

## Construction Helpline

### 36 - Continuity Plan for Training Procedures

#### Version 4

#### Business Continuity Plan for Training Provision

##### Purpose

This plan is to consider those incidents that will have a significant impact on the operation of our vocational, online and classroom-based provision following a major crisis or disaster or an event, and which creates the need for short-term closure or suspension of activity.

Continuity of learning is the continuation of education in the event of a prolonged company closure.

It is a critical component of emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal attendance for one or more students.

##### Roles and responsibilities

Key emergency contacts and functional responsibilities (these include staff responsible for managing any crisis between the centre, students and stakeholders e.g. funding bodies, commercial and public sector clients, will be informed of any break in learning.

Umer Mansoor, CEO, [umer@constructionhelpline.com](mailto:umer@constructionhelpline.com)

Overall responsibility for the continuity of training (with support from Head of Quality Assurance Operation and Chief Information Officer)

- Incident Officer
- Chair crisis team meetings
- Co-ordination of the response
- Joint liaison with prime funding bodies / public sector clients
- Joint liaison with commercial clients
- Allocation of resources
- Responsibility for deciding whether staff and students should be sent home
- Insurance liaison
- Joint meet/greet emergency services, with a floor plan of the building if necessary.

Head of Quality Assurance Operations and safeguarding Lead [Annemarie.schofield@constructionhelpline.com](mailto:Annemarie.schofield@constructionhelpline.com)

- Primary liaison with awarding bodies / external quality assurers
- Joint liaison with prime funding bodies / public sector clients
- Responsibility for dealing with issues relating to onsite assessments
- Ongoing checks health and safety procedures are being adhered to
- Responsibility for dealing with issues associated with students' training and timely progression
- Communications and guidance for assessing and training staff; including communications to enrolled students from training and assessing staff

Belinda Robinson, Head of Operations & Communications [belinda@constructionhelpline.com](mailto:belinda@constructionhelpline.com)

- Responsibility for managing disruption in the provision of administrative services, assessment arrangements and physical premises
- Joint meet/greet emergency services, with a floor plan of the building if necessary.
- Ensure all significant occurrences/decisions are recorded, incl. reasoning for decisions
- Joint liaison with commercial clients
- Responsibility for dealing with issues relating to personal and pastoral support
- Joint communications to students from centre
- Responsible for external / media enquiries / social media / website communications
- Follow up communications

### **Scope**

The types of major or large-scale incidents that should be considered significant include:

- Loss or absence of key staff
- Fire
- Flood
- Explosion
- Serious adverse weather condition
- Vandalism
- Sabotage
- Theft
- Loss of confidential information/data protection issue/loss of IT/MIS
- Extortion
- Serious accident
- Serious assault
- Armed or dangerous intruder
- Bomb threat
- Pandemic
- Notifiable disease

In some instances, these incidents can be due to natural causes such as severe weather, while in other cases, equipment failure, progressive deterioration or human error or involvement may be the cause. They have the potential to lead to the following losses, which are likely to have a major impact on training provision

### **Loss of:**

- Control
- Expertise
- Buildings
- Equipment
- Facilities
- Data
- Personnel
- Reputation
- Funding

Construction Helpline's Business Continuity Plan ensures that there are limited and ideally no disruptions to the provision of our training and have set up the following arrangements to ensure this.

The two main objectives of this Continuity Plan are:

- to avert or to minimise the effects of a disaster or disruption
- to bring delivery back into full operation with minimal disruption.

### **Continuity of Training Provision**

All CHL training staff and students must review this plan and ensure they remain aware of its contents in order to act and respond accordingly.

### **Continuity of learning key considerations**

Designing for different adult learning needs. Instructional design, course design and plans for support will be aligned with the skill level of groups and the level of being studied

Supporting system training - Training for staff and students on the use of continuity of learning systems to ensure true continuity and accessibility.

Ensuring remote accessibility, with mobile enabled platforms and Bluetooth connectivity for students without laptops but with mobile phones. Establishing students without electronic access at enrolment to align alternative hard copy provision in an emergency / during a prolonged closure or absence. Ensuring a variety of methods of distance learning. CHL training will abide by the Disability Act and ensure materials will be provided in alternative formats e.g. audio when necessary.

### **Supporting the continuity of learning**

Our training is delivered through a blended approach, and this provides a level of flexibility and a number of options to ensure the relevant training continues to be delivered to our students. The methods of training include face to face, virtual, directed and supervised learning activities, webinars, online and telephone coaching / professional discussion assessments, set reading and feedback, work-based learning assignments and work-based assessments.

Training at face-to-face workshops are covered by a primary and back up trainer per subject which allows for contingency if there is a delay in their arrival, sickness, holiday or incident which prevents a trainer reaching the training venue.

We have qualified and experienced trainers and assessors who are able to step in at short notice.

Where necessary, and when training is impacted by adverse weather, we can run additional training interventions virtually. We can follow up with additional virtual webinars and peer learning sessions to complete the training.

We have multiple/external training venue options available on a national level

The following list also includes a range of tools and modalities for facilitating distance learning, including those with no, some, or great levels of technological sophistication.

1. Instructional packs. In advance of a prolonged closure absence, trainers and assessors can prepare both electronic and hard copy instructional packs that students may use at home to continue their learning. Packs will include necessary worksheets; calendars or schedules of work to be completed; directions for completing knowledge units/written assignments, uploading work product evidence; excerpts from textbooks, presentation notes or other reading materials; and sample assessments.

CHL Training may take two different approaches when developing packs:

Generic packs that can be used at any point that promote learning according to level and subject-specific standards, or

Unit-specific packs that are based on the planned curriculum and integrated with the students' current learning at their workplace or off the job training.

2. Trainer and assessor check-ins and tutorials: A variety of technologies (telephone, email, MS teams, Quals Direct e-portfolio messaging system) can be used to facilitate one-on-one, or teacher-and- class interaction or lesson delivery between students and trainers/assessors
3. Telephone and MS Teams calling. Trainers and assessors can hold group and individual discussions, or teach lessons, with students in a secure and private setting.
4. Email. Use existing Microsoft office outlook email service provider to send, receive, and track messages. In the event this service provider is not operating, we are able to use our e-portfolio platform Quals Direct to communicate with learners via its secure messaging system and/or our business Whats App account direct to student mobile devices.
5. Microsoft Teams online sessions via our 365 account for moving classroom courses to online modality as was done during covid / pandemic.
6. Social media communications e.g. Facebook closed groups where this may be required and for more secure comms

#### **Staffing Contingencies**

- We maintain a pool of qualified trainers and assessors who can be deployed at short notice to cover unexpected absences.
- All delivery staff follow standardised schemes of work and lesson plans, ensuring seamless handover and continuity of learning.
- Where possible, we implement co-delivery models or shadowing arrangements to ensure knowledge transfer and reduce single points of failure.

#### **Remote Delivery Capability**

- Our programmes are designed to be flexible and hybrid-ready, allowing for rapid transition to online delivery if required.
- Trainers are equipped with the tools and training to deliver sessions remotely, ensuring minimal disruption to learners.
- IT and Infrastructure Resilience
- We use cloud-based systems for learner management, communication, and resource sharing, ensuring access from any location.
- Regular data backups and cybersecurity protocols are in place to protect continuity of operations.

#### **Communication and Escalation Protocols**

- In the event of disruption, we activate a clear communication plan to inform learners, staff, and stakeholders promptly.
- A designated Business Continuity Lead coordinates the response and reports to the Senior Leadership Team.

#### **Coursework and Examinations**

CHL Training is required to keep copies of all essential coursework and examination results in a fireproof safe, or a second (electronic) copy off site, to ensure that no essential information is lost in the event of a disaster. Course teams will meet as soon as possible to consider the effect of the disaster on a student's coursework and

examination entry. This information will be disclosed to the Examinations Officer, who will liaise with and be advised by the Awarding Bodies.

Students will be offered individual advice sessions with a member of staff to discuss their concerns about the effects of the disaster on their work and any extra measures (advised by the Awarding Bodies) which are required to enable them to complete the successfully.

#### **Communication channels**

As previously mentioned, we have a number of channels available to us and will select the most secure option e.g. Microsoft Teams video call, VoIP telephone calling, Whats App direct to mobile comms (most effective with the majority of our students), E-portfolio Quals Direct internal messaging system, Facebook closed groups.

We use Microsoft OneDrive for storing and syncing files securely and remotely across staff which is only accessible internally by those cleared and set up with an internal company email and backed up every 24-hours and can be accessed remotely as well as on-site.

#### **Emergency contacts**

Are available for staff via our Microsoft Office 365 Outlook Emergency Contact List and for Students via our e-portfolio system Quals Direct and our main line number 0207 199 9800