MH Associates Training Limited
Policies and Procedures

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Contents

Policies and procedures

Appeals policy

Scope
This policy applies to training programmes based on DfT syllabuses. It should be read in conjunction with all other policies in this Manual, particularly:
- Assessment policy
- Equality policy
- Malpractice policy
- Data protection policy
- Complaints and whistleblowing policy

An appeal is a request from a trainee to revisit an assessment decision which they consider is disadvantaging them.
This policy sets out our commitment to trainees who wish to enquire, question or appeal against an assessment decision.

Our commitment
We show transparency and fairness in our assessment practices by allowing anyone who feels this is not achieved the right to appeal.

Our procedures
We provide our training and assessment staff with the expertise needed to comply with this policy and related procedures.
We provide our stakeholders with details of how to appeal an assessment decision. This includes:
- contact details of a named representative
- the timescales for any investigation to be undertaken
- the timescales for the outcome to be communicated
- the process to follow if the outcome is deemed to be unfair, including the ultimate right of appeal to the CAA

***Guidance** - Policies and procedures may be called by other names or be combined into other documents. If using a grievance policy to demonstrate malpractice, complaints, and appeals, this must specifically reference training and assessment.*

We have clear, consistent and transparent procedures for trainees to enable them to enquire about, question or appeal an assessment decision, including requests for reasonable adjustments or special consideration.
We provide information to trainees at induction and prior to each summative assessment, of the contents of this policy and related procedures.
We ensure that any appeal is recorded, and documentation is retained for 3 months following the resolution of the appeal.
We maintain confidentiality of any trainee information related to an appeal.
We take appropriate action to protect the interests of other trainees and the integrity of the training, when the outcome of an appeal questions the validity of other results.
We will monitor our compliance with this policy by collecting data through trainee and employee applications, feedback and outcomes.

Stage 1
The trainee is responsible for initiating the appeal procedure.
An appeal must be made within seven days of receiving feedback on an assessment by email. There will then be an informal discussion between the instructor/assessor and trainee.
The discussion must take place within seven days of the request.
A note of the discussion must be maintained by the instructor/assessor.
If the issue is not resolved, move to Stage 2.

Stage 2
The trainee is responsible for initiating the second stage of the appeals procedure:
The trainee must complete the *Appeal Against an Assessment Decision Form* and submit to Jennifer Henry within seven days of the informal discussion.
Jennifer Henry reviews the assessment. If Jennifer Henry has already reviewed the assessment as part of the sampling process, the appeal should move to Stage 3.
Jennifer Henry completes the *Appeal Against an Assessment Decision Form* and responds to the trainee and instructor/assessor within seven days of the appeal.
The trainee acknowledges the recommended outcome and signs the form. If resolved, no further action is required. If unresolved move to Stage 3.

Stage 3
The appeal is now escalated to Nick Henry

Appeal Against an Assessment Decision

This form should be completed by a trainee wanting to appeal against an assessment decision. The appeal must be made by the trainee.

Name of Trainee:	
Syllabus:	**Assessment Details:**
Please state the grounds for appeal:	
Trainee declaration	
Signature:	**Date of signature:**
Investigating IQA: P.Jones	
Summary of information obtained: **Outcome of appeal:** **Next step:**	
Signature:	**Date of signature**:
Trainee acknowledgement	
Signature:	**Date of signature:**

Assessment policy

Scope and context

This policy document provides information about how we will assure the quality of the assessments we make for the syllabuses we are registered to deliver. It should be read in conjunction with all other policies in this Quality Guidance Manual, particularly:

- Equality policy
- Malpractice policy
- Data Protection policy
- Appeals policy
- Complaints and Whistleblowing Policy

Our commitment

We adopt best practice principles of assessment including:

- quality assured assessment systems and practices
- standards based, and criterion referenced assessment
- monitoring and evaluation of assessment
- appeal procedures
- review and improvement mechanisms

We will ensure:

- our assessment design meets syllabus requirements
- our policies and practices support fair and consistent assessment with trainees
- our assessment decisions are accurate and consistent across assessors
- our assessors are consistent in their interpretation and applications of DfT syllabuses
- we maintain a documented audit trail to enable certification and distribution to trainees
- we monitor, review, and evaluate our courses, their delivery and assessment, for continuous improvement

Assessment planning

We will ensure that we:

- produce a coordinated assessment plan that includes assessment timings and ensures full coverage of assessment requirements whilst avoiding over-assessment
- provide trainees with opportunities for formative assessment which supports their learning
- select assessment methods appropriate for the syllabus and trainees
- use language and expressions appropriate to the needs of trainees in all assessment materials
- ensure that assessors are conversant with the content and standards that are required
- have a planned approach to quality assurance, ensuring that all assessment materials are quality assured before presentation to trainees

Recognition of prior training

Where it meets requirements of the syllabus, assessment processes will recognise prior learning/training. We will use the following to identify prior learning/training:

▪ Recruitment records.
▪ Pre-course questionnaire/interview.
▪ Training support needs assessment during course induction.

Making assessment decisions
▪ We ensure the following good practice principles apply:
▪ sufficient authenticated evidence is gathered upon which to make an assessment decision
▪ assessment marking is consistent/ reliable across our assessors
▪ assessment decisions are internally quality assured
▪ accurate and reliable records of trainee progress is produced and maintained
▪ a system operates for trainees wishing to appeal the outcome of an assessment

A risk management strategy is implemented that includes:
▪ sampling of assessment materials and assessment decisions
▪ standardisation
▪ a process for monitoring, reviewing and evaluating assessment from both trainees and stakeholders' perspectives
▪ accurate documentation leading to a clear audit trail

Providing feedback

We ensure:
▪ processes are in place to ensure clear results are given to trainees
▪ constructive formative feedback as appropriate is given to trainees
▪ feedback is specific, measurable, achievable, realistic and time bound
▪ feedback is documented and reviewed to ensure it is effective

Security

We ensure that systems are in place for the secure recording, storing and accessing of trainees' assessment records.

Provision of resources

We ensure that appropriate physical, technological, financial and human resources are available to support fair assessment and to cater for the needs of trainees.

Trainee roles

In order to meet our policy requirements for fair assessment, trainees also have responsibilities to:
▪ follow the required procedures for fair and consistent assessment
▪ engage with assessment information to ensure familiarity with requirements including authentication, deadlines and standards
▪ request an alternative means of assessment if it is shown that the planned assessment method does not provide opportunity to demonstrate that they have reached the required standard
▪ appeal against assessment decision through this policy and procedure

Complaints and whistleblowing policy

Scope

This policy applies to training courses based on DfT syllabuses. It should be read in conjunction with all other policies, particularly:

- Assessment policy
- Equality policy
- Malpractice policy
- Data protection policy
- Appeals policy

A complaint relates to any dissatisfaction with the provision of our training that has been drawn to the attention of a member of the training team but where the complainant is not satisfied with the outcome.

Whistleblowing relates to disclosures regarding any action that an individual considers to be illegal, unethical or not in line with company policies. In legal terms, whistleblowing relates to workers, however we will recognise disclosures from any trainees, members of staff or the public.

Our *Appeals policy* addresses issues with assessment decisions and is not within the scope of this policy.

The purpose of this policy is to demonstrate our commitment to ensuring any concerns and complaints are dealt with efficiently and that we operate to the highest standards of openness, honesty and accountability.

Our commitment

We aim to always ensure trainee and stakeholder satisfaction. Anyone involved in any aspect of the delivery, assessment and outcomes has the right to complain if they are dissatisfied about any aspect of the service they receive.

Our procedures

We ensure that our staff are fully conversant with our policy and how to follow the procedures. We:

- informally discuss any concerns with trainees or other stakeholders with a view to resolving concerns before a formal complaint is made
- only address a formal complaint when informal discussions and actions do not resolve the issue and if the stakeholder makes a request to do so
- follow our complaints and whistleblowing procedure to ensure timely and transparent decisions are made and so that any required actions can be carried out without adverse effect on trainees' progress
- ensure that any complaints and disclosures are handled confidentially and only provide to others the information needed to carry out a full investigation and make a response

▪ ensure that any documentation related to the complaint is maintained confidentially - full details will only be held for 3 months after the resolution of the complaint
▪ anonymised details of a complaint will be maintained for 1 year after resolution of the complaint to contribute to our continuous improvement process
ensure that any complaint or disclosure made in good faith will not disadvantage the complainant or lead to victimisation
▪ monitor complaints and disclosures we receive to review our service and contribute to continuous improvement

***Guidance** - If using a grievance policy to demonstrate malpractice, complaints, and appeals, this must specifically reference training and assessment.*
Where policies refer to a final stage of the process this could be a senior leader, or external third party (e.g. ACAS). – You should seek prior permission from the person/organisation you choose to use here.

Stage 1
This process only applies after an informal discussion has taken place.

- ▪ The complaint/disclosure must be made to Jennifer Henry. Complaints must be made using the *Complaint Form.* Disclosures must be made by email. If the complaint/disclosure relates to Jennifer Henry, initial communication should be made to Nick Henry or Keiron Holley.
- ▪ Jennifer Henry carries out an investigation, collating all relevant evidence.
- ▪ Jennifer Henry completes the Complaint Form for complaints or sends an email for disclosures and responds to the individual within seven days of the complaint/disclosure.
- ▪ The individual acknowledges the recommended outcome and signs the form (or responds by email in respect of Disclosures). If resolved, no further action is required. If unresolved move to Stage 2.

Stage 2
The complaint/disclosure is now escalated to Nick Henry who will review the evidence and decision. They will then contact all parties with their final decision. Their decision is final.

Complaint Form

This form should be completed by the person wanting to make a formal complaint. It should be used only after an informal discussion has taken place.

Name of Complainant:	
Please give details of the initial discussion that has taken place: **Who was engaged in the discussion?** **When did the discussion take place?**	
Please state details of the complaint:	
Signature:	**Date of signature:**

Investigating Officer:	
Summary of information obtained: **Outcome of complaint:** **Next step:**	
Signature:	**Date of signature:**
Complainant acknowledgement: I have received the details of the investigation and outcome of the appeal. ☐ I accept the recommended outcome of complaint ☐ I wish to progress my complaint to the CAA	
Signature:	**Date of signature:**

Data protection policy

Scope
This policy applies to training programmes based on DfT syllabuses. It should be read in conjunction with all other policies in this Quality Guidance Manual, particularly:
▪ Assessment policy
▪ Equality policy
▪ Malpractice policy
▪ Appeals policy
▪ Complaints and whistleblowing policy
This policy relates to the requirements under the Data Protection Act 2018

Our commitment

We are committed to best practice in ensuring the protection of data in relation to our stakeholders (employees, trainees, contractors). We will process and protect personal data in line with the related legal and regulatory requirements and will:

▪ ensure all of our staff are trained in their requirements under the relevant legislation and regulations
▪ maintain an electronic record of training courses that may also be used to compile statistics, or to assist the CAA to do so, provided that no statistical information would identify an individual
▪ only collect the personal data we require to meet our regulatory requirements under relevant legislation and to provide the best service and support to trainees
▪ keep personal data for only as long as necessary and keep it safe from unauthorised processing and accidental loss, damage or destruction
▪ ensure the personal data we hold is accurate and current. We will ensure that personal data held is monitored on a regular basis and make changes in a timely manner
▪ allow stakeholders to access any personal data we hold on them, subject to a written request to Jen Henry. We will respond to requests within Jen Henry working days, unless there is a valid reason for a delay. Any delays will be explained in writing by Jen Henry.
▪ ensure our stakeholders are aware of their responsibilities under the General Data Protection Regulation during induction and through trainee handbooks and the quality manual
▪ store materials containing personal or protectively marked information securely - if the materials are no longer needed we dispose of them securely

Equality policy (including accessibility)

Scope
This policy applies to training programmes based on DfT syllabuses. It should be read in conjunction with all other policies in this Quality Guidance Manual, particularly:

▪ Assessment policy
▪ Malpractice policy
▪ Data Protection policy
▪ Appeals policy
▪ Complaints and whistleblowing policy

The scope of this policy covers discrimination on the grounds of sex, gender, marital status, civil partnership, physical status or any disability, racial or ethnic origin, nationality, creed or religious belief, sexual orientation, age, pregnancy and maternity/paternity or employment status. It applies to our employees, trainees and other stakeholders.

This policy shows how we comply with the Equality Act 2012.

This policy includes reference to reasonable adjustments and special consideration.

▪ Reasonable adjustments refer to maximising the potential for all trainees to participate in assessment by making interventions before training and/or assessment commences.
▪ Special consideration refers to actions taken after an assessment, as a result of unforeseen circumstances outside the control of the trainee, to ensure they achieve their potential outcome.

Our commitment

We are committed to equality in all our engagements with stakeholders (employees, trainees, contractors). Our expectation is that all stakeholders promote equality and challenge any suggestion of discrimination. We expect all stakeholders to ensure everyone is included and that no trainee or group of trainees is disadvantaged.
We treat all trainees as individuals and provide all reasonable support to enable them to successfully complete their training course and related assessment/s.

Our procedures

We provide our training and assessment staff with the skills needed to comply with this policy. This includes the ability to:

▪ identify discriminatory behaviour
▪ identify trainees with support needs;
▪ support trainees with specific needs;
▪ manage reasonable adjustments and special considerations

We ensure that any recruitment practices, including entry requirements, take account of the potential for anti-discrimination and we publish our commitment to equality in any materials promoting our training.

We provide our stakeholders with details of how to raise issues related to equality via our complaints policy.

We work with trainees to determine any specific support needs they may have by:

- identification at recruitment stage
- asking them to complete a self-declaration
- ensuring that our instructors can identify specific learning needs through a diagnostic activity during a course introduction
- ensuring that our instructors review trainee progress through formative assessment with a view to identifying specific learning needs through a diagnostic activity

We ensure our induction and review processes for instructors and trainees include reference to this policy.

We are inclusive in the way we provide support and endeavour not to highlight to others any individual's support needs. We ensure that details of support needs and support provided are recorded. Documentation is retained for X months following end of employment/training.

We work with individuals to remove, where practical, barriers to achievement. Details of any special considerations and reasonable adjustments will be recorded and made available to the CAA if requested.

We use recruitment and trainee review processes to review the provision of resources required to support training and assessment, and ensure we have in place appropriate physical resources to support trainees.

We maintain confidentiality of any trainee information related to additional support needs.

We monitor our compliance with this policy by collecting data through trainee and employee applications, feedback and outcomes.

We ask all of our stakeholders to affirm their commitment to equality and diversity during induction for trainees through the application process, when signing contracts of employment, induction and during performance review meetings for training provider staff.

We expect our stakeholders to treat people as they would like to be treated – fairly, equally, with courtesy and respect, challenging inappropriate behaviour, being open and honest in dealing with other people and organisations, protecting personal privacy and keeping commercial confidence.

Reasonable adjustments

Where reasonable adjustments are notified by stakeholders, trainees, or identified through diagnostic assessment, we will work with the trainee to provide reasonable adjustments to support their training needs. We will conduct a meeting with the trainee to discuss their needs and where possible produce an individual training action plan to provide a commitment to the trainee, inform instructors/assessors, and to retain on the trainees record for future training.

To support a trainee who request/requires reasonable adjustments during training we will, based on their needs provide:

▪ handouts on a coloured paper suited to their needs
▪ coloured overlays for computer work suited to their needs
▪ large font handout
▪ alternative methods to display information
▪ access to the presentation slides in advance on paper
▪ a reader/translator
▪ 1-2-1 additional support
▪ the use of a dictionary
▪ computer software to provide an audio transcript
▪ a suitable location in the training rooms as identified by the trainee

If we do not believe an adjustment is reasonable, we will explain the reason for our decision and allow the trainee to appeal the decision by following our *complaints policy*.

To support a trainee who request/requires reasonable adjustments during assessments we will, based on their needs provide:

▪ written assessments on a coloured paper suited to their needs ▪ coloured overlays for computer work suited to their needs
▪ large font assessments
▪ additional time during assessments
▪ alternative methods to display information ▪ a reader/translator/scribe
▪ the use of a dictionary
▪ computer software to provide audio transcript
▪ a suitable location in the assessment room as identified by the trainee ▪ a separate room to allow quiet concentration
▪ an alternative method for conducting the assessment

If we do not believe an adjustment is reasonable, we will explain the reason for our decision and allow the trainee to appeal the decision by following our *complaints policy* prior to an assessment being undertaken, or after an assessment is undertaken via our *appeals against an assessment decision policy*.

Special considerations

A trainee may make a request for special consideration following an assessment by contacting the bookings email address with the reason for the request and evidence to support the request being made.

Jen Henry will consider each request on a case by case basis and outline in writing the decision and recommended actions. Where a case is declined there will be no recommended actions. Should a trainee wish to appeal a decision they should follow the *appeals against an assessment decision policy.*

The following is a list of acceptable special considerations:

▪ Bereavement – death of close relative/friend/significant other.
▪ Serious short-term illness or accident.
▪ Significant adverse personal/family circumstances.
▪ Significant disruption of an examination.
▪ Other significant exceptional factors for which there is evidence of stress causes.

We will not accept requests where the reasons for requesting special considerations include:

▪ a clear case that circumstances relied on were foreseeable or preventable ▪ pressures of other paid work
▪ holidays
▪ claims that trainees were unaware of the dates or times of examinations
▪ poor time management

Malpractice policy

Scope
This policy applies to training programmes based on DfT syllabuses. It should be read in conjunction with all other policies in this Quality Guidance Manual, particularly:

▪ Assessment policy
▪ Equality policy
▪ Data Protection policy
▪ Appeals policy
▪ Complaints and whistleblowing policy

Our commitment

Valid and reliable assessment occurs when trainees present authentic and current evidence of their knowledge, understanding and skills which are assessed by assessors against specified standards.
The purpose of this policy is to limit the threat to the integrity of those assessment decisions.

Our procedures

▪ We inform trainees and stakeholders what constitutes malpractice.
▪ We inform trainees and stakeholders of the implications of malpractice.
▪ We regularly review our procedures and documentation to minimise the risk of malpractice.
▪ We ask our trainees to confirm the authenticity of all evidence submitted for assessment by signing an authenticity statement.
▪ Where malpractice is suspected, a formal procedure is to be followed.

Malpractice procedures

▪ Trainees are provided with examples of malpractice during induction.
▪ Trainees are provided with information to support their use of appropriate

referencing of sources (Where appropriate).
▪ Instructors/assessors are trained on how to identify malpractice.
▪ Team meetings are used to assess the risk of malpractice through the design of summative assessment activities.
▪ Trainees sign a declaration of authenticity when any evidence is submitted for summative assessment.
▪ A standard, time limited, sequenced and documented process for the training provider and trainee to follow when malpractice is suspected will be used.
Where malpractice from a trainee is suspected:

Stage 1
The individual will be notified of the issues and possible consequences. This will be added to the assessment feedback sheet. The trainee will have the opportunity to present a case to Jen Henry.

Jen Henry will be notified of the issues. Jen Henry investigates by;

▪ scrutinising evidence
▪ discussing with the instructor/assessor
▪ discussing with the trainee

Jen Henry makes a decision and informs both the trainee and instructor/assessor and a sanction. Sanctions include;

▪ a warning
▪ a fail grade given to the summative assessment with no opportunity for resubmission
▪ a fail grade given to the summative assessment with an opportunity for resubmission
▪ exclusion from the course

A record of the process, the evidence and the conclusion will be maintained and contribute to the training programme review and evaluation.

Stage 2

If the trainee disagrees with the outcome of the investigation by Jen Henry and/or the sanction to be applied, they must submit an appeal to Nick Henry.
Nick Henry review will include;

▪ a scrutiny of all documentation
▪ an interview with the trainee
▪ an interview with the instructor/assessor
▪ an interview with the IQA

Nick Henry makes a decision and informs the trainee, instructor/assessor and Jen Henry.

A record of the process, the evidence and the conclusion will be maintained and contribute to the training programme review and evaluation.

Stage 3
Where the trainee disagrees with the outcome of the investigation, they should contact Nick Henry with their reasoning who will reassess. They will review all evidence and contact all parties with their decision. Their decision is final.

Examples of malpractice by trainees

Plagiarism of any nature, for example:

▪ Taking extracts from another person's work, published or unpublished without using quotation marks and/or acknowledging the source.
▪ Using ideas of another person without acknowledgement.
▪ Copying or using the work of another trainee without their permission.
▪ Purchasing essays or downloading them.
▪ Working collaboratively with other trainees to produce work that is submitted as individual trainee work.
▪ Copying (including the use of ICT to aid copying).
▪ Deliberate destruction of another's work.
▪ Fabrication of results or evidence.
▪ False declaration of authenticity in relation to the contents of a portfolio or coursework.
▪ Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment.

Examples of malpractice by employees

▪ Inventing or changing marks for internally assessed work (coursework or practical observations) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
▪ Fraudulent claims for certificates.
▪ Assisting trainees in the production of work for assessment, where the support has the potential to influence the outcomes of assessment.
▪ Producing falsified witness statements, for example for evidence the trainee has not generated.
▪ Allowing evidence, known by the staff member, not to be the trainee's own to contribute to assessment decisions.

Storage and Disposal of Data and Information Policy

Scope
This policy applies to training programmes based on DfT syllabuses. It should be read in conjunction with all other policies in this Quality Guidance Manual, particularly:
▪ Assessment policy
▪ Equality policy
▪ Malpractice policy
▪ Appeals policy
▪ Complaints and whistleblowing policy

Our commitment

Data Security and Confidentiality:

- MH Associates is committed to ensuring the secure storage and handling of all training materials, limiting access to authorised personnel only.
- Official-sensitive materials must be protected in accordance with their designated security classifications.

Data Minimisation and Retention:

- Redundant or outdated versions of training materials, whether digital or hard copy, should not be retained, except for items awaiting secure disposal.
- A clear and simple version control process for documentation and resources must be implemented to maintain accurate and current information.

Secure Disposal:

- All data and information, both digital and hard copy, must be disposed of securely to prevent unauthorised access or disclosure.
- Computers containing training materials must be securely formatted and the end of their life cycle.

Organisation and Accessibility:

- Training materials are stored and managed in a clear and organised manner to facilitate easy access for authorised personnel.

Our Procedure

- Secure Access: Store all training materials in designated secure locations, accessible only to authorised staff.
- Version Control: MH Associates maintains a simple, clear version control system for all training documents and resources. The ‘Version Control Document’ can be found within the ‘QA Checks’ folder. We aim to check and update all documents annually however this will be more frequent when specific documents require updates due to directions or otherwise.
- File Management: Digital files are organised using a clear folder structure and a consistent file naming convention. File names requiring date order filing will include the date backwards.
- Sensitive Materials: Store official-sensitive materials according to their restrictive markings and access controls.
- Redundant Materials: MH Associates do not retain old or redundant versions of training materials, unless they are awaiting secure disposal. Unless specified with individual requirements it is our aim to dispose of all redundant or used documents after 6 months.
- Disposal: Unless specified with individual requirements it is our aim to dispose of all redundant or used documents after 6 months. MH Associates delete digital materials and empty the computer's waste basket to ensure complete removal. At the end of a computer’s lifecycle with MH Associates. Secure, professional, and approved formatting to erase all data should take place. Hard copy materials are disposed of through the contracted secure document destruction service (Shred-it).

Health and Safety Policy at Customer Premises

Scope
This policy should be read in conjunction with all other policies in this Quality Guidance Manual, particularly:
- Assessment policy
- Equality policy
- Malpractice policy
- Appeals policy
- Complaints and whistleblowing policy

Our Commitment
We are concerned for the welfare of ourselves and all learners who may be affected by our actions during the performance of services at the customer's premises.
Important requirements from the customer
We require, where possible, the customer to supply the following before any training is carried out.

Health and Safety
A copy of the customers Health and Safety policy and any other documentation referring to contractors working on-site will be reviewed prior to the visit.
This document should cover generic Health and Safety matters at the customers premises, and we will, wherever possible, adopt and adhere to these Health and Safety policies.
Where possible we will attend H&S courses/briefings prior to the visit.

Our Procedure

Risk Assessment
In some circumstances we may not be familiar with the customers site or procedures, therefore we may require the customer to carry out their own risk assessment prior to our visit and we will fully cooperate in those outcomes as required.
Site Safety
We will adopt and adhere to the customer's site safety rules including fire procedures.
Work Performed at Customers Premises
We shall always conduct ourselves in a manner so as not to contravene any legislative or customer requirements with regard to health and safety. Safe working practices shall be followed at all times.
Prior to starting work at a new customer site, we will where appropriate, complete the Safe Working Assessment form.
Customer Briefings
In some circumstances we may be required to attend safety or working practice briefings prior to the commencement of training. We will ensure we listen, understand and abide by these briefings.
Hazards

Due to the diverse nature of the locations and working environment, various hazards may be encountered, these will be identified wherever possible. We will endeavour to make the hazard known to all personnel entering the area.

House Keeping

We will ensure that the area in which we are working is kept clean and tidy at all times. This includes before and after delivery so as not to present a hazard to ourselves or any other person.

Leads, cables and any equipment shall not be allowed to present any dangers to personnel by obstructing thoroughfares so as to produce a risk of tripping.

All rubbish or debris shall be cleared from the area and disposed of in the most appropriate way.

First Aid

Before any training is conducted, we require confirmation from the customer of the sites first aid procedures, personnel and location of first aid room/supplies.

Any accident must be immediately reported to the customers Health & Safety officer in accordance with any local customer procedures.

All accidents, however small, shall be reported and entered in the customers accident book

Personal Protective Equipment (PPE)

Where appropriate, PPE will be worn on customer's premises where indicated by mandatory signage or where indicated by the customer.

Noise at Work - Customers Premises

On occasion there may be instances where we will be required to work in areas where noise levels exceed those laid down in current legislation, in these circumstances compliant ear protection will be worn at all times.

Certificate and Training Record Policy

Scope

This policy applies to training programmes based on DfT syllabuses. It should be read in conjunction with all other policies in this Manual, particularly:

- Assessment policy
- Equality policy
- Malpractice policy
- Data protection policy
- Complaints and whistleblowing policy

Our commitment

MH Associates Training Limited issue certificates and training records for courses completed with a pass mark. We aim to provide these to the client within 10 days of course completion.

Our procedures

Training Records

Digital training Records are completed following training completion to match training modules successfully completed; details will include Trainees name, company name, location and date of training along with confirmed modules completed, trainer name, signature (this may be digital) and CIN number.

Certificates
Certificates issued follow the current DfT template. These will include company logo, trainee name, date of course, syllabus trained from, modules completed along with corresponding mapping to legislation. Unique identifying certificate number. The training date and trainee name will confirm link with corresponding training record.

Stage 1: Course completion
Trainee details are populated on successful completion of course. Booking email from Directed Entity will confirm trainee names to be shown on certificate (inc. spellings) and syllabus modules to be trained.

Stage 2: Collation
Assessment papers are returned to the office & accounted for, any queries raised by trainer. Syllabus modules are cross checked with assessment decision and certificated accordingly.

Stage 3: MH Associates central Training Record sheet
Trainees are added to the MH Training Record sheet where each learner is allocated their unique certificate number. Any notes can be added here such as additional time, read/scribe.

Stage 4: Certificate is produced from template, populated with the trainee/MH Training Record details. Saved in digital filling system along with the candidate training record.

Stage 5: Send to client. Standard process is for MH Associates to email certificates and candidate Training Records to the client/person booking the course. Alternative forms of distribution may be requested and assessed for suitability by Nick Henry. Training record and certificate are retained by the client.

Copies: Occasionally copies of certificates are requested, in this case a ‘D’ is noted on the new copy. ‘Duplicate’ is also noted on the MH Associates central training record.

SAFE WORKING ASSESSMENT FORM

Customer Name: .....

Date To/From: ……..

The following points shall be considered before work commences.

Does the customer require you to attend a Safety course/briefing?	Y/N
Has the customer made available their risk assessment for the works being carried out? Have you familiarised yourself with it prior to starting work?	Y/N
Do any of the working practices to be used cause potential danger to the customer or their premises?	Y/N
Do you know where fire exits, and first aid points are?	Y/N
Is there sufficient space to deliver safely?	Y/N
Do you need to notify the customer of any aspect that affect their operation or personnel?	Y/N
Is any customer supplied equipment in a safe and suitable condition for use?	Y/N
Have you assessed the local environment for potential risks?	Y/N
Have you ensured that all equipment used is kept neat and cables do not present danger to personnel?	Y/N
On completion have you left the area safe & tidy?	Y/N

Trainer: .....

Remarks: