

**LOGIC CERTIFICATION LIMITED
&**



**HANDBOOK FOR LEARNERS
AND APPROVED CENTRES**

**Processes, Procedures & Guidance
For
Managed Learning Programmes, Courses and Qualifications**

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Preface

This handbook is designed to provide information and guidance for learners and Approved Centres (AC) relating to our processes and procedures:

- In support of learners undertaking our Managed Learning Programmes (MLP), Courses and Occupational Qualifications.
- For centres approved by us in the delivery of those MLP, Courses and Occupational Qualifications.

AC are required to make this document known to learners and available on request and to ensure that members of its staff are familiar with its content.

Occupational Courses and Qualifications

Logic Certification Limited (LCL) specialises in designing, delivering and awarding MLP, Occupational courses and qualifications within the Buildings Services and Engineering sectors.

Note: In this document the use of; we, our, us is to be read as meaning LCL.

Occupational courses and qualifications are awarded by us in the following sectors;

- Gas Utilisation
- Gas Safety Management & Auditing
- Renewable Energy Technologies
- Electro-Technical Installation and Testing
- Domestic Oil Appliance Installation and Maintenance
- Plumbing & Water Supplies
- Heating Design
- Refrigeration and FGAS

We are committed to providing the highest quality in training delivery, qualification and certification services with customer satisfaction and compliance with the requirements of the qualification regulators being the main objectives of our business.

We are totally focused on delivering a quality service, which meets the interests and needs of our learners and industry stakeholders and contributing to the achievement of their goals and ambitions.

Our approach to designing, delivering learning programmes courses and awarding occupational qualifications is to create an environment of positive collaboration between all parties (learners, stakeholders and AC), always striving to ensure that we exceed expectations.

We award occupational qualifications within 2 regulated qualification frameworks.

We are;

1. An Awarding Organisation (AO) recognised by;

- 1.1 The Office of the Qualifications and Examinations Regulator (Ofqual) in England.
- 1.2 Qualifications Wales (QW).
- 1.3 The Council for Curriculum, Examinations and Assessment (CCEA) Regulation in Northern Ireland

To design, develop and deliver examinations and assessments and award occupational qualifications to learners, within the Regulated Qualifications Framework (RQF) and within the scope of their recognition of us.

Note; Awarding Organisation also means Awarding Body the description used by QW.

2. A Certification Body (CB) accredited by the United Kingdom Accreditation Service (UKAS) in accordance with British and International Standard; BS EN ISO/IEC 17024:2012 Conformity Assessment – General Requirements for Bodies Operating Certification of Persons.

To design, develop and deliver examinations and assessments and award certificates of competence and achievement to learners, within the scope of their accreditation of us.

For RQF qualifications, Ofqual, CCEA Regulation and QW publish their own national regulatory documents titled 'General or (Standard) Conditions of Recognition' to assess and validate our suitability, ability and competence to design, develop, deliver and award RQF qualifications in England, Wales and Northern Ireland.

UKAS base its accreditation of our suitability, ability and competence to design, develop deliver and award certificates of competence and achievement in the UK in accordance with;

- British and International Standard; BS EN ISO/IEC 17024 Conformity Assessment – General Requirements for Bodies Operating Certification of Persons.

Both qualification frameworks require us to demonstrate to the qualification regulator how we comply with the appropriate regulatory documents and other qualification supporting and guidance documentation including;

- Sector Skills Council or Scheme Owner Assessment Strategy
- Assessment Criteria and or learning outcomes
- Interpretation of regulatory requirements or statutory guidance documents

In addition to the qualification frameworks outlined in 1 and 2 above we are recognise by DEFRA as a certifying body for operatives working with F gases in the UK.

We also award non regulated or accredited courses which are designed and approved by us and delivered by our approved centres. Details of all MLP, courses and qualifications are published on our website.

Learning Support Materials and Publications

In support of our MLP, courses and qualifications we publish a range of technical manuals and handbooks designed to assist learners during their learning programme and as sources of reference when undertaking work in their workplace.

Learners using our technical manuals when undertaking MLP, courses or qualifications will not gain an unfair advantage over those learners who do not use them.

Recogniser of Training Programmes

We are authorised by the body appointed by the Strategic Management Board (SMB) of the Standards Setting Body (SSB) for the gas utilisation industry as a “Recogniser of Training” for training programmes leading to learners applying for gas safety competence assessments (ACS and RQF) and registration with Gas Safe Register.

Those training programmes are designed and delivered in accordance with the requirements of IGEM/IG/1 Standards of Training in Gas Work.

In our capacity as a recogniser of training, we approve training centres to deliver our Managed Learning Programmes (MLP) in accordance with our document titled: Criteria and Guidance for Delivering Logic Certification Limited Managed Learning Programmes.

1.0 Introduction

- 1.1 This Handbook is designed to be accessible to learners undertaking our MLP, courses & qualifications, employers and to our AC and staff.
- 1.2 Is published on our website www.logic-cert.com.
- 1.3 Contains important information that assists learners and AC personnel to understand the processes and procedures to be followed whilst learners are progressing towards their chosen MLP, course and or qualification.
- 1.4 We award occupational qualifications in compliance with the requirements of the following qualification regulators;
 - 1.4.1 Office of the Qualifications and Examinations Regulator (Ofqual) in England
 - 1.4.2 Qualifications Wales (QW) in Wales.
 - 1.4.3 The Council for Curriculum, Examinations and Assessment (CCEA) Regulation in Northern Ireland
 - 1.4.4 The United Kingdom Accreditation Service; UKAS.

- 1.5 We ensure that our MLP, courses and qualifications are conducted in accordance with the specification applicable.
- 1.6 We have a UK wide network of AC able to conduct MLP, course & qualification examinations and assessments leading to the award of our occupational courses or qualifications.
- 1.7 We issue training completion, course and qualification certificates to learners who have demonstrated that they have met the criteria for the MLP, course and or qualification for which they have registered.
- 1.8 We ensure that centres we have approved to deliver our MLP, course and qualification examinations and assessments continue to operate at the appropriate standard via a process of continual monitoring, moderation and external quality assurance audits.

2.0 Scope

- 2.1 The information in this Handbook relates to learners application, registration, examination, assessment and certification for all qualifications, courses and learning programmes awarded by us.

3.0 Customer Service, Quality and Impartiality

3.1 Customer Service.

3.1.1 Learners undertaking our MLP, courses & qualifications will;

- 3.1.1.1 Be treated fairly, equitably and with respect by all members of our and AC personnel.
- 3.1.1.2 Be taught, assessed and or examined by qualified and or competent teachers, assessors and examiners in accordance with the MLP, examination or assessment criteria and qualification specification.
- 3.1.1.3 Receive performance feedback from the AC on their progress and where appropriate or necessary, be given and agree to a revised action plan to achieve their MLP, course or qualification.

3.1.2 We ensure that;

- 3.1.2.1 The style and language of our and the AC verbal and written communications and documentation are readily understood by learners and do not infer stereotyped or biased attitudes or behaviour.
- 3.1.2.2 We and or the AC will make reasonable adjustments and give special consideration to learners where this is deemed necessary and or beneficial to undertake and complete any MLP, qualification examinations and or assessments.

- 3.1.2.3 Course, Qualification and Training Completion Certificates are issued in accordance with our standards of service published on our website, providing all training, examination and assessment documentation has been marked, assessed, moderated and quality assured as being complete and that all associated processes and procedures have been met by the learner, the AC and us.
- 3.1.2.4 The AC standards of service for making certification claims to us are available from the AC.
- 3.1.2.5 We and or the AC respond promptly to learner enquiries, concerns, complaints or appeals that may arise whilst applying for, progressing towards or on completion of a MLP, course and or qualification.
- 3.1.2.6 We and the AC keep secure all learner personal and sensitive data in accordance with the General Data Protection Regulation (GDPR) and other relevant legislation.
- 3.1.2.7 We and our AC are registered with the Information Commissioners Office (ICO)
- 3.1.2.8 We and our AC publish our respective privacy policies.
- 3.1.2.9 Learners and or AC are not required to purchase or use any of our publications designed to support teaching delivery and guided learning in the delivery or award of MLP, courses or qualifications.

3.2 Language Policy.

- 3.2.1 We make our MLP, courses, examinations, assessments, publications and qualifications and all other information available to learners and AC in English.
- 3.2.2 We conduct our business by communicating verbally and in writing with learners and AC in English.

3.3 Quality Statement

- 3.3.1 Quality is important to us because we value our learners, employees and the AC we contract with to deliver our MLP, courses and qualifications.
- 3.3.2 We strive to provide our learners and AC with learning programs, courses and qualifications which meet or exceeds their expectations.
- 3.3.3 We are committed to continuous improvement and work to a Quality Management System which provides a framework for measuring and improving our and our AC performance.

3.3.4 We have the following systems and procedures in place to support us in our aim of customer satisfaction and continuous improvement throughout our business:

- Regular gathering and monitoring of learner and AC feedback
- Concern, complaint and appeal procedures
- Selection and performance monitoring of AC and other organisations we contract with against set criteria
- Training and development for our employees
- Regular internal and external audit of our internal processes
- Measurable quality objectives which reflect our business aims
- Management reviews of audit results, customer feedback and complaints
- Identifying and responding to credible evidence

3.3.5 Our quality management procedures are reviewed regularly and are detailed in a Quality Manual which is made available to all our employees and to our AC.

3.3.6 LCL is committed to consistently provide its products and services that meet customer and regulatory requirements by achieving and maintaining a quality management system in compliance with the requirements of ISO 9001.

3.3.7 Whilst our Board of Directors (BoD) has ultimate responsibility for quality, all employees have a responsibility within their own areas of work to help ensure that quality is embedded within the whole of our business and the AC with which we contract to deliver our MLP, courses and qualifications.

3.4 Statement of Impartiality

3.4.1 Our Directors and Senior Managers understand the need to operate our business in a manner which inspires trust and confidence to learners, our AC, stakeholders and the qualification regulators and accreditation body in the impartiality of the MLP, courses and qualifications our AC deliver and we award.

3.4.2 We;

- Place high importance on the impartiality and objectivity of our MLP, courses and qualification operations and in the management and mitigation of all potential, perceived or actual personal, vested or conflicts of interests from the functions we perform.
- Give confidence in our MLP, courses and qualification operation to learners, employers, the qualification regulators, AC and stakeholders by;
 - Carrying out our MLP, courses and qualification activities objectively without bias and or prejudice.
 - Being impartial in the application, registration, teaching, examination, assessment and certification of learners.
 - Being open and responsive.
 - Being fair to all parties concerned in the teaching and qualification processes.

- Demonstrating a transparency of operational processes and procedures.
 - Being free from any conflicts of interest.
- Have identified situations which may pose a threat to our impartiality or create a conflict of interest.
- Have appointed a committee comprising of independent industry stakeholders to oversee any reported matters relating to impartiality.
- Ensure all personnel associated with teaching and qualification delivery carry out their job role impartially, confidentially and without any conflict of interest by;
 - Maintaining the confidentiality of examination and assessment materials.
 - Carrying out external quality assurance audits on all AC.
 - Providing advice and guidance to AC and learners.
 - Monitoring AC performance.
- Where confidentiality or information about the contents of examination and assessment materials is required, we take all reasonable steps to ensure that such confidentiality is maintained.
- Ensure documentation relating to the examination, assessment and/or certification processes is kept secure.
- Are aware of our legal responsibilities under data protection legislation, have in place the necessary safeguards to ensure compliance and by maintaining registration with the Information Commissioner's Office.
- Ensure AC are aware of their legal responsibilities under data protection legislation and maintain registration with the Information Commissioner's Office
- Will, where a breach of impartiality and or confidentiality (including the loss or theft of examination or assessment materials) is either suspected by us or alleged by any other person, investigate that breach.
- Will allow the qualification regulators and accreditation body unfettered access to our premises, meetings, documents and data relating to the regulated function performed by us and our AC.

3.4.3 We require all our and AC personnel;

- To agree to and sign a confidentiality & impartiality agreement prior to or on commencement of employment.
- To undertake an induction programme this includes individual and collective responsibility relating to impartiality, confidentiality and integrity.
- Associated with the certification, examination, assessment or quality assurance process to comply with the specific requirements of each of our MLP, courses and qualifications.
- To inform the Operations Manager or Centre Manager of any potential or actual personal, vested or conflict of interest or risk to impartiality.
- To apply and comply with our and Centre QMS.
- To refuse to accept any financial or other inducements and to bring any such offers to the attention of their line manager.

4.0 Diversity and Equality

4.1 Diversity and Equality relates to the provision of equal opportunities for all learners applying for and registering to complete a MLP, course or to gain our qualifications.

4.1.1 Commitment.

- 4.1.1.1 We are committed to equality of opportunity to all learners in all aspects of our application, registration, examination, assessment and certification activities for MLP, courses and or qualifications.
- 4.1.1.2 This commitment applies to our and AC personnel and learners, regardless of gender, age, racial origin, nationality, creed, sexual orientation, marital status, wealth, employment status or any issues relating to health or disability.
- 4.1.1.3 We promote practices and procedures which ensure equality of opportunity and aims to eliminate any which unfairly discriminate, directly or indirectly.

4.2 Aims

4.2.1 We aim to ensure that;

- 4.2.1.1 The design and content of our MLP, courses, examinations and assessments of qualifications take into account and allows for the widest diversity of learners.
- 4.2.1.2 The content and demands of MLP, courses and qualifications are non-discriminatory and are appropriate to the assessment criteria specified for the qualification.
- 4.2.1.3 The style and language of our verbal communications and documentation are readily understood and do not infer stereotyped or biased attitudes or behaviour.
- 4.2.1.4 Promotional materials, publications and activities including web site, newsletters etc. reflect the diversity of learners registering with us.
- 4.2.1.5 All training, examination, assessment, quality assurance, auditing and certification personnel apply a fair and equitable learning and certification service to learners.
- 4.2.1.6 The AC operates equality and diversity procedures which accord with those of ours.
- 4.2.1.7 We have an effective appeals procedure of which learners are made aware.

4.3 Implementation.

4.3.1 To implement this, we:

- 4.3.1.1 Make available procedures to our and AC personnel and ensure that they are made freely available to learners and other interested parties'
- 4.3.1.2 Ensure that issues of diversity and equality are embedded and reviewed as an integral part of MLP, courses and qualification development, and review, examination and assessment design and guidance.

4.4 Access to MLP & assessment - learners with particular requirements.

- 4.4.1 Our policy on access to MLP, courses, and qualification examinations and assessments is to give all learners equal opportunity to complete their MLP, course and achieve their qualification by making Reasonable Adjustments (RA) to the teaching, examination and assessment process to accommodate a learner's disabilities and or learning difficulties and giving Special Consideration (SC) to learners who experience unexpected or unplanned non attendance at the time of examination or assessment.
- 4.4.2 In making any arrangements to accommodate learner's needs, we will not compromise the integrity of the MLP, course or examination and assessment process.
- 4.4.3 The principles of this are that;
 - 4.4.3.1 RA and SC do not give unfair advantage over other learners.
 - 4.4.3.2 RA and SC are assessed according to the particular need of each learner.
 - 4.4.3.3 Users of certificated persons are not misled about learner attainment, knowledge, understanding, ability or competence.
- 4.4.4 In order to achieve those aims, we regularly review and take account of feedback from AC and learners.

4.5 Reasonable Adjustments and Special Considerations.

- 4.5.1 Teaching, examination and assessment arrangements may be varied, where the specification permits, for learners with disabilities and learning difficulties.
- 4.5.2 The nature of any alternative arrangement is dependent on the MLP, course and or qualification assessment specification.
 - 4.5.2.1 Alternative arrangements concerning scheduled, fixed-date examinations must be agreed, where necessary, directly with us.
 - 4.5.2.2 Alternative arrangements concerning non-scheduled assessments i.e. work place or simulated assessment must be agreed between the AC and the External Verifier (EV) in accordance with the MLP, course or qualification specification.
- 4.5.3 We take full cognisance of the Federation of Awarding Bodies (FAB) “Good Practice Guide on the Application of Reasonable Adjustments and Special Considerations in Vocational Qualifications” in the development and design of examinations & assessments and in guidance it provides to AC.

4.6 Application of RA

- 4.6.1 Teaching, examination and assessment arrangements may be varied, where the MLP or qualification strategy allows for learners with disabilities and or learning difficulties.
- 4.6.2 Where RA are applied, conditions may be attached to the qualification certificate. Where conditions are attached they will be agreed with the learner at the time of registration.
- 4.6.3 Where a request for a RA is received by an AC it must be supported with additional evidence e.g. for a learner with dyslexia; a letter from the learner’s doctor or other recognised expert.
- 4.6.4 AC must ensure that the claim is authentic prior to making any RA.
- 4.6.5 RA which may be made by the teacher or assessor without prior agreement or notification to us are;
 - 4.6.5.1 Allowing additional time for practical skills development and assessments.
 - 4.6.5.2 Allowing additional time for written MLP summative and formative assessments, course and qualification examinations and assessments.
 - 4.6.5.3 Allowing the use of specially adapted tools or equipment.
 - 4.6.5.4 Provision of a reader of written questions.
 - 4.6.5.5 Provision of a scribe.
 - 4.6.5.6 Provision of a separate quiet location for written summative and formative assessments and qualification examinations.

4.6.5.7 Provision of a one to one examination and or assessment occasion.

Note; The AC is responsible for the provision of the reader of written questions or the scribe for written examinations and not the learner.

4.6.6 Where additional time is allowed for either practical or written examinations and or assessments the teacher and or assessor must ensure it is in proportion to the tasks being undertaken or questions being asked, taking into account the learning difficulties or disability of the learner.

4.6.7 RA that must be agreed with prior agreement with us are;

4.6.7.1 Substituting observed performance with other assessment methods.

4.6.7.2 Providing physical assistance with one or more performance tasks.

4.6.7.3 Provision of an interpreter.

4.6.7.4 Provision of other assistance that the teacher or assessor considers may compromise the integrity and impartiality of the qualification.

4.6.8 Any RA which requires agreement with us must be clearly recorded on the learner record.

5.0 Application and Registration for a MLP, Course or Qualification

5.1 Prior to the learner completing an Application and Registration Form, the AC will discuss the options open and available to the learner and make recommendations based on the learners needs. At that time learners must disclose any medical condition that may affect the MLP, course or the qualification's examination and or assessment or which the AC first aider should be aware of.

5.2 Prior to commencement of the MLP or qualification, the learner is required to complete and sign our Application and Registration Form agreeing to the Learner Agreement and Declarations in 5.6.1 below. All details requested on the Form must be provided before the application and registration can proceed.

5.3 The AC may also ask the learner for additional information to be supplied as may be appropriate and this should be presented to the AC as requested.

5.4 The Application and Registration Form must be signed by the learner, and that the learner has been made aware of the availability of this Handbook.

5.5 Where required, photographs and personal verification documents must be checked and the necessary endorsement signed by an appropriate member of AC personnel. The photograph must be consistent with a UK passport type, quality and be in colour.

5.6 Learner Agreement and Declaration

5.6.1 Learners undertaking our MLP, courses and qualifications agree to and declare to;

- Confirm to the best of their knowledge that the information supplied by them on the Application Form is correct, accurate and complete.
- Not make false or misleading statements which may lead to their application being refused or their certificate being revoked.
- Agree to abide by the conditions in this Handbook
- Agree that they will inform us, without delay, of matters that can affect their capability to continue to fulfil the qualification, course or certification requirements.
- Agree that they will not disclose any confidential examination and or assessment materials or practices where that information is (or is said or implied to be) confidential during the period of time their certificate awarded by us is valid and at any time beyond that period without the approval by us.
- Agree that they will not participate in fraudulent examination and assessment practices and that they will abide by any instructions given to them by personnel at the AC prior to, during and after the MLP, course and or qualification's examination and or assessment.
- Agree that in the event of LCL revoking the certificate awarded to them, they will refrain from further promotion of their certificated status and use of all references to a certified status.
- Agree to comply with the relevant provisions of the MLP, course and qualification.
- Agree to make claims regarding certification only with respect to the scope for which certification has been awarded to them.
- Agree not to use the certification in a misleading manner or otherwise as to bring us into disrepute and not to make any statement regarding the certification which we consider to be misleading or unauthorised.
- Completing a consent for redirection should they agree to their certificate being posted to an address other than the one supplied by them on the application form.

6.0 General Conduct of Learners and AC Personnel

- 6.1 Learners are expected to conduct themselves in a suitable manner. Inappropriate conduct directed at or to any AC personnel or other learners may result in the termination of their registration with us.
- 6.2 Physical or verbal abuse, any form of harassment or discrimination will not be tolerated and may result in the termination of their registration with us.
- 6.3 Information regarding learner conduct during the MLP, course and qualification examinations and assessments is provided to learners by the AC.

- 6.4 AC personnel are required to be competent to carry out administration, teaching, examination and assessment of learners and to present themselves in a professional manner.
- 6.5 Teachers and assessors are required to introduce themselves to learners and brief them on the learning, examination and assessment processes. The teacher and or assessor brief include the following;
- General learner conduct.
 - Scope of MLP, course or the qualification's examination and or assessment.
 - Any time constraints which may be applied to the examination or assessment.
 - Assessment process including subsequent attempts and oral questioning.
 - Pass mark and referral procedures.
 - How and when to attract the assessor's attention during examinations and assessments.
 - Communication with other learners during examinations and assessments..
 - Restrictions on the use of mobile communication and recording devices.
 - Comfort Breaks.
 - Emergency procedures.
 - Use of reference materials.
 - Complaints and appeals.
 - Safety procedures.
 - Location of emergency stop buttons.
 - First aid procedures and the accident book.
 - Cheating and malpractice.
 - Confidentiality.

7.0 MLP, Course and Qualification Examinations and Assessments

7.1 Methods of Examination and Assessment.

7.1.1 A range of examination and assessment methods are used to determine that the learner has met the MLP, course and or qualification's examination and assessment criteria. The methods used will vary depending on the MLP, course and or qualification requirements.

7.1.1.1 Methods used;

- | | |
|--------------|--|
| Knowledge; | Projects/assignments, written examinations, oral questions and professional discussion with an Assessor. |
| Performance; | Performance of practical work and tasks in the work place or in realistic simulated environments in the AC. |
| Combination; | Performance of practical work, tasks and or assignments in realistic simulated environments and written examination. |
| Portfolio; | Compilation of evidence of learning undertaken and work performed in the workplace. |

7.2 Language of MLP, courses and qualifications.

7.2.1 We make our MLP, course and qualifications available in English.

7.3 Examination and Assessment security

7.3.1 The use of mobile communication and recording devices whilst undertaking written or practical MLP, course and or qualification examinations and or assessment is strictly prohibited. Learners found using or have used such devices during examinations and or assessment will be deemed to have compromised the security of the assessment and be in breach of the MLP, course and or qualification's requirements.

7.3.2 Examinations and assessments are conducted in a consistent structured manner. In order to achieve this, learners are required to adhere to the MLP, course or qualification requirements and follow any directions given to them by the teacher or assessor.

7.3.3 Where learners are found to be in breach of the MLP, course or qualification requirements or the requirements of this Handbook we reserve the right not to issue or revoke a certificate. In that case the learner will have forfeited any right to a refund of certification fees paid to the AC or us.

7.3.4 Where a certificate is not issued or revoked due to a breach of the MLP, course or qualification requirements the learner will be advised of their right to appeal.

7.4 Preparation for assessment.

7.4.1 Teachers and or assessors prepare for assessment by ensuring;

- Appliances, equipment, tools and current editions of reference documents used for the assessment are in good order and sufficient to meet the needs of the assessment.
- The correct and current assessment documentation is being used.
- Learners are fully briefed on the assessment procedures.
- Assessment route plans have been prepared.
- Contingency plans are in place for predictable events.

7.5 Conducting examinations and assessments.

7.5.1 Teachers and or assessors must ensure learners fully understand what is required of them during examinations and assessments and are put at ease.

This is achieved by;

- Giving learners clear instructions which are unambiguous and without jargon, confirming that learners understand what is required after being instructed to carry out a task.
- Keeping learners busy throughout the assessment.
- Keeping to prepared assessment plans.
- Ensuring learners are aware of time allowed for each task.

- Monitoring learner performance throughout the assessment and provide encouragement and motivation.
- Assessing learners from a distance using a holistic approach to assessment.
- Avoiding over-assessment or assessing outside of the criteria.
- Being open and approachable throughout the examination or assessment.
- Allowing sufficient comfort breaks at appropriate times.
- Provide feedback to learners by keeping them updated on their performance.

7.5.2 Written examinations may be overseen by an invigilator approved by the AC. The invigilator will not mark or assess examinations or take part in the examination process other than within their defined role.

7.6 Internal quality assurance (IQA).

7.6.1 On completion of course or qualification examination and or assessment, documentation will be internally quality assured by the Internal Verifier (IV).

7.6.2 The IV ensures consistent delivery of examination and assessment by carrying out dual assessments with Assessors and moderation of completed examination and assessment documentation.

7.6.3 The IV regularly seeks feedback from learners regarding the examination and assessment process.

7.6.4 The AC will make a claim to us for certification on completion of the IQA process in accordance with the AC published standards of service and not normally later than 12 months from the start of the assessment. After the 12 month period the AC will need to provide us with a rationale for the late claim for certification. Where we refuse the claim the learner has the right to appeal.

8.0 Failure to Complete the MLP, Course and or Qualification Criteria

8.1 Where a learner does not meet the required criteria for achieving the MLP, course or qualification examinations and or assessments the learner will be advised of the result and an action plan agreed with the teacher or assessor.

8.2 Where a qualification is to be used to demonstrate competence by the learner to apply for a 'licence to practice' and when required to do so, we will inform the relevant licensing authority of those learners who do not complete or fail the qualification for which they have registered. In this case the learner will be advised of the following:

- Not to carry out any work in the areas covered by the qualification of course failed
- How to appeal the assessment decision.
- Any identified further training requirements
- Subsequent re-sit of the failed assessments

9.0 Notification of MLP, Course and Qualification Results

- 9.1 The AC will notify learners of the provisional result on completion of the MLP, course or qualification. This provisional result is subject to verification by the AC and or us. In the event of the application or recommendation for certification not being accepted by us, we will provide the AC with the rationale for the non acceptance.
- 9.2 Where we are assured that all MLP or examination and or assessment documentation are complete and correct we will issue a training completion, course or qualification certificate to the learner. The certificate will normally be posted to the learner within our published standards of service.
- 9.3 Where required and for an additional administration fee we can express learners certificate issue within 2 working days (providing all documentation is complete and correct). Applicable qualifications, terms, conditions and fees are available from the AC. *Note; the express service may not be available for regulated qualifications due to external moderation requirements.*
- 9.4 We will normally post all certificates by second class post to the learner's home address, unless other arrangements have been agreed in writing with the learner. Express certification is sent using first class post.
- 9.5 We will upload successful RQF qualification results to the Learner Record Service. Where applicable, we will notify the licencing authority where the issue of a certificate leads to the learner being able to apply for a licence to practice.
- 9.6 We are committed to continual improvement and welcome feedback from learners on completion of the MLP, course and or the qualification's examination and assessment process. The AC provides a feedback form on which learners can provide their comments.

10.0 Recognition of Prior Learning (RPL) and Experience (Not ACS or OFTEC)

Introduction

- 10.1 The Recognition of Prior Learning and Attainment (RPLA) is the process used by us and our centres for recognising learning that has come from learner experience, previous formal and informal learning or attainment;
- Prior to a learner taking one of our MLP, course or a regulated qualification.
 - That is relevant to the knowledge, skills and understanding which will be taught as part of the MLP, course or examined and or assessed as part of a regulated qualification.
- 10.2 The term RPLA is used by us to reflect similar terms used in other qualification frameworks including Accreditation of Prior Learning (APL) and Recognition of Prior Achievement (RPA).
- 10.3 RPLA enables learners to avoid duplication of learning and or examination or assessment by recognising;

- Learners with certificated qualifications awarded within a regulated or accredited qualification framework.
- Learning and or attainment that has not been certificated within a regulated or accredited qualification framework but which can be authenticated by the learner and verified by the AC.

10.4 We may exempt learners from undertaking some or all of a MLP, course or regulated qualification's unit(s) examination(s) and or assessment(s) where the learner presents to the AC, qualification or certification evidence that matches the assessment criteria, learning outcomes and any additional conditions applied to the qualification for which RPLA is being sought.

10.4.1 Unit exemptions may be;

LCL Planned unit exemptions;

10.4.1.1 Where our qualification developers plan unit exemptions by predicting the type of relevant certificated attainment learners might already hold and who are likely to take a particular qualification.

10.4.1.2 Where exemption can be predicted and planned, the units to which exemptions apply will be set out by us in the qualification specification or qualification guidance documentation.

10.4.2 Learner requested (unplanned) unit exemptions;

10.4.2.1 There may be occasions where exemptions are requested by learners holding certificated attainments that were not foreseen when the qualification was developed.

In that instance, learners may make a request to the AC to have their unplanned learning and or attainment considered for exemption. The decision by the AC to grant the exemption will be confirmed with our Operations Manager (OM) and details recorded on the Learning Input or Unit Exemption Record retained by the AC.

10.5 Time limits on unit exemption

1.5.1 A time limit may be set for exemptions in a regulated qualification. The planned exemptions are detailed in the qualification specification and or qualification guidance documentation.

10.6 Learning that has not been certificated which can be authenticated by the learner and verified by the AC may exempt the learner from repeating knowledge, understanding or skills they already possess and do not need to develop through a full MLP.

A detailed Initial Assessment (IA) carried out by the AC prior to the registration of a learner onto a MLP and or qualification may be used to identify and assess the learning inputs which the learner can be exempt from repeating.

11.0 MLP, Course and Qualification Certificates

11.1 MLP, course and qualification certificates issued by us are compliant with the specific requirements of each course specification, qualification regulator or MLP Authoriser of Training as appropriate.

11.2 Learners issued with a MLP, course or qualification certificate by us.

11.2.1 Should ensure that the information contained on the certificate is accurate and correct. Where the certificate details are inaccurate or incorrect advise LCL immediately.

11.2.2 Should not be used to create a false impression of the content of the MLP, course or competence in an area of expertise outside the scope of the certificate.

11.2.3 Where the certificate conditions indicate that the certificate remains the property of LCL it should not be retained by any third party other than the individual named on the certificate.

11.2.4 Are responsible for the safe keeping and correct and proper use of the certificate.

11.2.5 Must ensure electronic or hard copies of the certificate are not presented or accepted as proof of competence or award of an LCL MLP, course or qualification.

11.2.6 Must comply with any conditions attached to the qualification and or certificate.

11.2.7 Must on receipt of the certificate and where required to do so sign the certificate in ink to validate the certificate.

11.3 Issue of MLP, course and qualification certificates to learners.

- 11.3.1 Unless otherwise specified in writing by the learner, we will post the certificate directly to the learner's given address as recorded on the application form within our standards of service. This is subject to the learner and the AC having completed fully and correctly all application, examination and assessment processes and procedures and that all fees have been paid and contractual agreements met.
 - 11.3.2 Where a learner requests or agrees that their certificate is redirected to a third party and or address different from their given address, they must either complete the redirection section of the application form or complete and sign a Consent Form for Re-Direction of Certificate (CFRC). Should LCL not be in receipt of either of these documents as part of the document transmittal and review process, the learners certificate will be sent directly to their given address.
 - 11.3.2.1 Where any learner has consented to their certificate being redirected we consider that consent as binding and will only change the postal address where either the AC or third party detailed on the original redirection also agrees to the change.
 - 11.3.2.2 Where a certificate has been redirected to the AC in accordance with the learner's instructions and is being withheld by the AC due to financial or other contractual agreements not being fulfilled, we will not issue a replacement certificate unless the AC agrees. In that situation the learner will be advised to contact the AC to resolve the issue.
 - 11.3.2.3 LCL recommends that to avoid any matters regarding the issue and redirection of certificates AC should not transmit requests for certification to LCL until all due fees have been paid in full and all other contractual arrangements have been fulfilled.
- Note: Where the learner's certificate has been redirected to a third party other than the AC e.g. employer and the learners subsequently requests a replacement certificate LCL are obliged to issue a replacement providing all fees have been paid to the AC and all contractual agreements between the learner, AC and LCL have been fulfilled.
- 11.3.3 We consider that certificates issued to learners will have been received by them, if not advised otherwise within 12 weeks of issue of the certificate. Learners, who have not received their certificate within 8 weeks of completion of their MLP, course or qualification, should in the first instance enquire with the AC.
 - 11.3.4 Where the AC confirms that the request for certification has been transmitted to us, the learner should contact us to confirm whether the certificate has been issued.
 - 11.3.5 Where a learner notifies us that they have not received their certificate after 12 weeks from the date of issue, a replacement will be issued but will incur an administration charge providing the requirements of 11.3.2 have been met.

11.4 Replacement Certificates

- 11.4.1 We will issue a replacement MLP, course and or qualification certificate to learners for a fee (in accordance with our schedule of published charges) should it become damaged, misplaced or lost.
- 11.4.2 We will only issue a replacement RQF certificate to a learner in the name of the learner as registered for the qualification and as named on the original certificate.
- 11.4.3 The learner should contact us in writing requesting a replacement certificate and the reasons for the replacement.
- 11.4.4 We will issue the replacement certificate clearly indicating that it is a Replacement.
- 11.4.5 We will only issue a replacement certificate when we are satisfied the claim is authentic.
- 11.4.6 We will normally issue a replacement certificate within 2 working days of receipt of the application and payment of fees.
- 11.4.7 The issue of replacement of redirected certificates is subject to the requirements of paragraph 11.3.2.

11.5 Withdrawal (Revoking) of Certificates

- 11.5.1 We may withdraw a certificate or part of a certificate where it is proven;
 - That the certificate has been used contrary to the MLP, course or qualification requirements or conditions attached to the certificate.
 - Maladministration or malpractice has occurred.
 - The certificate has been misused or misrepresented.
- 11.5.2 Where we withdraw a certificate, the holder has the right to appeal against that decision. See paragraph 16.0.
- 11.5.3 Where we withdraw a certificate and where required to do so, we will inform the appropriate licence to practice or registration authority.
- 11.5.4 Where the certificate is the property of LCL we will request its return.

11.6 Renewing expiring certificates

- 11.6.1 Subject to any specific requirements, Learners undertaking reassessment of an expiring course or qualification i.e. one with a validity period included on the certificate may undertake reassessment up to 6 months prior to the expiry date. This ensures uninterrupted certification without the loss of any unexpired certification duration.
- 11.6.2 Learners undertaking reassessment of an expiring course or qualification certificate which has over 6 months to expire will not be credited with any

unexpired certification and are advised not to undertake reassessment until their certificate has less than 6 months to the expiry date.

- 11.6.3 Learners undertaking reassessment must present original course or qualification certificates to the AC prior to undertaking assessment. Failure to present an original certificate(s) may result in the request for reassessment of unexpired duration or access to assessment being denied. Copies of certificates should not be considered as proof of certification or award of a qualification (see 11.2.5).

11.7 Certificate Ownership

- 11.7.1 All certificates issued by us remain our property with the exception of RQF certificates being the property of the learner.

12.0 Malpractice and Maladministration

12.1 Introduction.

- 12.1.1 We are committed to ensure that all teaching and learning, examinations and assessments at AC are conducted in accordance with the requirements of the MLP, course and or qualification specification and our own requirements.
- 12.1.2 Where there is any suspected or alleged malpractice or maladministration brought to our attention the allegation will be investigated and where required we will inform the qualification regulators or accreditation body of the investigation's findings.

12.2 Policy.

- 12.2.1 The responsibility for investigating alleged malpractice or maladministration is normally with us unless extenuating circumstances require the involvement of the qualification regulators or accreditation body.
- 12.2.2 We ensure that investigators of malpractice or maladministration are approved by us and trained in the procedures for dealing with suspected malpractice or maladministration.
- 12.2.3 We conduct investigations into suspected or alleged malpractice or maladministration in confidence and in accordance with data protection legislation and any requirements of the qualification regulators or accreditation body.
- 12.2.4 The outcome of any investigation is based on objective evidence and not on hearsay or other unsubstantiated allegations or comments.
- 12.2.5 Where the outcome of any investigation confirms malpractice or maladministration has occurred the AC will be liable for any costs associated with the investigation.

- 12.2.6 AC have the right to appeal the findings of the investigation into malpractice or maladministration

12.3 Withdrawal of Certificates – Malpractice or Maladministration.

- 12.3.1 We will only withdraw an MLP training completion, course or qualification certificate we have issued where it is proven to have been issued in error or where malpractice or maladministration has been identified in the examination, assessment or certification process.
- 12.3.2 Where we withdraw a MLP course or qualification certificate from a learner, it is the responsibility of the learner to inform any other relevant parties including the learner's employer.
- 12.3.3 The AC will be responsible for any consequential loss where LCL has withdrawn any certificate due to malpractice or maladministration at or associated with the AC.

13.0 Tools, Equipment and Protective Clothing

- 13.1 AC provides all of the necessary tools, equipment and reference documents needed to undertake a MLP, course or qualification examinations and assessments in the AC. Where a learner intends to provide their own tools, equipment or normative documents, they may only be used subject to inspection by and the agreement of the teacher or assessor.

Note: where the AC permits the use of learners own tools or equipment the AC may have to review their assessment provision to ensure any distractor tools or equipment covering Performance Criteria remain available and part of the assessment e.g. portable electronic test equipment which is out of calibration or date.

- 13.2 Specialist protective clothing or safety equipment is provided, as necessary, by the AC for assessments undertaken in the AC. However learners should always wear suitable clothing including sturdy or safety footwear when undertaking performance practice or assessments. Neither we nor our AC will accept responsibility for loss or damage to such items whilst in the AC.
- 13.3 Neither we nor the AC is responsible for supplying tools, equipment or protective clothing for use by learner in the workplace or when workplace practice or assessments are conducted.
- 13.4 It is the learner's responsibility to ensure that they use suitable and serviceable tools and equipment and wear protective clothing during workplace practice and assessments.

14.0 Publicity and the Use of Logos

- 14.1 We do not permit the use of the LCL logo by persons we have issued an MLP, course or qualification certificates to.

- 14.2 Our and or AC personnel must not advertise or promote our MLP, courses or qualifications in a manner that is likely to be misleading.
- 14.3 The use of the qualification regulators logo must be in accordance with their published criteria.

15.0 Concerns and Complaints

Learners with any concerns regarding any aspect of the delivery of our MLP, courses or qualifications should in the first instance discuss those concerns with the centre manager. Where any concern is not resolved to the satisfaction of the learner it will be considered as a complaint and dealt with in accordance with the centre's complaints procedure.

Note: Dealing with complaints relating to MLP, courses and qualifications is detailed in paragraph 15.2 onwards.

15.1 Dealing with concerns relating to MLP, courses and qualifications

- 15.1.1 Concerns raised by learners relating to the delivery of a MLP, courses and qualifications are the responsibility of the centre manager to resolve.

Note: Concerns and or complaints relating to training, courses or learning programmes undertaken by the learner which are not approved by us must be addressed to the centre manager as we are not responsible for matters relating to the teaching or learning opportunities provided by the AC which are outside of our responsibility.

- 15.1.2 The following are examples of legitimate concerns may be addressed to the centre manager in respect of;

- Inaccurate or inappropriate content of the MLP, course or qualification.
- The structure of the MLP, course or qualification.
- The result of an initial assessment of the applicant's ability to undertake the MLP, course or qualification.
- The conduct and or behaviour of centre personnel.
- The time taken to process and issue of certificates.

- 15.1.3 The centre will not take any action in response to concerns which are;

- Unwarranted (not well-founded).
- Frivolous (not serious).

- 15.1.4 A concern must in the first instance be addressed to the centre manager either verbally or in writing and should be raised at the earliest possible opportunity.

- 15.1.5 Evidence supporting the concern provided to or stated to the centre manager must be sufficiently detailed to enable the concern to be considered.

- 15.1.6 Where the concern is potentially serious in nature the centre manager will require the concern to be put into writing and elevate it to a complaint.

- 15.1.7 Where a learner remains dissatisfied with the handling of the concern by the centre manager, the learner may address the concern to LCL which will review the evidence and information provided and where deemed appropriate treat the concern as a complaint and conduct a review or investigation.
- 15.1.8 We will not review concerns referred to us which includes;
- Payment arrangements with the centre.
 - Agreed delivery costs and charges between the learner and the centre.
 - Contractual arrangements between the learner and the centre.
 - Consequential losses incurred by the learner during the MLP, course or qualification.
 - A request for anonymity.
- 15.1.9 Where we conduct an investigation, the findings will be provided to the learner and centre manager.
- 15.1.10 Where the concern is about the centre manager the learner must address the concern directly to us we will conduct a review of the concern and inform the learner of our findings.

15.2 Dealing with complaints relating to MLP, courses and or qualifications

Complaints made by learners regarding any aspect of the delivery of our MLP, courses or qualifications should in the first instance be made in writing to the centre manager.

Where the complaint is not resolved to the satisfaction of the learner it may be brought to our attention

15.2.1 Making a Complaint

- 15.2.1.1 In the first instance, a complaint relating to matters which have occurred in or related to the centre the complaint must be made to the centre manager.
- 15.2.1.2 Where the complainant is dissatisfied with the outcome of an investigation and decision by the centre manager, the complainant is advised to forward details of the complaint, its outcomes and reasons for referring the complaint to LCL.
- 15.2.1.3 If the complaint is about us or our MLP, Course or qualification, the details of the complaint should be addressed to our Operations Manager (OM).

15.3 Types of complaints

- 15.3.1 Complaints may be made about our MLP, courses and or the qualifications we award and or the approved centre. We will only normally deal with a complaint which relates to the design, delivery, assessment, examination, award or certification of a MLP, course and or qualification awarded by us.

15.3.2 We will not normally deal with a complaint if:

- It has already dealt with and or closed a previous complaint from the same complainant about the same issue.
- We have already received a complaint about the same issue which is determined that the complaint does not meet the criteria in 15.3.1.
- The complainant has not followed our complaints process, unless there are exceptional circumstances which may render this inappropriate.
- We consider the complaint to be without merit.

15.3.3 We will not usually deal with a complaint which is being, or has been, dealt with by formal legal proceedings or the qualification regulator(s). However, we may deal with a complaint once legal proceedings have been concluded.

15.4 Who can make a complaint?

15.4.1 A complaint may be made by any person, i.e. learners, candidates, learners or candidates' representative, AC, employees, employers, or members of the public.

15.4.2 A complaint may be made by an individual or by a group providing that one individual is identified as the main contact for the purposes of communications with the group.

15.4.3 We will only handle a complaint from an anonymous source where we are able to identify the qualification and or AC, which is the subject of the complaint, and the evidence provided with the complaint is sufficient for the complaint to merit further consideration and or investigation.

15.5 Confidentiality

15.5.1 We will endeavour to maintain a complainant's anonymity at all times and in all circumstances.

15.5.2 We may need to reveal a complainant's identity to the individual or organisation about whom they are disclosing information, particularly if we are unable to investigate the complaint without revealing their identity or if the investigation involves other parties such as the police or the qualification regulator(s).

15.5.3 We would therefore endeavour to ensure the anonymity of a complainant wherever possible, but this cannot be guaranteed in all circumstances.

15.5.4 We will keep information about individual cases confidential unless we need to release information under relevant data protection laws and in accordance with our data protection policy published on our website.

15.5.5 We will accept and, where required, act on anonymous complaints; however in such instances our investigations and actions may be limited by the anonymity of the source.

- 15.5.6 We will be unable to provide responses to those who raise concerns anonymously.

15.6 Information supporting the complaint

- 15.6.1 Complainants should include as much information as possible within the complaint to enable us to act effectively. That information should include:

- The nature of the complaint
- Where it happened
- When it happened
- Who was involved and or affected
- Any supporting evidence.

- 15.6.2 Also provide any known reference numbers that might be relevant, for example learner, candidate, MLP, course, qualification or centre number.

15.7 Response times

- 15.7.1 When we receive a complaint and where we have been provided with contact details from a complainant, we will:

- Send an acknowledgement to the complainant, normally within five working days of the complaint being received by us to the address or email address provided.
- Where we determine that the complaint is not a type we will deal with within the scope of this policy, inform the complainant of the decision not to take the complaint forward, normally within five working days of the acknowledgement letter or email and, where appropriate, inform the complainant about other organisations that it may be useful to contact.
- Aim to provide a more substantive response normally within 20 working days of the acknowledgment letter or email, if the acknowledgement letter or email has not already included one.

- 15.7.2 If we are unable to meet this deadline, we will, within that period, provide the complainant with an anticipated timescale within which we will aim to provide a fuller response.

15.8 Complaints handling process

- 15.8.1 We will normally investigate the matters raised in a complaint through three stages where necessary: assessment, initial review and formal investigation.

15.9 Assessment

- 15.9.1 We will normally deal with a complaint by conducting an assessment of the matters raised in the complaint in the first instance.

- 15.9.2 We will undertake an assessment of the nature of the complaint, including where applicable the response of the AC to the complaint.
- 15.9.3 In order to determine whether the complaint requires an initial review, we may consider the policies and procedures of the relevant AC, make enquiries of the AC and or request further information from relevant persons (including the complainant, the AC, and where appropriate other bodies).

15.10 Initial review

- 15.10.1 Following the assessment of the matters raised in the complaint, we may determine that an initial review is required.
- 15.10.2 If we assess that an initial review is required, then we will take steps to gather evidence in order to substantiate the complaint. This will be undertaken through making further enquiries of the AC and any other relevant party, and potentially requesting further evidence.
- 15.10.3 The outcome of the initial review, explaining whether or not the issue raised in the complaint was substantiated, will be shared with the complainant and the AC; and where a complaint has been substantiated, may require us to take further corrective action.
- 15.10.4 Any evidence gathered by us in either the assessment or initial review stages will not be shared with the complainant.
- 15.10.5 This may take the form of, but is not limited to us;
- Conducting a formal review or investigation into any issues identified.
 - Establishing an action plan to address any issues.
 - Undertaking action or to involve the assistance of other organisations e.g. the qualification regulators or licensing authority.

15.11 Formal investigation

- 15.11.1 Where the outcome of the assessment or initial review confirms that malpractice and or maladministration has or might have taken place we will carry out a formal malpractice and or maladministration investigation.
- 15.11.2 In that case we may need to inform the qualification regulator(s) or accreditation body of the nature of the complaint and the actions we intend to take to mitigate any potential adverse effect.
- 15.11.3 A formal investigation into a complaint involves us directly investigating the issues raised in the complaint by gathering relevant evidence.
- 15.11.4 The purpose of an investigation is to establish whether we and or the AC have complied with our own and or AC Quality Management System

(QMS) policies, processes and procedures as are applicable to the complaint.

- 15.11.5 We may conclude or resolve any outstanding issues during the course of addressing or investigating the complaint, or in the most severe cases where disclosed issues are upheld, we may take appropriate action if our investigation concludes that we or the AC has failed to comply with any relevant conditions of our recognition or their centre approval.
- 15.11.6 Where our investigation leads us to consider reviewing our policies, processes and procedures or taking action against the AC, and where we hold contact details for the complainant who has made the complaint, we will make the complainant aware of the outcome of their complaint.
- 15.11.7 We may pause or stop an investigation where there is a possibility of legal, criminal or civil proceedings or if any person makes any public statement during the investigation.

15.12 Action following an investigation

- 15.12.1 If a complainant or the AC that is the subject of a complaint is dissatisfied with the outcome of our investigation into a complaint then they may appeal our decision.

16.0 Appeals

16.1 Learners have a right of appeal against;

- Our refusal to issue an MLP, course and or qualification certificate.
- Our decision to revoke or reduce the scope of an MLP, course or qualification certificate.
- The decision arrived at by us as a result of an investigation into a complaint
- The examination and or assessment result.
- Our refusal to register a learner onto an MLP, course or qualification.
- Our refusal to accept Recognition of Prior Learning (RPL).
- Our decision regarding Reasonable Adjustments and Special Considerations.
- Our decision not to investigate a legitimate complaint which has been referred from the AC to us.
- Our failure to apply our procedures consistently and or impartially or that those procedures were not followed properly and fairly.
- Our decision on the outcome of an investigation into malpractice or maladministration.
- A sanction applied by us to an AC or learner following an investigation into malpractice or maladministration.

16.2 We will not normally consider appeals outside of those in 16.1.

16.3 The appeal process provides for;

- Ensuring any appeal decision is made by an individual who is impartial has not been involved in the events leading to the appeal nor has any related personal or vested interest.
- Appeal decisions being made by persons who understand the requirements of the MLP, course and or qualification and the certification process and are competent to do so.
- Where required, an appeal panel will be constituted of persons meeting the requirements of bullet points 1 and 2.
- Timelines for the outcome of an appeal.
- Notification to the appellant of the outcome of the appeal decision and the process for making a final appeal.

16.4 We will keep the appellant informed at all stages of the appeal process and communicate the outcome in writing to the appellant explaining the decision of the appeal.

16.5 Should you feel it necessary to make an appeal, in the first instance, you are advised to contact our Operations Manager (OM) who will advise you of the steps to take to process the appeal. Alternatively you will need to put your appeal in writing to the OM who will respond to you within 5 working days of receipt.

17.0 Personal data

17.1 Personal data and regulations.

17.1.1 We collect, process and store learner, teacher, assessor, examiner and internal verifier personal data and information in accordance with the following Data Protection Laws;

- a. The General Data Protection Regulation (GDPR).
- b. The Privacy and Electronic Communications (EC Directive) Regulations 2003 (as amended) and any superseding legislation; and all other applicable laws and regulations relating to the processing of personal data and or governing individuals' rights to privacy, including (but not limited to) legislation derived from the Data Protection Bill 2017 and statutory instruments.

17.2 Data Protection.

17.2.1 Collecting, processing and storing personal data.

17.2.1.1 Learners teachers, assessors, examiners and internal verifiers are required to provide us with 'personal data' and 'sensitive (special categories) personal data'.

17.2.1.2 Full details of how we and the Approved Centre manage and control personal data can be found in our Privacy Notice published on our website www.logiccertification.com/about-us/lcl-privacy-policy and on the AC website.

17.2.2 Definitions:

17.2.2.1 'Personal data' means all information which may identify a living individual. This data is mandatory and is required to enable us to fulfil our obligations.

17.2.2.2 'Sensitive personal data' means information relating to a living individual's racial or ethnic origin, political opinions, religious beliefs, mental health, sexual life, trade union membership or criminal convictions or proceedings relating to any criminal charges against such individual. Provision of this data by the learner is optional. However learners are encouraged to provide the data to enable us to fulfil our obligations on equality and diversity.

17.2.2.3 Individuals who provide personal information about themselves are described under GDPR as 'data subjects'.

17.3 Data subjects.

17.3.1 As required by the Data Protection Laws (DPL), when collecting personal data from data subjects, the AC must inform data subjects and make them aware of what use will be made of the personal information they provide.

17.3.2 The DPL requires that data subjects are permitted to prevent the AC from processing their personal data for direct marketing purposes.

17.3.3 It is our policy not to provide any third party any data which can be used for direct marketing purposes. Nor will we directly market third party products or services to learners.

17.3.4 We assist AC to comply with the requirements of the DPL by means of the information provided in this Handbook and by contractual arrangement and the provision of supporting policies and guidance.

17.4 The Privacy and Electronic Communications Regulations 2003.

17.4.1 These regulations require that data subjects are allowed to stop us and AC from processing their personal data for direct marketing purposes. The Privacy and Electronic Communications Regulations 2003 require that, in order to send direct marketing material by email, data subjects should have ticked a box on the data protection notice if they wish to 'opt in' to this type of marketing.

17.4.2 It is our policy to contact learners by telephone or letter and therefore this area of the legislation is not appropriate to this Handbook.

17.4.3 Where the AC intends to contact learners by electronic means for marketing purposes the AC will need to produce an appropriate Data Protection policy or Privacy Notice to comply with the GDPR.

17.5 AC Responsibilities.

- 17.5.1 The AC is required to ensure that learner's personal data and sensitive personal data held is accurate and up-to-date and securely stored.
- 17.5.2 The AC should, review and update learner records when advised of a change by a learner and notify us in writing;
 - 17.5.2.1 When there is any change or correction to any personal data or sensitive personal data which was previously disclosed to us.
 - 17.5.2.2 When there is any exercise of an 'opt in' or objection to direct marketing.
 - 17.5.2.3 When there is any refusal of processing up-dated information by a data subject.
- 17.5.3 AC should not request or store learner's personal data which is not required to fulfil the requirements of the MLP or qualification.

17.6 Individuals Responsibilities.

17.6.1 Individuals are responsible to notify us;

17.6.1.1 When they have provided us with any information that they no longer wish us to use.

17.6.1.2 When they are no longer able to demonstrate they meet the requirements of the qualification.

17.7 Learner's Agreement.

17.7.1 In disclosing personal details to us, learners agree that we may process and in particular may disclose personal data as required by law.

17.7.2 We may use personal data or sensitive personal data (as appropriate) to:

- 17.7.2.1 Fulfil our contractual obligations to learners (e.g. by the provision of a MLP, course or qualification certificate).
- 17.7.2.2 Contact learners directly about other courses or qualifications we offer.
- 17.7.2.3 Carry out statistical analysis.
- 17.7.2.4 Where required to do so pass the data to the qualification regulator(s), accreditation body or industry body(s) for the following purposes;
 - To monitor equal opportunities relating to ethnicity or disability or for other such monitoring purposes.
 - To account for learners where there is a requirement to do so.
 - Where there is a requirement for such bodies to contact a learner directly and the information is not readily accessible by other means.

17.8 Data Corrections and Copies.

17.8.1 Individuals have the right to require us to correct any inaccuracies in the personal details we hold about them and to object to any direct marketing which we carry out using their personal details.

17.8.2 Individuals have the right to ask for a copy of the information held by us in return for payment of a small fee. Individuals wishing to do so must put the request in writing to our Administration Manager.

17.9 Information Disclosures

- 17.9.1 Where required to do so by UK government departments and or law enforcement agencies in the prevention of or the solving of a crime, we will release personal data to such organisations as requested.
- 17.9.2 Where we agree to release information we will inform the learner of our intentions unless requested otherwise by the organisation(s) detailed in 17.9.1.

18.0 Certification Fees

- 18.1 Our certification fees are charged in accordance with our published schedule of charges. Current certification fees are available from the AC.
- 18.2 Certification fees payable to us must be made at the time of registration and prior to us issuing certificates to the learner unless other arrangements have been made with the AC for payment.
- 18.3 We are not responsible for the charges made by the AC for conducting MLP, courses, examinations, assessments or other services. It is the learners' responsibility to agree to the AC charges prior to applying and registering for our MLP, courses or qualifications.
- 18.4 Where a learner requests a replacement certificate due to incorrect information being provided by the learner, we will charge a fee for the replacement certificate in accordance with published charges.

19.0 Whistleblowing

19.1 Who can be a whistleblower?

19.1.1 We consider as a whistleblower any person employed on behalf of:

- Us
- A centre approved by us;
- A person of any organisation involved with the development or awarding of one of our MLP, courses or qualifications whose practices have the potential to impact upon learners, and who wishes to make a disclosure directly to us, based on evidence that has been discovered as a part of their employment.

19.1.2 If you have a concern or a complaint about us, an AC or a MLP, course or qualification awarded by us but are not a person employed by or contracted to us or an AC, you will not be classified as a whistleblower.

19.1.3 Refer to our complaints policy on how to make a complaint, and the actions we will take to investigate and resolve that complaint.

19.2 What a whistleblower can disclosure?

- 19.2.1 We will accept disclosures in relation to the functions that we exercise in the MLP, course and or qualification frameworks in which we are recognised or accredited to deliver and or award.
- 19.2.2 We will accept disclosures about any AC failing to follow our AC approval requirements in relation to delivering any MLP, course, qualification examinations or assessments that we make available to learners.
- 19.2.3 We will also accept disclosures about practices taking place outside of AC which may affect learners taking qualifications awarded by us e.g. in the learner's workplace. In those circumstances, we will consider whether or not the matter falls within our functions and may refer the matter to another body for consideration where appropriate.
- 19.2.4 Under the Public Interest Disclosure Act 1998, workers may have certain protection when making disclosures about malpractice, maladministration or wrongdoing which they become aware of from their working practice.
- 19.2.5 The Public Interest Disclosure Act 1998 outlines types of "protected disclosures" and the correlating legal protection afforded when making such a disclosure.
- 19.2.6 A worker will make a "protected disclosure" and be afforded protection under the Public Interest Disclosure Act 1998 when making a disclosure to us if that disclosure is a "qualifying disclosure" as defined in the Act and is made in a way specified by the Act.
- 19.2.7 A "qualifying disclosure" is any disclosure of information which the worker reasonably believes is made in the public interest and shows one or more of the following:
- a) Criminal offence;
 - b) Breach of legal obligation;
 - c) Miscarriage of justice;
 - d) Danger to an individual's health and safety;
 - e) Environmental damage; or
 - f) The deliberate concealment of any of the above.
- 19.2.8 A "qualifying disclosure" will entitle a worker to protection if when it is made to us the worker:
- (a) Makes the disclosure in good faith;
 - (b) Reasonably believes that the;
 - (i) Relevant failure falls within the remit of the functions that we exercise;
- and
- (ii) Information disclosed, and any allegation contained in it, are substantially true.

- 19.2.9 We cannot provide legal advice on such rights of protection.
- 19.2.10 It is for the worker making the disclosure to seek information and or legal advice should they wish to clarify their position in such circumstances.
- 19.2.11 As a starting point, workers may wish to explore the Public Concern at Work website <https://www.pcaw.org.uk/> .
- 19.2.12 There are exemptions within the Public Interest Disclosure Act 1998 which identify disclosures that are not to be considered as “protected disclosures”, such as:
- a) if the worker commits a criminal act in disclosing the information; or
 - b) if the worker discloses information which has been received through legal advice (legally privileged information).
- 19.2.13 This list is not exhaustive and a worker considering making a disclosure is responsible for seeking their own legal advice.

19.3 Confidentiality

- 19.3.1 We will endeavour to maintain a whistleblower’s anonymity at all times and in all circumstances.
- 19.3.2 However, we may need to reveal a whistleblower’s identity to the individual or organisation about whom they are disclosing information, particularly if we are unable to investigate the disclosure without revealing their identity or if the investigation involves other parties such as the police.
- 19.3.3 We would therefore endeavour to ensure the anonymity of a whistleblower wherever possible, but this cannot be guaranteed in all circumstances.
- 19.3.4 We will keep information about individual cases confidential unless we need to release information under relevant laws.
- 19.3.5 We will accept and, where required, act on anonymous disclosures; however, in such instances, our investigations and actions may be limited by the anonymity of the source, and we would be unable to provide responses to those who raise concerns anonymously.

19.4 First steps

- 19.4.1 If a worker has a concern about the practice of their employer in relation to a MLP, course or qualification awarded by us, the worker should normally, if able to, in the first instance raise this concern formally with their employer.
- 19.4.2 If unable to raise matter with their employer for what ever reason the worker should contact and discuss the issue with the AC.
- 19.4.3 We will deal with a whistleblower’s disclosure if it concerns:
- A centre approved by us or a MLP, course or qualification awarded by us

- Actions or inaction by LCL personnel
- The actions or behaviour of a person(s) of any organisation involved with the development or awarding of one of our MLP, course or qualifications

19.4.4 We will not normally deal with a whistleblower's disclosure:

- About a centre not approved by us or about a MLP, course or qualification not awarded by us
- Where that disclosure is being, or has been, dealt with by formal legal proceedings or a police investigation, apart from providing any new information to the relevant party.

19.4.5 However, we may investigate, conclude or take further action on a disclosure once the relevant legal proceedings have been concluded.

19.4.6 If you wish to make a whistleblower's disclosure, please follow the instructions on our website.

19.4.7 Whistleblowers should include as much information as possible within the disclosure to enable us to act effectively.

19.4.8 Information we require includes:

- What you are disclosing
- Where it happened
- When it happened
- Who was involved and or affected
- Any supporting evidence
- Any known reference numbers that might be relevant, for example learner, candidate, course or qualification or centre numbers.

19.5 Response times

19.5.1 Where we have been provided with contact details from a whistleblower, we will:

- Send an acknowledgement to the whistleblower, normally within five working days of the disclosure being received by us to the address or email address provided
- Where we determine that the disclosure is not a type we will deal with, inform the whistleblower of the decision not to take the disclosure forward, normally within five working days of the acknowledgement letter/email and, where appropriate, inform the whistleblower about other organisations that it may be useful to contact
- Aim to provide a more substantive response normally within 28 days of the acknowledgment letter/email, if the acknowledgement letter/email has not already included one.

- 19.5.2 If we are unable to meet this deadline, we will, within that period, provide the whistleblower with an anticipated timescale within which we will aim to provide a fuller response.

19.6 Disclosure handling process

- 19.6.1 We will normally investigate the matters raised in a disclosure through three stages where necessary: assessment, initial review and formal investigation.

19.7 Assessment

- 19.7.1 We will normally deal with a disclosure by conducting an assessment of the matters raised in the disclosure in the first instance.
- 19.7.2 We will undertake an assessment of the nature of the disclosure, including where applicable the response of the AC (where applicable) to the disclosure.
- 19.7.3 In order to determine whether the disclosure requires an initial review, we may consider the policies and procedures of the relevant AC (where applicable), make enquiries of the relevant body and or request further information from relevant persons (including the whistleblower, the relevant AC, and where appropriate other bodies and or individuals).
- 19.7.4 If we determine that the disclosure is not one that we would normally deal with, in relation to the criteria specified in this policy, we may recognise the disclosure as being relevant to the regulatory work of another body, such as the qualification regulators. In these instances, we will provide the whistleblower with contact details for that body.

19.8 Initial review

- 19.8.1 Following the assessment of the matters raised in the disclosure, LCL may determine that an initial review is required.
- 19.8.2 If we assess that an initial review is required, then we will take steps to gather evidence in order to substantiate the disclosure.
- 19.8.3 This will be undertaken through making further enquiries with the AC and any other relevant party, and potentially requesting further evidence.
- 19.8.4 The outcome of the initial review, explaining whether or not the issue raised in the disclosure was substantiated, will be shared with the whistleblower and the AC; and where a disclosure has been substantiated, may require further corrective action to be taken by us.
- 19.8.5 Any evidence gathered by us in either the assessment or initial review stages will not be shared with the whistleblower.
- 19.8.6 This may take the form of, but is not limited to, conducting a formal review or investigation into any issues flagged up, establishing an action plan to

address any issues, to undertake corrective action or to involve the assistance of other agencies such as the qualification regulators in investigating or resolving issues.

19.9 Formal investigation

- 19.9.1 Where a whistleblower raises significant concerns about us, an AC or someone acting on our behalf we may carry out a formal investigation.
- 19.9.2 Where the concern or complaint is about us we will notify our Integrity and Impartiality Committee (IIC) and where an adverse effect has or could have occurred the qualification regulator(s) or accreditation body.
- 19.9.3 A formal investigation into a disclosure involves us directly and impartially investigating the issues raised in the disclosure by gathering relevant evidence.
- 19.9.4 The purpose of an investigation is to establish whether we and or the AC or persons acting on our behalf have complied with our own and or AC policies, processes and procedures such relevant regulatory requirements as are applicable to it in respect of the disclosure.
- 19.9.5 In the most severe cases, where disclosed issues are upheld, we may be required to take corrective action and notify the qualification regulators, accreditation body and or other regulatory bodies.
- 19.9.6 We may conclude or resolve any outstanding issues during the course of addressing or investigating the disclosure, or in the most severe cases where disclosed issues are upheld, we may take preventative or corrective actions if our investigation concludes that the person(s) concerned has failed to comply with any policy, process or procedure.
- 19.9.7 Where a disclosure leads us to consider corrective action, and where we hold contact details for the whistleblower that has made the disclosure, we will inform the whistleblower that this has been the outcome of their disclosure.
- 19.9.8 Any corrective action will be undertaken by us in line with our complaints policy. We may conclude that our investigation has identified issues that are not within our remit but can dealt with by another body.
- 19.9.9 We will not make judgments about learner and or candidate work, re-mark learner or candidate work, or instruct AC to change examination or assessment results, other than where malpractice or maladministration has been proven or in other exceptional circumstances.
- 19.9.10 We may pause or stop an investigation where there is a possibility of legal, criminal or civil proceedings or if any person makes any public statement during the investigation that could affect the outcome or any future criminal or civil proceedings. This includes if the whistleblower discusses the investigation with any relevant parties.

19.10 Action following a review and or investigation

- 19.10.1 If, as a whistleblower, you are unhappy with the outcome of our investigation into your disclosure then you may request an internal review of our decision.
- 19.10.2 The internal review of our decision will be undertaken by internal reviewer(s) who will be appointed by our Operations Director. The internal review will normally be completed within 28 days and the internal reviewer(s) will provide a statement to the whistleblower following its conclusion. This statement will include a recommendation to either uphold or revise the decision.
- 19.10.3 If, as a whistleblower, you are unhappy with the internal review of our decision in relation to your disclosure you can contact the chairman of the IIC.

20.0 (RQF Only) Unique Learner Number (ULN), the Learner Records Service (LRS) and the Personal Learning Record (PLR)

- 20.1 Learners registering with us for RQF qualifications are required to provide or obtain a Unique Learner Number (ULN). If not already issued to a learner, that number will be obtained on behalf of the learner by the AC from the Learner Record Service (LRS).
- 20.2 The ULN is used by us when details of learners' qualifications are up loaded to the Personal Learning Record (PLR). The PLR is part of the LRS and contains details of the qualifications achieved by the learner.
- 20.3 Further details are contained in Appendix 1 Learner Record Service which sets out how the LRS collect and use learners' personal information and data and how learners can exercise choice in respect of the use of their personal data.

The Nationally Accredited Certification Scheme for Individual Gas Fitting Operatives (ACS)

1.0 Introduction

- 1.1 ACS is a nationally accredited certification scheme designed to ensure that learners are competent to carry out gas work safely in accordance with the Matters of Gas Safety (MOGS) assessment criteria.
- 1.2 ACS is accredited by the United Kingdom Accreditation Service (UKAS) as meeting the requirements of BSEN ISO/IEC 17024 – General Requirements for Bodies Operating Certification of Persons.
- 1.3 We are a UKAS accredited Certification Body (UKAS No 0230) approved to issue certificates of gas safety competence and to provide examination and assessment facilities at Approved Centres (AC).

2.0 Scope

- 2.1 ACS assesses an individual's competence to carry out safe gas work.
- 2.2 The information and guidance provided in this annex do not apply to training programmes or learning materials provided to learners in preparation for ACS assessment.

3.0 ACS Assessment Criteria

- 3.1 The MOGS is determined and approved by the Strategic Management Board (SMB) which fulfils the role of the ACS Scheme Committee.
- 3.2 We award UKAS accredited ACS certificates of competence in the following sectors of work;
 - Domestic Natural Gas
 - Non-Domestic
 - Domestic Liquefied Petroleum Gas (LPG)
 - Emergency Service Provider and Metering
 - Commercial Catering
- 3.3 Confirmation of our scope of UKAS accreditation is published on the UKAS website www.ukas.com

Application Process

- 4.1 Learners are required to apply for assessment by using the application form(s) provided by the AC. All of the details requested on the form must be provided before the application can proceed.
 - 4.1.1 By signing the application form the learner agrees to abide by the requirements as set out in this handbook.
 - 4.1.2 Applicants must provide their UK issued National Insurance Number at the time of application. Where a non UK resident is applying for assessment we will provide a unique identifier number.
- 4.2 Applicants will normally need to provide two recent photographs of themselves of UK passport size and quality at the time of application with the learner's name clearly printed on the reverse side.
- 4.3 Learners undertaking ACS for the first time and who are not known to the AC, us or Gas Safe Register are required to produce documentary evidence of their identity. This will normally be their passport or photo ID driving licence.
- 4.4 Learners must have sufficient experience of gas work and meet all of the ACS entry requirements before they can be accepted for assessment. Learners are categorised as one of the following;

4.4.1 Category 1

Applicants in this category are regarded as experienced gas fitting operatives; they need to provide evidence to the AC prior to taking ACS assessments that they possess a gas fitting qualification or certificate(s) of gas safety competence issued either within or outside of the UK. The date of issue of their qualification/gas safety certificate may be greater than the normal five year ACS validity period.

Note: Training is not a pre-requisite for gas fitting operatives renewing expired or expiring certification; however where an engineer is seeking to extend their range or scope of work training is mandatory.

4.4.2 Category 2

Applicants in this category are regarded as holding a nationally recognised qualification e.g. RQF/QCF or craft certificate in a trade associated with gas work, e.g. plumbing, heating & ventilation etc. Application conditions for this category require that the applicant completes an IGEM approved MLP

Note: The MLP undertaken by Category 2 applicants will take into consideration and recognise their prior learning (RPL), knowledge and skills.

4.4.3 Category 3

Category 3 applicants are considered as new entrants to the gas industry and, as such, they are without a relevant related qualification and/or experience, entering employment for the first time or changing career.

Note: Applicants in this category may include persons who have some prior knowledge and work experience in the building or mechanical services sector. This knowledge and experience may be taken into consideration as RPL where appropriate.

Application conditions are:

- Individuals in this category should seek training and experience which will result in attainment of an IGEM approved MLP and obtain relevant gas work practice with a Gas Safe Register registered business which is willing to support the compilation of an auditable portfolio of gas work, prior to application to undertake ACS assessment. Details of the Logic Certification MLP can be found on the LCL website. <https://logiccertification.com/lcl/lcl-managed-learning-programme/>
- The criteria and guidance for training providers delivering training programmes leading to competence assessment of gas engineers can be found in the IGEM/IG/G1 'Standards of Training in Safe Gas Work' and the appropriate specification

Completion of assessments

- 5.1 On successful completion of an ACS assessment, the learner's documentation is internally quality assured by the AC prior to being forwarded to us with a recommendation for certification. In the event of the recommendation for certification being rejected, we will advise the AC of any queries or deficiencies. The AC will inform the learner of any outcome other than certification.
- 5.2 Where an individual fails to demonstrate their competence and fails the ACS assessment they will be advised of the result and the next steps (see paragraph 8.0).

6.0 Notification to Gas Safe Register

- 6.1 On receipt of all complete and correct assessment documentation, we will electronically forward all learners assessment results to the Gas Safe Register (GSR) within 10 working days.
- 6.2 Where circumstances beyond our control prevent the issuing of an ACS certificate and or the electronic forwarding of assessment results to GSR, our standards of service will be suspended until operating conditions are returned to normal.
- 6.3 Where an assessment has been failed the result will be notified to Gas Safe Register who will take any necessary steps to mitigate any potential risk e.g. suspending the individual from the register.

7.0 Assessment Process and Referral

- 7.1 Learners undertaking any ACS assessment for the first time will take 'Initial Assessment'.
- 7.2 Learners undertaking an assessment of a previously assessed ACS core or appliance for a subsequent time (within 12 months of expiry) will normally take a 'Re-assessment'.
- 7.3 The assessment process for both Initial and Re-assessment requires learners to demonstrate competence in accordance with the MOGS by practical performance in a simulated work environment within the AC and by answering written and oral questions.
- 7.4 The pass mark for both Initial and Reassessment is 100%.
- 7.5 Learners are assessed as follows;
- Written examinations for learners undertaking initial assessment is in accordance with Table 1.
 - Practical assessments for learners undertaking initial assessment is in accordance with Table 2.
 - Learners undertaking reassessment are assessed in accordance with Table 3.

8.0 Advice to Learners

- 8.1 Where a learner fails an ACS assessment the learner is advised by the AC that they should not undertake work on any gas installation covered by the scope of the assessment which they have failed.
- 8.2 Where a learner has passed ACS assessments they are advised not to carry out work on any gas installation covered by the scope of the assessment until they receive their certificate and are registered with the GSR where that work is within the scope of the Gas Safety (Installation and Use) Regulations 1998.

9.0 General Conditions

- 9.1 Validity of ACS certification is conditional on individuals maintaining competence during the period that the certificate is valid. Where we receive information or has reason to believe that an individual may not be working competently or has not maintained their competence, or is unable to fulfil the conditions detailed on the certificate we reserve the right to investigate by whatever means is appropriate and withdraw or revoke the certificate or part of the scope of the certificate if proven.

TABLE 1

Initial Written Knowledge and Understanding Assessment Result Flowchart

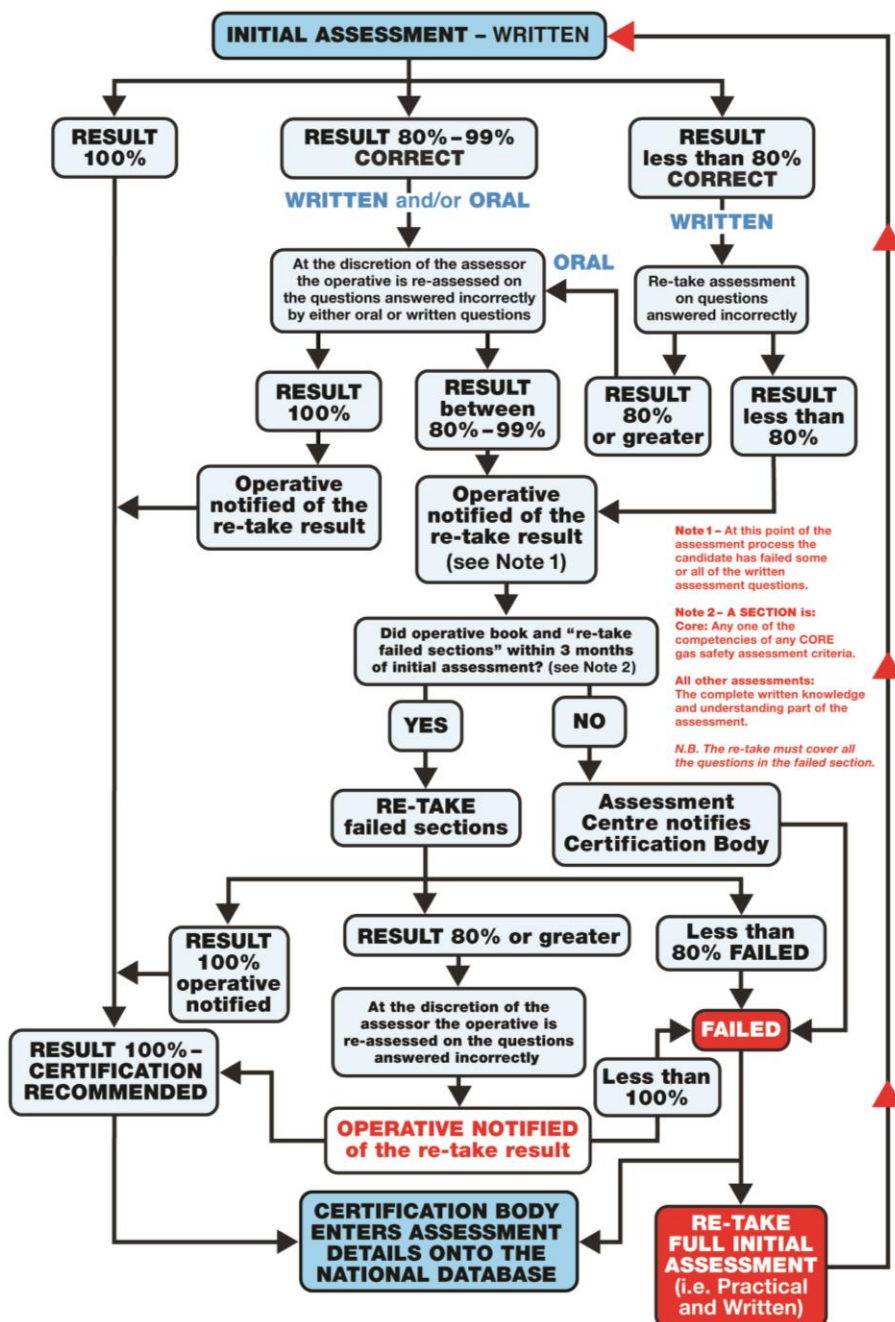


TABLE 2

Initial Practical Assessment Result Flowchart

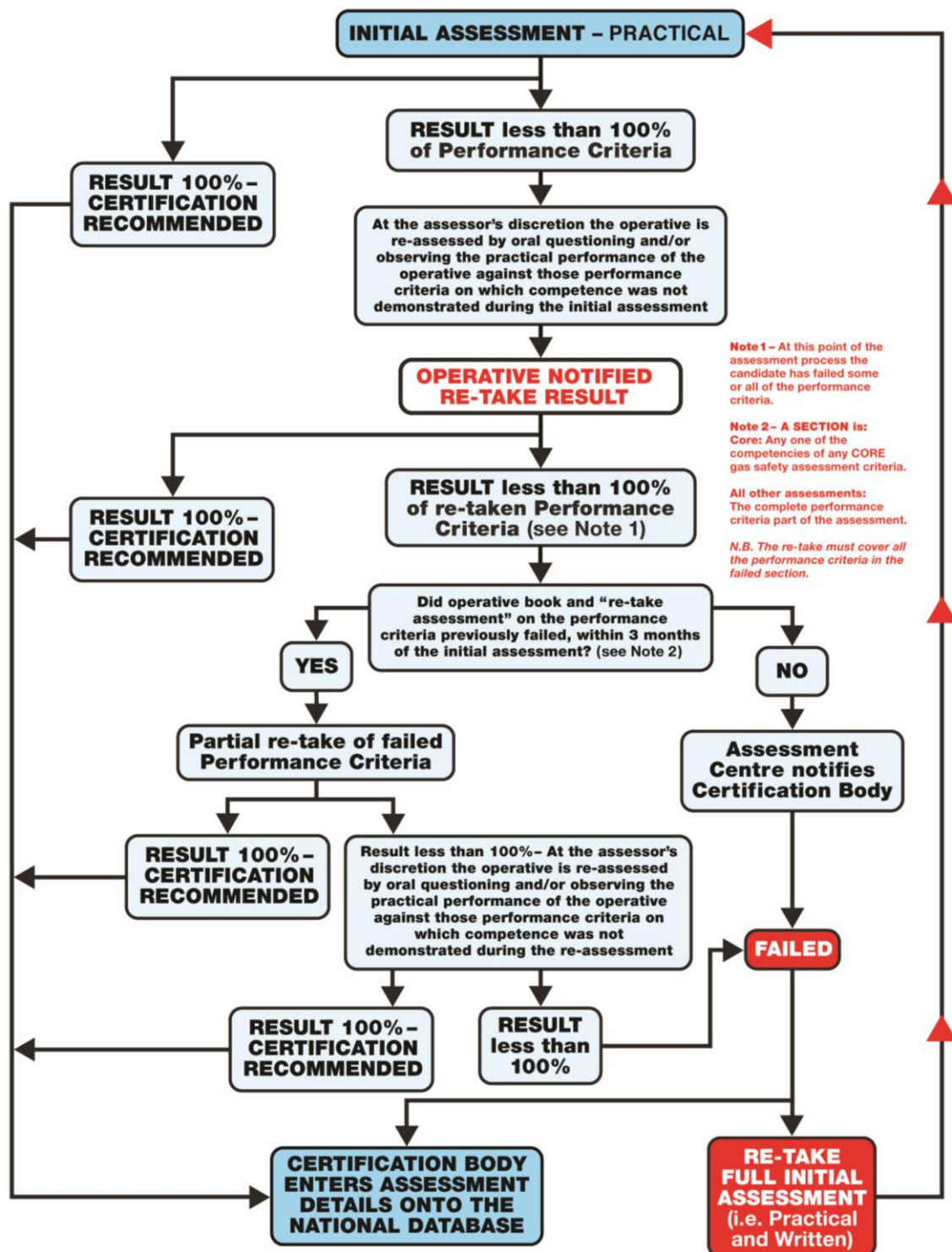
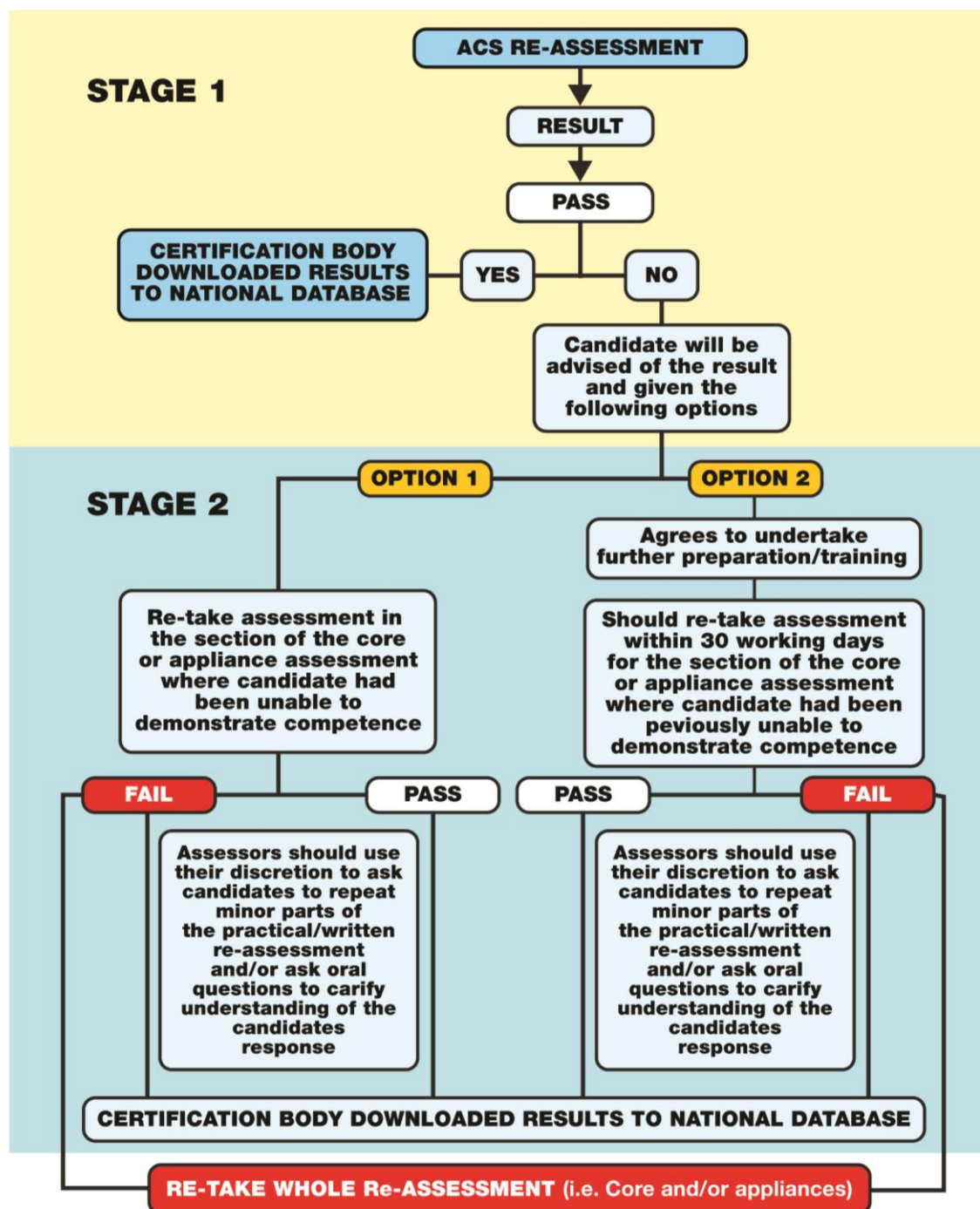


TABLE 3

Nationally Accredited Certification Scheme for Individual Gas Fitting Operatives Re-assessment Result Flowchart



Oil Firing Technician (Oftec) Scheme

1.0 Introduction

- 1.1 The Oftec scheme is a nationally accredited certification scheme owned by Oftec and designed to ensure that learners are competent to carry out work safely on oil firing appliances and equipment in accordance with the requirements of the Oftec publication RCP 2.
- 1.2 The Oftec scheme is accredited by the United Kingdom Accreditation Service (UKAS) as meeting the requirements of BSEN ISO/IEC 17024 – General Requirements for Bodies Operating Certification of Persons.
- 1.3 We are a UKAS accredited Certification Body (UKAS No 0230) approved to issue Oftec certificates of competence and to provide examination and assessment facilities at AC.

2.0 Scope

- 2.1 The Oftec scheme assesses an individual's competence to carry out safe work on oil fired appliances and equipment. The scheme also assesses other associated works.
- 2.2 The information and guidance provided in this annex do not apply to training programmes or learning materials provided to learners in preparation for Oftec assessments.

3.0 Oftec Assessment Criteria

- 3.1 RCP 2 is determined and approved by the Oftec Scheme Committee (OSC).
- 3.2 We award qualifications in the following areas of work;
 - OFT10-101 Single Stage Pressure Jet Servicing and Commissioning
 - OFT10- 102 Servicing and Commissioning of oil and bio-liquid fuelled vaporising burner fired domestic fixed combustion appliances < 45kW.
 - OFT10- 105E Installation of oil & bio-liquid fuelled fixed combustion appliances & systems
 - OFT10- 600a Installation of oil fuel storage and supply systems connected to fixed combustion appliances.
 - OFT 10 – 201 Commercial Servicing and Commissioning - Multi-Stage Pressure Jet appliances.
- 3.3 Confirmation of our scope of accreditation for the Oftec scheme is published on the UKAS website www.ukas.com

4.0 Application Process

- 4.1 Learners are required to apply for assessment by using the application form provided by the AC. All of the details requested on the form must be provided before the application can proceed.
- 4.2 By signing the application form the learner agrees to abide by the requirements of the qualification.
- 4.3 Applicants must provide their UK issued National Insurance Number at the time of application. Where a non UK resident is applying for assessment we will provide a unique identifier number.
- 4.4 Learners undertaking Oftec assessments for the first time and who are not known to the AC, us or Oftec are required to produce documentary evidence of their identity. This will normally be their passport or photo ID driving licence.
- 4.5 When applying for assessment learners must disclose any medical condition that may effect the assessment or which the AC first aider should be aware of.
- 4.6 Learners must have sufficient experience of oil appliance related work and meet all of the Oftec entry requirements before they can be accepted for assessment. Learners are categorised as one of the following;

4.6.1 Category 1

Applicants in this category are regarded as experienced oil technicians; they will need to provide an original certificate as evidence to the AC prior to taking OFTEC assessments.

Candidates holding OFT10-101 and or OFT10-102 may take OFT10-105E and or OFT10-600a assessment without training (and are therefore Category 1).

Candidates holding OFT10-105E and or OFT10-600a must undertake training before taking OFT10-101 and or OFT10-102 (and are therefore Category 2).

4.6.2 Category 2

Applicants in this category are regarded as holding a nationally recognised qualification in a trade associated with oil work. The learner must provide relevant qualifications to support entry.

or;

Have relevant skills and experience gained from working in a related trade such as Plumbing,
Heating, Ventilation, Refrigeration, Air Conditioning, Gas Fitting or Servicing.

Applicants must provide evidence of this related experience to the AC. The evidence must consist of, as a minimum, the following;

- Name and address of the business (es) providing the related experience.
- The types of related work undertaken.

4.6.3 Category 3

Applicants in this category are regarded as new to the oil industry, and do not hold any national qualifications in a related field nor have any related work experience. Application conditions for this category require that the Category 3 applicant may either;

- Obtain employment with an OFTEC registered business which is willing to provide auditable extended oil training programme incorporating both On and Off the Job components with organisational support prior to the applicant taking OFTEC assessment.

Evidence of the contents of the programme detailing the Off the Job training and On the Job experience must be presented to the AC as above.

or;

- Undertake a training programme such as the OFT50 which is planned, managed and organised by a training provider.

5.0 Examinations and Assessments

5.1 Assessments are conducted in realistic simulated environments within the AC.

5.2 Learners are advised of the procedures of undertaking examinations and assessment, the pass mark for the qualification (100%) and the process for reattempting practical tasks or written questions answered incorrectly.

5.3 Where a learner fails to obtain the pass mark after the number of permitted attempts they are deemed to have failed the assessment.

4.0 Completion of assessments

6.1 On successful completion of assessment, learner's documentation is internally quality assured by the AC prior to being forwarded to us with a recommendation for certification. In the event of the recommendation for certification being rejected, we will advise the AC of any queries or deficiencies. The AC will inform the learner of any outcome other than certification.

7.0 Notification to Oftec

7.1 On receipt of all complete and correct assessment documentation, we will forward all learners successful assessment results to Oftec.

7.2 Where circumstances beyond our control prevent the issuing of an Oftec certificate and or the forwarding of assessment results to Oftec, our standards of service will be suspended until operating conditions are returned to normal.

8.0 Advice to Learners

- 8.1 Where a learner fails an Oftec assessment the learner is advised by the AC that they should not undertake work on any oil installation covered by the scope of the assessment which they have failed.
- 8.2 Where a learner has passed Oftec assessments they are advised not to carry out work on any oil installation covered by the scope of the assessment until they receive their certificate and are registered with Oftec.

9.0 General Conditions

- 9.1 Validity of Oftec certification is conditional on individuals maintaining competence during the period that the certificate is valid. Where we receive information or have reason to believe that an individual may not be working competently or has not maintained their competence, or is unable to fulfil the conditions detailed on the certificate we reserve the right to investigate by whatever means is appropriate and revoke or withdraw the certificate or part of the scope of the certificate if proven.

Courses Approved by LCL

Courses awarded by us are subject to the general requirements set out in this handbook.

Each course has its own specific specification; information can be provided by the AC and published on our website.

Note: These courses are not accredited, regulated or recognised by those organisations listed in the Preface on page 4.

LCL Managed Learning Programmes (MLP)

- 1.0 Our MLP are designed to enable;
- New entrants to the gas industry.
 - Individuals with relevant mechanical, engineering or construction qualifications and or with relevant working experience.

to undertake a learning programme leading to the acquisition of;

- ACS Certification
 - A regulated qualification awarded by an Awarding Organisation (AO) which has been recognised by the qualification regulators in England, Wales, Scotland and Northern Ireland.
 - The issue of our Training Completion Certificate
- 2.0 We will normally only approve centres to deliver our MLP which are at the time approved to deliver ACS assessments or regulated qualifications. Prior to centre approval, the centre and us are required sign an agreement made between both parties to collaborate in the deliver the MLP.
- 3.0 The ATC must embed the principles and practices of our Approved Centre Quality Management System (QMS) into the delivery of the MLP and in doing so must maintain records and adopt policies and practices relating to the following;
1. Application for Training Completion Certificate.
 2. Approved Training Centre Personnel.
 3. Approved Training Centre Quality Policy.
 4. Arrangements for Security of Learner Records and Personal Information.
 5. Arrangements for Security of Teaching Documentation and Equipment.
 6. Complaints Procedure.
 7. Appeals Procedure.
 8. Description of the Approved Training Centre Organisation.
 9. Equality and Diversity Policy and Procedures.
 10. Facilities and Arrangements for External Quality Assurance Audit.
 11. Examination and assessment scripts and tasks.
 12. Formative and Summative Assessment Records and Results.
 13. Learner Application and Registration Procedures.
 14. Learner Records.
 15. Lesson Plans, Format and Duration.
 16. List of Personnel Functions and Appointments.
 17. Practical Formative Assessment Specifications.
 18. Register of Approved Teachers.
 19. Register of Practical Training Facilities and Equipment.
 20. Risk Assessments.
 21. Separation of Training from Assessment (Management, Resources, Facilities and Personnel).
 22. Personnel Training, Development and Qualifications Record.
 23. Standards of Service.
 24. Statistical Data Collection.
 25. Teacher Duties and Responsibilities.
 26. Teaching and Stimulus Materials.
 27. Teaching Areas and Facilities.

28. Teaching Procedural Information and Supporting Documentation.

29. Written Formative Assessment Specifications.

- 4.0 Our MLP is a programme of learning and development recognised by the gas industry's Standards Setting Body (SSB) which has been designed and developed by us and administered and managed by an ATC or College.
- 5.0 The MLP includes sufficient theoretical learning input and supervised practical work training in a Realistic Work Environment (RWE) in the ATC and supplemented by Supervised Workplace Practice (SWP) gained under the supervision of a GSR registered business.
- 6.0 The MLP is designed to meet the training requirements for;
- ACS Category 2 and 3 entrants.
 - Learners registered with an Awarding Organisation (AO) in the UK undertaking a RQF or SCQF gas utilisation qualification or a building engineering services qualification that has gas utilisation content.
 - Learners undertaking an apprenticeship where the apprenticeship specification and end point assessment requires the learner to be (or be able to) register with Gas Safe Register
 - Individuals intending to carry out gas work outside of the scope of the GSIUR and who need to provide evidence of gas safety competence to meet the requirements of the HSW Act.
- 7.0 The MLP is a programme of learning leading to learners' being able to install, commission, service and maintain a range of gas appliances, installations and equipment;

Managed Learning Programme (MLP) Title	MLP Code
Domestic	
Domestic Natural Gas Appliances (Central Heating Boilers & Instantaneous Water Heaters, Space Heaters and Cookers)	DNGA1
Domestic Natural Gas Appliances (Central Heating Boilers & Instantaneous Water Heaters and Cookers)	DNGA2
Domestic Natural Gas Appliances (Central Heating Boilers & Instantaneous Water Heaters)	DNGA3
Domestic Natural Gas Appliances (Cookers)	DNGA4
Domestic Natural Gas Appliances (Space Heaters)	DNGA5
Domestic Meters	DNGM
LPG	
Domestic LPG and Appliances (Leisure Accommodation Vehicles, Residential Park Homes)	DLPGA1
Domestic LPG and Appliances (Boats)	DLPGA2
Non Domestic	
Non Domestic Heating and Appliances, Pipework Installation and Commissioning	NDNG1
Non Domestic Heating and Appliances	NDNG2
Non Domestic Catering and Appliances	NDNG3
Non Domestic Laundry and Appliances	NDNG4
Non Domestic Pipework Installation and Commissioning	NDNG5

8.0 Our MLP consists of;

- A balance of ATC based learning inputs and SWP using a range of teaching and learning methods designed to meet the needs of learners which are cost effective and efficient.
- A programme of formative and summative assessment of learner progress. The results of those assessments being maintained and kept secure by the ATC for audit and record purposes.

9.0 MLP Routes

Learners registering to undertake our MLP must declare to the ATC at the time of registration their preferred primary MLP route.

The three routes are;

- The installation of appliances and or pipework
- The servicing and maintenance of appliances
- The installation, servicing and maintenance of appliances and or pipework

The chosen primary route requires learners to provide evidence of work carried out in the workplace under the direct supervision of a Gas Safe registered business meeting the sufficiency of evidence requirement.

The secondary chosen route requires learners to provide evidence of work carried out either in the workplace under the direct supervision of a Gas Safe registered business or in a Realist Work Environment within the ATC, meeting the same sufficiency of evidence requirement.

Where both chosen routes are primary i.e. installation and servicing & maintenance the learner must provide evidence of that work carried out in the workplace meeting the evidence requirement.

Example: Learners intending to undertake landlord safety inspections on completion of the MLP and registering with GSR should select the appliance servicing and maintenance route as their primary route and undertake the Domestic Appliances programme (DNGA1).

- 10.0 Auditing of the performance of the ATC delivering the MLP is carried out by us through a programme of periodic external quality assurance audits.
- 11.0 Centres will not normally be able to deliver our MLP unless they have arrangements in place to ensure the learner can access SWP provided by a gas installation business or learners are able to organise and arrange the SWP themselves.
- 12.0 The ATC is required to be registered with GSR and that any teacher conducting practical gas work training in the ATC is either employed by the ATC and holds a GSR license to practice for that range of gas work or is a sub contractor to the ATC

and is registered with GSR for the range of practical gas work training conducted in the ATC.

- 13.0 Learners completing an MLP and progressing to an ACS or RQF qualification are only permitted to apply for examination and assessment for the range of training covered by the MLP Training Completion Certificate.

(RQF Only) Unique Learner Numbers (ULN) and Learner Records Service (LRS)

Learners undertaking RQF qualifications are issued with a ULN, this is a 10-digit number unique to the learner which is normally obtained from the LRS by the centre registering you for the qualification. Where a learner supplies the centre with their ULN the centre must validate the ULN as part of the qualification registration process.

LRS operates the Learner Register, which enables colleges and centres to generate a ULN. To be able to obtain ULNs for your learners a centre must sign up as a Learner Registration Body (LRB).

Once a centre is registered as a LRB they will be able to obtain ULNs for their learners. Information on how to register as an LRB and how to obtain ULNs can be found at:
<https://www.gov.uk/government/publications/learner-registration-bodies-user-guide>

Initial Assessment (IA)

Learners undertaking an MLP, course or qualification are subject to an Initial Assessment (IA). The IA may be carried out by an employer, third party or the centre, however the centre is responsible for ensuring the assessment has been conducted, outcome recorded and retained for the purposes of quality assurance.

The benefits and purpose of adopting an IA system are that learners will be better able to reach their own decisions about their MLP, course or qualification learning programmes which inform the centre that the learner meets any pre-requisite requirements and is capable of completing and achieving the MLP, course or qualification.

The IA helps learners make sure they have chosen the right programme and show them and the Employer/AC what they already know, can do and what they still need to learn.

An IA should be based on the following 5 principles:

1. All those with responsibility for IA know exactly what its purpose is and how to carry it out effectively.

This means;

- Having policies and procedures in place and communicating those to personnel.
- Teaching personnel to use a range of IA methods and how to use the information gained from the process to plan the learning programme.
- Making sure that personnel explain to learners the purpose of IA and what it involves.

2. The IA focuses on the learner and their needs and includes the learner in the process.

This means:

- Tailoring the IA process to meet individual needs and circumstances.
- Having a variety of methods at the AC disposal and using them with each learner over a period of time. (Effective IA should not be a one off event).
- Taking account of the learner's opinions, needs and preferences.

3. The results of the IA are used actively to inform the Individual Learning Plans (ILP) planning process

This means:

- Communicating the results of IA to those involved in the planning process.
- Feeding back the results of IA to learners.
- Knowing what options are available and how to communicate these clearly to learners.
- Working with learners so that they really do agree with the plan and are keen to follow it.

4. The IA process is open, honest and transparent.

This means:

- All parties, including learners are clear about the purpose of IA and what it involves.
- Having an IA policy that promotes equality and diversity.
- Making appropriate arrangements to ensure that all those who need to can access the results of IA while complying with the Data Protection Act.
- Use methods that are fair and open to scrutiny
- Meet legal requirements
- Evaluating AC IA procedures regularly and acting on results.

5. The AC identifies all learners' learning and support needs in relation to the type and length of the programme and ensure that those needs are met.

This means:

- Building relations with learners.
- Taking account of factors that affect learning

Initial Assessment in Context

The methods used and the topics covered in the IA system will depend on the specific requirements of each MLP, course or qualification the AC offers and learners personal objectives.

The design of an IA should take into account:

- The context in which learners learn (for example, assessing someone initially in the workplace is different from assessing them within a learning centre).
- Industry standards (some employers have rigorous entry requirements for example).
- The support needs of learners (this means any individual help they are likely to need to give them the best chance of succeeding).
- The AC existing resources (people, time and equipment).

An IA system may include assessment of some or all of the following:

- Occupational suitability and expectations
- Occupational and technical skills
- Prior learning and experience
- Numeracy, literacy, communication, IT and personal skills
- Learning support needs
- Health or disability

Initial Assessment Methods

The AC may consider some or all of the following methods suitable for IA

- Application Forms
- Interviews
- Tests; psychometric tests and in house tests
- Self assessment questionnaires and checklists
- Observation of group activities
- Assessing previous learning, experience or achievement
- Experience of the work activity

Safeguarding of Young People Undertaking LCL Managed Learning Programmes (MLP), Courses and Qualifications

Logic Certification Limited (LCL) as a Certification Body and Awarding Organisation believes in supporting all aspects of young people's development and learning, and keeping them safe whilst undertaking a LCL Managed Learning Programme (MLP) and or course leading to a qualification.

What is Safeguarding: All young people have the right to be safe. This applies to all environments, from home, to education, training and work. All adults who spend time with young people have a responsibility to make sure that their well-being is prioritised. This means listening to young people, making sure they are safe and taking action when required.

For the purposes of child protection legislation the term 'child' (young people) refers to anyone up to the age of 18 years.

Colleges of Further Education approved by LCL will be familiar with the legislation and will have in place policies, processes and procedures associated with safeguarding of young learners within the College.

However other LCL Approved Centres (AC) are less likely to be aware of those responsibilities and therefore should ensure that where they have or are likely to register young learners onto a LCL MLP, course or qualification or any non LCL apprenticeship or learning programme that utilises an LCL qualification or training programme that they fully understand and discharge their legal responsibilities and obligations regarding the safeguarding of those learners.

AC must consider implementing a child protection policy and procedures for dealing with issues of concern or abuse.

The AC policy should provide for all members of staff (full time, part time or contract), with a clear and secure framework for guaranteeing that all young learners engaged in the AC are protected from harm whilst confirming all staff ensure that:

- Young learners feel listened to, valued and respected.
- All staff are aware of indicators of abuse and know how to share their concerns appropriately.
- All staff are subject to rigorous recruitment procedures.
- All staff are given appropriate support and training
- All staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage.

In order to ensure young learners are adequately protected, the AC should ensure that:

- They have a Designated Safeguarding Officer (DSO) who is retrained once every two years in safeguarding.
- The AC is fully supported by the management and or owners of the AC in meeting the legal requirements of safeguarding.

- All staff have read and understand the AC Safeguarding Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by young learners.
- All staff that will come into contact with young learners will be required to complete an appropriate on line training programme.
- The Safeguarding Policy is reviewed on an annual basis, or as changes in process or legislation arise by the DSO.
- All relevant staff are subject to appropriate safeguarding checks.
- The AC is compliant with all appropriate legislation including the Children's Act and all national and or regional governmental guidance.

Essential Reading

The AC should ensure that it is familiar and compliant with the following key legislation:

- Department for Education (DfE) Keeping Children Safe in Education September 2018 (Statutory Guidance for Schools and Colleges)
- HM Government Working Together to Safeguard Children 2018
- Education Act 2002
- Children Act 2002

Definitions and Terminology

Knowledge Assessment

An assessment that gives the learner the opportunity to demonstrate knowledge and understanding of identified topics and subject areas.

Performance Assessment

An assessment that gives the learner the opportunity to demonstrate they have the practical skills that are in accordance with the relevant National Occupational Standards for given work activities.

Combination Assessment

An assessment that requires the learner to demonstrate knowledge, understanding and performance either in realistic work environments and/or in the workplace”.

Realistic Working Environment

The environment in which simulated assessment takes place involving the replication of workplace conditions, time constraints etc.

Independent Assessment

An independent assessment conducted by a Assessor qualified person who has no vested interest in the learner e.g. not employed by the same company, has not trained the learner in the areas to be assessed etc. in accordance with an industry specification.

Qualifications regulator

- The Office of the Qualifications and Examinations Regulator (Ofqual) in England
- CCEA Regulation in Northern Ireland
- QW in Wales.

Accreditation Body

- The United Kingdom Accreditation Service (UKAS)

Qualification

A qualification regulated by the Qualification Regulator - A process requiring the registration, examination, assessment and certification of a learner.

Course

A structured programme of learning and assessment which has been approved by LCL but is not UKAS accredited or regulated by the Qualification Regulators

Learner

A person who is registered for an MLP, course or qualification and to be assessed and or examined as part of that qualification. Learner also means candidate.

The process will have demonstrated that the learner has successfully met the requirements and criteria for the award of the qualification to be made.

Qualification Framework;

1. Regulated Qualification Framework (RQF).

Accredited Framework

1. Nationally Accredited Certification Scheme for Individual Gas Fitting Operatives (ACS).
2. Oftec Oil Technician Scheme (Oftec)

Regulatory document;

1. RQF General (Standard) Conditions of Recognition.
2. BS EN ISO/IEC 17024 Conformity Assessment – General Requirements for Bodies Operating Certification of Persons.

Unit;

A coherent and explicit set of learning outcomes and assessment criteria with a title e.g. A published unit within the RQF or a module in ACS or Oftec scheme e.g. CCN1 or Oftec 101.

The Qualification Regulators are;**Office of Qualifications and Examinations Regulation (Ofqual)**

It is the role of Ofqual to maintain standards and confidence in qualifications. Ofqual are responsible for GCSEs and A levels in England, and a wide range of vocational qualifications in England. Ofqual also regulate the National Curriculum Assessments in England.

Ofqual are independent of Government ministers and report directly to Parliament in Westminster and the Northern Ireland Assembly. While Ofqual is independent, it gives advice to Government on qualifications and assessment based on its research into these areas.

Ofqual regulate by recognising and monitoring organisations that deliver qualifications and assessments as set out in the Apprenticeship, Skills, Children and Learning Act (2009) and Education Act (2011).

The main way Ofqual regulate is by setting the standards and rules that awarding organisations need to meet when they design, deliver and award regulated qualifications. Ofqual monitor awarding organisations and qualifications to make sure that standards are maintained. Ofqual are a risk-based regulator and concentrate resources to where they are most needed.

Qualifications Wales.

Qualifications Wales carries out the same role with the same responsibilities as Ofqual for qualifications in Wales.

CCEA Regulation.

CCEA Regulation carries out the same role with the same responsibilities as Ofqual for qualifications in Northern Ireland

Accreditation Body

The United Kingdom Accreditation Service UKAS is the sole national accreditation body recognised by government to assess, against internationally agreed standards, organisations that provide certification, testing, inspection and calibration services.

Accreditation by UKAS demonstrates the competence, impartiality and performance capability of Certification Bodies. UKAS is a non-profit-distributing private company, limited by guarantee. UKAS is independent of Government but is appointed as the national accreditation body by Accreditation Regulations 2009 (SI No 3155/2009) and the EU Regulation (EC) 765/2008 and operates under a Memorandum of Understanding with the UK Government.

NVQ

The term “NVQ” National Vocational Qualification is used to identify a competence-based qualification approved of by a Sector Skills Council (SSC).

Occupational Competence

The knowledge, understanding and skills needed by an individual to carry out a particular job role/responsibility safely and in accordance with approved industry and technical standards and working practices

Managed Learning Programme

A programme of learning designed and delivered by a centre which has been approved by us. The programme of learning will lead to learners applying for gas safety competence assessments and registration with Gas Safe Register.

Approved Centres (AC)

Approved Centres are approved by us to design and deliver our MLP and or deliver our examinations and assessments within regulated, accredited or our qualifications.

Useful Contacts

Logic Certification Limited	Gas Safe Register
Unit 2, 1 Rowdell Road	PO Box 6804
Northolt	Basingstoke
UB5 5QR	RG24 4NB
Telephone; 0208 839 2439	Tel 0800 408 5500
Facsimile; 0208 839 8612	E-mail; enquiries@gassaferegister.co.uk
E-mail; enquiries@logic-cert.com	
Website; www.logic-cert.com	
Energy & Utility Skills Limited	Water Regulations Advisory Scheme (WRAS)
Friars Gate	30 Fern Close
1011 Stratford Road	Pen-Y-Fan Industrial Estate
Shirley	Crumlin
Solihull	Gwent
B90 4BN	NP11 4EG
Tel; 0845 077 99 22	Tel; 01495 248454
Fax; 0845 077 99 33	Fax; 01495 236289
enquiries@euskills.co.uk	E-mail: info@wras.co.uk
OFTEC	
Foxwood House	
Dobbs Lane	
Kesgrave	
Ipswich	
IP5 2QQ	
Tel; 0845 65 85 080	
Fax; 0845 65 85 181	
Microgeneration Certification Scheme (MCS)	
Helpdesk; 0207 090 1082	
www.microgenerationcertification.org	