

Energy Expertise Academy

Training & Competency Solutions Providers

<http://expertise-academy.com/>



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Policies and Procedures

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Introduction

The purpose of this Policy is to:

- ensure the planning and management of the learning process is conducted efficiently, legally, safely, and in the best interest of candidates.
- ensure the operation of an efficient system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the Centre's processes to read, understand and implement this policy.

Roles & Responsibilities

Exams Officer

Responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners.

Programme Leader

Responsible for ensuring learner details held by Pearson are accurate and that an audit trail of learner assessment and achievement is accessible. Responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.

Quality Nominee

Responsible for coordinating and monitoring the learner details held with Pearson. The Quality Nominee ensures that centre internal verification and standardisation processes operate, acts as the centre coordinator and main point of contact for BTEC programmes. The Quality Nominee ensures Pearson quality assurance reports are monitored and any remedial action is carried out. Required to inform Pearson of any acts of malpractice.

Senior Management

Responsible for overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met. Responsible for judging whether assessment decisions are valid, fair and unbiased.

Assessor

Responsible for carrying out assessment to national standards. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement. Responsible for providing clear achievement feedback to learners. If assessment decisions are questioned, the Assessor is responsible for processing the learner's appeal within the agreed time. Responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work.



Internal verifier

A member of staff able to verify assessor decisions, and validate assignments. The Internal Verifier records findings, gives assessor feedback, and oversees remedial action. Responsible for judging whether assessment decisions are valid, fair and unbiased. Responsible for malpractice checks when internally verifying work.

Lead Internal Verifier

By registering with Pearson, has access to standardisation materials which may be used with assessors to ensure that national standards are understood. The Lead Internal Verifier must agree and sign off assessment and internal verification plans. A member of the programme team who oversees the implementation of an effective internal verification centre system in their subject area. The Lead Internal Verifier is required to register annually and undergoes the necessary standardisation processes. Responsible for judging whether assessment decisions are valid, fair and unbiased. Responsible for malpractice checks when internally verifying work.

Learner

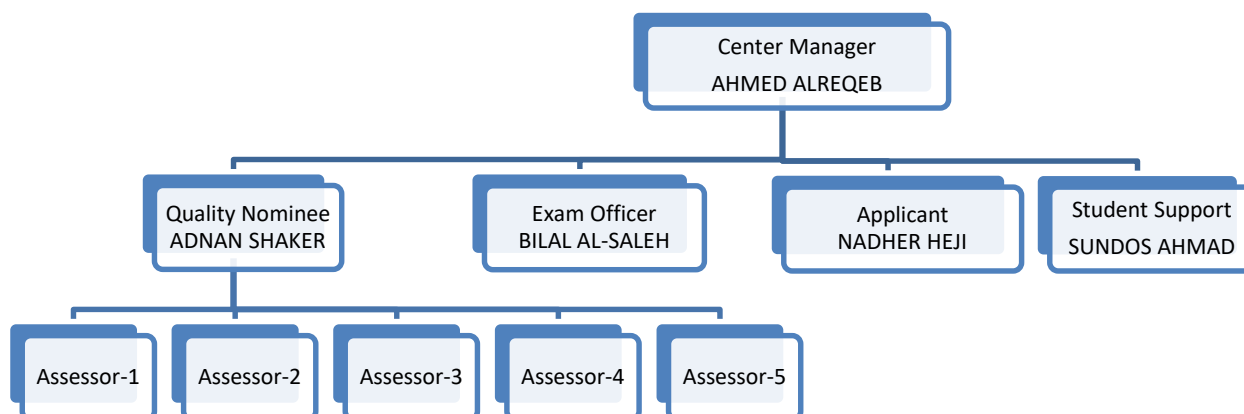
Responsible for initiating the appeals procedure, in the required format, within a defined time frame, when s/he has reason to question an assessment decision

Head of Centre

Responsible for submitting an appeal in writing, to Pearson if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures. Should seek proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others. Responsible for any investigation into allegations of malpractice.



Organisation Chart



Assessment policy

Policy statement:

Assessments are a very important aspect of the learning process, therefore, at **Energy Expertise Academy**, we will conduct, assess and moderate assessments according to the principles, namely being fair, reliable, valid and practical.

Energy Expertise Academy develop and conduct the following types of assessments as part of their Learning Methodology:

- Formative Assessments which are conducted during the courses for preparatory purposes.
- Summative Assessments which are conducted after the courses, which will depict the learner's performance against the criteria. The Summative Assessments can be conducted either via a Computer-based assessment or Paper-based or both, whichever applies to the course.
- Recognition of Prior Learning (RPL), which will facilitate access and redress past education paths and opportunities.
- The assessment process is done in the following manner:
 - Learners will be informed in advance regarding the assessment requirements, arrangements and processes.
 - The learner will be entitled to a set preparatory time before conducting the assessment. This preparatory time will be different for each course.
 - The learner will be assessed as specified by the **Energy Expertise Academy – BTEC** standards
 - Develop assessment procedures that will minimise the opportunity for malpractice.



- Maintain accurate and detailed records of assessment decisions.
 - Maintain a robust and rigorous internal verification procedure.
- *Energy Expertise Academy* will provide a samples as required by BTEC and
- Undertake any remedial action required.
- Share good assessment practice between all BTEC programme teams.
- Provide resources to ensure that assessment can be performed accurately and appropriately.



Internal Verification Policy

Aim of the policy

- Ensure that the IV procedure is open, fair and unbiased.
- Ensure that IV is valid, reliable and covers all resident and the activities of the program.
- Ensure accurate and detailed recording of all IV decisions.

In this regard, *ENERGY EXPERTISE ACADEMY* consider the following:

- Ensure that evaluation tools are verified as appropriate for the purpose.
- Ensure that the designated staff will maintain all internal verification activities securely.
- Training of staff about the requirements of existing up-to-date internal verification procedures.
- Planning the internal verification schedule associated with assignment plans.
- Identify, maintain and support effective internal verification roles.
- Promote the concept of internal verification as a development process between the staff.
- Verify an organization sample of the work of the evaluator from all programmes, sites and teams to ensure that all programs comply with the requirements.
- Provide IV standard documentation.
- Lessons learned, use internal verification findings to develop future assessment practices.

Internal verification strategy

Management

- The Vocational Qualification Manager will supervise the IV process.
- The internal verifier is responsible about the process of IV operations in the training center.
- The assessment of tools/instruments design agreement will be mutually communicated between and supervised by the Internal Verifier and instructor or assessor of the relevant qualification.

Setting of assessment tools

- Assessment procedures and measures will be established as an integral part of the program content development process. For a new program, the evaluation framework, tools and key measures will be assigned by the Vocational Qualification Manager, this will be as part of the collaborative content development workshop of the multi-day collaboration program.
- Trainers will prepare the detailed assignment brief along with assessment tools and the methodologies of the same, submit it to the Director of Professional Qualification (Program Leader) for review and approval.
- Assessment tools will be validated and must be reliable and specific for the core competencies on which the program is built.
- Every main topic and competency of the program will have its assessment tools
- Check and approval of all assignment briefs and the tools of assessment, will be held by the approval committee before deployment.

Sampling

- The Internal Verifier is responsible for verifying a sample of assessment decisions, during training.



- In case of first instance of the delivery of any program, the sampling should be 50% or more. For other programs sample will be at least 20%
- Assessors less than one year of experience in a particular program, the sample will be at least 50%. For assessors who have more than one year of experience, the sample may not be less than 20% at the appraisal of the internal verifier.
- Sampling should include the full range of assessment decisions.

Workflow

- This process will follow clearly defined protocols and a standard system for observation, documentation and lastly electronic archiving.
- A sample of the decisions will be verified promptly before returned to the learners.
- Record retention three years after certificate issue to the learner.



Appeals Policy

Aim of the policy

- To enable the learner to inquire, ask questions or raise appeal against the assessment decision.
- Ensure clarity and fairness of the assessment decisions and standardizing and document
- To avoid any problems and reach an agreement between the learner and the assessor at the earliest
- Offering a protection to the learners and integrity to the qualification
- Help the learners reach their right to eventually appeal to Pearson in case.

In this regard, *ENERGY EXPERTISE ACADEMY* consider the following:

- Inform the learner upon enrolment, of the Appeals Policy and procedures.
- Tracking of all relevant records and validate any appeal.
- Learner appeal will be forwarded to Pearson, in case of the learner shows decision disadvantage of the internal appeal process.
- Appeal records will be kept for at least 18 months period for Pearson inspection.
- Appeal procedure will be in staged manner.
- Appropriate action will be taken to protect the other learners' interests and the integrity of the qualification, when the outcome of the appeal questions the validity of the other findings.
- Continues monitor and improvement of the appeal procedure

Appeal Process

Aim of the policy

- The policy of Appeal Process addressing the Internal Assessment decisions to ensure that appeals procedure consider transparency elements, right of hearing, and documentation of any related process.
- Managing appeals is the responsibility of the Internal Verifier. The responsibilities are including disseminating information to all candidates about the appeals procedures and for informing the trainers about the existence and outcome of all such appeals.

Energy Expertise Academy will do their best to address the appealing case before escalating, without violating Pearson BTEC qualification integrity. Internal Assessments

- Appeals against internal assessments decisions for coursework accepted only *in writing* and within two weeks of the internal verification process for the respected unit, this period count following grade and notes to the internal verifier.
- A copy of the assessment, the subject of the appeal, will be communicated with the concerned trainer(s), who should respond to it *in writing*. A copy of this response will be sent to the candidate.
- In case the concerned candidate is not satisfied with the written response received, he / she has the right for personal hearing. The hearing will be documented; the candidate will receive all appeal relevant documents to the case (e.g. assessment) in advance of the hearing.
- If the candidate presenting their own case, accompanying a single person is allowed.



- The trainer (s) and the candidate will have the opportunity to hear the other party's argument to the panel at the hearing.
- The Appeals Panel shall consist of at least two persons who have not dealt with this particular case before, such as the Director of the Center and another instructor.
- A written record of all appeals will be kept explaining the findings and reasons for the appeal. A copy will be sent to the candidate and, if necessary, to the employer within two weeks from the date of the hearing.
- Notification should be sent to Pearson if there is any change to the internal assessment mark as a result of an appeal.



Assessment Malpractice Policy

Aim of the policy

- To identify and mitigate in a plan to eliminate the risk of misconduct and malpractice by staff or learners.
- To respond to any incident of any claimed malpractice objectively and promptly.
- Insuring openness and fairness by standardize and record any of malpractice investigation.
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of our center and the qualifications of BTEC programs.

In order to do this, *ENERGY EXPERTISE ACADEMY* consider the following:

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the center's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Demonstrate how to reference and cite text from other information and resources to the learners in the appropriate formats to comply with BTEC reference and citation policy
- Ask learners to declare that their work is their own.
- Ask learners to provide evidence that they have interpreted and/or rephrased appropriate any information, as well as confirm and reference appropriately any sources used according to the agreed upon referencing style.
- Conduct an investigation appropriate with the nature of the malpractice allegation. The investigation will be supported by the manager of our training center, and all personnel linked to the same case.
- All individuals should be fully and early aware of the nature of the alleged malpractice, and of the possible consequences should malpractice be proven.
- Give the individual the opportunity to respond to the allegations made.
- Inform the individual of the paths for appealing against any judgment made.
- Document all stages of any investigation.

Where malpractice is proven, this centre will apply the following penalties / sanctions:

- For centre staff, disciplinary action in accordance with centre procedures and staff contracts, including punishment, suspension, or potential discharge.
- For learners, a requirement to repeat/resubmit relevant activities and where appropriate a disciplinary/review meeting with representatives of the sponsoring/client organization.

Learners malpractice definition:

This is a shortlist, though not exhaustive. the centre at its discretion may consider other instances of learners malpractice:

- Plagiarism of any nature.
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.



- Copying (including the use of ICT to aid copying).
- False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.
- Fabrication of results or evidence.
- Deliberate destruction of another's work.

Staff malpractice definition

This is a shortlist, though not exhaustive. The centre at its discretion may consider other instances of Staff malpractice:

- Failure to keep candidate coursework/portfolios of evidence secure.
- Fraudulent claims for certificates.
- Improper assistance to candidates.
- Changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Inappropriate retention of certificates.
- Assisting learners in the production of work for assessment.
- Producing falsified witness statements, for example for evidence the learner has not generated.
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework?
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.
- Facilitating and allowing impersonation.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.



Health & Safety Policy

Safety Statement:

This statement sets out the health & safety policy of *Energy Expertise Academy* and the means through which that policy is to be implemented. Our objective is to provide a safe and healthy place of work for all staff members and to meet all our duties and obligations to our clients.

It is *Energy Expertise Academy's* intention to protect our employees and students from all potential work related accidents. The company will seek to ensure that all our equipment and systems do not constitute a risk to the Health & Safety of our employees and we will consult with employees on risk improvements.

Our approach to Health & Safety as far as is reasonably practicable will be:

- To Provide a Safe Place of Work.
- To continue to identify and control hazards.
- To prevent as far as is reasonably possible, any improper conduct or behavior likely to put the Safety, Health & Welfare of employees at risk.
- To consult with staff on all Health & Safety matters.
- To provide protective clothing and equipment where necessary.
- To provide a safe means of entering and leaving the building.
- To provide a safe system of work practices.
- To provide appropriate information and training to staff members on a continuous basis.
- To make Health & Safety a key issue.

Commitment to Health & Safety

Energy Expertise Academy is committed to providing a healthy and safe work environment for its workers and preventing occupational illness and injury. To express that commitment, we issue the following policy on occupational health and safety.

Employer Responsibilities

The responsibility for the provision of a safe place of work rests with the Management of *Energy Expertise Academy*, specifically these responsibilities are:

- To maintain a safe and healthy work environment for employees, in addition to conforming to all current statutory requirements.
- To provide the appropriate type and level of training to enable employees perform their work safely and efficiently.
- To make available to every employee appropriate equipment to ensure Health & Safety.
- To maintain a vigilance, attention and continuing interest in all Health & Safety matters relevant to both the company and staff.

Employee Responsibilities

As a valued employee of *Energy Expertise Academy* you have a responsibility to yourself and your fellow workers to carry out your work in a safe and considerate manner.



Employees must:

- Cooperate with the company in maintaining a safe work place.
- Report any potential hazards to management and not work in any hazardous conditions should they; in the employee's opinion exist.
- Be aware of the nearest emergency exits and firefighting / first aid equipment.
- Never interfere with or misuse anything provided by the company in the interests of Health & Safety.
- Read the company Health & Safety statement and obey all mandatory signs.
- Not partake in any form of horseplay or prank likely to lead to injury to you or others.

Organisation

The Centre Manager has overall responsibility for health and safety in the Centre. The Oil & Gas Training Manager has responsibility for overseeing, implementing and monitoring health and safety procedures in the Centre and for reporting back to the Board on health and safety matters. The Oil & Gas Training Manager also conducts regular inspections of the workplace, maintains safety records and investigates and reports on accidents at work.

Following occupational health and safety hazards were recognized and suitable prevention and mitigation measures were implemented:

Manual Handling

Manual Handling is defined as the "transporting of a load by one or more employees and includes lifting, putting down, pushing, carrying or moving a load, which by reason of its characteristics or of unfavourable ergonomic conditions involves risks, particularly of back injury to employees".

This is a priority issue because it is a major cause of accidents in the workplace. It is *Energy Expertise Academy's* policy to minimize the need for manual handling of loads and so therefore should be avoided as far as is reasonably practicable.

Employees must check or estimate the weight of the load before attempting to lift it, and if the load is too heavy (i.e 25 kg for men and 15 kg for women) you should seek additional help. When lifting, follow the following basic principles.

- Relax the knees. Lowering movements should start at the knees not the head.
- Get close to the object to be lifted. Get a good balance by keeping the feet apart. One foot will automatically be ahead of the other.
- When in position, bend the knees and lift with the strong muscles in the legs.
- Lift gradually, smoothly and without jerking, keeping the object close to the body and the back straight.

Fire Procedures

In the event of a fire and providing there is no danger to the persons concerned every effort should be made to extinguish or contain the fire pending the arrival of the fire brigade. The magnitude of the outbreak must dictate whether attacking the fire should take priority over reporting and evacuation.

All staff and visitors should be familiar with the exit routes and should also know the location and type of fire extinguishers in the office.



If you discover a Fire you should:

- Activate the fire alarm.
- If there is a reasonable hope of extinguishing the blaze, attack the fire immediately.
- Do not under estimate any circumstances or expose yourself to any potential danger.
- Leave the building by the nearest fire exit and proceed to your designated assembly point.

If you hear the alarm you should:

- Switch off any equipment under your control and leave the building by the nearest fire exit.
- Do not stop to collect personal belongings.
- Once outside, do not enter the building until you are told it is safe to do so.
- Management will on occasion perform fire drills to ensure that procedures are known and followed in the event of a real fire.

Access Control

- Walkways and passageways must be kept clear and free from obstructions at all times
- If a walkway or passageway becomes wet, it should be clearly marked with warning signs and any liquid spilt on the floor should be wiped up immediately
- Trailing cables should not be left in any passageway
- Where objects are stored in or around a passageway, care must be taken to ensure that no long or sharp edges jut out into the passageway

Slips, Trips, and Falls

The potential for slips, trips and falls has been assessed and appropriate controls have been put in place, this includes working procedures for mopping floors, absorbent floor mats near entrances and regular hazard spotting inspections.

Smoking/Alcohol and Drugs

It is not permissible to attend work under the influence of intoxicating liquor or drugs. The smoking of tobacco products is prohibited in the offices of *Energy Expertise Academy*. Smoking can take place outside the company building at least 10 metres distance away from door entrances and windows. This smoking policy forms part of the overall Health & Safety Policy and any breach will be dealt with under the Company's disciplinary procedure. Visitors, contractors and students are expected to abide by the terms of this policy.

First Aid

First Aid box is provided to ensure that first aid supplies are easily accessible when required in an emergency. First Aid boxes are located at the training centre entrance. They are to be checked weekly and shortages replaced. Employees have an obligation to ensure that First Aid Boxes, like any safety equipment, are not tampered with. Free access to First Aid Boxes must be maintained at all times. Painkillers cannot be provided in the First Aid Boxes.

Health & Safety Training

The company is committed to identifying the safety training needs on an on-going basis. Staff will be involved in the identification of hazards in the office and advised of the particular hazards pertaining



to their area. Staff will be trained to respond to such hazards in order to prevent accidents/injury to themselves, them colleagues and visitors.

All staff will be trained in emergency procedures and where appropriate, staff will be trained in the use of special machinery and equipment. All staff will be trained in the correct techniques involved in safe manual handling.



Staff development policy

Purpose

Energy Expertise Academy recognises the importance of training and developing its staff and understands that its employees are key to its success as a College. It, therefore, encourages its staff to be continually improving their skills and abilities both through on-the-job and off-the-job training.

Energy Expertise Academy acknowledges that training and development of staff provides benefits both to its employees in terms of their overall career and prospects for advancement within the College, as well as being central to the success as a business.

This policy sets out what *Energy Expertise Academy* may offer employees through training and development opportunities aimed at promoting the growth of individuals, teams and achieving success for the College.

Scope

This Policy applies to all employees of *Energy Expertise Academy*. This Policy does not form part of any employee's contract of employment. Nor does it form part of any other workplace participant's contract for service.

Training

Energy Expertise Academy may require you to undertake specific training related to your current position, or as a prerequisite for performing a different position, for example if you are promoted to a higher position. Any such training may be carried out either at *Energy Expertise Academy* premises or by an external provider.

Training opportunities may also arise as part of your performance review. *Energy Expertise Academy* encourages employees to propose suggestions for employment-related training to assist their development.

Staff Development

Individual staff training and development needs should be discussed during *Energy Expertise Academy* staff development review process. The review process is designed to:

- Enhance the staff member's professional development
- Encourage constructive dialogue between staff members and their supervisors
- Clarify job responsibilities and performance goals/expectations
- Establish appropriate development and performance objectives
- Help staff identify a possible career path for themselves
- Identify ways in which *Energy Expertise Academy* might enable individuals to improve their performance
- Ensure that information on job performance and achievements is recorded in each staff member's employment history
- Provide a basis for decisions on remuneration

Opportunities offered

Energy Expertise Academy may offer any of the following opportunities for staff development:



- Various degrees of support as you develop the competence and capability for which you have been employed
- The opportunity to develop new competencies and capabilities relevant to your employment with *Energy Expertise Academy*, and which enhances your career prospects and lifelong learning
- Both within and outside *Energy Expertise Academy*;
- To participate in *Energy Expertise Academy* staff development review process with your line manager, including identifying opportunities for ongoing training and/or support,
- An annual review of your previous development programs and identification of plans for the future
- An exit interview when you leave *Energy Expertise Academy*, so that your comments may be incorporated into the development programs of other members of staff.

Expectations from staff

Energy Expertise Academy expects that the staff will:

- Develop your skills and capabilities which are aligned to *Energy Expertise Academy* 's strategy at the appropriate level, e.g. Team or individual;
- Participate in staff development review process in partnership with your line manager,
- Including an annual review of your past development and identification of future plans;
- Take personal responsibility to update your specific expertise on a regular basis, as appropriate to the nature of your job;
- Contribute to team staff development where appropriate; and
- Keep a record of your staff development activity.



Registration and Certification Policy

Aim of the policy:

- To register individual learners to the correct programme within agreed timescales
- To register individual learners to the correct external assessment within agreed timescales
- To claim valid learner certificates within agreed timescales
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner

In order to achieve the above objectives, *Energy Expertise Academy* is committed to the following:

- Register each learner within the awarding body requirements (i.e Edexcel requirement)
- Provide a mechanism for programme teams to check the accuracy of learner registrations and external assessment entries
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification



Equal Opportunities Policy

Purpose and scope

The purpose of this Equal Opportunities Policy is to communicate our commitment to equality of opportunity in employment, with the aims of ensuring that all employees and job applicants are treated fairly and equally, and supporting the Company's objective of providing a working environment that is free from all forms of discrimination.

The policy applies to all staff within the Company, including employees, contractors, and centre students. All staff are expected to put this policy into practice.

A copy of this policy will be distributed to all employees and will be made available to other workers on their engagement. Job seekers and applicants can access the policy via our Company website. In addition, all employees and staff will receive a specific briefing on this policy.

Any questions about the policy should be directed to the centre manager.

This policy does not form part of employees' contracts of employment and the Company may amend it at any time.

Policy statement

The Company is fully committed to providing equality in the workplace and all opportunities for, and during employment, will be afforded to individuals fairly and irrespective of age, disability, gender, gender reassignment, marital or civil partnership status, pregnancy or maternity, race including colour, ethnic or national origins and nationality, religion or belief. We aim to create a working environment that is free from discrimination and harassment in any form, in which all staff, visitors, and students are treated with dignity and respect.

The Company will not unlawfully discriminate in the arrangements we make for recruitment and selection or in the opportunities afforded for employment, training or any other benefit. All decisions will be made fairly and objectively. We aim, as far as reasonably practicable, to ensure that all our working practices are applied fairly and consistently and, where necessary, we will take reasonable steps to avoid or overcome any particular disadvantage these may cause and to promote equality.

Specific Responsibilities

The centre manager is responsible for monitoring and reviewing the policy and for ensuring that all employment-related policies, procedures and practices adhere to this policy.

All staff have a responsibility not to discriminate or harass other staff members, students, and/or visitors. In addition, report any such behaviour of which they become aware to the centre manager.

Managers/supervisors are responsible for implementing the Equal Opportunities Policy and must apply the policy as part of their day-to-day management of the Company. All Managers/supervisors will receive specific briefing in this policy.

Forms of discrimination

The following are forms of discrimination that this policy aims to avoid:

- Direct Discrimination occurs when a person is treated less favorably because of a protected characteristic that they either have or are thought to have. Direct discrimination can also occur



by way of association, which is when a person is treated less favorably because, for example, their spouse or partner or other relative has the protected characteristic.

- Indirect Discrimination occurs when a provision, criterion or practice is applied equally to everyone, but has a disproportionately adverse effect on people who share a particular protected characteristic. A person with the protected characteristic who is disadvantaged in that way has the right to complain.
- To be justified the provision, criterion, or practice must be necessary for legitimate business reasons in circumstances where less discriminatory alternatives are not reasonably available.
- Victimization occurs where someone is treated unfavorably because he/she has raised a complaint under this policy or taken legal action, in relation to any alleged act of unlawful discrimination, against the Company or because he/she has supported someone else in doing this.
- Harassment is unwanted conduct that violates an individual's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. Harassment can take many different forms and may involve inappropriate actions, behavior, comments, emails or physical contact that causes offence or are objectionable.
- Harassment may involve a single incident or persistent behavior that extends over a period of time and can occur even if someone did not mean to cause offence. It also means that a person can be subjected to harassment by behavior that is not aimed at them directly but which they nonetheless find unpleasant.
- Harassment is always unacceptable and where it relates to a protected characteristic it will amount to an unlawful act of discrimination.
- Discrimination arising from Disability - In addition to the above, it is unlawful to treat a person unfavorably because of something that is the result, effect or outcome of their disability, unless the treatment is necessary and can be objectively justified. Furthermore, employers have a duty to make reasonable adjustments to ensure that disabled applicants, employees or other workers are not substantially disadvantaged.

Creating equal opportunities in the workplace

There are a number of ways in which the Company aims to ensure equal opportunities in the workplace, including:

Recruitment and selection

Recruitment and selection procedures will be free from bias or discrimination. Recruitment procedures will be conducted objectively and will be based upon specific and reasonable job-related criteria. Decisions regarding an individual's suitability for a particular role will be based on aptitude and ability.

We will consider making appropriate reasonable adjustments to the recruitment process to ensure that disabled applicants are not substantially disadvantaged.

Career development and training

All staff will be given an appropriate induction to enable them to fulfil the responsibilities of their role.

All employees will be encouraged to develop their full potential and we will not unreasonably deny an employee access to training or other career development opportunities. These will be determined objectively, taking into account the needs of the business and available resources.



Selection for promotion will be based on objective criteria and decisions will be made on the basis of merit.

Terms and conditions

Our terms and conditions of service will be applied fairly and benefits and facilities will be made available to all staff who should have access to them, as appropriate.

The Company operates a pay and benefits system that is transparent, based on objective criteria and free from bias to ensure that all employees are rewarded fairly for their contribution and loyalty.

Employment policies and practices

The Company aims to ensure that employment policies and practices, including any rules or requirements, do not directly or indirectly discriminate and are applied in a non-discriminatory manner. In particular, we will ensure that all disciplinary decisions are fair and consistent and that selection for redundancy is based on objective criteria.

The Company will consider making appropriate reasonable adjustments to the working environment or any work arrangements that would alleviate any substantial disadvantage these cause disabled staff.

Working environment

All individuals have a right to be treated with dignity and respect and the Company takes reasonable steps to protect staff from discrimination, bullying or harassment and, in the event of a complaint, we will take appropriate action to prevent, as far as possible, a further occurrence.

All staff are encouraged to report any incidents of inappropriate or unacceptable behaviour at work or that occurs during the course of employment, on or off premises, including at work social events (whether organised by the Company or not) or at formal or informal events involving staff, customers or other work-related contacts.

Equal Opportunities Monitoring

The Company will monitor the effectiveness of this policy to ensure it is achieving its objectives.

As part of this process we monitor:

- The composition of job applicants and decisions in recruitment
- The composition of our workforce
- Access to training, promotion and other opportunities and benefits
- The impact of our employment policies, including use of the disciplinary and grievance procedure

Information collected for monitoring purposes will be treated as confidential and will not be used for any other purpose.

Raising a complaint of discrimination

Any employee who is found to have committed an act of discrimination, or breached this policy in any other way, will be subject to action under the Disciplinary Procedure, up to and including dismissal.



Non-employees will be subject to appropriate formal action that may, depending on the circumstances, involve terminating any contract or agreement.

The Company will also take seriously any malicious or, in its opinion, unwarranted allegations of discrimination and will take appropriate action, disciplinary or otherwise, where necessary.



Conflict of Interest Policy

No member of *Energy Expertise Academy* Board of Directors or Staff shall derive any personal profit or gain, directly or indirectly, by reason of his or her participation with *Energy Expertise Academy*. This shall also include the member's business or other non-profit affiliations, family and/or significant other, employer, or close associates who may stand to receive a benefit or gain. Each individual shall disclose to the Centre Manager any personal interests which he or she may have in any matter pending before the organization and shall refrain from participation in any discussion or decision on such matter.

In addition, any member of *Energy Expertise Academy's* Directors or Staff shall refrain from obtaining any list of clients or donors for personal or private solicitation purposes at any time during the term of their affiliation.

Any new member of the Board of Directors shall be given this policy at the time of their election onto the Board of Directors and the policy will be reviewed annually by the board at a regularly scheduled meeting.

We understand that the purposes of this policy are to protect the integrity of *Energy Expertise Academy* and the organization's decision-making process as well as to enable our constituencies to have confidence in the integrity, intentions and actions of the officers, staff, board members and volunteers. To that end, we understand that this policy is not meant to supplement good judgment and all constituents should respect its spirit as well as its wording.



Special Consideration and Reasonable Adjustment Policy

Aim of the policy

To ensure that *Energy Expertise Academy* facilitates open access for learners who are eligible for some reasonable adjustment or special consideration, without compromising any assessment skill, knowledge, understanding or competence being measured.

Special consideration is to be provided when in some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations or assessment. It cannot remove the difficulty faced by the candidate.

In order to do this, *ENERGY EXPERTISE ACADEMY* will:

- Ensure that the related staff is appropriately trained and understands the rules of the particular arrangements as detailed in this document.
- Arrange school places in order to reflect the support given in the centres to disabled candidates.
- Provide required support to candidates who have problems in some or in all subjects and arrange adequate time for them.
- Provide required and essential support to disabled candidates while maintaining integrity
- Ensure that in controlled assessments or coursework marked by teachers, credit is, independently, only given for skills demonstrated by the candidate working.
- Enable related staff to help and assist disabled candidates.

Learner Support Policy

1. Introduction

The learner support policy will comply with the basic principles of ethics, legality, prudence, equality, safety, timeliness, fairness, transparency and simplicity.

2. Aim

In order to ensure that the provision of learner support is appropriate to meet the principles set out above, our policy is to ensure that:

3. Process

We provide relevant pre-entry information and guidance about the contents, assessment and demands of each programme to enable effective selection of programmes of study

We provide information on the range of support services available and how to access these services. The level and breadth of support provided will be in accordance with an individual's needs, the type of programme followed and the resources/funding available.

We encourage all prospective students, or their sponsors, to discuss their learning needs and aspirations with *Energy Expertise Academy* staff prior to selection of their primary programme of study to assist in planning appropriate learner support. Learners have an opportunity to disclose any learning difficulties/disabilities on application and/or at enrolment or at any time during their time with *Energy Expertise Academy*.



Individual learner needs are reviewed and identified at the start of their programme of study and appropriate resources and/or strategies provided to respond to those needs effectively, through an Individual Learning Plan.

On-programme tutor/tutorial support (as appropriate to mode of attendance) is available to monitor student progress to achievement and, where necessary, individuals to refer to a range of specialist support provision to assist them to maintain their level of achievement.

Ongoing support, advice and counselling is available centrally and promoted to support individuals to follow the appropriate progression route and to help and advise with social and financial issues.

Reasonable adjustments are made to ensure that all learner needs are met at every stage of the pre-entry, enrolment and on-programme process.

4. Monitoring and Review

The Principal will receive a report as required from the Senior Leaders. This report will contain a review of progress in implementing the policy and include recommendations for revision of the policy where appropriate. The Learner Support Policy will be reviewed two yearly by the Principal and Directors.

Recognition of prior learning policy

What is Recognition of Prior Learning (RPL)?

RPL is about using a learner's evidence of earlier learning and achievement towards part of a qualification.

An assessor reviews whether the evidence is enough to show that a learner has met the assessment requirements for a current qualification. The learner needs to show that through knowledge, understanding or skills they already have, they do not need to repeat the course or complete extra assessment activity.

If there is evidence that the learner has previously shown the knowledge, skills or understanding required by a qualification, this may be used towards achieving that qualification. The evidence must be:

- ✓ valid
- ✓ current
- ✓ reliable
- ✓ authentic
- ✓ sufficient

RPL is not normally used to provide evidence against achievement for an entire qualification. This would be called an exemption, and is usually used where a learner must gain a specified qualification for a particular purpose (for example, as an entry requirement for further study, employment or registration). If *Energy Expertise Academy* or our learners think that they are entitled to an exemption, we will refer to the organisation which has specified the original qualification requirement.



Contingency Planning

In the event of building damage or destruction, assessment work is backed up electronically and accessible via secure password protected hard drives. Delivery of course teaching and learning is split over two sites to reduce the impact of potential closure to either site due to unforeseen circumstances.

In the event of tutor sickness or absence, suitable replacements will be found at the earliest opportunity.

In the event of a burglary or breach of security the police would be notified and a full report will be made. Where applicable a copy of this report would be given to our Awarding Body and insurers.

In the event that the centre is no longer able to provide the requirements to deliver an accredited learning programme, alternative provisions and resources will be made for registered learners to continue their teaching and learning at other venues or with other providers.

