

Learner handbook

2019

Contents

A Blue Edge Training	Page 1
B ILM	Page 1
C Equal Opportunities Policy	Page 1
D Support for your Studies	Page 2
E Appeals Procedures	Page 3
F Programme Staff	Page 4
<ul style="list-style-type: none">• Roles and Responsibilities• Tutors• Assessors• Internal Verifiers• External Verifiers	
G Health and Safety	Page 5
<ul style="list-style-type: none">• General• Fire• Accident• First Aid	
H Assignment Guidelines	Page 6
<ol style="list-style-type: none">1. General Guidelines<ul style="list-style-type: none">• Presentation• Word count• Layout• Headings and Subheadings• Diagrams and Pictures• Appendices• Referencing• Tutor Support2. Plagiarism3. Submission Guidelines4. Reasonable Adjustment Policy	
I Appendix	Page 12
<ol style="list-style-type: none">I. ILM – Guidance to terminologyII. Submission Cover Sheet	

A Blue Edge Training

Blue Edge was formed in 1998. The vision of the company is to make training fun and of real value so that the positive transfer of knowledge and skills is put into action back at work. The results are improved performance and real impact on strategy.

The simple test of this is:

- Have we learnt something new?
- Was my time well spent?
- Can I use what I have learnt?

Blue Edge Training is an Approved Centre for the ILM.

B ILM

ILM provides industry leading qualifications in leadership and management, qualifications are awarded through the City and Guilds of London Institute.

Programmes are based on developing the knowledge and skills of leadership and management whilst completing practical assignments and projects in the working environment. Many qualifications bring benefits not only to the learners but also to the employers when projects identify cost savings and improvements in working practices.

C Equal Opportunities Policy

Blue Edge is committed to providing fair and equitable services for all. We are firmly opposed to any form of discrimination and will seek to overcome this across all the organisation's activities. Discrimination, bullying or harassment will not be tolerated in any form.

The Equal Opportunities policy applies equally to the treatment of employees, customers, clients, suppliers and members of the public. The aim of the Equal Opportunities policy is to ensure that no person receives less favourable treatment on the grounds of gender, marital status, family responsibility, age, colour, ethnic origin, sexual orientation, religion, trade union membership, disability, political and religious beliefs; and they are not disadvantaged because of job conditions or requirements which cannot be justified. All of our partners will operate within this Equal Opportunities policy.

We will endeavour to meet the access needs of all our learners. Please see section H:4 for more information about our Reasonable Adjustments Policy.

Complaints regarding any issues of inequality under this policy should be made in writing to the course director.

D Support for your Studies

Dependent on your chosen programme of study, varying tutorial support will be available. This will usually take the form of both group and individual tutorials.

In addition, you may contact us either by phone or e-mail:

- Telephone 01743 367370
- Email info@blueedgetraining.com
leanne@blueedgetraining.com
elly@blueedgetraining.com

Blue Edge is committed to helping you to succeed, but there are some things you need to do to help us.

You must:

- Pass on important contact information, such as a new email address, or telephone numbers
- Inform your tutor if you are going to be late or absent
- Inform your tutor of any additional help you may need
- Tell your personal tutor as soon as possible if you feel you want to withdraw from your course

Unit (or modular) certification is available to learners on full programmes.

Study Membership with the Institute of Leadership & Management

ILM partners The Institute of Leadership & Management, the professional membership body for leaders, managers, coaches and mentors. Learners studying an ILM qualification get one year membership free with access to online resources.

For more information and to register follow the links:

<https://www.institutelm.com/membership/membership-benefits.html>

<https://www.institutelm.com/membership/become-a-member.html>

E Appeals Procedures

Blue Edge Training aims to provide everyone with an excellent experience when dealing with us, so we welcome your comments, suggestions and feedback about the service you have experienced. Although many issues can be dealt with less formally, this policy provides a formal framework for dealing with Blue Edge Training decisions with which you disagree.

Types of appeals

Appeals may be made against a range of issues relating to Blue Edge Training decisions:

- Results of assessments – decisions made by Blue Edge Training or by the ILM Assessment (ILMA) service
- An ILM External Verifier's decision(s) in external quality assurance (EQA) of Centre assessed learner work
- ILM's decision to decline a request for reasonable adjustments, special considerations, or for the use of a language other than English, Welsh or Irish
- The findings of an ILM programme mapping or recognised prior learning (RPL) exercise

Any initial appeal must be made internally to the relevant Blue Edge Training tutor within 10 working days, which will then be escalated to the Internal Verifier (IV) then the Managing Director if the issue has not been resolved. If the matter is still not resolved at the internal level, it will be referred to the ILM.

F Programme Staff

Roles and Responsibilities

Several staff will be involved with your course of study, some of which you will not always meet. For all qualification programmes there will be tutors, assessors and both internal and external verifiers.

A brief description of these roles is given below:

Tutors

Each course of study will have a programme tutor who will have overall responsibility for that programme. This person will be your initial contact point for all programme matters. Additionally, you may meet other specialist tutors who are brought in for their specialist skills and knowledge.

Assessors

For Vocationally Related Qualifications (VRQ's) – these are nationally recognised qualifications designed to bring tangible business benefits through their strong emphasis on practical skills and assessment. The assessor's role is to mark assignments according to the marking criteria laid down by your qualifications awarding body.

Internal Verifiers

Internal Verifiers have a quality assurance role and will be involved in the assessment processes.

Internal Verifiers will sample a percentage of all assignments, sometimes more to ensure that there is fair assessment for all course participants and to ensure standardisation of marking and assessing across all assessors.

External Verifiers

External Verifiers are appointed by the awarding body. They also have a quality assurance role and will sample a percentage of learner assessments.

G Health and Safety

General Health and Safety

Blue Edge delivers its courses on either our clients' premises or hired premises. Tutors and course participants are required to carry out all activities with due regard to their own health and safety and that of those around them.

The health and safety policies and procedures of the host organisation must be adhered to at all times whilst training is provided on client premises. When training is delivered externally in hotel and conference suites tutors will brief course participants according to venue requirements.

Fire Evacuation Procedures

As in the general statement above tutors and course participants must ensure they are aware of all regulations and actions to be taken in the event of a fire. In general:

- **On discovering a fire** - activate the alarm immediately using the nearest "break glass" point.
- **On hearing alarm** - exit the building quickly and calmly by the indicated route and meet at the designated assembly point.

Accident Reporting

In the event of an accident the tutor must be notified immediately and the policy and procedure of the 'host' organisation is to be followed. Additionally, an incident form for Blue Edge is to be completed and forwarded to the Health and Safety Officer.

First Aid

First Aid treatment will be available via the host premises. All incidents requiring first aid are to be reported as above.

H Assignment Guidelines

1. General Guidelines

The text of your assignment should demonstrate the following:

- Knowledge and understanding of the relevant material in set texts (Blue Edge materials)
- Examples from your own workplace to demonstrate an argument or theory
- Other research or texts where appropriate (ensure these are referenced/acknowledged)

Presentation

Your assignment is expected to follow the standard presentation of academic papers and include:

A title page that clearly shows:

- Your name
- Your ILM learner number (where applicable)
- Title of your essay e.g. 'Becoming an Effective Leader'
- Due date and the approximate number of words (see word count section)

Text that:

- Is typed
- Is at least 10 point font
- Is single spaced
- Has 3-4cm margins to allow room for the markers comments
- Is on numbered and named pages

Word Count

Every assignment you are required to complete will have a 'nominal word count'. This word count will be advised by your trainer during the training session when talking about your assignment. This nominal word count is not a fixed number, but a guideline figure on the expected length of your assignment.

Traditionally in academic writing a 10% 'tolerance' is applied to assignments i.e. a submitted assignment can have a word count 10% higher or lower than the nominal word count figure. However, at Blue Edge we apply a 25% word count tolerance to the nominal word count for any submitted assignment.

If your assignment word count is higher (or lower) than this we will return the assignment to you, unmarked, for revision. If you wish to discuss the word count with your trainer or assessor they would be happy to speak with you.

All assignments must include a submission cover sheet. On the cover sheet there is a section where you are required to put the word count for your assignment. Once you put the figure into this section this is your confirmation and guarantee of the assignment's word count.

Tips for reducing assignment word count:

- Unless otherwise specifically requested in the Assignment Criteria (AC) you do not need to include an initial introduction or conclusion to the assignment or to each question (however, any question where you are required to 'evaluate' or 'critically evaluate' will be strengthened by including a conclusion/recommendations).
- All charts, diagrams, feedback, tables etc. can be put into the appendices (but must be noted/referred to in the main assignment body).
- Be succinct in your explanations/examples – assignments are not academic papers which require extensive theory and explanation.

Layout

Your assignment should have a clear flow to it, utilising the headings as outlined in the mark sheets – see appendix I for ILM definitions of assignment terminology. This sounds rather obvious, but is important to bear in mind, so that the finished product is easy to follow for the reader. It is easy to fill your assignment with ideas and quotes, but without structure and logical flow the reader can easily become lost and many good ideas may go to waste. Correct grammar and sentence structure is also very important.

Headings and Subheadings

Headings and subheadings are very useful to both the reader and the writer in structuring your assignment, as they help the writer keep the assignment organised and give the reader a basic idea of the structure of the work before actually reading the text. You may find it useful to use the assignment task criteria as a guide.

Diagrams and Pictures

Diagrams can be very effective ways of succinctly conveying complex information, and there is value in developing your skill in presenting information visually, so they may be a useful adjunct to the text. However, there is no need to reproduce diagrams of, say, Maslow's hierarchy of needs or Kolb's learning cycle, which is already likely to be familiar to the marker. Diagrams may be self-explanatory to you, but they may need a commentary for a reader coming upon them for the first time. Generally speaking, other illustrations such as photographs should be placed in appendices.

Appendices (supporting information, charts, diagrams)

You may find it necessary to add documents that you have cited within the assignment as appendices. If you do add appendices, please ensure you have referred to them in the main body of the text to ensure they are marked as part of your submission. These documents do not count as part of your total word count. If you have cited a particular point of a document, for example, the Strategic Plan, do not copy the entire plan into your appendices but take an excerpt of it as an example.

Referencing

You will be expected to provide references for sources cited in your assignments. The following ILM guidelines will be helpful for you:

- If you use someone else's exact words in your work, they must be in quotation marks. Use quotations sparingly and only when you feel the author has expressed something so well and so concisely that the words cannot be improved.
- When you have used a quote, you must provide the name of the author, the date of their work that you have referred to and the page number where you got the quotation from immediately after the quotation (e.g. Hill, 2004, p. 42) and also provide full details of the reference in the bibliography.
- You must provide a bibliography - a list of books, articles and any other sources you have quoted - at the end of your assignments.
- The Harvard system for referencing sources is well-established and you can find guidance on how to use it on the internet. When making a reference to a book the Harvard format is:

- Hill, P. (2004) Concepts of coaching: a guide for managers. ILM, London.

and for a reference to an article the Harvard format is:

- Grant, A.M. (2010) It takes time: a 'stages of change' perspective on the adoption of workplace coaching skills. *Journal of Change Management*, 10(1), pp. 61-77

Tutor Support

Assignments are marked by both internal and external verifiers within Blue Edge and the ILM. Course tutors do mark assignments but will not always be the assessor marking your assignment. Advice on assignment completion is available from the course tutors prior to submission of assignments, you can phone or email to make a telephone appointment or talk to tutors on training days. Once you have submitted an assignment, you may not make any changes to your work nor resubmit unless advised by Blue Edge in the event of a section/assignment fail.

2. Plagiarism

Plagiarism is not merely the unattributed insertion of substantial pieces of other people's material into your work, but any attempt to pass off someone else's work as your own, and it is a serious offence. Plagiarised work may be automatically failed and even lead to exclusion from a course.

Examples of plagiarism include:

- Extracts from another person's work without using quotation marks and/or an acknowledgement of the source
- Summarising the work of another or using their ideas without an acknowledgement of the source
- Copying or using the work of another learner (past or present) with or without that person's knowledge or agreement
- Purchasing essays or downloading them from the internet to submit them as your own work

You must complete the submission cover sheet confirming the assessment is the learner's own work for every assessment submitted – see Appendix II.

3. Submission Guidelines

Assignments should be emailed by the agreed deadline to

assignments@blueedgetraining.com

In the subject box, please type your name and the name of the assignment as below in the example email:

From: R.Evans@organsiation.com
To: assignments@blueedgetraining.com
Subject: Richard Evans – Organisation - L5 Certificate in L&M - Becoming an Effective Leader
Date: Wed 20 March
Attachments: Richard Evans – Organisation - Becoming an Effective Leader .docx

Dear Blue Edge

Please find attached my assignment: Becoming an Effective Leader.

Kind regards
Richard Evans

Contact details

Assignments will not be accepted without an assignment submission cover sheet – see appendix II.

Resubmission Guidelines

If you achieve less than 50% / 'pass' in any section your assignment will be referred and you will need to resubmit the referred section(s), taking into account the assessor's comments. It is useful for you to speak to your manager or mentor for further guidance before resubmitting. After the first resubmission there will be a charge for marking subsequent resubmissions. The deadline for a resubmission is set for 3 weeks after receipt of your mark sheet.

Extensions

Assignment extensions will only be granted in exceptional circumstances. If you require an extension you will need to contact your line manager to discuss/agree a revised submission date. Your manager needs to notify the Blue Edge course administrator at admin@blueedgetraining.com

You will receive confirmation from Blue Edge regarding your revised assignment due date.

4. Reasonable Adjustment Policy

All learners have the opportunity to identify any specific learning requirements at the point of registering for a course by completing the relevant section on the programme registration form. We will endeavour to make all reasonable adjustments, following the ILM policy guidelines.

ILM Guidelines:

Learners who have a permanent or temporary disability, specific learning needs or medical condition might need extra support to help them complete the programme. In order to make sure that their result reflects their achievement in the assessment, they might also need a different assessment method or an adaptation to the usual one. We cannot change the assessment standards or criteria, but we can allow you to take action to give your learners a fair and equal chance of demonstrating their knowledge, skills and understanding to achieve the assessment standards.

What is 'reasonable' will depend on the individual circumstances, the impact of the disability on the individual, cost implications and the practicality and effectiveness of the adjustment. Adjustments to assessment must:

- Not make the assessment easier
- Not give the learner an unfair advantage
- Be based on the individual need of the learner
- Be auditable and capable of being internally and externally quality assured
- Preferably reflect the learner's normal way of working
- Give a realistic indication to a potential employer of what the holder of the certificate can do.

The flexible nature of ILM's qualifications and programmes means that reasonable adjustments can normally be made. Reasonable adjustments may involve:

- Changing standard assessment arrangements, eg allowing learners extra time to complete the assessment where centres give a deadline
- Adapting assessment materials
- Providing facilitators during assessment, eg a sign language interpreter or a reader.

If you would like further information, please contact the Blue Edge course administrator at admin@blueedgetraining.com

Appendix I

ILM – Guidance to terminology

The following definitions are not drawn from a dictionary but are working definitions

List <i>What exists?</i>	Presentation of specific, required information in a structured format. Essentially a recall of learnt information; although this may be quite complex information, listing does not imply significant cognitive skills.
Identify <i>What are they?</i>	Involves some selection of subject matter from a larger set or context. Requires ability to recognise - the level of cognitive skill required depends on the context and the degree of variation in the set from which the identified elements are being drawn.
Describe <i>What does it look like?</i>	An account of the principal features of the topic. Involves some element of selection of the more important features. Again context and possible variation is significant, as is the degree of detail required in the description.
Explain <i>How does it work?</i>	Involves some description of a topic with an account of the practices associated with the topic. It may also imply some reasons for those practices, depending on context. Again, the level of cognitive skill involved will depend on the complexity of the subject matter.
Compare <i>How does this relate to that?</i>	Used with two or more examples, requires a description of their relative features, effectiveness or outcomes. Context and variation determines the level of cognition involved.
Contrast <i>How good is this compared to that?</i>	Used with two or more examples, makes some assessment of their relative features, effectiveness or outcomes. By definition, this is more demanding than to <u>compare</u> , and the factors which determine the level for compare also apply.
Examine <i>What can you find out about it?</i>	Examine is about exploring a topic in some detail (identifying positive and negative features of the topic) without necessarily drawing conclusions and making judgements. An examination could be used to inform decision making; in itself it will probably not be conclusive. The degree of detail and the context in which the examination takes place will determine level.
Analyse <i>What makes this work the way it does?</i>	To <u>examine</u> something in detail to discover the meaning or essential features and draw conclusions. To break something down into components or essential features, to identify possible causation and/or draw conclusions Analysis is not solely confined to data, but will often involve some manipulation of data to identify patterns, etc. The more complex the topic being analysed, the higher the level, but analysis will rarely be a low level activity.

<p>Critically analyse <i>What makes this work the way it does, and why?</i></p>	<p>Implies careful, exact, in-depth or detailed <u>analysis</u>. Tends to focus more on the components and to comment on their significance, causal relationships or impact on the whole. Requires informed judgement with reference to some conceptual theory, idea, practice or experience so will always be fairly high level of cognitive skill.</p>
<p>Evaluate <i>How well does each part of this work, and what needs to be done to make it work better?</i></p>	<p>An evaluation is an examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a <u>review</u>. An evaluation is normally detailed and normally provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element. An evaluation tends to focus on the whole as the sum of its parts.</p>
<p>Review <i>Overall, how well does this work, and what may need to be done about it?</i></p>	<p>Making a judgement about a topic which relies upon a combination of evidence and some kind of theoretical model, construct or practice. A review normally has breadth and could include a comparative element, and tends to focus more on the whole. A review may well lead onto detailed further exploration and/or recommendations for further actions</p>
<p>Critically review <i>Overall, how well does this work compared to some best practice, conceptual and/or theoretical framework, and what may need to be done about it?</i></p>	<p>This involves making a detailed judgement about a topic with a very clear comparison of complex evidence and a choice of relevant theoretical model(s), construct(s) or practice(s). As with a <u>review</u>, this normally has breadth, and tends to focus more on the whole but must include a comparative element. A critical review should have conclusions about the need for detailed further exploration and/or recommendations for further actions</p>
<p>Justify <i>Why do it?</i></p>	<p>Present an argument for a particular action or choice. Will usually imply some form of assessment or analysis, and may be linked with one or more actions.</p>
<p>Assess <i>Is this to the required standard?</i></p>	<p>Examining a topic and making a judgement, based on standard criteria. An assessment will judge each element individually. An assessment does not usually consider any causal factors, but focuses primarily on impact or outcomes</p>
<p>Appraise <i>Does this seem to work to the required standard?</i></p>	<p>Less detailed but broader and more comprehensive than an assessment Looking at the whole and making judgements about qualitative aspects. Appraisal in its broader sense requires a judgement about the subject, identifying its strengths and weaknesses and/or how well something or someone performs in a particular context, or how well they are likely to do the job. Appraisal is more subjective than an evaluation, although it will refer to appropriate criteria.</p>
<p>Research <i>What can you find out about it?</i></p>	<p>Identifying and collecting data or information about a subject and presenting it in a codified or structured form. Research does not imply any analysis of the data collected, although that may be implied by the context. Research does not imply any judgement about the data collected, but may well be combined with related verbs (<u>analyse</u>, <u>evaluate</u>) to ensure that these actions take place.</p>

Appendix II

Submission Cover Sheet

This cover sheet must preface every assignment submission, for both assignments being carried out by the centre or through the ILM Assessment service. It is a regulatory requirement that every assignment submission is authenticated as the work of the named learner. Hence any submission not carrying this cover sheet will not be verified.

Centre name	Blue Edge Training
Centre number	029837
Organisation	
Learner name	
Learner registration number	
Unit covered in this submission	
Course title	
Date submitted	
<p>Statement of confirmation of authenticity</p> <p>By the act of making this submission, the learner certifies that this is the work of the learner named above. The work has not, in whole or in part, been knowingly presented elsewhere for assessment, or where assessment has been built on a previous assignment, this has been identified. Where materials have been used from other sources it has been properly acknowledged. If this statement is untrue, the learner acknowledges that an assessment offence has been committed.</p> <p>Attention is drawn to the plagiarism and cheating policies of both the centre and of ILM Plagiarism can result in a learner being withdrawn from a qualification.</p>	
<p>Permission for ILM and Blue Edge to use this script</p> <p>We use learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, the learner agrees that their script may be used on condition that identifying information is removed.</p> <p>If you are unwilling to allow ILM and Blue Edge to use this script, please refuse by marking the box: <input type="checkbox"/></p> <p>Please email your assignment to assignments@blueedgetraining.com</p>	