



LEARNER PACK

Sport Structures

Your Solution in Sport

Education@sportstructures.com

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Introduction

Welcome to our learner pack. This pack has been designed for learners attending our courses, workshops and qualifications. It details our policies and procedures and provides you, with key information such as our appeals and complaints procedures. *Full versions of the policies are available on request.*

Who are we?

Formed in 2002, we are leading national training provider and management consultancy company. Our vision is:

To be the leader in developing people and organisations in sport

We are strongly driven by our values that define our approach to our work both internally and externally. Our values are:

- Exceed expectations
- Source solutions
- Show respect
- Embrace diversity
- Be adaptable
- Reflect and improve

Our social value is shown in that we have not only delivered consultancy projects, but we have delivered award winning programmes for the benefit of people choosing sport as a way to improve their quality of life through coaching or volunteering. Our awards include:

- Coaching intervention of the Year 2008
- Podium Award 2012 for Best Volunteer Programme (Personal Best)
- 6th in the National Lottery Awards (Sports Division) 2012
- Coach Developer of the Year 2016 (Kath Robinson)

Products and Services

The company has evolved considerably since its evolution, increasing the range of products and services on offer with new business areas emerging thanks to the considerable knowledge and experience within the senior team. The company is underpinned by a strong graduate training and development approach.

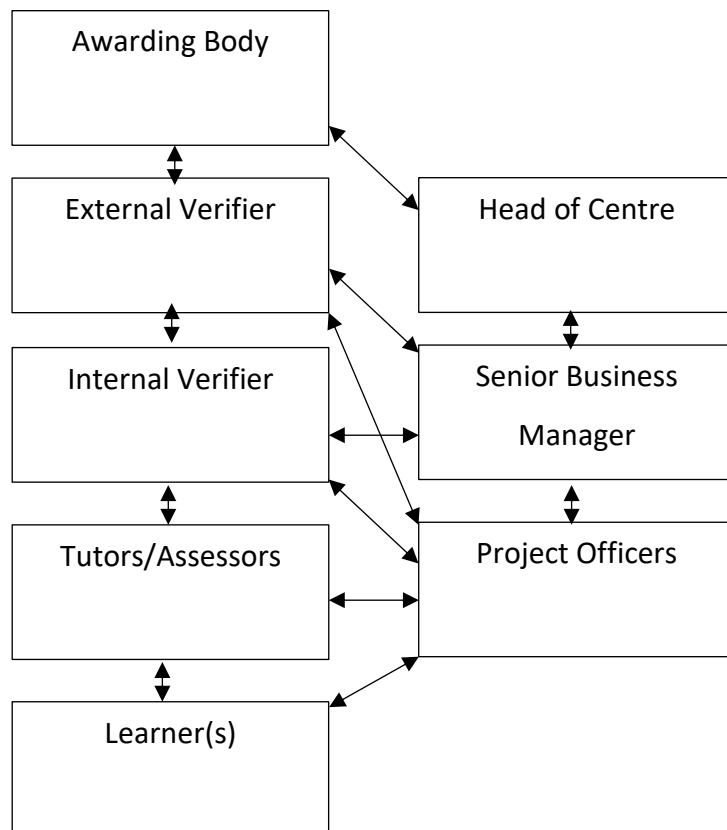
We have three key business areas:

- [Sport Business](#)
- [Apprenticeships](#)
- [Education and training](#)

Our Contact Details and Opening Hours

We are open on a Monday through to Thursday from 9am to 5pm. On Fridays, we open at 8.30am and close at 4.30pm.

Our postal address is: Sport Structures, Suite 8, The Cloisters, 12 George Road, Edgbaston, Birmingham, B15 1NP. Our email address for workforce enquiries is education@sportstructures.com and we can be contacted on +44 (0) 121 455 8270. To see members of our staff team, [please click here](#).



The diagram above illustrates our reporting lines and the staff involved in the delivery and organisation of our education services.

Customer Service Principles

We are committed to providing high quality customer service to all clients, customers and learners. We have customer service principles;

Respond

- Answer the phone after 3 rings
- Answer all enquiries within 48 hours (Monday – Friday)
- Resolving issues and closing enquiries within 3 working days (if not needing to wait on a third party)

Measure

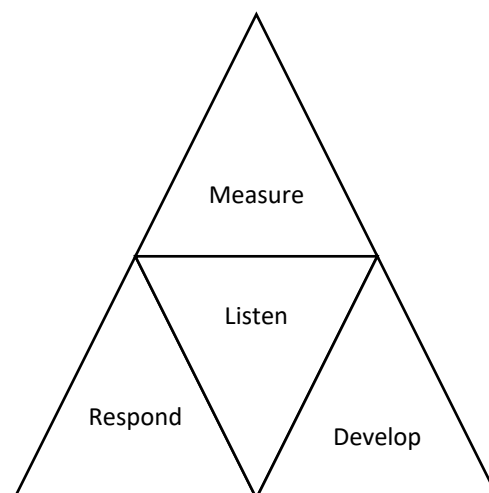
- Aim for an NPS score of 8 or above

Listen

- Listen to all enquiries and deal with these effectively, keeping the customer updated throughout the process
- Refer any complaints to a Director
- Review feedback received as part of the customer and client survey feedback process

Develop

- Develop policies and process to ensure our customer service is effective
- Action plan to identify our strengths and areas for development



Insurance

Sport Structures Ltd has insurance for Employers, Public liability and Professional Indemnity through HSBC. Further details are available on request.

Equality Policy

We recognise that everyone has a contribution to make to our society and a right to equal opportunity. We are therefore committed to promoting a best-practice environment, where all individuals and groups are treated with respect and dignity. All staff, learners and any related third party are required to adhere to this policy and to the requirements of the Equality Act 2010 (as amended from time to time). For a copy of our Equality Policy, please contact us. Our designated and trained equality officer is [Simon Kirkland](#).

Health and Safety

Sport Structures take all reasonably practicable efforts to safeguard its learners, workforce, clients and any other third parties from harm. This will be achieved by conducting risk assessments and monitoring control measures to remove or reduce risks. Sport Structures aims to promote health and safety, so far as reasonably practicable, by:

- providing and maintaining safe equipment and environment, including a means of access in a condition that is safe and without risk to health
- preventing accidents and cases of work-related ill health and safety hazards arising from work activities via effective risk identification, assessment and implementation of control measures

- o implementing regular emergency and evacuation procedures in case of a significant incident
- o protecting the health and safety and welfare of individuals and vulnerable learners via systematic risk management
- o engaging with learners, personnel and any related third parties, to provide relevant information, instruction, training and supervision, as is necessary to ensure health and safety
- o completing an initial health and safety check on all new employers with appropriate action plan that is tracked if required
- o checking that all employers understand their health and safety responsibilities at induction when they are employing apprentices through questioning
- o completing a health and safety question checklist for all apprentices to complete on induction to ensure they are aware of key health and safety points
- o providing adequate training and allocating appropriately qualified members of personnel to identify and control potentially hazardous situations/environments
- o complying with statutory regulation on health and safety and welfare of learners, personnel and any related third parties

This list is not exhaustive and represents general principles followed by Sport Structures in respect of health and safety. Sport Structures will ensure that suitable and sufficient control measures are in place to reduce identified risks in the delivery of all courses/qualifications/programmes/lessons.

All personnel required to conduct risk assessments will be given the appropriate training and/or will be made aware of what is expected of them in advance. All recorded risk assessments are made available to all relevant staff who must ensure that all control and/or recovery measures plans are complied with and related actions recorded.

Where tutors/assessors identify additional risks, which were not previously identified, or where a current risk assessment is not in place, a risk assessment must be conducted.

Workforce must complete risk assessments ahead of delivering a course/qualification/programme/lesson.

Learners have the following responsibilities;

- Co-operating with Sport Structures workforce on health and safety matters
- Not interfering with anything provided to safeguard their health and safety
- Taking reasonable care of their own health and safety
- Reporting all health and safety concerns as appropriate the tutor/assessor or Head of Centre.
- Wearing clothing that is appropriate to training course, workshop or qualification (including footwear with adequate grip that is suitable to the surface (i.e sports hall, Astroturf)
- Removing all jewellery that may cause injuries to themselves or others.
- Ensuring that they physically fit to participate
- Declaring any injuries or medical issues that may restrict their ability to take part to the course to the tutor/assessor / member of Sport Structures staff.

Learner Complaints Procedure

Should learners wish to complain about any services provided by Sport Structures, they are advised to follow the procedure stated below.

In the unlikely event that learners exhaust this procedure and remain dissatisfied with the decision made by Sport Structures they may take their complaint to the *relevant awarding body*. Where a learner remains dissatisfied after the complaint outcomes have been confirmed by the awarding body, they have a right to take the matter to the appropriate regulator.

Stage 1

An informal complaint can be made to the learner's tutor/assessor. The tutor/assessor should discuss the complaint with the learner and attempt to agree a way forward or a solution that suits both parties. Learners should allow the tutor/assessor sufficient time to investigate or remedy the grievance. If the complaint does not involve a learner or tutor/assessor, then any member of Sport Structures staff can receive the information and pass it onto the relevant member of staff that is being complained about. If it is a generic complaint, this will be passed to the designated complaints officer to deal with it.

Stage 2

If the complaint cannot be resolved informally to the satisfaction of learners, or if learners feel that they cannot make an informal complaint to their tutor/assessor, the complaint should be submitted in writing using the Sport Structures Complaints Form to the Head of Centre, Kath Robinson, Sport Structures. The learner will need to request this form when making the complaint.

Learners should use the Complaints Form to provide a detailed account of their grievance. The Head of Centre will write to learners to acknowledge receipt of the complaint within 10 working days and outline the course of action to be taken.

The Head of Centre will carry out an investigation, which will involve relevant personnel, and will write to the learner within 20 working days with the findings and a decision as to whether the complaint was justified.

All stage 2 complaints should be sent to [Kath Robinson](#).

Stage 3

If learners have followed Stage 1 and/or 2 of the complaints procedure and are still dissatisfied with the outcome, they have the right to take their complaint to the awarding organisation within 20 working days of the decision being communicated to them by the recognised centre. These awarding organisations could include:

- o 1st4Sport Qualifications, Coachwise Limited, Chelsea Close, Off Amberley Road, Armley, Leeds. LS12 4HP. Contact number: 0113 290 7610.
- o City & Guilds, 1 Giltspur Street, London, UK, EC1A 9DD. Contact number: +44 (0) 207 294 2468.
- o British Computer Society (BCS), 1st Floor, The Davidson Building, 5 Southampton Street, London, WC2E 7HA. Contact number: 01793 417666.

- o Active IQ, Dryden House, St John's Street, Huntington, PE29 3NU. Contact number: 01480 467950.
- o Oxford, Cambridge and RSA (OCR), The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Contact number: +44 (0) 1223 553998.
- o Chartered Management Institute (CMI), 77 Kingsway, London, WC2B 6SR. Contact number: 0207 497 0580
- o The relevant National Governing Body.

Learner Appeals Procedure

This procedure is to ensure that learners undergoing assessment have access to an appeals procedure should they wish to challenge an assessment decision made by an assessor employed or contracted by the approved centre. The purpose of this procedure is to describe the process in which a learner can appeal against any assessment decision or procedure that they consider to be unfair and/or inaccurate.

Learners wishing to appeal must do so within 14 days of receiving the assessment decision and are advised to keep copies of all documents relating to the appeals.

Procedure

Stage 1

The first line of appeal should be to the tutor/assessor who made the original assessment decision. At this stage, a verbal appeal is acceptable, although the learner is recommended to put the appeal in writing. The tutor/assessor may choose to explain their rationale for the decision which is being disputed. The tutor/assessor is required to record an overview of the appeal and the outcome of the discussion and forward this to the centre's key contact to retain with the centre's assessment records.

Stage 2

If the learner is still dissatisfied with the assessment decision and wishes to challenge the outcome of Stage 1, then the learner should take their appeal to the Head of Centre. At this stage the appeal must be made in writing within 14 days of the Stage 1 process.

The learner is encouraged to provide as much information as possible regarding the disputed assessment decision including:

- the date and nature of the assessment (ie observation of practical work assessment of a set task/assignment, result of an internally assessed question paper)
- the name of the tutor/assessor involved
- a brief outline of the reason for the appeal
- any associated documents (ie learner evidence, record of feedback from the tutor/assessor involved).

The nominated tutor/assessor or internal verifier may review/reassess the learner's work against the assessment criteria for the qualification and consider the appeal. The centre should make one of the following decisions:

- Uphold the original assessment decision
- Offer the learner an opportunity for a resit/reassessment free of charge
- Overturn the original decision.

The decision will be communicated in writing to the learner, the original tutor or assessor and the tutor/assessor who handled Stage 2 of the appeal. Copies of records of appeals should be forwarded to the centre's Head of Centre for retention with other assessment records.

Stage 3

If the learner has followed Stage 1 and 2 of the appeals procedure and is still dissatisfied with the outcome, they have the right to take their appeal to the awarding organisation.

These awarding organisations could include:

- o 1st4Sport Qualifications, Coachwise Limited, Chelsea Close, Off Amberley Road, Armley, Leeds. LS12 4HP. Contact number: 0113 290 7610.
- o City & Guilds, 1 Giltspur Street, London, UK, EC1A 9DD. Contact number: +44 (0) 207 294 2468.
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- o Chartered Management Institute (CMI), 77 Kingsway, London, WC2B 6SR. Contact number: 0207 497 0580
- o The relevant National Governing Body.

If you would like to obtain a more detailed copy of our Appeals Procedure then please contact [Kath Robinson](#).

Access to Fair Assessment Statement

Sport Structures is committed to providing ongoing support to learners with particular requirements and aspires to eliminate discrimination. On this basis, we ensure accessible services and make appropriate adjustments, where required, to facilitate learners in completing the course/programme as independently as possible.

Access arrangements ensure that the conduct of reasonable adjustments and special considerations reduce substantial disadvantage caused due to a learner's disability or difficulty. In accordance with the Equality Act 2010, we have a commitment to provide access for learners with particular needs to prevent discrimination in the delivery of qualifications and the assessment of learners.

Reasonable Adjustments

Reasonable adjustments are any arrangements made prior to the delivery or assessment of a qualification to reduce the effect of a disability or difficulty that places a learner at a substantial disadvantage. These arrangements are required to be granted by the awarding organisation for the assessment of learners with a permanent, long-term or temporary disability, a learning difficulty, illness or indisposition.

Special Consideration

Special consideration is the implementation of arrangements at the time of an assessment to allow competence to be demonstrated by learners who have been disadvantaged or

were unable to attend the assessment due to emotional/physical difficulties or adverse circumstances. These arrangements are required to be granted by the awarding organisation for the assessment of learners who have experience temporary difficulties.

Procedure for Reasonable Adjustments / Special Considerations

Learners must request reasonable adjustments/special considerations from the centre at the application stage of their course or by informing their tutor/assessor. We may request necessary evidence (medical evidence/certification, diagnostic test results, a statement from the invigilator/tutor/assessor or any other appropriate information) to demonstrate application for reasonable adjustments / special considerations.

Where learners have requested reasonable adjustments or special considerations but are unhappy with the outcomes, they have a right to make an appeal via the Sport Structures Learner Appeals Procedure.

Child and Vulnerable Adult Statement

Sport Structures has a professional duty to provide children and vulnerable adults with appropriate safety and protection. As the welfare of the child/vulnerable adult is paramount, we are committed to providing safe equipment and facilities so that children/vulnerable adults may participate in courses/qualifications/programmes in a secure environment. Additionally, we promote ethical behaviour, providing children/vulnerable adults with a sense of being valued. On this basis, we aim to ensure safe recruitment practices are always followed, to establish the suitability of personnel to work with children and/or vulnerable adults. Our designated lead for Safeguarding is [Simon Kirkland](#).

Malpractice

Sport Structures is committed to pursuing the highest standards of probity and the elimination of malpractice and maladministration in the management of our organisation and in the delivery of qualifications. Sport Structures aims to promote accountability and a climate of openness, to encourage the disclosure of allegations of malpractice and maladministration.

Malpractice is defined by Sport Structures as any deliberate activity, neglect, default or other practice that is unethical or unlawful, which breaches regulations or conditions placed upon us by awarding organisations. Such deliberate activity, neglect, default or other practices may compromise the integrity of our organisational statuses, financial stability, reputation, the reputation of our stakeholders and the qualifications and related assessments we are approved to deliver. As a result, this is unacceptable. This includes deliberate non-compliance with any Sport Structures policy, procedure and guidance.

Maladministration is any activity which is not deliberate, but which neglects, defaults on regulation, conditions placed upon us by awarding organisations or compromises the integrity our organisational statuses, financial stability, reputation, the reputation of our stakeholders and the qualifications and related assessments we are approved to deliver. This includes accidental non-compliance with any Sport Structures policy, procedure and guidance.

Examples of malpractice or maladministration, which would require full investigation and subsequent mitigation or management, include:

- o committing plagiarism by copying and passing off the whole or part(s) of another person's work, with or without the originator's permission and without appropriately acknowledging the source
- o failing to comply with the assessor's/invigilator's instructions and/or 1st4sport's regulations in relation to the assessment and security
- o misusing assessment material
- o impersonating others 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
- o fabricating and/or altering results and/or evidence, documents and fraudulent claiming of certificates
- o using unauthorised material in relation to the requirements of supervised assessment
- o misusing the access arrangements via reasonable adjustments or special considerations with the aim of influencing the outcome of the assessment
- o behaving in such a way as to undermine the integrity of the assessment
- o failing to comply with qualification and assessment regulations

Sport Structures is keen to encourage personnel, learners and any relevant third party to report allegations without fear and will ensure that any disclosure is treated with the utmost confidentiality. Anonymous allegations will only be considered if they are of a serious nature and the evidence is sufficient to warrant an investigation and for appropriate action to be taken. All allegations will be recorded and submitted to the awarding body for investigation. The malpractice/maladministration officer is [Kath Robinson](#).

Data Protection

Sport Structures is fully committed to protecting the rights and privacy of individuals operating in accordance with the EU General Data Protection Regulation. In doing so we are committed to protecting the privacy and confidentiality of data provided to us. Any decisions for the disclosure, retention or disposal of information are made in line with relevant legislation.

Under the GDPR, we recognise that our main responsibilities are to ensure that personal data shall be:

- o processed lawfully, fairly and in a transparent manner in relation to individuals;
- o collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes;
- o adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;
- o accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay;
- o kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods insofar as the personal data will be processed

solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals; and

- processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.”
- Information about our personnel, learners and other individuals will only be used in line with established regulations. Personal data will be collected, recorded and used fairly, stored safely and securely and not disclosed to any third party unlawfully. This also includes sensitive information such as ethnic background, political opinions, religious beliefs, health, sexual health and criminal records.

It is ultimately the responsibility of [Simon Kirkland](#), to ensure that this policy is published, accessible and implemented across all personnel, learners and by any relevant third parties.

To view a copy of our Privacy Policy, [please click here](#).

Quality Assurance Policy

It is essential that we have quality assurance systems in place to ensure all assessment is fair, valid, reliable, consistent, replicable and meets awarding body and end point assessment organisation requirements. Our Quality Assurance Policy aims to ensure that standards of tutoring and assessment are maintained over time and provide guidance to all staff involved in the delivery of qualifications and programmes. Sampling covers a range of interventions including:

- Achievement of pre-requisites
- Written internal assessments/tasks
- Written independent assessments/tasks
- Direct observation of assessments
- Direct observation of tutoring
- Learner portfolio of evidence
- The learner experience
- Administration requirements

Unique Learner Numbers and Personal Learning Records

What is a ULN?

A Unique Learner Number is a 10-digit number which is unique to learners and is used in England, Northern Ireland and Wales. Further information on ULNs [can be found here](#).

Why do learners need a ULN?

Each learner will eventually need a ULN so that they and educational providers, government agencies and awarding bodies can follow their learning progress.

What are the basic principles of having a ULN?

The ULN is an anonymous number and therefore, information about the learner is not accessible. The ULN along with the learner's name will assist organisations in identifying a learner through checks on personal identification information and acts as a unique key to link the learner to their records of learning and qualifications.

What's a Personal Learning Record?

A personal learning record offers access to the verified participation and achievement records of individual learners aged 14 plus.

The personal learning record (PLR) allows individual learners access to their past and current achievement records. These can be shared with schools, colleges, further education training providers, universities or employers when making an application to further their education, training and employment.

It can also allow an individual learner to share their PLR with a careers advisor when taking advice on what to do in future.

Schools, colleges, further education training providers and universities staff can use the PLR to directly access records for individuals making applications or studying at their organisations.