

Education and training policies and procedures:

# Centre management policy

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Classification: **PUBLIC**



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# 1. Introduction

## 1.1. Purpose

The policy sets out our high-level commitment to the professional and efficient management of training services within Lifesaver First Aid Services (LFAS). In particular, this document sets out the organisational structure, staff responsibilities, documentation and quality assurance processes linked to our training services.

## 1.2. Scope

This policy applies to all staff and volunteers involved in the delivery and assurance of training, including qualification development, administration, finance and other support functions.

This policy is also important reading for our learners, to help them to understand the structure of the organisation and who to contact with concerns or queries. This document is also made available to our key stakeholders such as accrediting organisations or those providing an external quality assurance function.

Intentional breaches of this policy may cause LFAS, or the individual, to be liable for malpractice or maladministration findings internally or by bodies providing external quality assurance. Breaches may also have reputational impacts and are likely to affect the integrity of our qualifications and courses. For these reasons, intentional breaches under this policy may result in disciplinary action being taken under the *Malpractice and maladministration policy and procedures* and *Disciplinary policy and procedures* or *Managing volunteer performance policy and procedures* respectively.

## 1.3. Accessing this document

This policy is available to staff on our website and within the training portal. This document is also available publicly on our website, on Pulse and in uncontrolled hard copy formats, if requested.

## 1.4. Definitions and acronyms

Phrase / acronym	Explanation
CPD	Continuing Professional Development.
EQA	External Quality Assurer, sometimes referred to as an External Verifier (EV)
IQA	Internal Quality Assurer, sometimes referred to as an Internal Verifier (IV)
NOS	National Occupational Standard.

## 2. Responsibilities

### 2.1. Appointments

The key appointments table on the [DigitalStaffroom](#) identifies the current appointments described below. Any queries related to appointments should be directed to the Centre Manager in the first instance.

### 2.2. Centre Manager

The Centre Manager for the time being is the Director of Training Services.

The Centre Manager is responsible for:

- ✓ The overall delivery and standards of all training delivered by us.
- ✓ Liaising with the awarding organisations for all relevant qualifications.
- ✓ The line management of training staff and volunteers.
- ✓ Being a point of contact with awarding organisations, stakeholders and other accrediting bodies for general communications and billing.

The Centre Manager is expected to:

- ✓ Ensure that adequate resources (staffing, time and financial) are given to training services.
- ✓ Oversee the quality of all training and assessment within the centre.
- ✓ Attend and chair relevant meetings of training staff and volunteers.
- ✓ Development, update and comply with all relevant training policies and documentation used to support training delivery, assessment and quality assurance.

### 2.3. Internal quality assurer (IQA)

At least one Internal Quality Assurer (IQA) is to be appointed to each qualification suite prior to it being delivered.

IQAs are responsible for:

- ✓ Leading, advising and supporting the trainers and assessors allocated to them.
- ✓ Ensuring adherence to the principles of assessment and guidance provided for each qualification.
- ✓ Provision of guidance on the interpretation and application of assessment criteria correctly and consistently applied.
- ✓ Planning, conducting and recording observations of trainers and assessors and supplying developmental feedback (including written action plans where required) on working practices.

- ✓ Planning, conducting and recording desk-based reviews (sampling) of assessment activities such as assessment decisions, formative feedback supplied, completion of portfolio documents, etc.
- ✓ Planning, conducting and recording regular standardisation meetings and other standardisation activities as relevant for the qualification.
- ✓ Ensuring assessors have opportunities for updating and developing their vocational and professional competence.
- ✓ Ensuring all evidence is valid, authentic, current and sufficient.
- ✓ Supporting, countersigning, dating assessments and quality assuring judgements by assessors and Internal Quality Assurers not holding the appropriate assessor or Internal Quality Assurer qualifications
- ✓ Contribute to the investigation and reporting of appeals, complaints and enquiries from learners and liaise with relevant internal and external stakeholders to resolve these issues swiftly.

All IQAs must:

- ✓ Be occupationally competent in the subject that they are quality assuring.
- ✓ Hold a recognised internal quality assurance qualification (or be working towards one). Where this is not held, the IQA must either attend CPD training with the relevant awarding organisation or work within the requirements of NOS CLDLD 11 'Internally monitor and maintain the quality of assessment' as a minimum.
- ✓ Maintain a CPD portfolio in the prescribed format.
- ✓ Keep a log of all training, assessing and/or quality assurance (as appropriate) undertaken for at least the past three years.

## 2.4. Trainers

Trainers are appointed to deliver the content of a particular subject. Trainers may be engaged with multiple qualifications in one suite, or across multiple suites. Trainers may also be the assessor for the qualification they are delivering when they also meet the requirements in section 2.4 below.

Trainers are responsible for:

- ✓ Planning, delivering and documenting high quality training sessions for groups of learners.
- ✓ Adhering to the qualification specification and other relevant guidance to support the delivery of the sessions.
- ✓ Providing additional support and guidance for individual learners, particularly those with additional needs.
- ✓ Liaising with the assessors and IQAs for their chosen subject to ensure that all elements progress smoothly to ensure compliance.

All trainers must:

- ✓ Be occupationally competent in the subject that they are training.
- ✓ Hold a recognised training qualification (or be working towards one).
- ✓ Maintain a CPD portfolio in the prescribed format.
- ✓ Keep a log of all training, assessing and/or quality assurance (as appropriate) undertaken for at least the past three years.
- ✓ Attend regular team meetings, including standardisation meetings.
- ✓ Comply with all quality assurance arrangements from both internal and external quality assurers.

## 2.5. Assessors

Assessors are responsible for:

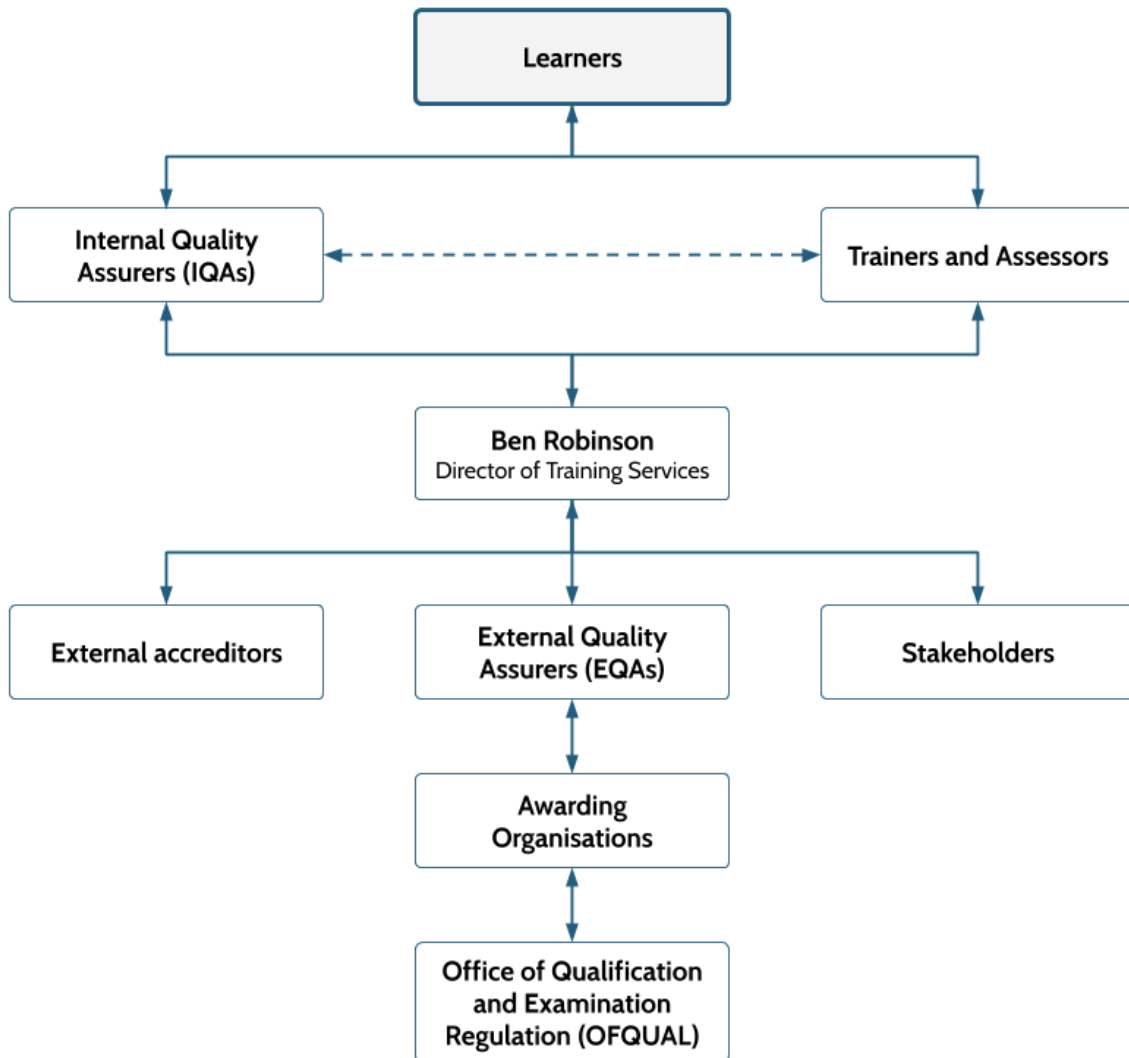
- ✓ Planning and delivering high quality assessments, using a range of methods to ensure they are accessible to all learners.
- ✓ Adhering to the qualification specification and other relevant guidance to support the assessment processes.
- ✓ Providing additional support and guidance for individual learners, particularly those with additional needs.
- ✓ Liaising with trainers to plan the appropriate points for assessment within the course programme.
- ✓ Maintaining contact with IQAs, EQAs and other centre staff to ensure that quality is maintained across the subject.

All assessors must:

- ✓ Be occupationally competent in the subject that they are assessing.
- ✓ Hold a recognised assessing qualification (or be working towards one). Where this is not held, the assessor must either attend CPD training with the relevant awarding organisation or work within the requirements of NOS CLDL09 'Assess learner achievement' as a minimum.
- ✓ Maintain a CPD portfolio in the prescribed format.
- ✓ Keep a log of all training, assessing and/or quality assurance (as appropriate) undertaken for at least the past three years.
- ✓ Attend regular team meetings, including standardisation meetings.
- ✓ Comply with all quality assurance arrangements from both internal and external quality assurers.

### 3. Centre structure

The centre structure of the Training Services department within LFAS is outlined below:



## 4. Key policies and procedures

To ensure the centre delivers the best possible service to learners, the following policies and procedures are in place:

- ✓ Centre Handbook.
- ✓ Training Charter.
- ✓ Trainer Code of Conduct.
- ✓ Health and safety policy and procedures.
- ✓ Data protection policy and procedures.
- ✓ Equality and diversity policy and procedures.
- ✓ Safeguarding policy and procedures.
- ✓ Privacy policy.
- ✓ Cookie policy.
- ✓ Appeals policy and procedures.
- ✓ Complaints policy and procedures.
- ✓ Reasonable adjustment and special consideration policy and procedures.
- ✓ Malpractice and maladministration policy and procedures.
- ✓ Internal quality assurance policy and procedures.
- ✓ Course feedback policy and procedures.

All our courses are also underpinned by comprehensive insurance as follows:

- ✓ Employer's Liability Insurance (£10,000,000 of cover, as required by law).
- ✓ Public liability insurance (£1,000,000 limit to each claim).
- ✓ Professional indemnity insurance (£50,000 limit to each claim).

Many of these documents are available publicly on our website, but in all cases they are available to learners, awarding organisations and other stakeholders on request.



## 5. Courses offered

LFAS offers the courses across a range of suites, as per the list below. For more details about these courses, see the *Qualification key information overview* attached.

- √^ First Aid.
- √^ Health and safety.
- √^ Food safety.
- √^ Fire safety.
- √^ Health and social care.
- √^ Specialist courses, such as the Home Office approved 'Workshop to Raise Awareness of Prevent (WRAP)'.

These courses are a mixture of LFAS internal training courses, externally accredited qualifications and CPD short courses.

## 6. Conflicts of interest

Conflicts of interest between staff, volunteers or learners are managed in accordance with our *Conflict of interest policy and procedures*.

All training staff must be aware of this policy and report potential conflicts of interest as soon as possible. Failure to do this may impact the delivery of our qualifications and may leave the individual or our organisation liable to sanctions under the *Malpractice and maladministration policy and procedures*.

## 7. Complaints, compliments and feedback

Learners are encouraged to submit complaints, compliments and feedback at the end of each course via our course feedback forms.

Outside of this, Learners can submit feedback using the processes laid down in our *Complaints policy and procedures*, with reference to the *How do I make a complaint about LFAS?* leaflet.

Feedback, both positive and negative, forms a vital part of our quality assurance processes and wider quality management, staff management and development as an organisation.

## 8. Policy adoption and review

This policy is adopted on **16 April 2024** as **version 1.1**.

We will review this document as part of our continuous improvement activities and revise it when necessary. Any revisions will consider:

- ✓ Changes in legislation, case law, approved codes of practice or other similar authoritative sources of information.
- ✓ Staff, volunteer and customer feedback.
- ✓ Complaints, compliments and investigations undertaken.
- ✓ Changes to our business processes or practices.

Signed for, and on behalf of, Lifesaver First Aid Services,



**Ben Robinson**  
Director of Training Services

**Annexes:** *Annex A – Qualification key information summary*

**Related policies:** *See section 4 of this document.*

## Document version control

Version	Date	Author	Description
1.0	19/11/2020	Ben Robinson	Initial issue.
1.1	16/04/2024	Ben Robinson	Minor edits and rebrand.

**This record must show the last five revisions to this document.**

## Equality impact assessment screening tool

Protected characteristic group	Impact			Evidence and action plan
	↑	↔	↓	
Age		X		No positive or negative impact.
Disability		X		No positive or negative impact.
Race		X		No positive or negative impact.
Gender re-assignment		X		No positive or negative impact.
Religion or belief		X		No positive or negative impact.
Sexual orientation		X		No positive or negative impact.
Sex		X		No positive or negative impact.
Marriage or civil partnership		X		No positive or negative impact.
Pregnancy or maternity		X		No positive or negative impact.
Gender identity		X		No positive or negative impact.
<b>Is this process new or being reviewed / updated?</b>				<input type="checkbox"/> New process <input checked="" type="checkbox"/> Review or update of existing process
<b>Is a full EqlA required?</b>				<input type="checkbox"/> EqlA required – attach as an Annex once complete <input checked="" type="checkbox"/> EqlA not required
<b>Other comments in support of this assessment?</b>				Policy is largely administrative and not does have a positive or negative impact on any protected groups.
<b>Who completed this tool?</b>				Ben Robinson – Director of Training Services