

Tall Buildings Fire Safety Ltd

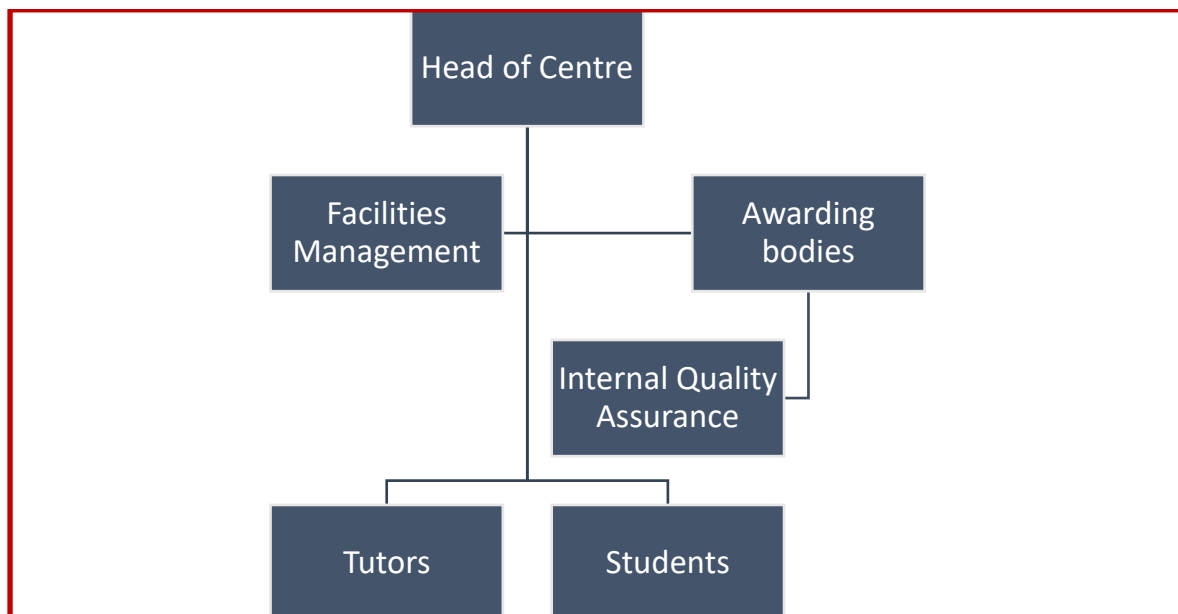
Approved Centre Policy

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1 Centre Organisational chart



2 Role Profiles Assessors and IQAs (Job Descriptions)

Role	Profile
Head of Centre	Responsibility for Health, Safety, Wellbeing, Equality, Diversity and Professional Standards. Prepare, maintain and review course programme and content. Business development and student registration. Source and quality assure training locations. Liaise with locations management (including operational student visits). Recruit, allocate and assess tutors. Assure refreshments and provide light lunches. Invigilate MCQ assessment. Undertake formative assessments. Undertake assessments of short essay submissions.

	Collect, manage and disseminate course feedback.
Facilities Management	Liaise with Head of Centre to provide teaching accommodation, refreshments and operational visits.
IQA	Liaise and support Head of Centre. Undertake role of IQA. Manage and review TB Ltd policies and procedures. Maintenance of course and student records
Faculty Tutors	Prepare, review and maintain specialist contents. Deliver content at a consistently high level. Respond to student needs promptly and effectively. Develop and improve content based on Head of Centre, Student, IQA and Awarding Body feedback.

3 Health & Safety (and risk assessments)

3.1 Statement

Tall Buildings Fire Safety Ltd is committed to delivering excellence in service and performance to meet its strategic objectives.

Ensuring the health, safety and wellbeing of employees and students as a cornerstone of the learning experience.

A strong safety and wellbeing culture supports our business objectives and is consistent with commitment to making a positive impact on the Tall Building safety sector.

We achieve this by;

1. Doing all that is reasonably practicable to prevent injury and study related ill health.
2. Operating an effective management system using the best practice identified in the HSG65.
3. Compliance with all applicable regulatory requirements and working to best practice in areas not regulated.
4. Engaging and consulting with the business support team, tutors, students and facility providers to ensure inherent safety and wellbeing.
5. Providing training, information, instruction and adequate supervision during training.
6. Using Tall Building training venues with policies and systems that provide safe and healthy workspaces.
7. Adopting continuous improvement by the recording of safety incidents during teaching events and any lessons learnt.

4 Health & Safety Roles, Responsibilities and incident reporting

4.1 Head of Centre

It is ultimately the responsibility of the Head of Centre, Russ Timpson, to ensure that this procedure policy is implemented, published and accessible to all personnel, learners and any relevant third parties.

The Health and Safety Statement is available in Tutor and Learner packs.

4.2 Tutors

Tutors have responsibility for ensuring the information is understood by their immediate learners and that all Safety Incidents are notified to the facilities management and reported as soon as possible using the [Centre Safety Incident Report](#).

4.3 Learners

Learners are expected to notify their Tutors of any Safety Incidents and familiarise follow the standards instructions in the facility they are attending.

4.4 Risk Assessment

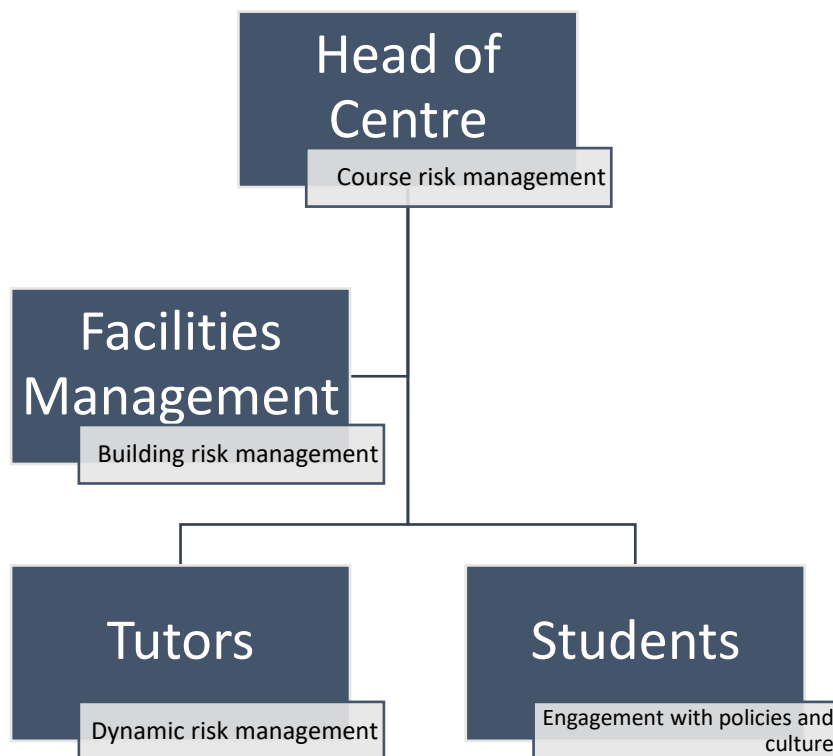
Hazard	To	Review	Responsibility
Fire, Security, and classroom safety	Students / Tutors	Each training course event	Head of Centre
CONTROLS	<i>Using appropriate teaching facilities in tall buildings with recognised Safety Management Systems and policies.</i>		
Health & Wellbeing	Students / Tutors	Annual	Head of Centre
CONTROLS	<i>Balanced course programming, assessment, fairness, equality and quality assurance policies.</i>		
Tall Building practical visits to operational areas	Students / Tutors	Each training course event	Head of Centre
CONTROLS	<i>Specialist supervised and escorted activities by on site management.</i>		

5 Specific Safe Working COVID 19 arrangements

The courses provided by Tall Buildings Fire Safety Ltd are designed and structured to be suitable for a virtual learning format.

If the COVID tier system is in operations within any part of the UK, the Head of Centre, Russ Timpson, will postpone face to face learning and revert to a virtual format.

6 Health, Safety and Wellbeing Structure



7 Equal Opportunities/Equality & Diversity

Tall Buildings Fire Safety Ltd are committed to equality of opportunity and non-discrimination in all aspects of work and study. We recognise that individually we all have differences of some sort, from which we can share and learn. The broader a range of people we employ, the wider a perspective we can adopt; a diverse faculty not only ensures that we are legally compliant, but makes good business sense.

We ensure the avoidance of direct and indirect discrimination and that all tutors, Learners and relevant third parties are treated fairly at all times.

Monitor the potential impact of our policies, procedures and practices.

Remove potential barriers to access, participation, and achievement of students and staff by making reasonable adjustments where appropriate.

Create inclusive learning and working environments and practices that promote respect for all.

Create environments that prevent and challenge stereotyping, prejudice, discrimination and harassment and disadvantage.

7.1 Equality and Diversity Roles, Responsibilities and incident reporting

7.2 Head of Centre

It is ultimately the responsibility of the Head of Centre, Russ Timpson, to ensure that this procedure policy is implemented, published and accessible to all personnel, learners and any relevant third parties.

The Equality and Diversity Statement and [Confidential Complaint Form](#) is available in Tutor and Learner packs.

7.3 Tutors

Tutors have responsibility for ensuring the information is understood by their immediate learners.

7.4 Learners

Learners are able to raise any Equality and Diversity issues using the [Confidential Complaint Form](#).

8 Reasonable Adjustments & Special Considerations

When a learner notifies us of the need for additional support to participate in an activity due to a disability, we will make reasonable adjustments to enable participation: this may be to work, study or use of facilities (including ensuring our facility provider has a compliant policy).

9 Assessment Strategy (Centre policy and programme-specific strategy)

To provide the skills, knowledge and behaviours to manage fire risk and to create and maintain the 'golden thread' of building fire safety information in unique and complex Tall Building scenarios.

This course will ensure;

Recognition of the implications of fire on Tall Buildings

Understanding fire safety management requirements specific to Tall Buildings;

10 Centre Assessment Criteria

Formative assessment;

Group working

Tutor Q&A

Self-directed work book

Summative -referenced assessment;

20 x Multichoice Question (MCQ) Closed Book

2 x 500 word Short Answer Essay Questions

11 Internal Quality Assurance Strategy (Centre policy and programme-specific strategy)

11.1 Centre Policy

Course equipment and facilities are assured by the Head of Centres selection of a suitable Tall Building for 'physical' courses and through joining instruction information for 'virtual' courses.

The maintenance of quality of course content and delivery is established with the adoption of a *Plan Do Check Act* quality cycle of development for the centre, teaching faculty and assessors to ensure continuous improvement.

The use of student and faculty feedback is collected to debrief each course within 14 days of assessment deadlines, with development points recorded in a *Corrective Actions Record* or *Personal Development Plan* (including recommendations from approving centres).

Relative *Corrective Actions Records* are shared with the approving body (including physical access) to ensure the approved centre criteria are maintained.

11.2 Internal quality assurance of assessor quality.

The assessment strategy ensures validity, reliability, authenticity, currency and sufficiency through;

- Professional discussions
- Supporting evidence for Tutors and Assessors .
- Tutor Observation
- Internal quality assurance of teaching quality.
- Assessor Observation

A marking pro forma is used in order to show how the marker's decision is arrived at. Comments provided on pro forma should help candidates and moderators to understand why a particular mark has been awarded.

Assessment quality is assured by;

1. Anonymised marking;
2. 10% re-marking schedule to check grading;
3. Fails and borderline scripts are double marked;
4. A set 'Time Budget' for the marker;
5. Desk based Internal Quality assurance.

12 Fair Assessment

12.1 Recognition of Prior Learning

Prior knowledge of health and safety, fire risk assessment and tall building management is preferred, but not a requirement.

12.2 Marking Scheme

A marking scheme designed to help students know what is expected of them.

Requiring the student to demonstrate a minimum standard of competence for reasons related to professional accreditation requirements.

Assessment criteria are precise enough to ensure consistency of marking across candidates, compatible with a proper exercise of academic judgement on the part of individual markers.

An analytical marking approach (awarding marks for each part of the answer) is used.

12.3 Student feedback

The marking scheme includes helpful and constructive feedback for the learner to give a realistic sense of how they did, what they do well and what they need to focus on to support and promote effective learning.

EXAMPLE	Short answer essay (40%)	MCQ assessment (50%)	Group work / Self learning (10%)	PASS Mark (80%)
Actual score 0-20	16	18	15	8420/100=84.2% (PASS)
Adjusted to 0-100 scale	80/100	90/100	72/100	
Final weighted mark	80x40=3200	48x50=4500	72x10=720	

12.4 Marking Pro-forma (Example)

An [Assessment Pro-forma](#) is used to maintain consistency and provide quality assurance.

Candidate Number	5/2020					0-20 Score	Weighting	0-100 Score/Max x100	Weighted Result 0-100 Score x weighting
MCQ						18	50	90 18/20x100	4500
Group Work/Self directed learning						10	10	100 10/10x100	1000
	Presentation (2)	Critical analysis (5)	Comprehension beyond teaching (4)	Range of methods and techniques (4)	Demonstrated learning outcomes (5)				
Question 1	1	4	3	3	4	15	20	75 75/20x100	1500
Question 2	1	4	3	2	4	14	20	70 70/20x100	1400
								TOTAL	8400
								RESULT	84%
								PASS	YES
								Marking start	11:00
								Marking finish	14:30
								Time Budget	210 mins
Marker Feedback									

13 Appeals

Appeals can be made against marking decisions and should be brought to the attention of the Head of Centre, IQA and/or Awarding Body using the [Centre Appeals Form](#) for a formal assessment result and classification.

Learners wishing to appeal must do so within 14 days of receiving the disputed assessment decision and are advised to keep copies of all documents relating to the appeal.

The Head of Centre will respond to appeals with 14 days of receiving the disputed assessment.

If the Learner is not satisfied with the outcome they can appeal directly to the '[Awarding Body](#)'.

14 Appeals Roles, Responsibilities and incident reporting

14.1 Head of Centre

It is ultimately the responsibility of the Head of Centre, Russ Timpson, to ensure that this procedure policy is implemented, published and accessible to all personnel, learners and any relevant third parties.

The Appeals policies and [Centre Appeals Form](#) is available in Tutor and Learner packs.

15 Malpractice (Candidate)

Suspected cases of candidate malpractice must be reported to the Head of Centre .

Inappropriate behaviour during an examination, plagiarism, collusion, copying, unauthorised materials in assessment rooms.

[Confidential Complaint Form](#)

16 Maladministration (Centre Malpractice)

Suspected cases of centre malpractice must be reported to the Head of Centre.

[Confidential Complaint Form](#)

Misuse of assessment or inappropriate adjustments to assessment decisions.

Insecure storage of assessment instruments and marking guidance. Or Awarding

Failure to keep candidate coursework secure.

Falsifying records/certificates, for example by alteration, substitution, or by fraud.

Failure to adhere to centre approval requirements.

Failure to maintain appropriate auditable records e.g. certification claims and/or forgery of evidence Withholding of information, either by deliberate act or omission.

Failure to adhere to, or incorrect application of, any awarding body policy in relation to reasonable adjustments and/or other special considerations.

17 Conflict of Interest

Employees are required to identify financial interests or connections, or other situations that might raise the question of bias in the courses or assessments or the conclusions to the IQA or Awarding Body.

18 Complaints

The registration and organisational arrangements include the instructions identifying the method and opportunity to raise issues of concern by;

- making a complaint is as easy as possible [Confidential Complaint Form](#);
- we deal with it promptly, politely and, when appropriate, confidentially;
- we learn from complaints, use them to improve our service, and review annually our complaints policy and procedures.

We recognise that many concerns will be raised informally, and dealt with quickly. Our aims are to resolve informal concerns quickly by keeping matters low-key.

19 Complaint Roles, Responsibilities and incident reporting

19.1 Head of Centre

It is ultimately the responsibility of the Head of Centre, Russ Timpson, to ensure that this procedure policy is implemented, published and accessible to all personnel, learners and any relevant third parties.

The Malpractice and Maladministration policies and [Confidential Complaint Form](#) is available in Tutor and Learner packs.

19.2 Tutors

Tutors have responsibility for ensuring the information is understood by their immediate learners.

19.3 Learners

Learners are able to raise any Malpractice and Maladministration policies issues using the [Confidential Complaint Form](#).

20 Learner Course Information and Application

Information, advice and guidance is provided is provided to Learners and potential Learners in comprehensive joining instructions, social media and website (attached and <http://www.tallbuildingfiresafety.com/>).

21 Confidentiality

Tall Buildings Fire Safety Ltd will ensure that all confidential records remain confidential and information will only be disclosed with the prior explicit agreement of the individual involved.

22 Record systems (records, tracking progress, auditing and learner identification)

On application learners are identified by a *Student Unique Learner ID (SUL ID)* Year/Course/Initials e.g 20-01-CR.

Contact details and assessment outcomes and relevant additional qualifications are maintained in the record.

The course application and joining instructions are used to confirm the learners identify.

23 Data Protection

The policy sets out how Tall Buildings Fire Safety Ltd will process the personal data of its staff and learners. This policy applies to all personal data regardless of format.

Tall Buildings Fire Safety Ltd will only collect and hold the minimum data for the express and explicit consent of students using the GDPR principles;

- Lawfulness and fairness
- Data minimisation
- Accuracy
- Storage limitation
- Security, integrity and confidentiality

Once consent has been given, it will need to be updated where the Centre wishes to process the personal data for a new purpose that is not compatible with the original purpose for which they were collected.

The Centre informs data subjects about how their personal data will be processed in transparent, concise, easily accessible, easy to understand and written in plain language within the joining instructions issued for each course.

Data collected at the point of course registration will be accurate and held securely and processed in an electronic format and used for continuous professional development by subscription (with system for unsubscribing is available)

Assessment data will be retained for the maintenance of a competence register for a period required by relevant accrediting bodies.

Data will not be transfer other than for Internal and External Quality Assurance (including appeals).

Data will be secured by appropriate technical and organisational measures against accidental loss, destruction or damage, and against unauthorised or unlawful processing.

A *Data Protection Impact Assessment (DPIA)*, has been undertaken to help identify and minimise the data protection risks involved in projects, processes and activities involving the processing of personal data.

23.1 Tall Buildings Fire Safety Ltd DPIA

1.	Purpose of processing	Data is collected to administrate, assess and record learning activity.
2.	Necessity assessment	Personal information is minimised to contact details and payment information.
3.	Risks to individuals	Finance risk – Payment details and contact information Location risk – Date and contact information
4.	Control measures	Payment undertaken by the data subjects with no transfer of information. Learner anonymised with a unique ID. Explicit consent. Special category data is not recorded.

23.2 Data Protection Structure

GDPR management structure	
Data Controller	Tall Buildings Fire Safety Ltd
Data Processor	Microsoft 365
Data Protection Officer	Head of Centre

24 Data Protection Roles, Responsibilities and Data Breach reporting

24.1 Head of Centre

It is ultimately the responsibility of the Head of Centre, Russ Timpson, to ensure that this procedure policy is implemented, published and accessible to all personnel, learners and any relevant third parties.

The reporting of personal data breaches and [Data Breach Report](#) is available in Tutor and Learner packs.

24.2 Tutors and employees

Tutors and employees are responsible for ensuring the security, confidentiality, integrity and availability of the personal data processed in their role. They must ensure that they follow all the procedures.

Confidentiality: means that only people who need to know and are authorised to process any personal data can access it

Integrity: means that personal data must be accurate and suitable for the intended purposes

Availability: means that those who need to access the personal data for authorised purposes are able to do so

All personal data breaches must be reported at the earliest opportunity using the electronic form provided [Data Breach Report](#).