



# ACADEMY POLICY HANDBOOK

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## Introduction

Project Five Academy aims to design and deliver qualifications that meet any regulatory requirements and national standards. We review all our policies annually or in response to regulatory changes to ensure that they remain fit for purpose.

This Academy Policy handbook gives formal notice and explanation to the policies and procedures written and agreed by Project Five Academy.

This handbook provides clear guidance of the expectations of learners and Project Five Academy whilst undertaking your studies.

Please ensure that you have reviewed this document ahead of completing your registration form.

Thank you for choosing to learn with Project Five Academy and we wish you every success with your chosen programme.

For more information on Project Five Academy qualifications and services please visit the website: [www.projectfive.academy](http://www.projectfive.academy) or email: [academy@projectfiveconsulting.co.uk](mailto:academy@projectfiveconsulting.co.uk).

## Assessment policy

### Scope of policy

This policy is aimed at all Project Five Academy stakeholders including learners, awarding bodies, and other parties involved in any aspect of Project Five Academy qualification and endorsed learning provision.

### Policy statement

Assessment made possible by, facilitated and supported through, the use of postal means, information and communication technologies such as telephone and internet-based communications, e-assessment and the use of web-based assessment materials, are included in this policy.

### Assessment briefs

All assessments will be quality assured against the following criteria:

- A. Fit for purpose
- B. Appropriate methodology to meet all relevant learning outcomes and assessment criteria
- C. The assessment relates to one clearly identified level and reflects the demand of that level
- D. Assessment criteria are clearly mapped to the assessment and clearly fulfil the specification for that qualification
- E. Required knowledge, skills and/or understanding are clearly demonstrated
- F. Clear and unambiguous assessment guidance and instruction
- G. Permits Reasonable Adjustments to be made, while minimising the need for them
- H. Allows each learner to generate evidence which can be authenticated and provides learner the opportunity to demonstrate the full range of assessment requirements

### Appendices guidance

Learner work should aim to minimize the amount of unnecessary attachments or appendices. Information that is essential to the learners to meet the Assessment Criteria should be included within the main body of the report.

All use of tables, graphs, diagrams, Gantt chart and flowcharts should be incorporated into the main text of the assessment, but not included in the word count. Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assessment but not included.

### Bibliography guidance

Where required, learners should use a recognised referencing convention and should be mindful of the risk of plagiarism and collusion.

### Learners' work authentication

Systems are put in place that ensure to do all that is possible to identify and minimize opportunities for learner malpractice.

Through rigorous assessment and internal quality assurance processes, Project Five Academy take all reasonable steps to ensure that:

- Evidence submitted by each learner for assessment is authentic;

- Where an assessment is required to be completed under specified conditions, learners complete the assessment under those conditions (other than where any Reasonable Adjustments or Special Consideration require alternative conditions);
- A declaration of authenticity is signed by learners and assessors for each submitted assessment;
- Evidence of authenticity is made available to Project Five Academy as part of External Quality Assurance process;

### **Regulatory references**

Ofqual requires all regulated Awarding Organisations to establish and maintain evidence of their compliance with the General Conditions of Recognition. As part of its ongoing process of compliance, Project Five Academy policies and procedures will reflect the conditions and criteria they address.

This policy addresses the following Ofqual General Conditions of Recognition (GCR).

GCR Reference	GCR Section title
C1	Arrangements with third parties
D2	Accessibility of qualifications
E4	Ensuring an assessment is fit for purpose and can be delivered
G1	Setting an assessment
G2	Language of the Assessment
G3	Use of Language and Stimulus Material
G6	Arrangements for Reasonable Adjustments
G7	Arrangements for Special Consideration and Adjustment
G8	Completion of the assessment under required conditions
G9	Delivering the Assessment

### **Policy review date**

August 2021.

## Complaints and appeals policy

### Scope of policy

This policy is aimed at all Project Five Academy stakeholders including learners, awarding bodies, and other parties involved in any aspect of Project Five Academy qualification and endorsed learning provision.

### Policy statement

This document sets out the policy and procedures with regards to the effective and efficient management of complaints and appeals.

For this purpose, the term complaint refers to a concern about a product or service provided by Project Five Academy.

### External complaint procedure

Project Five Academy aims to solve the issue as quickly and efficiently as possible. All complaints should be made in writing to Project Five Academy via email.

**Email:** [academy@projectfiveconsulting.co.uk](mailto:academy@projectfiveconsulting.co.uk)

Once the complaint is received by Project Five Academy, we will acknowledge receipt within two working days.

Project Five Academy will appoint an investigating officer who will undertake a full investigation of the nature of the complaint and respond in full within 10 working days. Should the investigation require further time, we will contact the complainant in writing after seven working days to provide an update on our progress.

### Appeals procedure

Project Five Academy's enquiries and appeals procedure is available to learners, so that if learners wish to appeal against assessment decisions, they have clear guidelines on how to proceed. The procedure shall:

- Identify the person with whom the learner should lodge an enquiry or appeal
- State the method by which an enquiry or appeal is to be made
- Incorporate an appeals panel or equivalent which is independent and objective
- Stipulate a clear time limit for dealing with the appeal considering Project Five Academy timescales

Appeals made against a Project Five Academy decision the appeals procedure will focus on whether we:

- Used procedures that was consistent with the requirements of the awarding body
- Applied the procedures properly and fairly in arriving at judgments

There are three stages in the appeals process:

- Stage 1: Internal Appeals Panel
- Stage 2: Referral to awarding body

For any appeal case that goes beyond stage 2, the Independent Appeals Panel will conduct this final stage of the appeals process. The outcome of the Independent Appeals Panel is final; there is no further right of appeal beyond this stage.

When the outcome of an enquiry or appeal questions the validity of other results, Project Five Academy will take appropriate action to protect the interests of other learners and the integrity of the qualification.

### **Conditions of appeals**

Project Five Academy will only consider an appeal if the following conditions have been met:

- The appeal is submitted to Project Five Academy in writing by the learner and includes the grounds for the appeal and any supporting documentation
- An appeal is submitted once internal procedures have been exhausted
- The individual learner remains dissatisfied with the outcome of the internal appeals procedure and wants to pursue the appeal further with Project Five Academy.
- The appeal is submitted within 14 calendar days of the receipt by the appellant of the decision under question

### **The appeals process**

#### ***Stage 1 (Internal Appeal)***

This stage of the procedure involves a review of the appeal by the Internal Appeals Panel. This panel is made up of a company director and a senior associate with experience in the qualification concerned.

The Internal Appeals Panel will make enquiries based on the nature of the appeal and on this evidence decide if any further work relating to the appeal should be authorised.

For most cases, the appeal can be resolved at this stage.

Project Five Academy will communicate the outcome of this appeal to the learner within 10 working days of the meeting of the Appeals Panel.

A report of the review will be sent to the learner within 28 days of the appeal hearing.

#### ***Stage 2 (Referral to awarding body)***

If an appeal is not resolved from the outcome of stage 1, the appeal will be referred to the awarding body and their associated policies and procedures.

### **Policy review date**

August 2021.

## Conflicts of interest policy

### Scope of policy

This policy is aimed at all Project Five Academy stakeholders including learners, awarding bodies, and other parties involved in any aspect of Project Five Academy qualification and endorsed learning provision.

### Definition

A conflict of interest (COI) is defined as a situation where a person is charged with taking responsibility or making a decision, and where that person, or a person with a close relationship to them, might benefit unfairly from that position of responsibility or from that decision. In other words, a conflict of interest is a situation in which an individual, or Organisation, has competing interests or loyalties. In the case of an individual, the conflict of interest could compromise or appear to compromise their decisions if it is not properly managed.

Common situations where a COI is likely to occur within the sphere of Project Five Academy activities are:

- Where someone works for or carries out work on Project Five Academy's behalf but may have personal interests – paid or unpaid – in another business, which either uses Project Five Academy products or services, or produces similar products.
- Where someone works for or carries out work on Project Five Academy's behalf, who has friends or relatives taking Project Five Academy's assessments.

### Persons who may be affected by a COI

The following persons are required to read and abide by this policy:

- All employees and contractors of Project Five Academy;
- Project Five Academy Board members;
- All Centre teaching, support and senior management staff employed.

### Circumstances in which a COI must be declared

A conflict of interest should be declared in the circumstances below; if in doubt, always declare it.

**Type A:** When...

- you
- your spouse
- your child
- another relative
- a close friend
- a person to whom you have obligations

are registered on, or taking a course leading to, a Project Five Academy qualification with which you are involved—whether through teaching, administering or assessing.

**Type B:** When a person from the list above or a company which they represent is under consideration for a Project Five Academy contract or position at a centre, and you have influence over the making of that decision. Examples would include procurement of goods or services from external providers, appointment of teaching staff etc.

## **Procedures for the declaration of interests**

If any person should declare their interests in line with the definitions stated above, they must normally do so in writing or by email to Project Five Academy.

Project Five Academy staff who fail to declare interests may be subject to disciplinary action. Employees who fail to declare interests will be considered to have committed malpractice as outlined in the Malpractice and Maladministration Policy, and as such the employee may be sanctioned.

If you are unsure what to declare, whether to declare, or how to declare, please contact Project Five Academy for guidance.

## **Data Protection**

Any information provided when declaring an interest will be treated in accordance with data protection principles as set out in the Data Protection Act 1998 and 2018. Data will be processed only to ensure that relevant persons act in the best interests of Project Five Academy, its staff and learners. The information provided will not be used for any other purpose.

## **Recusal**

When a conflict of interest has been declared, the relevant person will be expected to withdraw from any conversations or activities, which may be affected by the conflict. This is known as 'recusing yourself'. Any person attending a meeting who has declared a conflict of interest but fails to recuse themselves may be asked to leave by the Chair. Any person involved in the admission or assessment of learners who has declared a conflict of interest but fails to recuse themselves from activities relating to that learner may be subject to disciplinary action. If such a person is employed by Project Five Academy, the individual will be expected to follow disciplinary proceedings.

The key for managing conflict of interest is to inform Project Five Academy and be sure to recuse yourself from any activities, which may be questioned regarding the person or organisation from whom your conflict of interest arises.

## **Recognising conflicts**

Project Five Academy acknowledges that it is not always possible to pre-empt when a conflict of interest is likely to arise, and this policy is not designed to cover every eventuality. Generally, there will be a conflict of interest if an individual's interest and/or loyalties conflict with any of the regulated functions that Project Five Academy performs.

Project Five Academy will ensure that all staff and associates involved in decisions on the standards of the centre and the individual work of learners will have no personal interest in the centre or learner. All Project Five Academy staff and associates are required to sign a declaration stating any potential Conflict of Interest that has or may occur.

## **Responsibilities**

It is the responsibility of all persons, when involved in the development, delivery and awarding of Project Five Academy qualifications and other associated activities to:

- conduct their activities so that the aims of Project Five Academy are implemented;
- ensure that they make their role clear and separate this from their other functions, as far as is possible;
- monitor their activities, to maintain the integrity of Project Five Academy qualifications;
- recognise and report any potential or existing conflict.

The possibility of a conflict or potential conflict may be declared by any key stakeholder as an entity or any individual. Anyone involved in any way in the development and delivery of Project Five Academy qualifications must immediately inform Project Five Academy if:

- they are closely related to, or are teaching/training any learner who is preparing for a form of assessment;
- they receive scripts or other forms of work submitted for assessment from learners who are known by Project Five Academy at which they teach/train; or
- they are related to any person who is a director, employee or contractor of Project Five Academy; or
- their work for Project Five Academy would be affected by a personal interest or personal association in any other way.

### **The Board**

The ultimate responsibility for the Conflict of Interest Policy, dissemination of the policy and management of potential and actual conflicts of interest rests with the Project Five Academy Board of Directors.

### **Individual responsibility**

- i. Individuals within Project Five Academy have the responsibility for ensuring that they are familiar with the Conflict of Interest Policy and any guidelines.
- ii. All individuals will be required annually to read and understand the Conflict of Interest Policy.
- iii. The most important feature of the policy is the requirement that an individual disclose any activity that might give rise to a potential conflict of interest. If there is any doubt whether it represents a conflict of interest report it!
- iv. It is an individual's responsibility to complete any required conflict of interest training.

### **Responsible officer's division: monitoring and escalation**

- i. The Responsible Officer is responsible for escalating reports of actual or potential conflicts of interest to an appropriate level within the business and, when necessary, to the Board and the regulatory authorities.

### **Managing Conflicts**

In most cases, it is envisaged that simple measures will be enough to manage conflicts of interest. It may be that the activity can be managed differently so that conflicts of interest are avoided. In circumstances where the conflict of interest is fundamental and unmanageable, an individual will be prevented from undertaking specific activities.

### **Procedure for managing conflict of interest**

Procedure for managing Conflict of Interest Procedure for reporting and managing potential or existing conflicts is as follows:

- i. Annual Statement of Conflict of Interest form to be undertaken by all Project Five Academy staff and contractors.
- ii. The information given on the conflict of interest form is held in a register of interests' document which is maintained by the Centre Manager at Project Five Academy.

### **Resolution of Conflict**

In some cases, simple measures can be put in place – for example, the individual agrees that they will not be involved in making decisions. In other cases, a discussion will be needed to reach a decision about how the conflict will be managed. The circumstances of the disclosure will dictate who is involved in the discussion.

### **Decision**

Normally it will be sufficient to gain an undertaking from the individual or key stakeholder to conduct their responsibilities so that the integrity of Project Five Academy Qualifications is maintained, as well as their own integrity reorganise activities and/or key functions so that the conflict is mitigated.

If neither of the above steps is possible, another solution must be agreed. The solution should be in proportion to the nature of the conflict; in extreme circumstances, activities may need to be monitored or even restricted. The decision as to how the conflict is managed is final.

Alternative action could include referring the matter to [ILMRegulation@i-l-m.com](mailto:ILMRegulation@i-l-m.com) for advice and guidance.

### **Policy review date**

August 2021

## Equality and diversity policy

### Scope of policy

This policy is aimed at all Project Five Academy stakeholders including learners, awarding bodies, and other parties involved in any aspect of Project Five Academy qualification and endorsed learning provision including temporary and freelance staff.

### Policy statement

Project Five Academy is committed to promoting equality of opportunity for all staff, learners and stakeholders.

Strictly in accordance with the Equality Act (2010), we do not discriminate against anyone on the basis of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (protected characteristics).

The principles of non-discrimination and equality of opportunity also apply to:

- The way in which Project Five Academy staff and learners treat all visitors, clients, customers, suppliers and former staff members concerned with providing the Project Five Academy service.
- The way in which members of staff should treat one another.
- The way learners interact with others and with tutors/assessors in online platforms or classrooms, both in online and physical teaching sessions as well as examinations where applicable.
- The way in which tutors and assessors treat learners when providing guidance as well as marking and assessing any work submitted as evidence for assessment.

All staff and learners have a duty to act in accordance with this policy and treat others with dignity at all times, and not to discriminate against or harass other members of staff or learner, regardless of their status.

### Our commitments

Project Five Academy aims to create an environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. In order to achieve this, we ensure that:

- We seek to attract learners for our qualifications and courses from a diverse range of applicants regardless of their background. Decisions to enrol learners will be made solely based on their individual merits and the appropriate selection criteria for their chosen course/qualification.
- All assessments (and examinations) will be marked solely based on the relevant learning outcomes and any standards as set by the respective Awarding Body. Learners who request help from tutors will all be treated equally and fairly based on their individual learning needs and requirements.
- We collect equal opportunities information, in line with ILM learner registration requirements, through our registration and enrolment process. We review and analyse this information on a quarterly basis.
- Learners who require additional support or have special needs will be treated based on the provisions and application of the Reasonable Adjustment and Special Consideration Policy.

- This policy applies to all aspects of our relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.
- All staff and learners have access to a copy of this policy and information regarding equality and diversity. This includes covering diversity and equality as part of the induction process for all learners.
- All venues used for the provision of learning are compliant with a level of accessibility in line with the Equality Act 2010 and that anyone with disability access requirements can easily access Education. Please see Venue Minimum Standards Policy for further details.
- Any allegations of bullying, victimisation or harassment of any individual as contradictory to our policy will be investigated and disciplinary action will be taken where needed.

**Policy review date**

August 2021.

## Malpractice and maladministration policy

### Scope of policy

Project Five Academy is committed to ensuring access to fair assessment for all learners, to protecting the integrity of qualifications which we award, and to full compliance with the expectations of our awarding body and regulator. To that end, this policy is designed to define malpractice and maladministration, clarify the roles and responsibilities and outline the procedures that will be followed when there are issues of suspected malpractice.

### Definition of malpractice and maladministration

#### Malpractice

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the assessment process and/or the validity of certificates. Malpractice can include criminal offences such as bribery or falsifying of assessment records (fraud). Other examples would include failing to maintain the security of an assessment (e.g., by giving away exam questions or marking schemes), assisting learners in the production of projects and assignments so that the submission is not the learner's own work, and redacting or changing examination questions or assignment tasks, thus compromising the integrity of the assessment.

#### Maladministration

The term maladministration relates to any activity, neglect, default or other practice that results in Project Five Academy or Learner not complying with the specified requirements for delivery of the qualifications as set out in the relevant policies and procedures where applicable.

#### Staff malpractice

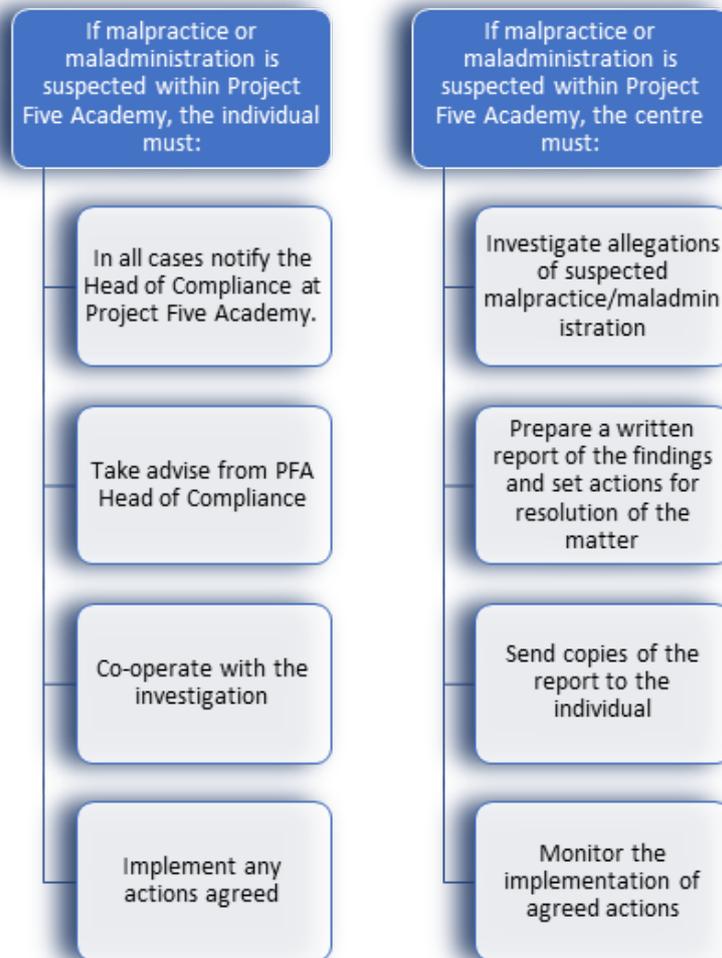
Malpractice committed by a member of Project Five Academy staff or contractor, or an individual appointed as a practical assistant to a learner.

#### Learner malpractice (academic misconduct)

Project Five Academy adopts the following definition of Learner Malpractice, or Academic Misconduct;

“Academic malpractice is any activity – intentional or otherwise - that is likely to undermine the integrity essential to scholarship and research. It includes plagiarism, collusion, fabrication or falsification of results, and anything else that could result in unearned or undeserved credit for those committing it.” (University of Manchester 2014).

## Malpractice and maladministration flow chart



## Duties and obligations

### Duties and obligations of centres

- It is the duty of all members of staff to report all suspected instances of malpractice and/or maladministration to the awarding body.
- It is the duty of all members of staff to supply any further information required by the awarding body in their investigations.
- All members of staff are reminded that failure to disclose malpractice or maladministration is in itself a form of malpractice.
- Learners are strongly encouraged to report all suspected instances of malpractice and/or maladministration to Project Five Academy in confidence.

### Reporting malpractice

Project Five Academy report all allegations or incidents of malpractice, actual or suspected to the City & Guilds, Investigation and Compliance team within 10 working days of it being reported to them and prior to the commencement of any internal investigation activity.

Anyone wishing to file a report of its occurrence by any of the following methods below. Anyone intending to file an incidence of Malpractice or Maladministration may wish to view Project Five Consulting's Whistle Blowing policy.

**By email:** [academy@projectfiveconsulting.co.uk](mailto:academy@projectfiveconsulting.co.uk)

### **Maintaining records**

All material collected during this process including the original information and any documents relating to the investigation will be kept secure. Information will be retained for up to 5 years.

If the outcome leads to invalid certificates, criminal or civil prosecution materials will be held until such time as the case is completed and time allowed for any appeals to take place.

### **Policy review date**

July 2021

## Plagiarism policy

### Scope of policy

This policy is aimed at all Project Five Academy stakeholders including learners, awarding bodies, and other parties involved in any aspect of Project Five Academy qualification and endorsed learning provision.

This policy provides:

- Definition and examples of plagiarism that might occur in connection with learners
- The process for preventing, investigating and dealing with Plagiarism along with the need for a formal declaration of authenticity by the learner

### Definition

Plagiarism has several definitions, but all have a common idea that it covers taking someone else's intellectual effort and presenting it as one's own. The JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures define plagiarism as: "unacknowledged copying from or reproduction of published sources or incomplete referencing;"

ILM's definition is that plagiarism is the unacknowledged incorporation into a learner's work or materials derived from published work by another person and presented as if it were the learner's own work. A strict interpretation could include the original ideas, as well as the actual words, produced by another. Unless the learner has submitted an extensive and unacknowledged paraphrase of another person's writings ILM will not include paraphrasing under the definition of plagiarism. Instead, assessors should reflect the incidence of any paraphrasing in the way they apply the mark scheme/assessment criteria. On the other hand, plagiarism will cover the direct and unacknowledged translation of foreign language texts into English.

Examples of plagiarism include:

- **Quoting verbatim** another person's work without due acknowledgement of the source;
- **Paraphrasing** another person's work by changing some of the words, or the order of the words, without due acknowledgement of the source;
- **Using ideas** taken from someone else without reference to the originator;
- **Cutting and pasting** from the Internet to make a pastiche of online sources;
- **Submitting someone else's work** as part of your own without identifying clearly who did the work; for example, buying or commissioning work via professional agencies such as 'essay banks' or 'paper mills', or not attributing research contributed by others to a joint project.

Plagiarism might also arise from **colluding** with another person, including another learner, other than as permitted for joint project work (i.e., where collaboration is concealed or has been forbidden). You should include a general acknowledgement where you have received substantial help, for example with the language and style of a piece of written work.

### Preventing plagiarism

During the induction session, learners are informed about plagiarism, this policy and receive guidance on how to reference appropriately. All learners complete a short plagiarism 'quiz' to help ensure they have understood what is required of them regards avoiding plagiarism.

Learners sign a 'declaration of authenticity' prior to the completion of any assessment work set by Project Five Academy, and therefore agree to the implications of plagiarising.

## **What happens if you are thought to have plagiarised?**

Project Five Academy regards plagiarism as a serious matter. Cases will be investigated, and penalties may range from deduction of marks to removal from our courses, depending on the seriousness of the occurrence. Even if plagiarism is inadvertent, it can result in a penalty.

Intentional plagiarism in this context means that you understood that you were breaching the regulations and did so intending to gain advantage in the assessments. Reckless, in this context, means that you understood or could be expected to have understood (even if you did not specifically consider it) that your work might breach the regulations, but you took no action to avoid doing so. Intentional or reckless plagiarism may incur severe penalties, including failure of the course and removal from any further Project Five Academy courses.

## **What ILM expect**

Teachers or assessors entering candidates for a qualification with a non-examination assessment component, must accept the obligation to authenticate the work which is submitted for assessment. Learners must confirm the work produced is solely theirs. Work without a signed learner authenticity statement must not be accepted. If plagiarism is discovered prior to the signing of a declaration of authentication the incident need not be reported to ILM, but will be dealt with by Project Five Academy, as to where appropriate action will be taken.

Project Five Academy are obligated to check assessments before submission as final versions to confirm;

- Learners have signed declaration of authenticity regarding that they have received guidance on plagiarism

If Learners final submission is submitted without a signed authenticity declaration ILM may commence a Malpractice investigation and the centre will be informed. Full details on the Malpractice process can be found within the Malpractice and Maladministration Policy on the ILM website.

If Learners are being investigated because there is cause for concern, they must be informed, and further submissions must be put on hold until the situation has been investigated and resolved.

## **Process: Plagiarism detected by Project Five Academy**

The following applies to Learner work at the point of final submission for assessment.

The learner will have signed a declaration of authenticity and the centre must abide by this policy and follow the ILM process.

If plagiarism is identified prior to work being externally verified, Project Five Academy's Head of Centre, or delegated authority, must conduct an investigation in line with the guidance found in ILM's Investigations Guidance document.

The investigation report and evidence will be reviewed by ILM and the outcome communicated to the centre and other relevant parties no more than 15 working days after receipt of the final investigation report. The report and any actions arising will be communicated to the Quality and Compliance Manager (QCM) and the External Verifier.

## **Action following the outcome of an investigation**

In most investigations into suspected plagiarism the decision may be made by a group of independent members of ILM authorised member of staff. The ILM Quality and Regulatory Group will oversee the investigation process and will ratify the outcome of each investigation.

If the investigation confirms that plagiarism has taken place, dependent on the gravity and scope, one or more of the following actions will be taken:

- Disallowing all or part of a learner/s assessment, examination, evidence or marks
- The learner/s certificates will not be issued, or previously issued invalid certificates for the learner/s will be withdrawn
- No further registrations will be accepted for the learner/s
- The Centre risk rating will be reviewed which could lead to increased centre visits and/or the imposition of sanctions. These sanctions could include the suspension of registrations, suspension of certification or suspension of centre approval and/or qualification approval or withdrawal of centre approval
- Implementation of an agreed improvement action plan

In addition to the above ILM may decide to take specific action against a learner dependent on the gravity and scope of the investigation outcome. This could include:

- Issuing the learner with a warning
- Barring a learner from registering on an ILM qualification or programme at any centre for a set period of time

**Policy review date**

August 2021

## Quality assurance policy

### Scope of policy

This policy is aimed at all Project Five Academy stakeholders including learners, awarding bodies, and other parties involved in any aspect of Project Five Academy qualification and endorsed learning provision. The person with overall responsibility and accountability for our Quality Assurance Policy is Tim Whitehill, Managing Director of Project Five Consulting Ltd.

### Policy statement

Project Five Academy are committed to ensure that management and assessment of our qualifications is valid and reliable and that learners who have shown can meet the standards of a qualification receive certification.

Our quality assurance procedures must also ensure consistency of standards over time for all qualifications.

### Quality assurance principles

Project Five Academy quality assurance system is based on the following principles:

- The quality assurance system should be understandable to stakeholders, effectively administered and cost effective to operate
- Qualifications should be accessible to all learners who have the potential to achieve them
- The criteria, which define the performance required of learners for them to achieve qualifications, should be appropriate to the purpose, explicit and in the public domain
- Each criterion should be unique and necessary, and should comply with the specifications for the qualification
- Assessment should be valid, reliable and practicable, and assessment results should be in line with the criteria for the qualification

### Quality assurance components

To ensure that the qualifications Project Five Academy offers are designed, delivered, and assessed to acceptable national standards, several quality assurance elements are set out, which are based on quality assurance principles. These elements underpin all Project Five Academy qualifications and underpin the mechanisms through which national standards are maintained.

Each element covers an area of assessment or quality assurance and is divided into requirement or criteria. The criteria set out the corresponding responsibilities of Project Five Academy and its centres.

Element	The Criteria Cover
Recognition as an approved centre with relevant awarding bodies	The management procedures which underpin the implementation and assessment of Project Five Academy qualifications in centres
Approval to offer specific qualifications	Resources required for the implementation and assessment of specific qualifications
Validation of qualifications	Ensuring that qualifications are fit for purpose
Internal verification of internal assessment	The process that ensures all internal assessments are valid and consistent

## Internal quality assurance

Project Five Academy recognise the importance of establishing and retaining standardisation of assessment requirements across subjects and levels. Internal quality assurance at centres must cover assessment decisions made by all assessors; assessment decisions to meet the criteria of the specifications; learner work that reflects the level of achievement and learner work that reflects certificate claims.

## Internal quality assurance key points

Project Five Academy have a commitment to recruit and select occupationally qualified team members and the provision for feedback, on-going support and development.

For all Project Five Academy learners, there will be a clear communications process covering key policies and information such as equal opportunity policies, special considerations policy and health and safety data protection.

To ensure the occupational competence of our staff, our internal verifiers are required to be qualified in:

- Level 3 Award in Understanding the Principles and Practices of Assessment, or
- Level 4 Understanding the Internal Quality Assurance of Assessment Processes and Practice, Internal quality assurance sampling strategy.

Sampling across all qualifications shall be managed in line with the Quality Assurance Sampling Strategy, as follows:

Project Five Academy's sampling strategy is based on the **CAMERA** rationale and the sample being representative. There is no overall fixed percentage ratio of sampling across qualifications; the sampling ratio will be based on individual risk. The risk assessment that will be carried out on each assessor will clarify the percentage of sampling relevant and plans will be adjusted accordingly.

Risk will be managed overall by the IQA Personnel who will review the sampling strategy in line with internal and external changes to ensure the quality of assessment is maintained. CAMERA should be used as a basis for sampling.

The risk rating should also be used as part of the performance management to help staff understand which level they are working at. CAMERA is an acronym for the sampling strategy.

<b>C</b>	Candidates	Ethnic origin, gender employed full time /part time, special requirements
<b>A</b>	Assessors	Experience, qualifications, workload, occupational experience, location, CPD
<b>M</b>	Methods of assessment	Questioning, observation, the evidence is RPL, product evidence Professional discussions assignments, projects, product evidence, written reflective reviews, oral presentations
<b>E</b>	Evidence types	Written confirmation that the evidence is valid, authentic, current and sufficient, problem areas, special requirements
<b>R</b>	Records	Reports from assessors, correct assessment practice, internal quality assurance records, learner portfolios and files
<b>A</b>	Assessment Locations	Workplace assessments, other assessment locations

Project Five Academy commits to Internal Quality Assessment which is achieved through the sampling of assessments. A minimum of 20 per cent of assignments in any one programme will be sampled. A representative spread of assignments will be subject to second marking.

The sample includes:

- Monitoring at interim or summative stages of the programme
- All centre marked assessment components
- All centre marked assessment methods
- A representative spread across registered candidates
- Decisions from all assessors

The registration lists are used to pre plan the internal quality assurance samples of each marked assessment of the qualification and will indicate which candidates work will be selected for internal quality assurance checks.

This plan is sent to the External Verifier in order that they can establish their external quality assurance sampling plan.

The sampling plan is revised when changes take place with Assessors or candidates

### **Assessments**

Monitoring is to occur at interim and summative stages of the programme.

Project Five Academy will ensure that candidates are aware of:

- The qualification they are working towards and the associated assessment process
- The progress that they are making towards achievement
- Their own role in meeting the assessment requirements
- The role of the assessors and verifiers
- The appeals procedure
- How to request additional support for learning needs that are unable to be met

### **Assessment judgements – standardisation**

Assessors participate in review meetings with the programme Course Leader to discuss assessment issues and standardisation.

- Copies of the ILM specifications and the assessment requirements for each unit assessed
- All information produced by Project Five Academy in connection with the assessment process including guidance to candidates, records and report forms.
- Information about the Project Five Academy Appeals Policy, Health and Safety statement, Equality Statement and Internal Quality Assessment Strategy and any other applicable policies within the Centre
- Details about ILM and the appointed External Verifier/s.
- Information about the candidates including special learning or assessment needs

All new assessors will undergo training, induction and mentoring. All assessors will receive feedback following the completion of internal quality assurance activities and external verification.

**External quality assurance**

ILM shall appoint an External Verifier to conduct external quality assurance inspections in accordance with ILM's External Quality Assurance policies and processes.

**Monitoring**

Project Five Academy monitor and review all quality assurance processes and procedures annually.

Next policy review date is April 2021.

# Reasonable adjustments and special considerations policy

## Introduction

This policy document provides guidance on reasonable adjustment and special consideration in vocational internally assessed units.

Project Five Academy complies with the Equality Act (2010) and this guidance aims to exceed the requirements of the Equality Act to allow fair access to vocational qualifications and ensure learners are not disadvantaged.

Project Five Academy aims to facilitate open access to vocational qualifications for learners who are eligible for reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured. All prospective learners will be asked to identify any reasonable adjustments or special considerations at the enrolment stage of their learner journey.

## Scope of policy

This policy is aimed at all Project Five Academy stakeholders including learners, awarding bodies, and other parties involved in any aspect of Project Five Academy qualification and endorsed learning provision.

## Policy statement

This policy has been established to maintain compliance with all regulatory conditions and criteria.

This policy is designed to assist all learners who are registered with Project Five Academy and who require additional support during the examinations (pre-assessment special considerations) or whose performance is affected by extenuating circumstances (post-assessment special considerations) such as illness during, or immediately prior to, the examination.

## Reasonable adjustment

Reasonable adjustment helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the validity or reliability of assessment outcomes, but may involve:

- Changing usual assessment arrangements
- Adapting assessment materials
- Providing assistance during assessment
- Re-organising the assessment physical environment
- Changing or adapting the assessment method
- Alternative ways of presenting responses
- Using assistive technology.

Reasonable adjustments for internally assessed units must be approved by Project Five Academy's ILM Quality Manager prior to any further progress from the individual learner. As each learner's circumstances are likely to be different, each case should be reviewed separately.

The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners and be available for external quality assurance, where required. The key to reasonable adjustment is that it must never affect the validity or reliability of assessment, influence the outcome of assessment or give the learner(s) in question an unfair assessment advantage.

For all application of reasonable adjustment that has been made, records shall be kept and made available for scrutiny by the awarding body.

Where we are unsure about a learner's ability to achieve the assessment criteria or it is felt that the proposed reasonable adjustment may affect the validity or reliability of assessment, the matter shall be referred to the awarding body.

### **Special consideration policy**

Special consideration is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of assessment. Special consideration cannot give the learner an unfair advantage, nor must its use cause the user of a certificate to be misled regarding a learner's achievement. The learner's results must reflect real achievement in assessment and not potential ability. To this end, special considerations can only be a small post-assessment adjustment to the grade or outcome.

A learner who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:

- Performance in an assessment is affected by circumstances beyond the control of the learner, e.g., recent personal illness, accident, bereavement.
- Alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate.

A learner will not be eligible for special consideration if:

- No evidence is supplied that the learner has been affected at the time of the assessment by a particular condition.
- Any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence.
- Preparation for a component is affected by difficulties during the course, e.g., disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

It is also important to note that it may not be possible to apply special consideration in instances where:

- Assessment requires the demonstration of practical competence
- Criteria must be met fully
- Units/qualifications confer license to practice.

Given the nature of internally assessed units within vocational qualifications, where there is no single fixed assessment date, learners shall be given the opportunity to complete the assessment at a later date. Where circumstances have led to a learner not being able to complete a significant amount of evidence it may be more appropriate for the learner to be certificated on a smaller sized qualification within the same level.

Project Five Academy's decision regarding special consideration will be based on various factors, which may vary from learner to learner, and from one subject to another. These factors may include the severity of the circumstances, the date of the assessment, the nature of the assessment (e.g., practical, oral presentation, etcetera).

Normally, where evidence of extenuating circumstances is provided by the candidate, he/she will have the opportunity to take the assessment at a later date as if for the first time, with no cap on

their marks, since to preserve the integrity of awards candidates must demonstrate achievement of learning outcomes. An application for post-assessment special consideration will therefore rarely result in an adjustment to the marks given and will not change the assessment criteria applied by the examiner for the examination in question.

An application for post-assessment special consideration should be made in writing to Project Five Academy on [academy@projectfiveconsulting.co.uk](mailto:academy@projectfiveconsulting.co.uk).

### **Recruiting with integrity**

It is vital that Project Five Academy recruit with integrity onto all qualifications. Project Five Academy ensures that learners have the correct information and advice on qualifications they may wish to follow and that the qualifications will meet their needs.

The recruitment process shall assess each learner on their potential to successfully complete the assessment and achieve the qualification, checking the learning outcomes and assessment criteria of mandatory units as well as selecting the most appropriate route of optional units, where applicable.

Where the recruitment process identifies that the learner may not be able to demonstrate attainment and thus gain achievement in all parts of assessment for the selected qualification, this shall be communicated clearly to the learner. A learner may still decide to proceed with studying a particular qualification and not be entered for all or part of the assessment.

Project Five Academy shall ensure that learners are aware of:

- The range of options available, including any reasonable adjustments that may be necessary, to enable the demonstration of attainment across all required assessment
- Any restrictions on progression routes to the learner as a result of not achieving certain outcomes.

### **Project Five Academy responsibilities**

Project Five Academy ensure that all candidates have equal opportunities to reach their full potential. In some instances, candidates may require adjustments to the assessment process to give them an equal opportunity.

In making such adjustments, Project Five Academy must be satisfied that over-compensation does not occur which gives a candidate who has an adjusted assessment process an unfair advantage over other candidates.

### **Policy review date**

August 2021

## Recognition of prior learning policy

### Scope of policy

This procedure applies to all key stakeholders engaged with the Project Five Academy qualifications.

### Definition of Recognition of Prior Learning (RPL)

“Recognition of Prior Learning (RPL) is a method of assessment [leading to the award of credit] that considers whether Learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so not need to develop through a course of learning.” (Ofqual)

RPL policies and procedures have been developed over time which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA).

These terms broadly describe the same process. For all intent and purposes, Project Five Academy uses the term Recognition of Prior Learning (RPL).

### When to use RPL

The RPL process is relevant where a learner has evidence of having previously learnt something but has never received formal recognition for it through a qualification or other form of certification.

Evidence can draw on any aspect of a Learner’s prior experience including:

- Education and training
- Work activities
- Community or voluntary activities.

### Assessment of RPL evidence

Evidence obtained through the RPL process must be assessed to the same rigorous quality as evidence obtained through any other process. In no circumstance does the RPL process mean that any required qualification summative assessments can be avoided e.g., practical/theory tests or assignments.

It remains the role of Assessors to ensure that assessment criteria are only deemed to have been met where evidence is:

#### **Valid**

Does the evidence genuinely demonstrate that the demands of the assessment criteria have been met? For RPL, currency of evidence will be of particular concern. Does, for example, the evidence meet up-to-date demands or is it representative of practice that has significantly changed?

#### **Authentic**

This involves consideration of whether the evidence being assessed is genuinely the work of the Learner. For example, the evidence may have been produced by somebody else, or may be the result of the work of a team. In the latter case, this would be acceptable if the assessment criteria were related to team / joint working, but not if it was being used as evidence of an activity which should have been carried out individually.

### **Sufficient**

There must be enough evidence to fully meet the requirements of the assessment criteria or learning outcomes being considered. If there is insufficient evidence to fully meet requirements, then evidence obtained through RPL must be complemented by additional evidence gained through other suitable assessment method(s) before requirements/outcomes can be said to have been met.

### **Reliable**

The evidence obtained through RPL should be such that an Assessor would arrive at the same assessment decision, were the assessment to be repeated.

### **Outcomes of RPL**

If individuals can produce relevant evidence that meets assessment criteria requirements, then recognition can be given for their existing knowledge, understanding or skills.

- If an individual can demonstrate that they meet all the learning outcomes and assessment criteria in a unit, then they can claim credit for that unit solely on the basis of their RPL achievement.
- If evidence from RPL is only sufficient to cover one or more learning outcomes or assessment criteria, or to partly meet the need of a learning outcome or assessment criteria, then additional assessment methods should be employed to generate sufficient evidence on which to base a safe assessment decision.
- Evidence used for RPL is not time-limited, but assessors must determine whether it is valid and authentic. RPL may be used in conjunction with other assessment methods such as professional discussion or observation to assess current performance.
- Evidence from RPL is similar to that derived via any other acceptable assessment method. This means that where the standard of a unit is met by evidence obtained wholly or partly from RPL, credit can be claimed.

### **RPL process**

Applications for RPL should be made by the learner to [academy@projectfiveconsulting.co.uk](mailto:academy@projectfiveconsulting.co.uk).

Project Five Academy shall ensure that:

- The RPL process is carried out by a member of staff with relevant levels of expertise to meet Project Five Academy requirements.
- Methods of assessment used will be determined by the assessment strategy for the qualification being assessed and might, for example, include:
  - Examination of documents
  - Expert witness testimony
  - Reflective accounts
  - Professional discussion
- The RPL assessment should be carried out as an entire process.

This means that the Assessor should:

- Plan with the Learner
- Make a formal assessment decision

- Feedback assessment decisions to the Learner, confirming decisions and giving guidance on the available options (particularly in situations where the decision has been not to award credit)
- Maintain appropriate records
- Ensure that Learners are aware of their right to access the appeals process should they feel the assessment decision was unfair.

The Assessor must ensure that all learning outcomes and assessment criteria being claimed are covered and that records of assessment are maintained in the usual way. The process must be subject to the same quality assurance requirements as any other assessment method.

### **Clarification of related terms**

Terms in this section

A range of terms and processes are frequently confused with RPL including:

- Equivalent Units
- Credit Accumulation and Transfer & Credit Transfer
- Qualification Legacy
- Predecessor Qualification
- Shared Units

### **Exemptions**

Exemptions allow the recognition of qualifications (i.e., formally recognised achievements) obtained outside of the qualification's framework. However, unlike RPL, they do not attract credits as the skills, knowledge and/or competences described in the unit will already have been recognised.

### **Equivalent Units**

Equivalent units are different qualification framework units which, are judged to be equal to, or greater than the content of another. An equivalent unit needs to be of the same credit value (or higher) and the same level (or higher).

### **Policy review date**

July 2021

## Venue minimum standards policy

### Scope of policy

This policy is aimed at all Project Five Academy stakeholders including learners, awarding bodies, and other parties involved in any aspect of Project Five Academy qualification and endorsed learning provision.

### Policy statement

Project Five Academy are committed to ensure that management and assessment of our qualifications is valid and reliable and that learners who have shown can meet the standards of a qualification receive certification.

Our quality checks for every hired venue space we use coincide with our assurance procedures to ensure consistency of standards over time for all qualifications.

### Venue minimum standards

Project Five Academy venue quality assurance is based on the following principles:

- The quality assurance system should be understandable to stakeholders, effectively administered and cost effective to operate
- All venues must meet our relevant criteria
- All venues must be accessible for all learners within a reasonable travel distance from public transport.
- All venues must have an up-to-date Health and Safety policy in line with the Health and Safety at Work Act 1974.
- All venues must be compliant with level of accessibility in line with the Equality Act 2010, that anyone with disability access requirements can easily access Education.
- Under the Regulatory and Reform (Fire Safety) Order 2005, which applies in England and Wales and under the Fire (Scotland) Act 2005 as amended, and the Fire Safety (Scotland) Regulations 2006, all venues must provide a fire safety risk assessment prior to booking.
- An assessment of the venue and all appropriate fire escapes will be made prior to booking a hired venue, and on the day of the event to ensure all members of staff are familiar with the emergency exit routes and muster points.
- At least one member of Project Five Academy staff presenting or organising an event will be first aid trained and understands how to act in an emergency. If this isn't possible, we will ensure that the venue staff have a qualified first aid trainer and frequently updated first aid materials.
- According to the Equality Act 2010 all venues will have easily accessible toilets for those with disability access requirements.
- All venues must provide clean and fresh water inside all conference spaces that we are occupying.
- All venues must have appropriate ventilation for our delegates to ensure they can easily access fresh air optimising their abilities to learn.

- We request evidence from all venues that these resources are maintained
- Site visits are taken out prior to booking to assess and decide whether our venues meet these requirements

### **Quality assurance**

Project Five Academy will appoint individuals who are occupationally and professionally competent to ensure all venues meet our specific requirements. The purpose of such activities shall ensure:

- All venues to have appropriate levels of resources to support the delivery of the qualification, including both physical resources and staffing
- All hired venues have an easily accessible room suitable for delegates with specific access requirements
- Health and safety documents are provided to us prior to booking a hired venue
- Risk assessments and site visits are undergone prior to booking a hired venue to ensure all scenarios are considered.
- All catering facilities must be able to cater for anyone with specific dietary requirements
- Academy Programme Manager to quality check all venues to ensure they meet our requirements

### **Policy review date**

July 2021

**ENDS**