



Learner Handbook



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INTRODUCTION

Vraxis Safety Solutions prides itself on delivering high quality training and qualifications and has produced this handbook to assist learners in understanding the processes and practices that govern how we deliver, assess and quality assure our training and qualification delivery.

This learner handbook covers the following important subjects:-

- Responsibilities of Vraxis Safety Solutions
- Responsibilities of the Learner
- Assessment Malpractice
- Responsibilities of the Tutor / Assessor
- Responsibilities of the Quality Assurance Team
- Appeals Procedures
- Helpful glossary of key terms

This learner handbook is applicable throughout all of the qualification Vraxis Safety Solutions Delivers.

RESPONSIBILITIES OF THE LEARNER

When undertaking any Vraxis Safety Solutions regulated qualification, Vraxis Safety Solutions expects that you, the Learner, will:

1. Provide all information necessary to complete the pre-course registration process (where applicable)
2. Provide all necessary evidence to confirm you meet the qualification entry requirements (where applicable and as detailed in the qualification specification)
3. Declare any injuries, illnesses or conditions (e.g. dyslexia) that you may have to the Centre prior to course commencement (for the purposes of Reasonable Adjustments being made for training and assessment purposes)
4. Ensure you attend all arranged training sessions and/or assessments on time
5. Behave in a professional and courteous manner at all times towards Centre staff, Trainers/Assessors and other Learners
6. Prepare for and take part in any training activities and Learner assessments as instructed by the Trainer/Assessor delivering your course
7. Complete all registration and assessment paperwork as required in a clear and legible fashion
8. Provide all required documentation to enable any Trainer/Assessor to confirm your identity for the purposes of registration and/or assessment
9. Maintain the integrity and security of the Learner assessment process
10. Submit all required assessment documentation within the given timescales
11. Refrain from any activities which constitute Learner malpractice (e.g. plagiarism, cheating or collusion) and complete coursework, workbooks and assessments of your own accord using the knowledge and skills you have obtained through your training and learning activities
12. Declare any temporary injuries, illnesses, conditions or circumstances that you may have on the day of training and/or assessment (for the purposes of Special Consideration* being given)
13. Attend any practical work placement arranged by your Vraxis Safety Solutions and complete all work required in line with the requirements of the qualification specification
14. Cooperate fully with the Vraxis Safety Solutions throughout the course of any compliance or malpractice investigation (as and when required) and cooperate fully with the outcome of the investigation, including (but not limited to) revocation of any certificate(s) issued.

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ASSESSMENT MALPRACTICE

Authentication

All learners will be required to declare that the evidence submitted is their own work. Any instances of suspected, actual or attempted malpractice by learners or Centre staff will be thoroughly investigated and appropriate action will be taken.

Examples of malpractice/maladministration

Full details can be found in the separate Malpractice/Maladministration Policy which is available on request.

Examples of malpractice by learners include:

- › copying, and passing off as their own, another person's work
- › submitting work which has been produced by AI chatbots
- › fabrication of evidence
- › use of unauthorised material for supervised tests
- › alteration of any results documents, including certificates.

Examples of malpractice by Centre staff include:

- › failing to keep learner work or/and test papers secure
- › unduly assisting learners by for example producing work for them or falsifying evidence
- › allowing evidence that they know not to be the learner's own to be submitted for assessment
- › claiming for a certificate prior to the learner achieving all outcomes.

Dealing with malpractice/maladministration

If anyone is found to be or suspected of malpractice, the Centre or Awarding Organisation will make the individual fully aware (in writing) at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven. The individual will have the opportunity to respond in writing to the allegations made and the matter will be fully investigated by either the Director of Training or the Awarding Organisation, whichever has made the allegation. The Awarding Organisation needs to be informed of any alleged malpractice at the earliest opportunity.

RESPONSIBILITIES OF THE TUTOR & ASSESSOR

The Tutor

The tutor will be responsible for ensuring the learning environment is safe, comfortable and free from outside interference, where appropriate.

The tutor will deliver the sessions in accordance with the relevant lesson plans and ensure all learners understand the content of the course/qualification.

The Assessor

The Assessor's role is to assess the work carried out by the learner and use this evidence to judge whether the learner has met the standards required.

The Assessor is responsible for:

- › communicating the principles of the assessment system to learners
- › ensuring that the learners understand the nature of tasks, suitable evidence and formats
- › assessing the learners' work against the standards and judging whether or not they are competent
- › recording assessment decisions and providing feedback to learners
- › ensuring that an Equal Opportunities Policy is applied to all aspects of assessment
- › liaising with the Internal Quality Assurer.

THE ASSESSMENT PROCESS

Some assessment activities will take place in the classroom during group activities, workbook activities or observations of other practical activities. A large portion of assessment activities for these modules take place outside of the classroom and involve research, carrying out activities, written answers, problem solving and interpretation of relevant documents. We will use the Quads Direct learning management system for communicating your answers and receiving feedback.

Should you require any reasonable adjustments to allow you to complete any of the proposed assessment activities, please contact us directly (or through your learner manager if that is your company policy) with relevant information for our trainers and/or assessors to be made aware of in relation to adjustments required.

RESPONSIBILITIES OF THE INTERNAL QUALITY ASSURANCE

The primary role of the Internal Quality Assurer is to provide help and support to the assessors and to maintain quality within the assessment process.

The Internal Quality Assurer's responsibilities include:

- › maintaining good communication with assessors and ensuring that briefings, advice and other necessary support is provided
- › providing feedback to assessors on their assessment decisions
- › ensuring that training needs of assessors are identified and that provisions are made to meet those needs
- › checking, approving and reviewing assignments and questions for use on a regular basis
- › monitoring the process of assessment within the Centre to ensure that the assessment system requirements are being met
- › ensuring that the evidence provided to the assessors is valid and supports the assessment decisions made
- › approving the candidate process record to confirm their achievement and to verify that guidelines and procedures have been followed
- › ensuring that the assessors fully implement an Equal Opportunities Policy
- › providing access to the Centre for the External Quality Assurer
- › maintaining their occupational competence through Continuous Professional Development activities.

APPEALS PROCEDURE

If a learner is not satisfied with the decision of the Centre Assessor, they can refer the matter to the Internal Quality Assurer.

If the appeal cannot be resolved, the Internal Quality Assurer will refer the matter to the Director of Training for consideration. Every effort will be made to resolve the matter within 10 working days.

If the learner is not satisfied with the outcome, they have the right of appeal to the Awarding Organisation, whose decision will be final and binding on all parties.

CONFLICTS OF INTEREST

It is the duty of all tutors and assessors to disclose any actual or potential conflict of interest, and the process for doing so is as follows:

- › All tutors and assessors are issued with a Conflict of Interest Form to complete on commencement with the organisation and it is a requirement of their contract that this is completed and updated on an annual basis.
- › The information held on the Conflict of Interest Form is then transferred to a Register of Interests document which is maintained by the centre manager.
- › If the individual concerned has any changes to their declared circumstances, they must inform their line manager immediately in writing, so that the conflict of interest can be evaluated, and the register updated.
- › The form is to be completed even when the individual has no conflict of interest to declare.
- › The information submitted is then evaluated to identify if any further action is required and a written record of the outcome of the evaluation is kept.

Action - Most situations require no further action than the completion of the Conflict of Interest Form. In some instances, however, the information declared on the form will require some follow up action, in order for the conflict of interest to be managed appropriately. The approach agreed between the line manager and the tutor and assessor, will be documented and held with the Conflict of Interest Form.

GLOSSARY

A glossary to assist you in understanding some of the requirements of the assessment criteria

Analyse	Examine something in detail to discover meaning and/or essential features
Assess	Evaluate or estimate the nature, ability, or quality
Compare	Estimate, measure or note the similarities and differences between items, subjects, theories, people
Describe	Provide a detailed statement or account of something. e.g. the reason for having a health and safety policy
Discuss	Explore issues, usually during a professional discussion
Evaluate	Gather information to give a measure of how affective something is
Establish	Show the existence of something by giving evidence
Explain	Give a reasoned account with justified an issue and/or points of an issue
Identify	Determine factors of features of an activity, requirement, issue and/or a point
Justify	Give reason and/or an explanation for an activity, process, theory, etc
List	Make a list of something
Review	Examine or assess something with the possibility or intention of instituting change if necessary
State	Express something definitely or clearly