steps when checking all of the documents presented to us by a potential employee**

- Check any photographs, where available, to ensure that you are satisfied they are consistent with the appearance of the person
- Check the dates of birth listed so that you are satisfied these are consistent with the appearance of the person
- Check that the expiry dates have not been passed
- Check any UK Government stamps or endorsements to see if the person is able to do the work you are offering.
- If our potential Employee gives us two documents from List 2 which have different names, we should ask for a further document to explain the reason for this. The further document could be a marriage certificate, divorce documents, deed poll, adoption certificate or statutory declaration.

**We must take / make a photocopy of the following parts of all documents shown to us:**

- The front cover and all of the pages which give our potential employee's personal details. In particular, you should copy the page which shows his/her signature; and
- Any page containing a UK government stamp or endorsement which allows our potential employee to do the type of work we are offering
- We have to keep a record of every document we have copied. By doing this, the Immigration Service will be able to examine our right to the defence if they detect anyone working illegally for us.

## Q. SAFEGUARDING POLICY

### Introduction

- A vulnerable child is defined as a person under the age of 18
- For the purpose of this policy
  - The term 'child' will be used to describe all young people under the age of 18 years old, taking part in a Didac Limited Training Programme
  - The term 'staff' will be used to describe those employed at Didac Limited or the learners employer.
- Didac Limited recognise that some adults are also vulnerable to abuse and the same procedures should be applied. A 'vulnerable adult' is defined as an adult aged 18 or over.

### General Statement

Didac Limited and Employers have a statutory and moral duty to ensure that they function with a view to safeguard and promote the welfare of young people and vulnerable adults receiving training.

Didac and employers are committed to ensure that the following occurs:

1. Prevention, by providing a safe environment for such people to learn in.
2. Protection, by identifying such people who are suffering, or likely to suffer, significant harm (neglect, physical injury, sexual abuse or emotional abuse).
3. Support, by taking appropriate action to see that such people are kept safe, both at home and at their learning environment.
4. New staff involved with vulnerable groups will undergo a Disclosure and Barring Service check using an approved organisation. All staff are Disclosure and Barring Service checked.

### Definitions of Abuse

1. Physical Abuse.

Physical abuse causes harm to a child's person. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent injury occurring. It can also occur when a parent or carer feigns the symptoms of or deliberately causes ill health to a child whom they are looking after. It can include the deliberate and malicious withholding of physical needs.

2. Neglect

Neglect is the persistent or severe failure to meet a child or young person's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. It may involve a failure to provide adequate food clothing or shelter, failing to protect a child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also involve neglect of, or inadequate response to, a child's basic emotional needs.

### 3. Sexual Abuse

Sexual abuse involves a child or young person being forced or coerced into participating in or watching sexual activity. It is not necessary for the child to be aware that the activity is sexual and the apparent consent of the child is irrelevant. The acts may involve physical contact including penetrative or non penetrative acts. They may involve non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### 4. Emotional Abuse

Emotional abuse occurs where there is persistent emotional ill treatment or rejection such as to cause serious and adverse effects on the child's or young person's behaviour and emotional development, resulting in low self worth. It may involve conveying to children that they are worthless or unloved, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is present in all forms of abuse.

Appendix 1 contains further details on indicators of abuse.

#### Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

If a child or young person tells a member of staff about possible abuse:

#### **DO:**

- Stay calm and reassuring
- Listen to and take what the person says seriously
- Tell the person that she/he is right to tell someone
- Let him/her know that you understand how difficult it is to talk about such experiences
- Arrange a place and time where you can talk privately and uninterrupted as soon as possible
- Explain that you will need to involve other people and why
- Be supportive
- Give realistic encouragement
- Allow person to speak
- Make written record of what is said by the person – unprompted
- Talk to someone about your feelings and seek support for yourself
- Let the person know that she/he is not to blame

#### **DO NOT:**

- Promise confidentiality
- Make promises or reassurances you cannot keep
- Press for details or ask leading questions which may invalidate court proceedings
- Ask the pupil to repeat the details unnecessarily
- React emotionally
- Interrupt or stop a pupil during a disclosure
- Underestimate your role as a trusted adult
- Forget to make time and seek support for yourself

Staff should not investigate concerns or allegations themselves, but should report them immediately to the Designated Person (1. Safeguarding Officers Tracy Gibson/Elaine Stanley (Didac) and Employer – Senior Person where in employment) using the referral form (Appendix 2). This person will then investigate.

## Staff Conduct (Didac and Employer)

### Good practice guidelines

All staff should demonstrate exemplary behaviour in order to protect themselves from allegations of misconduct. Staff should maintain their standards of behaviour therefore acting as a role model.

The following are common sense examples of how to create a positive culture and climate.

#### Good practice means:

- Always work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets). Never allow yourself to be left alone with a participant. There may be rare occasions when a confidential interview or a one-to-one meeting is necessary and in such circumstances, the interview should be conducted in a room with an open door or visual access. Where this is not possible, the member of staff should ensure that there is another adult nearby. Never make gratuitous physical contact with a participant. [There may be occasions where a distressed participant needs comfort which may include physical comforting and staff should use their discretion to ensure that it is appropriate and not unnecessary or unjustified contact]. Where physical contact is inescapable (e.g. to demonstrate equipment or a particular exercise/move) staff should be aware of the limits within which such contact should take place and of the possibility for misinterpretation of such contact.
- Treat all persons equally, and with respect and dignity. Staff must take positive action to eliminate discrimination against any person or group of people. Staff should ensure that persons are protected from discrimination on any grounds, including ability and challenge discriminating comments and behaviour.
- Never using physical force against a participant, unless it constitutes reasonable restraint to protect him/her. If it is necessary to restrain a participant because they are an immediate danger to themselves or others then the minimum amount of force should be used for the shortest amount of time. Remain calm and get the attention and support of other staff. The incident should be recorded in writing, with a witness statement (where possible), immediately afterwards.

#### Practices never to be sanctioned:

- Engaging in rough, physical or sexually provocative games, including horseplay.
- Engaging in any form of inappropriate touching.
- Young persons inappropriate use of language and/or behaviour. This should always be challenged.
- Sexually suggestive comments to a young person, even in fun.
- Reducing a young person to tears as a form of control.
- Allegations made by a young person to go unchallenged, unrecorded or not acted upon.

## Awareness of actual or likely occurrence of abuse

There are a number of ways in which abuse becomes apparent:

- A person discloses abuse.
- Someone else discloses that a person has told him/her or that he/she strongly believes a person has been or is being abused.
- A person may show signs of physical injury for which there appears to be no satisfactory explanation.
- A person's behaviour may indicate that it is likely that he/she is being abused.
- A member of staff's behaviour or in the way in which he/she relates to a person causes concern.

## Cyberbullying

Cyber-bullying has been defined as "when the Internet, cell phones or other devices are used to send or post text or images intended to hurt or embarrass another person", or as "when an electronic device is used to attack or defame the character of a real person. Often embarrassing or false information about the victim is posted in an online forum where the victim and those who know the victim can see it publicly."

Cyber-bullying can be as simple as continuing to send e-mail to someone who has said they want no further contact with the sender, but it may also include threats, sexual remarks, hate speech, ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact aimed at humiliation.

### Cyber-bullying vs. cyber-stalking

The practice of cyber-bullying is not limited to children and, while the behavior is identified by the same definition in adults, the distinction in age groups is sometimes referred to as cyberstalking or cyberharassment when perpetrated by adults toward adults, sometimes directed on the basis of sex.

Common tactics used by cyber-stalkers are to vandalize a search engine or encyclopedia, to threaten a victim's earnings, employment, reputation, or safety. A repeated pattern of such actions against a target by an adult constitutes cyber-stalking.

Please see Safeguarding Guidance leaflet for more information

## Confidentiality

SEE SECTION R

### **Signs of possible child abuse**

It is important to remember that lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances. There can be an overlap between all the different forms of child abuse and all or several can co-exist.

#### **1. PHYSICAL ABUSE**

Signs of possible physical abuse

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries, or delay in reporting them.
- Excessive physical punishment.
- Arms and legs kept covered in hot weather
- Fear of returning home.
- Aggression towards others.
- Running away
- When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

#### **2. PHYSICAL NEGLECT**

Signs of possible physical neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance
- Untreated medical problems
- Low self-esteem
- Poor peer relationships
- Stealing

#### **3. EMOTIONAL ABUSE**

Signs of possible emotional abuse

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Socio-emotional immaturity
- 'Neurotic' behaviour (eg rocking, head banging)
- Self-mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Running away
- Indiscriminate friendliness

#### 4. SEXUAL ABUSE

##### Signs of the sexually abused child

Not all children are able to tell parents that they have been assaulted. Changes in behaviour may be a signal that something has happened. These are general indicators that child may be troubled though not necessarily about a sexual assault. The child may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour.

It is important to remember that in sexual assault there may well be no physical or behavioural signs.

##### Signs of possible sexual abuse

###### A. Behavioural

- Lack of trust in adults or over-familiarity with adults
- Fear of a particular individual
- Social isolation – withdrawal or introversion
- Sleep disturbance (nightmares, irrational fears)
- Running away from home
- Girls taking over the mothering role
- Low self-esteem
- Drug, alcohol or solvent abuse
- Unusual interest in the genitals of adults or children or animals
- Expressing affection in inappropriate ways, eg 'French kissing'
- Fear of bathrooms, showers, closed doors
- Abnormal sexualised drawing
- Fear of medical examinations
- Poor peer relations
- Over-sexualised behaviour
- Stealing
- Psychosomatic factors, eg recurrent abdominal pain or headache
- Sexual promiscuity

###### B. Physical/Medical

- Bruises, scratches, bite marks
- Anxiety/depression
- Eating disorder, eg anorexia nervosa or bulimia
- Discomfort/difficulty in walking or sitting
- Pregnancy – particularly when reluctant to name father
- Self- mutilation/suicide attempts

APPENDIX 2 – Referral Form

About you

Your name
Your relationship to the person

About the person

Name of person:
Age and date of birth:
Who does the person live with?
Address:

About your concern

Are you reporting your own concerns or passing on those of somebody else? Give details
Brief description of what has prompted concerns (including dates and times where possible)
Observations made by you (physical, behavioural and indirect signs)
Have you spoken to the person? If so, what was said?
Does the person require medical attention?
Signature: <span style="float: right;">Date:</span>

## **R. CONFIDENTIALITY AND DATA PROTECTION POLICY**

### **Introduction**

Didac Limited provides a range of learner support, information, advice and guidance services.

The company will work with other third parties as required to ensure the learners needs are met.

### **1. Confidentiality**

All information given to staff will be treated with sensitivity, care and discretion.

In most circumstances, the information the learner provides to staff is treated as confidential, but members of staff may discuss aspects of their enquiry or circumstances with their immediate colleagues.

If such discussions take place it will usually be for the sole purpose of seeking information, confirming the best course of action, or helping the member of staff to reflect on their work with the learner. Whenever possible, any such discussion between staff will take place without identification to the learner personally. All such conversations will be respectful and will not trivialise issues brought to our attention.

Staff will not pass on personal information about the learner to anyone outside of the company (including, relatives, friends or external agencies) without the learner's permission, subject to the following exceptions:

1. when the company is asked by external agencies to disclose information and there is a legal requirement to do so ( e.g. Children Act 1989, Prevention of Terrorism Act 2002, Social Security Fraud Act 2001, Immigration and Asylum Act 1997, Special Needs and Disabilities Act 2001 ) .
2. if the learner is under 18 years of age and the company has serious concerns about their well being
3. when the company has significant concerns that the learner presents a risk of harm to themselves or others

### **2. Liaison and Correspondence**

In order for staff to respond effectively to a learner's enquiry or concerns it may be appropriate for staff to contact a third party on their behalf. In cases where staff feel that this is necessary they will seek the learner's permission. If the learner does not give their permission, other than in the exceptional circumstances outlined above (see paragraph 1), staff will not initiate discussion or correspondence with others in any way that allows the learner to be identified.

If the learner agrees, the nature of the contact will be agreed with the learner in advance.

In the event that Didac receives a request for information about the learner from a third party, including friends and relatives, Didac will not provide such information without the learner's permission except in cases of genuine emergency or when they are legally obliged to do so (see paragraph 1 ).

### **3. Keeping contact information up-to-date**

Please inform the relevant Didac staff if contact details change.

### **4. Learners with disabilities or dyslexia**

If a learner has declared a disability or dyslexia, the company is legally required under the Disability Discrimination Act (1995) to make appropriate and reasonable adjustments in order to help them participate to the fullest extent possible in the educational opportunities provided by the company. Information about the learner's situation and requirements will be limited to that necessary to assure that appropriate adjustments can be made to help the learner gain maximum benefit from their training programme.

Any information will normally only be passed to others with their agreement. If they do not give permission this may seriously limit the scope and nature of any adjustments the company can make on their behalf.

### **5. Record Keeping, Statistics and Data Protection**

Didac record basic information (for example name, course, contact details, and other personal information) for administrative purposes. This information may be held on paper and /or electronically and is used to produce statistical information.

### **6. Personal Records**

During meetings with members of staff, a learner may provide information of a personal and sensitive nature (e.g. concerning finances, disability, health, family circumstances or other difficulties). A record of the discussion may be kept to ensure that the appropriate advice or response is provided, particularly at any subsequent visit. These notes may record the key points or issues raised, the advice or information given including any relevant background information, any action taken and details of any follow up action to be taken. Points of concern may also be noted. Sometimes additional correspondence or copies of documents may be attached to these notes.

If a learner does not wish any information to be recorded or passed on, this wish will be respected as far as possible (other than in the exceptional circumstances outlined above in paragraph1). Didac's ability to advise the learner and assist them may be limited and this will be explained to the learner.

### **7. Access to notes/files**

Under the Data Protection Act (1998), a learner has a right of access to notes relating to them. If notes contain references to other individuals, these references may have to be removed from the notes, as protection is also granted to third parties. If notes include letters and other information from a third party (for example from a GP) consent from that party must be obtained before the information can be disclosed.

If a learner wishes to access their notes, they must contact a member of Didac staff; who will attempt to meet their request as quickly as possible.

## **8. Security of notes/files and information**

Notes containing personal information about the learner are kept securely locked within the main office of Didac or notes are stored as secure computer records.

In most cases, notes containing personal information about the learner will be securely destroyed when leaving the programme after 10 years, to comply with SFA and ESF requirements.

## **9. Further Information and complaints**

If the learner has any concerns about data protection or confidentiality matters please raise them with Tracy Gibson/Elaine Stanley, 0800 773 4230

Any complaints about how information provided, disclosed or has been used, please refer to our complaints procedure.

## S. ENVIRONMENTAL & SUSTAINABILITY POLICY

Didac recognises the challenge posed by climate change, and will identify and set targets to reduce its carbon emissions and the environmental impact of its activities.

Didac recognises that reducing its environmental impact requires joint effort and commitment by staff and learners.

To improve its environmental performance Didac will address the following key areas:

### Programme Delivery

- We will ensure that the principles of sustainability are included in the academic curriculum wherever appropriate, including use of e-learning and moving towards e-portfolio

### Waste

- We will reduce the amount of waste we produce and ensure where possible waste is reused and recycled, including paper, toner and ink cartridges

### Transport

- We will encourage sustainable alternatives to single occupancy car travel for staff travelling on company activities
- We will encourage sustainable methods of transport

### Procurement

- We will reduce the environmental impact of the products and services which Didac buys by adopting a responsible purchasing policy and by working in partnership with our key suppliers
- Points for consideration:
  - Fit for the purpose and value for money
  - Biodegradability
  - Design for disassembly
  - Resource Efficiency
  - Health and safety standards
  - Maximum durability, reparability, reusability, recyclability and upgradability
  - Minimum packaging
  - Ethically sourced
  - All IT equipment and repairs to be controlled centrally from the office

This environmental policy will be reviewed each year and will be amended at such time the Woodwise Academy is in operation

**Signed:**

Managing Director



**Date:**

1<sup>st</sup> August 2015

## **SUSTAINABILITY**

### **1. Overall aim**

This policy describes the framework within which Didac Limited, will conduct its activities in order to contribute towards global pursuits of sustainable development.

Sustainable development is about wealth creation, environmental protection and social justice going hand in hand when taking decisions and planning for long-term benefits.

### **2. General statement of intent**

The essence of this policy can be summarised as follows:

Didac Limited is committed to the principles of sustainable development. It will progressively integrate these principles into its daily activities. Through its work with industry and stakeholders, it will seek to increase awareness of sustainable development within the Industry generally and to ensure that wherever possible, its overall business activities support the achievement of sustainable development objectives.

### **3. Context**

Sustainable development is the process by which we move towards sustainability and is about shaping our own future in ways which ensure a better quality of life for everyone, now and for generations to come. It recognises that the quality of people's lives and the state of our communities are affected by a combination of economic, social and environmental factors. Lasting solutions to global problems can only be achieved by making these linkages.

Didac can have a tremendous impact in terms of its social, economic and environmental responsibilities as a provider of training services to the (furniture, wood, merchanting industries) and in the way that it operates as an organisation. Minimising the negative and enhancing the positive social, environmental and economic impacts of the way that we operate across all our functions is not just good sense for the long term legacy but greatly contributes to reducing the burden of shortness of skills in the industry.

Didac impacts on staff, patients, their families and communities in general as:

- An educator and developer of skills (pre and post 16)
- A purchaser of goods and services
- A specialist employer
- A community developer
- An industry developer
- A strategic planner

### **4. Key issues**

The key issues addressed by this policy are:

- maximising the potential of employees to contribute towards sustainable development
- sustaining the environment for future generations
- supporting the communities within which the company operates
- managing the wider impacts on society of company activity
- engaging stakeholders and public

## 5. Key policy principles

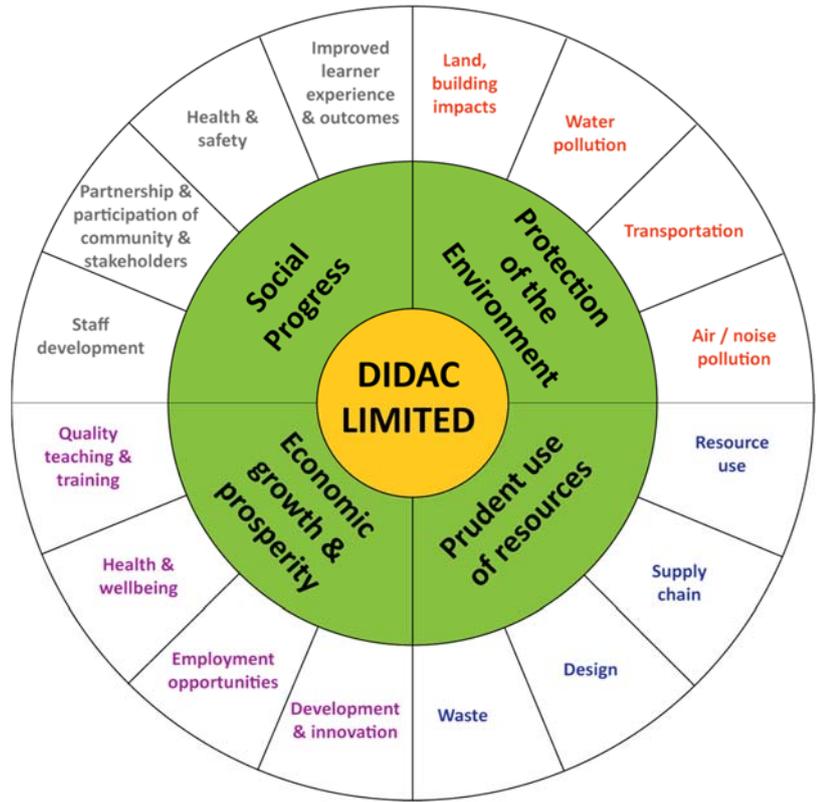
To address these issues, the following principles will apply to the activities of the company :

- All employees will be treated fairly and equitably in accordance with existing policies and in line with core values.
- The management of health and safety will be continually improved through the development and maintenance of a health and safety policy and appropriate management systems.
- Investment in the training and development of employees will be sustained in accordance with the requirements of the Human Resource Development Policy
- Activities will be conducted ethically and with integrity in accordance with a code of business ethics
- Endeavours to sustain the environment for future generations will be governed by an environmental requirements.
- Sourcing from within local communities in a manner that is consistent both with EU rules and company procurement, and with the achievement of sustainable development objectives, will be actively promoted and encouraged
- All stakeholders will be regularly engaged in dialogue about these principles
- Conserving energy, water, wood, paper and other resources - particularly those which are scarce or non renewable - while still providing a safe and comfortable working environment
- Reducing waste through re-use and recycling and by using refurbished and recycled products and materials where such alternatives are available (provided they meet quality requirements and give value for money)
- Monitoring discharges and emissions to air, land and water to assess what action is necessary to reduce pollution or the risk of pollution
- Ensuring that any products derived from natural sources ( e.g. timber) are from verified sustainable sources
- Working with companies / industry to improve environmental performance where appropriate.
- Meeting all relevant current and foreseen statutory regulations and official codes of practice and specifying employer / learners and industry do the same
- Developing and maintaining, where significant hazards exist, emergency procedures for effectively dealing with them and limiting the risk to health and the environment
- Encouraging more sustainable travel to work options via a Sustainable Travel Plan.
- Where car travel cannot be substituted, investigate alternatives, including e-technology
- Educating, training and motivating staff and industry to work in a more sustainably responsible manner and to play a full part in developing new ideas and initiatives.
- Communicating openly with staff about sustainable development policies and best practice and co-operating with others in industry develop and promote environmentally sound practices.
- In addition, organisations with which the company does business with, will be encouraged to support and adopt these principles within their own sphere of business activities

## 6. Implementation

In implementing this policy the company will:

- Review its systems to ensure the elements of Sustainable Development are incorporated as appropriate
- Review current processes and procedures to take account of the requirements of Sustainable Development
- Consult with stakeholders to understand their requirements and priorities around Sustainable Development



# Sustainable Development

## What's it all about?

Sustainable Development is all about recognising that economic, social and environmental goals cannot be pursued independently. Focusing on just one area can lead to negative impacts on others, or at very least missed opportunities.

Didac will work with learners, employers and other outside organisations to raise awareness, meet requirements and ensure all benefit from a Positive Sustainable Future

<u>SOCIAL PROGRESS</u>	<u>PROTECTION OF THE ENVIRONMENT</u>	<u>PRUDENT USE OF RESOURCES</u>	<u>ECONOMIC GROWTH AND PROSPERITY</u>
<ul style="list-style-type: none"> <li>Ensuring we continually improve learner experience and outcomes</li> <li>Ensure compliance is met and exceeded in all aspects of Health &amp; Safety and Welfare with employers and premises, learners</li> <li>Provide a partnership medium to industry, learners and their communities, stakeholders</li> <li>Staff development. Allow encouragement of development of all staff and opportunities available (internal and external)</li> <li>Provide necessary learning to learners to provide skills to their employers and those seeking employment.</li> <li>Support community initiatives, including pre 16</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the Woodwise Academy and employer premises do not have a negative impact on the environment</li> <li>Work towards sustaining the environment for future generations</li> <li>To improve buildings work towards becoming more efficient and sustainable</li> <li>Ensure discharges of water is monitored</li> <li>Meeting all legal requirements</li> <li>Ensure the most effective form of transport is used. What alternatives can be used – e-technology</li> <li>Reduce noise and air pollution within Woodwise Academy and employer premises.</li> <li>Use of sustainable fuels/energies</li> </ul>	<ul style="list-style-type: none"> <li>Effective use of resources</li> <li>Effective supply chain management</li> <li>Good use and design of buildings</li> <li>Promotion of energy , efficiency</li> <li>Waste segregation, minimisation and recycling</li> <li>Conservation of resources particularly those scarce or non renewable</li> <li>Natural sourced products</li> </ul>	<ul style="list-style-type: none"> <li>Ensure staff maintain quality teaching and training, positive impact to industry and communities</li> <li>Staff and learners maintain their health and wellbeing</li> <li>Stable levels of employment which enables people to meet their needs and improve their living standards (internal / external)</li> <li>Continue to develop and find new innovations to embed within the learner experience, share with industry.</li> <li>Supporting the communities</li> <li>Source where possible within local communities.</li> </ul>

# T. INFORMATION, ADVICE AND GUIDANCE (IAG) POLICY

## 1. AIM

- 1.1 This policy clearly details the companies commitment to the provision of coherent, impartial and effective Information, Advice and Guidance services.
- 1.2 To enable potential and existing clients on government funded, non funded programmes and employers to make well information and realistic decisions about training and development needs, which will aid career progression, help them select progression pathways and company training solutions and development
- 1.3 IAG encourages and facilitates progression and lifelone learning for all.

## 2. CONTEXT AND SCOPE

- 2.1 This policy embodies the **National Information, Advice and Guidance Board Principles (see below)** and the **Quality Standards for Young People’s Information, Advice and Guidance (IAG)**
- 2.2 This policy applies to IAG offered by Didac staff, within its office or delivery location and to services offered by staff in schools and other locations.
- 2.3 Clients include
  - Potential learners
  - Existing learners
  - Parents, guardians
  - Employers
  - Didac staff

## 3. THE STATEMENT OF SERVICE

### 3.1 Introduction.

Didac provides IAG services which are free and can be provided through face to face, telephone or email.

### 3.2 What clients can expect

The company is committed to the National IAG Board Principles and clients can expect us to offer a service that is:

- Professional and knowledgeable
- Confidential
- Impartial
- Open and transparent
- Accessible and visible
- Committed to equality of opportunity
- Responsive to the present and future needs of the individual
- Ensure Didac staff receive training, maintain appropriate accreditations and approvals

### 3.3 Clients can also expect that we will

- Comply with the legal framework – Data Protection Act and the Human Rights Act
- Provide an opportunity for users to provide feedback on the services and an easily understood complaints procedure for those who wish to complain

### 3.4 What Didac expects from clients

- Clients treat Didac staff with politeness and respect
- Actively take part in the IAG process

**3.5 How clients can help us to improve the service**

- If the service fails to give satisfaction, complain promptly and in full
- Tell us what we are doing well
- By completing any issued surveys and questionnaires

3.6 The **Statement of Service** will be reviewed annually or where there is any change to the services provided

**4. DIDAC SERVICES**

4.1 Didac will

- Provide information and advice on local and national training opportunities, including Skills for Life
- Make available details of the National IAG Board Principles
- Provide an appointment, review date
- Make available careers information, sources
- Provide referral details, where appropriate to other appropriate agencies and/or providers
- Provide information on financial support available for courses
- Provide course entry criteria
- Explain progression routes
- Assist employers where appropriate to enable them to continue to develop their own business
- Continue with working partnerships, including Sector Skills Councils, Funding Organisations, National Apprenticeship Service, Connexions, Schools

**Signed:**

Managing Director



**Date:**

1<sup>st</sup> August 2015

## The Principles for Coherent Information Advice and Guidance Delivery are:

### **Accessible and Visible**

IAG services should be recognised and trusted by clients, have convenient entry points from which clients may be signposted or referred to the services they need, and be open at times and in places which suit clients' needs.

### **Professional and Knowledgeable**

IAG frontline staff should have the skills and knowledge to identify quickly and effectively the client's needs. They should have the skills and knowledge either to address the client's needs or to signpost or to refer them to suitable alternative provision.

### **Effective Connections**

Links between IAG services should be clear from the client's perspective. Where necessary, clients should be supported in their transition between services.

### **Availability, Quality and Delivery**

IAG Services should be targeted at the needs of clients, and be informed by social and economic priorities at local, regional and national levels.

### **Diversity**

The range of IAG services should reflect the diversity of clients' needs.

### **Impartial**

IAG services should support clients to make informed decisions about learning and work based on the client's needs and circumstances.

### **Responsive**

IAG services should reflect clients' present and future needs.

### **Friendly and Welcoming**

IAG services should encourage clients to engage successfully with the service.

### **Enabling**

IAG services should encourage and support clients to become lifelong learners by enabling them to access and use information to plan their careers, supporting clients to explore the implications for both learning and work in their future career plans.

### **Awareness**

Adults should be aware of the IAG services that are relevant to them, and have well informed expectations of those services.

## U. ITL STRATEGY

2013-14

### **The Scope of The Strategy**

The three directors of the company are tasked to develop, implement and review the ILT strategy.

The strategy will address the development of alternative methods of learning delivery (e.g. e-learning, e-testing, e-portfolio, etc) and efficient recording, assessment, monitoring and support for learner progress electronically.

### **Current Position Overview**

Over the last 3 years the company have been focussing on several key tasks:

- Setting up and use of web site to deploy specialist on-line materials including the use of an end test. The materials are presented in an Flash format.
- The purpose was to delivery the underpinning knowledge to learners taking part in learning programmes.

Project involvement has also developed the companies own skills in collaborative working between ILT developers and staff.

A key driving force is that materials will be SCORM compliant, with a view of moving to a Learning Management System (LMS). This will be piloted away from the Woodwise system, to ensure it can be tested as “fit for purpose”, with a view to move it to Woodwise. It will allow more specific modules to be deployed for funded learners

This will allow monitoring of learner progress and achievement for their learning.

## Strategic Educational Objectives

*The Company's vision for ILT is:*

*ILT will be fully integrated into teaching and learning activity where it is the best choice of delivery, in order to provide creative and exciting multimedia learning in WBL.*

*Alternative modes of course delivery, including online video and blended learning, will be developed where appropriate.*

### **1. The Learner: Understand & respond to the learning needs of individuals:**

The ethos of the company is likely to follow the sector trend, as the learning process becomes more personalised to individual learners. ILT makes it easier, through the use of multimedia, to deliver varied learning content. While there is currently some debate as to whether 'learning styles' exist it is undoubtedly true that individuals learn in different ways. Analysing the needs of learners and planning a balance of styles in delivery, rather than staff just repeating their own learning preferences, should ensure that individuals are not disadvantaged. Delivery of more auditory and visual learning material through sound and video files and animation are particular strengths of ILT.

*The Company will support these issues through:*

- Differentiation of learning and teaching material to match the needs of the learner
- Pilot the use of a learning style feedback, which will produce a summary to inform course design, and the evaluation of its use.
- Production of varied learning activities to match different learning styles. ILT team will develop a library of templates which can then be adapted by staff for the needs of their particular groups.
- Encouraging greater use of the interactive communication functions within the system with learners

### **2. Provision**

#### **2.1 Teaching for Learning: Excellent teaching which leads to effective learning for every learner all of the time:**

In addition to issues already covered in sections 1 and 2.3, excellent teaching requires the clarification and sharing of learning outcomes with learners, and effective course planning.

*The Company will support these issues through:*

- Developing templates for lessons and training tutors in the use of Articulate (or alternative) to create these
- A bank of ILT activity ideas will be established and templates will be provided to assist staff in adapting these to the needs of their particular groups.
- Encouraging staff development of resources to increase creativity and maximise accuracy and coverage
- Encouraging frequent checks on learning via multi-choice and matching questions.

## **2.2 To provide a coherent, comprehensive range of courses, programmes which meet the needs of individuals and organisations in the region**

The planned Learning Environment, will be a useful tool for structuring and delivering e-learning remotely, either as full distance e-learning or as part of blended learning delivery, mixing online learning with training sessions.

## **2.3 Assessment: To provide regular formative assessment and feedback, which motivates the learner and prepares them appropriately for summative assessment**

Assessment is one of the most powerful feedback mechanisms for both learner and staff. ILT can greatly enhance the ease and value of assessment for the staff through computer-marking and data analysis, and through interactive and prompt detailed feedback for the learner. Awarding bodies, particularly City & Guilds, are increasingly developing e-portfolio and summative online testing in their efforts to increase the efficiency of assessment and its administration. Effective strategies to prepare learners for this assessment style will need to be developed, and demands on hardware and systems required to deliver online testing will undoubtedly increase. E-Portfolios are increasingly being used to generate and store evidence for NVQs and other awards, and for staff to give feedback to learners, track progress and present evidence to external verifiers.

*The Company will support these issues through:*

- Encouraging the use of ILT techniques to make frequent checks on learning and to give feedback – eg active presentations and tasks by learners, sound file attachments to Word documents etc
- Making full use of the Online Testing Suite GOLA and Woodwise/Didac E-Learning
- Piloting the use of e-portfolios for summative assessment

## **3 Partnerships / The Wider Community**

### **3.1 Meeting the Learning Needs of Organisations: Learning & teaching which responds to the needs of schools, employers and community organisations**

14 -19 year-old learners will increasingly be progressing to WBL having experienced high levels of ILT-based presentation and independent activity in their feeder schools. These expectations need to be appropriately matched once they attend a Didac programme.

*The Company will support these issues through:*

- Making major investments in high quality standard ILT hardware and software
- Increasing ILT resources in line with expectations from school-leavers prior to the move to WBL
- Developing remote e-learning and blended provision options
- Preparing e-learning material
- Encouraging the use of e-portfolios and distance e-learning

### **3.2 Working Collaboratively: Increase the quality and quantity of learning opportunities by proactive collaboration:**

The more complex ILT-based learning material can be expensive and time-consuming to produce, and economies can be gained from sharing development costs with other providers where possible.

*The Company will support these issues through:*

- Collaborative development of learning material within the company, with staff being encouraged to work together
- Working with other providers to develop and share resources and good practice

### **4. Employees: Develop and share excellent professional practice:**

As a Company, we have started to obtain key pieces of software that together effectively will cover most tasks that staff require. Training will be delivered over the next six months. We will continue to assess new products that are released, but will only look to make changes where the benefits strongly outweigh the financial and training costs.

Ensuring that all staff have the required ILT skills ready for the company will be a crucial task over the period of this strategy.

*The Company will support these issues through:*

- Helping staff build ILT into learning programmes
- Encouraging staff's attendance at related external/internal professional development events

### **5. Resources: Secure and use hardware / software resources effectively to sustain high quality learning:**

The company has always tried to keep up with technology advances. Over time, laptops, software and equipment has been purchased as required. Through initial funding from the LSC and Connect, purchases and training will be made to ensure that the company provides a high level of training/resources to its learners.

## V. SKILLS 4 LIFE STRATEGY

### Executive Summary

It has been identified, that a high number of people have poor Maths and English in the UK. This has disastrous consequences for the individuals concerned, weakens the country's ability to compete in the global economy and places a huge burden on society. People with poor English and Maths tend to be on lower incomes or unemployed and prone to social exclusion.

Our Skills for Life strategy for improving English and Maths skills, in line with the Government's agenda, sets out how we plan to tackle this with the training we deliver. Our priority is to improve the skills of our learners where English and Maths needs is greatest, people who have had little achievement in basic skills and groups at risk of non-achieving so that they will be able to succeed on their chosen course, qualification and career and in life itself.

### Introduction

Our challenge is to raise the standard of English and Maths training we deliver and to engage and motivate learners.

We will raise standards by:-

- Providing adequate diagnostic assessment to assess the level of English and Maths needs, using IT or Paperbased Systems
- Analysing the courses we deliver for underpinning English and Maths.
- Using a range of learning tools and styles for integrating English and Maths.
- Where appropriate, enhancing the status of the staff skills and knowledge by developing their qualifications and ensuring that there is an embedded approach for English and Maths support.
- Making sure learners have access to specialist teaching where required.

At the heart of our English and Maths strategy is the aim to give the entitlement of support in a way that reflects their individual needs and establishes a clear route through their qualifications. Technology will play its part to give wider options for learning so that the learner can achieve their best potential and equip them for future employment.

### Learner Focus

We will support learners with poor English and Maths skills that wish to undertake a training programme, including Apprenticeships, Traineeships and Study Programme, and seek to bridge the gap between training and employment.

Learners must be committed to their own learning and we will encourage ownership and responsibility for self improvement by providing a full range of learning techniques, from interactive learning with groups (where possible), to one-to-one work and online learning. We will provide each individual with their own plan and provide regular reviews, with constructive feedback, which will highlight possible early leavers or learners at risk from non-achievement.

## **Meeting Learner Needs**

Each learner must be given a high quality learning experience that motivates him or her to keep on learning and to achieve. Before starting on a learning programme their precise needs must be correctly diagnosed. This will ensure that staff can structure sessions to suit the individual. Thorough diagnostic assessment will enable more personalised learning for the individual. We must also ensure that those adults who have dyslexia are identified and supported. Dyslexic people often face barriers to learning resulting from lack of appropriate assessment, poor school experiences or through lack of access to specialist expertise.

## **Improving Training and Learning**

It is essential that all staff have a sound knowledge of the practicalities of English, such as spelling, punctuation and the comprehension and development of writing strategies, and Maths as estimation, addition and multiplication. We will regularly look at each member of staff professional development to highlight specific needs and to enhance their experience.

Staff development (S4L) will take the form of:

- Staff induction;
- Attendance at external updating events;
- Formal appraisal;
- In-house updating sessions;
- Regular team meetings;
- Internal and External Quality Control (IQA/EQA);
- Opportunities to take further qualifications in teaching English and Maths;
- Upskilling in own levels of English and Maths;
- Liaison with members of external staff

## **Use of Technology**

Our Skills for Life strategy is designed to give those who need to improve their English and Maths skills a flexible and high quality learning experience which will motivate them to achieve. Individuals must be able to learn at a time and pace that suits their needs and circumstances. New technologies offer more flexible ways to learn and we will actively promote the use of information technology with English and Maths learners to ensure that it can reduce their skills needs.

## **Quality Improvement and Inspection**

It is vital that we regularly assess our own performance and evaluate feedback from learners, clients and staff to facilitate improvement. Peer review and development will be encouraged and Ofsted will inspect our provision to look at how we recruit learners, screen and diagnose their needs, monitor and evaluate learners' progress, and provide access to relevant learning tools.

## **The Learner's Journey**

It is vital that our Skills for Life strategy is embedded throughout the whole organisation and that it is not something that is simply added along the way. All staff from recruitment and induction through to training and assessing should be fully equipped with the knowledge of what needs learners may have and the support that is available. English and Maths data and analysis from evaluation questionnaires will be used to monitor needs and support and improve quality.

It is essential that the ongoing dialogue between Didac and the learner on initial contact, and then at interview, is that of exploring the needs of the learner, including Maths, English skills, and not making a judgment at this stage. The learner should be made aware of their opportunity of equal access to learning and that support is available should they need it.

After enrolment the learner's capabilities should be assessed using a range of methods including English and Maths tests and a dyslexia questionnaire. Further diagnostic assessment will be available to explore in more detail specific needs. Establishing the correct help for the learner is essential for them to feel confident to be able to work towards and achieve their qualification. All personnel involved with the learners training programme should be informed of the specific needs so that the appropriate learning techniques can be noted and applied for lesson planning. This information will form part of the Learning Plan which can be updated or adjusted as necessary throughout the learners training programme.

Regular reviews will monitor progress, reflect back at short term goals and allow an opportunity to voice matters arising that could potentially lead to non achievement. Every learner, no matter what age, who is improving his or her English and Maths skills, will be given free support and, if necessary, advice and guidance for further support outside Didac.

## W. MALPRACTICE POLICY AND PROCEDURE

Didac treats all cases of suspected malpractice\* very seriously and will investigate all suspected and reported incidents of possible malpractice. The purpose of this Policy and Procedure is to set out how allegations of malpractice in relation to all delivered qualifications are dealt with. The scope of the policy is to provide:

- a definition of malpractice
- examples of student and centre malpractice and maladministration;
- possible sanctions that may be imposed in cases of malpractice.

\*The term 'malpractice' in this policy is used for both malpractice and maladministration.

### 1. Introduction

1.1. For the purpose of this document 'malpractice' is defined as:

Any act, or failure to act, that threatens or compromises the integrity of the assessment process or the validity of qualifications and their certification. This includes: maladministration and the failure to maintain appropriate records or systems; the deliberate falsification of records or documents for any reason connected to the award of qualifications; acts of plagiarism or other academic misconduct; and/or actions that compromise the reputation or authority of Didac, or of other organisations.

1.2. Didac will report all relevant cases of suspected malpractice to appropriate organisations, accepting that in certain circumstances they may take action of its own, including imposing sanctions.

### 2. Malpractice by learners

2.1. Some examples of learner malpractice are described below. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated, where there are sufficient grounds to do so.

- 2.1.1. Obtaining examination or assessment material without authorization.
- 2.1.2. Arranging for an individual other than the learner to sit an assessment or to submit an assignment not undertaken by the learner.
- 2.1.3. Impersonating another learner to sit an assessment or to submit an assignment on their behalf.
- 2.1.4. Collaborating with another learner or individual, by any means, to complete a coursework assignment or assessment, unless it has been clearly stated that such collaboration is permitted.
- 2.1.5. Damaging another learners work.
- 2.1.6. Inclusion of inappropriate or offensive material in coursework assignments or assessment scripts.
- 2.1.7. Failure to comply with published awarding body examination regulations.
- 2.1.8. Disruptive behaviour or unacceptable conduct, including the use of offensive language, at centre or assessment venue (including aggressive or offensive language or behaviour).

- 2.1.9. Producing, using or allowing the use of forged or falsified documentation, including but not limited to:
- a) personal identification;
  - b) supporting evidence provided for reasonable adjustment or special consideration applications; and
  - c) awarding body results documentation, including certificates.
- 2.1.10. Falsely obtaining, by any means, an awarding body certificate.
- 2.1.11. Misrepresentation or plagiarism
- 2.1.12. Fraudulent claims for special consideration while learning.

(If the centre is also an examination centre):

- 2.1.13. Possession of any materials not permitted in the assessment room, regardless of whether or not they are relevant to the assessment, or whether or not the learner refers to them during the assessment process, for example notes, blank paper, electronic devices including mobile phones, personal organisers, books, dictionaries / calculators (when prohibited).
- 2.1.14. Communicating in any form, for example verbally or electronically, with other learners in the assessment room when it is prohibited.
- 2.1.15. Copying the work of another learner or knowingly allowing another learner to copy from their own work.
- 2.1.16. Failure to comply with instructions given by the assessment invigilator, ie, working beyond the allocated time; refusing to hand in assessment script / paper when requested; not adhering to warnings relating to conduct during the assessment.

### **3. Malpractice by centre employees and stakeholders**

- 3.1. Examples of malpractice by, staff and other officers, (including, where the centre is also an examination centre, invigilators and examination administrators) are listed below. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated, where there are sufficient grounds to do so.
- 3.1.1. Failure to adhere to the relevant awarding body regulations and procedures, including those relating to centre approval, security undertaking and monitoring requirements as set out by awarding bodies.
- 3.1.2. Knowingly allowing an individual to impersonate a learner.
- 3.1.3. Allowing a learner to copy another learners assignment work, or allowing a learner to let their own work be copied.
- 3.1.4. Allowing learners to work collaboratively during an assignment assessment, unless specified in the assignment brief.
- 3.1.5. Completing an assessed assignment for a learner or providing them with assistance beyond that 'normally' expected.
- 3.1.6. Damaging a learners work.
- 3.1.7. Disruptive behaviour or unacceptable conduct, including the use of offensive language (including aggressive or offensive language or behaviour).

- 3.1.8. Allowing disruptive behaviour or unacceptable conduct at the centre to go unchallenged, for example, aggressive or offensive language or behaviour.
  - 3.1.9. Divulging any information relating to learner performance and / or results to anyone other than the learner.
  - 3.1.10. Producing, using or allowing the use of forged or falsified documentation, including but not limited to:
    - a) personal identification;
    - b) supporting evidence provided for reasonable adjustment or special consideration applications; and
    - c) awarding body results documentation, including certificates
  - 3.1.11. Falsely obtaining by any means a awarding bodies certificate.
  - 3.1.12. Failing to report a suspected case of learner malpractice, including plagiarism, to awarding bodies.
- (If the centre is also an examination centre):
- 3.1.13. Moving the time or date of a fixed examination.
  - 3.1.14. Failure to keep examination question papers, examination scripts or other assessment materials secure, before during or after an examination.
  - 3.1.15. Allowing a learner to possess and / or use material or electronic devices that are not permitted in the examination room.
  - 3.1.16. Allowing learners to communicate by any means during an examination in breach of regulations.
  - 3.1.17. Allowing a learner to work beyond the allotted examination time.
  - 3.1.18. Leaving learners unsupervised during an examination.
  - 3.1.19. Assisting or prompting learners with the production of answers.

#### **4. Possible malpractice sanctions**

- 4.1. Following an investigation, if a case of malpractice is upheld, Didac may impose sanctions or other penalties on the individual(s) concerned. Where relevant we will report the matter to appropriate organisations, who may impose one or more sanctions upon the individual(s) concerned. Any sanctions imposed will reflect the seriousness of the malpractice that has occurred.
- 4.2. Listed below are examples of sanctions that may be applied to a learner, or to a member of staff or other officer who has had a case of malpractice upheld against them. Please note that
  - i) this list is not exhaustive and other sanctions may be applied on a case-by-case basis.
  - ii) where the malpractice affects examination performance, CIPS may impose sanctions of its own.

##### **Possible centre sanctions that may be applied to learners**

- a) A written warning about future conduct.
- b) Notification to an employer, regulator or the police.
- c) Removal from the programme.

### **Possible sanctions that may be applied to staff and other officers**

- a) A written warning about future conduct.
- b) Imposition of special conditions for the future involvement of the individual(s) in the conduct, teaching, supervision or administration of learners and/or examinations.
- c) Informing any other organisation known to employ the individual in relation to awarding body courses or examinations of the outcome of the case.
- d) Didac may carry out unannounced monitoring of the working practices of the individual(s) concerned.
- e) Dismissal.

### **Procedure**

#### **5. Reporting a suspected case of malpractice**

- 5.1. This process applies to, staff, invigilators learners and other centre staff, and to any reporting of malpractice by a third party or individual who wishes to remain anonymous.
- 5.2. Any case of suspected malpractice should be reported in the first instance to Managing Director.
- 5.3. A written report should then be sent to the person identified in 5.2, clearly identifying the factual information, including statements from other individuals involved and / or affected, any evidence obtained, and the actions that have been taken in relation to the incident.
- 5.4. Suspected malpractice must be reported as soon as possible to the person identified in 5.2, and at the latest within two working days from its discovery. Where the suspected malpractice has taken place in an examination, the incident be reported urgently and the appropriate steps taken as specified by awarding bodies.
- 5.5. Wherever possible, and provided other learners are not disrupted by doing so, a learner suspected of malpractice should be warned immediately that their actions may constitute malpractice, and that a report will be made to the centre.
- 5.6. In cases of suspected malpractice by centre staff, invigilators and other officers, and any reporting of malpractice by a third party or individual who wishes to remain anonymous, the report made to the person in 5.2 should include as much information as possible, including the following:
  - a) the date time and place the alleged malpractice took place, if known.
  - b) the name of the centre staff, invigilator or other person(s) involved
  - c) a description of the suspected malpractice; and
  - d) any available supporting evidence.
- 5.7. In cases of suspected malpractice reported by a third party, or an individual who wishes to remain anonymous, Didac will take all reasonable steps to authenticate the reported information and to investigate the alleged malpractice.

## 6. Administering suspected cases of malpractice

- 6.1. Didac will investigate each case of suspected or reported malpractice relating to qualifications, to ascertain whether malpractice has occurred. The investigation will aim to establish the full facts and circumstances. We will promptly take all reasonable steps to prevent any adverse effect that may arise as a result of the malpractice, or to mitigate any adverse effect, as far as possible, and to correct it to make sure that any action necessary to maintain the integrity of qualifications and reputation is taken.
- 6.2. Didac will acknowledge all reports of suspected malpractice within five working days. All of the parties involved in the case will then be contacted within 10 working days of receipt of the report detailing the suspected malpractice. We may also contact other individuals who may be able to provide evidence relevant to the case.
- 6.3. The individual(s) concerned will be informed of the following:
  - a) that an investigation is going to take place, and the grounds for that investigation;
  - b) details of all the relevant timescales, and dates, where known;
  - c) that they have a right to respond by providing a personal written response relating to the suspected malpractice (within 15 working days of the date of that letter);
  - d) that, if malpractice is considered proven, sanctions may be imposed either by Didac or by awarding bodies reflecting the seriousness of the case;
  - e) that, if they are found guilty, they have the right to appeal.
  - f) that Didac has a duty to inform awarding bodies and other relevant authorities / regulators, but only after time for the appeal has passed or the appeal process has been completed. This may also include informing the police if the law has been broken and to comply with any other appropriate legislation.
- 6.4. Where more than one individual is contacted regarding a case of suspected malpractice, for example in a case involving suspected collusion, we will contact each individual separately, and will not reveal personal data to any third party unless necessary for the purpose of the investigation.
- 6.5. The individual has a right to appeal against a malpractice outcome if they believe that the policy or procedure has not been followed properly or has been implemented to their detriment.
- 6.6. Records of all malpractice cases and their outcomes are maintained by Didac for a period of at least five years, and are subject to regular monitoring and review.

## X. SAFE DRIVING & COMPANY CAR POLICY

### 1. Aim of the Policy

The Company has a duty to provide employees with a safe and healthy working environment, to manage and assess any risks to them, and ensure as far as is reasonably practical that employees do not place at risk or harm any members of the public through work related driving activities; and this policy has been created in order to help fulfil these obligations.

### 2. Objectives of the Policy

- To maintain all company owned and operated vehicles in a safe, clean and road-worthy condition to ensure the maximum safety of the driver, occupants, and other road users at all times.
- To ensure that staff driving company vehicles (which includes hire vehicles) and private vehicles demonstrate safe driving and other good road safety habits at all times when driving.
- To ensure that the Company and its employees comply with all of the obligations imposed on them by law.

### 3. Code of Conduct

All employees must ensure, when driving on business, that they comply with all road traffic legislation, are conscious of road safety, conditions and other drivers, and apply defensive driving techniques at all times. The following non exhaustive list of actions will constitute gross misconduct and may result in summary dismissal:

- Driving under the influence of drugs or alcohol;
- Driving whilst disqualified, or not correctly licensed;
- Reckless or dangerous driving causing death or injury;
- Failing to stop after a crash;
- Demerit points suspension;
- Any actions which warrant suspension of a licence.

### 4. Employee's Responsibilities

#### 4.1 Drivers of company vehicles must:

- Ensure they hold a current driving licence for the class of vehicle they are driving;
- Immediately notify the company if their driving licence has been suspended or cancelled, or has had limitations or endorsement placed upon it;
- Be responsible and accountable for their actions when operating company vehicles;
- Display the highest level of professional conduct when driving motor vehicles;
- Practice anticipatory and defensive driving techniques;
- Drive within the legal speed limits and take into account road conditions;
- Wear a seat belt at all times;
- Not carry any unauthorised passengers when driving company vehicles, and under no circumstances may that pick up any hitchhiker;
- On delivery of the vehicle the employee is to inspect and note any defects on contract paperwork. A copy of the paperwork is to be retained and passed to TG.

- The employee is to ensure that the vehicle is well maintained and that it is serviced at the correct service interval as laid out in the vehicle manual or by the leasing company. Any work that needs to be carried out on the vehicle must be done by a main dealer or a local garage that has been authorised by the leasing company.
- Any defects found from inspections by Didac must be rectified within 2 weeks of the inspection, and acknowledgment of the defect being repaired is to be reported to the company TG.
- Report all vehicle defects to the company TG. Any defects that affect the safety of the occupants or third parties must be rectified before the vehicle is used.
- Employees that do not bring their vehicles to the Woodwise Academy will carry out a full self assessment check on their vehicle and a copy of the assessment sent to the company TG.
- Have regular eyesight tests and ensure that any glasses or contact lenses required for driving are always worn;
- Comply with all traffic legislation when driving a company vehicle;
- Regularly check the oil, water, brake fluid and tyre pressure of company vehicles they regularly use, particularly before long journeys;
- Ensure that the Vehicle Checklist provided with each Company vehicle is completed once every two months (to be submitted via email with mileage log);
- Report any near hits, crashes and scrapes to the company TG, including those which do not result in injury;
- Follow the accident procedure outlined in this policy;
- The employee is to ensure that the vehicle is kept clean on the inside and outside, thereby aiding safety, giving the employee the opportunity to inspect the vehicle for damage and to project a good image of the company.
- Ensure that they are familiar with, and heed the content of, "Driving for Work – Guidance for Employees";

#### 4.2 In addition all drivers on Company business must:

- Plan the journey, taking into consideration pre-journey work duties, the length of the trip and post-journey commitments;
- Where a job entails a long distance and working day, if the individual deems necessary to have an overnight stay, this must be agreed in advanced with their line manager;
- On long distances, the national guideline is to take a break every 2 hours;
- Use daytime running lights on the open road where appropriate.

4.3 Employees are also responsible for ensuring that they are physically fit to drive. Should this change, the company must be informed as soon as possible. Drivers should also remember that some prescription drugs can cause drowsiness and affect their ability to drive safely. In the event that medication is necessary, employees should check with their GP or pharmacist before driving, even for short distances. As research suggests that a journey time of more than four hours could carry a risk of Deep Vein Thrombosis (DVT), those who drive regularly for long distances should advise the Company of any family history of DVT, or if they have ever experienced blood clotting. Where this is the case, the Company will refer them to their GP in order to ensure that they are able to drive safely and without risk to their health and safety.

5. Employer’s Responsibilities

The employer will not require staff to drive under conditions which are unsafe and/or likely to create an unsafe environment, physical distress, fatigue, etc. The employer will do this by:

<b>Giving priority to safety features when selecting new vehicles, including:</b>
only buying and/or hiring vehicles with a high safety rating
only buying and/or hiring vehicles built from 2000 onwards
fitting all vehicles with a first aid kit, fire extinguisher, emergency triangle

<b>Ensuring all vehicles are well maintained and that the equipment promotes driver, operator and passenger safety by:</b>
ensuring all vehicles are well maintained, serviced and fit for purpose.
setting up procedures whereby the employees check the vehicle's oil, water, tyre pressure and general cleanliness and this is recorded
keeping a maintenance schedule in the glove box of all vehicles that is completed each time the vehicle is serviced in any way
following the maintenance schedule in the vehicle's manual
Ensuring vehicles’ MOT certificates and insurance on an annual basis.
carrying out regular vehicle inspections and give a written report of the inspection to the employee.

<b>Collecting and collating statistics on incidents, crashes and their causes, including:</b>
the number of crashes
who was thought to be at fault
probable causes of the crash, and other contributors such as unrealistic work schedules
financial cost of all crashes
number of prosecutions
number of near hit events

<b>Taking into account individual drivers' needs:</b>
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requiring staff to keep a mileage log that is regularly checked by a the company.
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<b>Identifying driver training needs and arranging appropriate training or retraining, including:</b>
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providing a thorough induction to the company's road safety policies and procedures
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providing driver training opportunities to all staff when identified
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updating driver training logs on staff personnel where appropriate
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## 6. Mobile Phone use

### 6.1 Mobile phones can cause distractions by:

- causing drivers to take their hands off the wheel; and
- encouraging drivers to concentrate on communication and not the road.

6.2 It is against the law for any driver to use a hand-held mobile phone while driving, which includes when the vehicle is stationary but with the engine still running (except where making a 999 call and it is unsafe to stop). Any contravention of this whilst driving on Company business may be treated as gross misconduct leading to summary dismissal.

6.3 It is within the law to make and receive calls where a legally compliant hands-free kit is properly installed. Even so the Company believes that the use of a hands-free kit remains a distraction whilst driving. Employees should take care to adhere to the following rules, even where a hands-free kit is installed:

- Do not make any calls, dial numbers, text message, surf the internet, or take pictures whilst driving;
- Pull over to the side of the road when it is safe and turn off the engine before making or answering a call.

## 7. Accident Procedure

7.2 Immediately stop your vehicle at the scene or as close to it as possible, making sure you are not obstructing traffic.

7.3 Ensure your own safety first;

7.4 Help any injured people and call for assistance if needed;

7.5 Try to get the following information:

- Details of the other vehicle(s) and registration number(s);
- Name and address of the other vehicle owner(s) and driver(s);
- Name and address of any witness(es);
- Name of insurer(s).

Give the following information:

- Your name and address and company details;
- If you damage another vehicle that is unattended, leave a note on the vehicle with your contact details.
- DO NOT ADMIT ANY LIABILITY

7.6 Contact the police:

- If there are injuries;
- If there is a disagreement over the cause of the crash;
- If you damage property other than your own;

7.7 Follow-up

- If there is an injury, or major damage, report the crash to the company as soon as you can.

## 8 Driver Impairment

Where any member of staff feels unable to drive due to an impairment (alcohol, drugs, etc), they must seek immediate advice from their line manager

## 9 Enforcement

This policy applies to all staff when driving on company business and failure to comply with any element of it may constitute gross misconduct and lead to the summary dismissal of the employee in question.