



# Student's Handbook

Cardiff

©2018

# Content

<b>Content</b>	<b>Page</b>
1.0 Welcome.....	3 – 4
2.0 Access & Equal Opportunities.....	5 – 6
2.1 Support & Counselling of Candidates.....	5
2.2 Access to new technology.....	5 – 6
3.0 Assessment & Feedback.....	6 -
3.1 How standards are applied equally.....	6 – 7
3.2 Feedback to learners.....	7
3.2.1 Mitigating Circumstances.....	8
3.2.2 Assessment Promise.....	8
3.2.3 Role of Internal Verifier.....	8
3.2.4 Malpractice.....	8 – 9
3.2.5 Tracking Learners Progress.....	9
3.2.5 Appeals Policy.....	9
4.0 Monitoring Assessment Practice.....	9 – 12
4.1 Sampling Strategy.....	10
4.2 Types of Assignment.....	10
4.3 Records & Documentation.....	11 – 12
5.0 Quality Assurance.....	13
6.0 Teaching & Learning Strategy.....	14 – 15
7.0 TSMR Professional Code of Practice.....	15 – 17
8.0 Recognition of Prior Learning.....	17
8.1 Credit Transfer.....	17
8.2 Other exemptions.....	18
9.0 Complaints Procedure.....	19
9.1 Appeals procedure for learners.....	19
10.0 Arrangement & Secure Storage of Documents.....	20 – 21
10.1 Handling & Storage of Personal Data.....	20
10.2 Criminal Conviction Disclosures.....	20 – 21
10.3 Misrepresentation of Information on Application Forms.....	21



## 1.0 Welcome!

TSMR is a friendly, forward-looking training organisation and we are delighted that you have chosen to join us. As a new candidate you are about to begin a real adventure and you may find the first days and weeks a little daunting – but please remember that we were all new here once and survived – you will too!

This Handbook is your easy-to-use reference guide to all the services open to you as a learner with TSMR and we hope that it will help you to settle into your new way of life as quickly and easily as possible.

As you get used to life at TSMR, talk to members of staff if you need guidance, information or support. All the support you need is here! You can communicate with support staff online and they are ready to assist you. We aim to provide you with a comprehensive and easy-to-access support system to help you in your studies. Some support areas are obvious – others might surprise you!

We want you to look back at your time here as a student with great memories and to know that you took full advantage of every opportunity available to you. To achieve this we need your commitment too!

### **Things you must tell us**

If you change:


- Your semester or home address/term address
- Your degree scheme or any modules or courses

### **Things you need to know**

*Make sure that you are aware of:*

- All Academic Regulations for your course
- The Student Code of Behaviour and Disciplinary Procedures
- Your Health & Safety responsibilities
- Our Equality & Diversity Policy

Help us to help you - get involved in TSMR Life!



At TSMR we are proud of our tradition for encouraging candidates to take an active part in their work. Make a difference!

TSMR works as one big team and we welcome feedback from our students. As you go along you will no doubt come across issues that we need to know – remember we can't change anything if we don't have your views!

Every effort is made to ensure that the information in the Handbook is accurate at the time of going to press. However, over time circumstances may change and TSMR reserves the right to change or amend the information provided in this document. TSMR does not accept any liability arising out of or in connection with any such changes.

Finally, welcome again to TSMR. Over the coming years you will be challenged, inspired, and become part of TSMR community. I hope you thoroughly enjoy your time here and find it as rewarding an experience. Thank you.



## 2.0 Access and Equal Opportunities

We define these as follows:

- **Access** is referred to as the access by the candidate to the range of assessment opportunities needed to satisfy the requirements of the qualification standards.
- **Fair assessment** refers to the fair treatment of all candidates so that they are afforded the best opportunity to demonstrate their competence.

The diversity of candidates for whom access and fair assessments may be applicable is extensive. For example, some key groups may be:


- Women and lone parents
- Physically disabled people
- People with learning difficulties
- People from ethnic minorities
- Ex-offenders
- People needing help with
  - Literacy/numeracy
  - English for speakers of other languages
  - Behavioural difficulties.

### 2.1 Support and counselling of candidates

At a preliminary stage TSMR will be involved in the initial assessment of the candidate to identify their aspirations, experiences, and training needs. A detailed and objective assessment is vital at this stage in order to enable both the trainee/candidate and training provider/assessor to make informed choices about appropriate provision. Making the right choices at this stage enhances candidates' commitment to the programme with less likelihood of premature 'dropping out'.

### 2.2 Access to new technology for training and employment

Increasing advances in technology means that a variety of resources are becoming available to candidates to overcome any barriers, which exist within training and employment. The increasing computerisation within the workplace means that tasks, which previously required mobility or manual dexterity, can readily be carried out as desk-based operations. Speech-recognition software allows a candidate with visual impairment to input data through speech as opposed to the use of the keyboard.



Tasks, which may have previously required commuting to an office, may now be undertaken remotely (e.g. at home). Data networks allow an individual to access data, which previously may have been housed in another office. This means that technology exists which allows candidates to undertake work without the physical requirements of actions such as filing, walking and climbing stairs and manually retrieving documents.

### **3.0 Assessment & Feedback Policy**

TSMR courses are run and assessed in the English language.

TSMR acknowledges that her learners are studying to gain knowledge understanding and skills in a foreign language, in which the assessment will take place

- Learners are taking the qualification as part of their training and development for a specific role in the workplace, which requires them to use the foreign language.
- There is a requirement by the government of the country, where the learning is taking place and where the learner resides, that assessment should be available in the language of that country.
- The employer(s) of the learners require the learning to be delivered in the language needed to facilitate achievement of organisational objectives
- The use of a different language in assessment may not cause a breach of certifying body rules and regulation and conditions of recognition

#### **3.1 How we ensure standards are applied equally among all our learners**


The medium of instruction in TSMR is English Language. TSMR will ensure standards are applied to all learners. For logistics reasons TSMR will not provide teaching, and assessment in a different language other than English.

Faculty members will be encouraged to use the assessments and question banks as much as possible. TSMR, however, expects that Assessment should be:

- Open and transparent
- Authentic
- Reliable, consistent and rigorous
- Relevant to the target group
- Inclusive Formal assessment is structured, usually takes place in clearly stated conditions, and is usually used for summative assessment.

Forms of non-paper based formal assessment may include:

- Practical activity

- 
- Structured discussion
  - Questions and answers
  - Presentation Paper based formal assessment is normally in the form of assignments which may include:
    - Case studies
    - Projects
    - Dissertation
    - Reports
    - Reflective journal
    - Diaries or logs
    - Timed assignments under controlled conditions

### 3.2 Feedback to Learners


Feedback of progress by learners, against agreed criteria for assessment, is the cornerstone of this entitlement, and this must be clear, timely, transparent and consistent.

This entitlement is regardless of ethnicity, gender, and age, learning difficulty or disability. It further entitles learners to registration and entry through the TSMR Registry for their qualification aims, providing they have met their learning agreement conditions.

Feedback for assessment should be considered by the faculty / assessor as a key factor at ensuring success for the learner. Full and constructive feedback on submitted work can empower the learner to act to improve and enable learners to progress to higher grades.

All written and oral feedback should follow these simple principles:

1. Identification of the good elements of the submission and the Criteria that have been met
2. Identification of the weaker elements of the submission and the Criteria that have not yet been met
3. An explanation as to how the missing criteria may be achieved
4. Any relevant functional skills comments/support regarding literacy and numeracy
5. Recommendations on how to improve submissions next time
6. Any mitigating circumstances that have lead to any extensions to deadlines



Where possible, annotations should be made on learners work to signpost comments and criteria achieved, directly to the relevant sections of work.

### **3.2.1 Mitigating circumstances**

If, for any reason a learner cannot meet a deadline they **MUST** submit a mitigating circumstance to the assessing teacher before the final deadline for consideration. It is important to note that mitigating circumstances are limited to those out of learners' control. The process clearly identifies that if learners have left work to the last minute and failed to meet the deadline they will not get an extension. Acceptable Mitigating Circumstances include:

- Bereavement
- Serious illness / injury
- Unforeseen changes in residency or pregnancy

The decision as to whether a mitigating circumstance is “reasonable” is the decision of the assessing faculty and must strictly follow the examples above. Comments relating to the award of extensions must be made on an assessment feedback form.

### **3.2.2 The ‘Assessment promise’**

All learners are entitled to receive assessment that is fair, rigorous, regular and appropriate for the courses and programmes being followed. It must also be ensured that assessment; verification, standardisation and moderation procedures are in accordance with awarding body requirements.

### **3.2.3 The role of the Internal Verifier is to:**

- Check assignments meet unit specifications and are fit for purpose
- Check that assessment is of an appropriate standard and enables clear directions for improvement in subject specialism, numeracy and literacy
- Sample assessment decisions to ensure they are accurate and consistently applied
- Ensure all documentation is signed by themselves and the assessor and the learner
- Keep accurate records of internal verification for each learner, unit and assessor sampled
- Contribute to the internal quality assurance process through standardisation activities and team meetings
- Maintaining policies and procedures to enable delivery and assessments.
- Monitoring learners' records, progress and achievements.
- Monitoring appeals by learners and the outcome of those appeals.
- Ensuring that the certification process for the learner has been completed.
- Evaluating the effectiveness of the assessment practice and procedures



### **3.2.4 Malpractice**

TSMR insists that learner coursework submissions are, in fact, their own. Work discovered to be copied will not be accepted and learners will be asked to re-submit their own work within a certain time period. TSMR disciplinary procedure will also be invoked.

In order to prevent incidents of plagiarism by learners of published or non-published work produced by others, there will be a requirement for students to make an appropriate acknowledgement or reference to their sources within the essay or assignment.

### **3.2.5 Tracking of Learner Achievement**

TSMR is working on an online tracking tool for learners. This when completed will allow recording of unit criteria achieved. The system flags up students who are lagging behind especially in their assignments and automatically forward a warning letter to the particular learner via his/her email. The system also ensures that all faculties are aware of the progress of each learner towards their learning goal.

### **3.2.6 Appeals policy**


An appeal may relate to an internal assessment outcome on:

- Individual units and / or
- The recommendation for final award

A request for a review of an assessment decision may be made only on one or more of the following grounds:

That the assessment procedures were not followed in accordance with the awarding body guidelines resulting in an error in the assessment of the learner's work

- That some other irregularity had led to a breach of the procedures or regulations resulting in a decision detrimental to the learner
- That the assessor failed to assess all work properly submitted for assessment against the published criteria

- 
- That there was a computational error in arriving at the learner's total marks for the final award.

#### 4.0 **Monitoring Assessment Practice**

The purpose of monitoring assessment practice is:

- To check that the required standards of assessment are met **consistently** by **all assessors**, thereby providing **all candidates** with **fair** and **reliable assessment**
- To identify any areas where assessors need help or further development.

##### **How?**

The first thing an internal verifier must decide is how s/he is going to check the reliability of the assessment process for the qualification for which s/he is responsible within the centre. In a very small centre it may be possible to check every single assessment decision, but it certainly would not be practical in most centres. An internal verifier, therefore, must find a way of reviewing the quality of assessment practice to get a clear view of the work of all the assessors. This is done through a process of 'sampling' assessments.


##### **What?**

An internal verifier will need to sample sufficient evidence, through direct observation of assessor practice and review of assessor/candidate product, paper or computer based evidence and records, to form a view about the assessment practice within the centre. They will need to check assessment decisions of every assessor over a period of time, but what and how many? In deciding, consideration must be given to a number of factors. For example, all assessors must be included in the sample during the year, but if they are experienced it may be necessary to sample only one or two individual assessment decisions per candidate and only two or three candidates for each assessor. However, if there is a new or inexperienced assessor, the internal verifier will need to sample many more of their assessment decisions for the first 6-12 months to ensure that their assessments are reliable and consistent over a period of time.

##### **When?**

It is important that sampling is carried out at different stages in the assessment process and include formative as well as summative assessments (see 8.5), so that any problems can be identified and rectified at an early stage. It must include direct observation of assessors when, with a candidate, they are:

- Action planning
- Assessment planning
- Briefing

- 
- Observing performance
  - Inspecting product or documentary evidence
  - Questioning and giving feedback.

#### 4.1 Sampling Strategy

Sampling of assessments cannot simply be 'random sampling of assessment decisions'. It must be planned carefully in order to be representative of centre assessment practice across the whole qualification or group of qualifications. The internal verifier must therefore develop a sampling strategy, which **clearly identifies the overall approach to the development of an effective sampling process**. This will vary from centre to centre but in every case there are particular factors, which must be taken into consideration.

#### 4.2 Type of assessment

- Formative assessment
- Summative assessment

#### 4.3 Records and documentation

An essential function of the internal verifier (IV) role is the issue to staff and candidates of appropriate documentation relating to the qualification(s) for which they are responsible and for the maintenance, security and tracking of accurate, up-to-date paper or computerised records for candidates and assessors. An integral part of the external verifier's activity will be the inspection of the assessment and verification records. S/he will want to see an audit trail of who, where, when and what the internal verifier has monitored.

The following is not a comprehensive list but is provided for guidance purposes:

- **Candidate records**
  - Name
  - Date of birth
  - address
  - Date of registration
  - Enrolment number
  - Qualification title and number(s)
  - Particular assessment requirements
  - Assessor name(s)
  - Workplace, if applicable
  - Progress records.

• **Assessment records.**

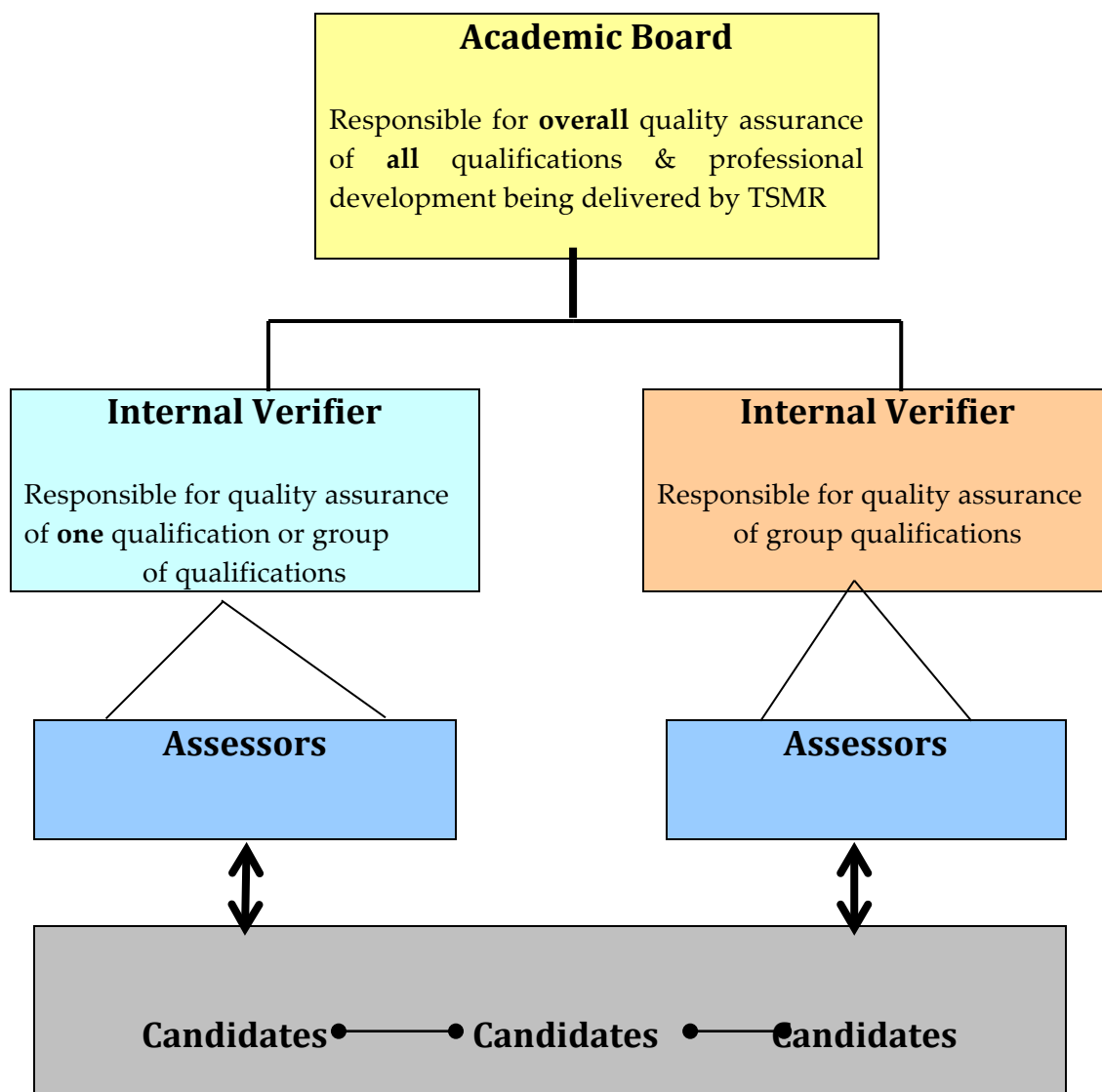
- Name of candidate
- Name of assessor(s)
- Assessment plans, reviews and feedback records
- Units/practical competences assessed, type of evidence and method used
- Dates on which assessments took place
- Where assessment(s) took place
- Assessment decisions
- Assessor signatures.

Form: MR 16

**VERIFYING ASSESSMENT DECISIONS FORM**

Award				Assessor	
Unit					
Assignment Title					
Learners name					
Which criteria has the assessor awarded?	Pass	Merit	Fail	Distinction	
Do the criteria awarded match those targeted by the assignment brief?	Y/N*				
	Details				
Has the work been assessed accurately?	Y/N*				
	Details				
Is the feedback to the learner: • Constructive? • Linked to relevant grading criteria?	Y/N*				
Does the feedback: • Identify opportunities for improved performance? • Agree actions?	Details				
Does the grading decision need amending?	Y/N*				
	Details				
Remedial action taken:					
<b>Internal Verifier name</b>					
<b>Internal Verifier signature</b>				Date	
<b>Confirm Action completed</b>				Date	
<b>Assessor Signature</b>				Date	
<b>Internal verifier Signature</b>				Date	

## 5.0 Quality Assurance



## 6.0 **Teaching & Learning Strategy**

Our strategy articulates with TSMR's mission and vision statement (2016) the latter of which emphasises teaching and learning which is underpinned in strong academic departments actively engaged in scholarship. The primary aim of learning and teaching facilitation at TSMR remains to support a wide range of students in developing Third World countries in their development as autonomous learners, capable of both independent and interdependent learning. Programmes will provide learners with a strong base of academic knowledge, understanding, concepts and key skills, and professional knowledge and acumen as appropriate.

TSMR Learning and Teaching Strategy comprise six inter-related key objectives. These are supported by an overarching TSMR action plan and faculty action plans which set out the means by which the objectives might be achieved.


This strategy reflect new actions, focusing less on reiteration of ongoing embedded work that has become part of the TSMR's customs and practices. However it still directs faculties and services to focus on the areas of importance underpinning each objective, as included in the text, which elaborates the nature of each objective.

The Learning and Teaching Strategy sits alongside the Human Resources, Widening Participation, Training and Development, Research and Knowledge Transfer, Information, E-Learning and Quality Assurance, Marketing, Finance, Estates and Accommodation Strategies and the Disability Statement. As such it is one of the key strategies, which focus on the core purposes of the institution. These strategies interact with each other to inform the institutional corporate plan and its annual operating targets, and have duly influenced the preparation of this revised strategy.

The strategy will continue to be monitored and updated on an annual basis by the Teaching, Learning and Assessment Sub-Committee. The Dean of Teaching and Learning Development will undertake interim monitoring in liaison with Faculty Teaching, Learning and Assessment Committees.

This aim will be met by the achievement of six inter-related key objectives.

1. The provision of high-quality teaching learning and assessment opportunities, guidance and support for students/learners.
2. Support for staff to engage in continuing professional development to enhance and improve their learning and teaching facilitation activities, including those in relation to research and scholarship.

- 
3. The continued development and strengthening of learning support services and the learning infrastructure.
  4. The monitoring and evaluation of learning and teaching to identify, support and disseminate good practice within the institution and within the wider community.
  5. The provision of a focus for research and development into the potential offered by new technologies, and the use of technologies to enhance learning.
  6. Enhancement of student learning through 'research-informed teaching' in relation to the formal curriculum, academic practice, and the components of the broader student experience that impact upon learning.


## 7.0 TSMR Professional Code of Practice

### **In our Professional Practice we:**

- Strive for excellence at all times
- Exemplify the highest standards of professional behaviour and performance
- Remain accountable for my actions
- Disclose any personal interest which may affect my managerial decisions
- Act only within my level of competence and advice otherwise when asked to act beyond it
- Continue to develop my management competences and keep up to date with best practice
- Safeguard confidential information and not seek personal advantage from it
- Act reasonably and justifiably in identifying and resolving conflicts of values, including those of an ethical nature

### **As a Training Organisation in the business of Managing others, we:**

- Treat colleagues on an equitable basis, without discrimination, recognising their specific needs, pressures and problems
- Support colleagues to understand fully their responsibilities, areas of authority and accountability
- Seek to develop the skills and qualities evident within my team and recognise their achievements
- Foster a culture of openness and transparency, where issues may be addressed in a frank and timely manner
- Act consistently and fairly when addressing any shortfall in performance or standards of behaviour
- Encourage and assist colleagues to develop their skills and progress their careers, valuing the contribution which each may make
- Have regard for their physical and mental health, safety and well being

- 
- Respect matters of faith, conscience and diversity in their widest sense
  - Communicate clearly, effectively and openly

**As an organisation, which employs people, we will endeavour to:**

- Uphold its lawful policies and practices and seek to enhance them in the interests of good management practice
- Seek to reconcile personal and corporate values
- Identify, support and communicate relevant policies, practices and information
- Seek to identify and promote enhancements to organisation structure, procedures and controls
- Act in a manner which supports the organisation's overall objectives and contributes to the achievement of targets set
- Be accountable for achieving the objectives, projects and tasks that I undertake to deliver
- Safeguard the reputation and assets of the organisation
- Exhaust all available internal remedies for dealing with matters I perceive to be improper before resorting to public disclosure


**In the interests of our clients, business partners and other stakeholders we will:**

- Ensure that I properly understand their interests and respond to them in a balanced manner
- Establish, maintain and develop business relationships based on mutual confidence and trust
- Refrain from entering into any agreement or undertake any activity which is unlawful or anti-competitive
- Ensure that agreements entered into or activities undertaken are consistent with the interests of my organisation and demonstrate good management practice
- Neither offer nor accept gifts, hospitality or services which could create, or imply, an improper obligation
- Safeguard all confidential information which comes into my possession

**For the wider community TSMR will:**

- Ensure that I am aware of, and comply with, all relevant legislation and regulations
- Act to avert or mitigate any harmful outcomes, whether short or long term, of present and proposed managerial actions



- 
- Be honest, open and truthful in all external communications
  - Respect the natural environment and seek to conserve resources wherever possible
  - Respect the customs, practices and reasonable ambitions of others, where these may differ from your own

## **8.0 TSMR Policy on the Recognition of Prior Learning, Exemption and Credit Transfer**

Where a qualification or a component of a qualification e.g. a 'Unit' or 'Credit' can be evidenced as having been awarded by an approved awarding body and is equal to or better in subject content and rigor of assessment to a component of a qualification from TSMR, then that qualification or component may be considered for Recognition of Prior Learning, Exemption or Credit Transfer.

### **8.1 Credit transfer**

Credits awarded to learners for the successful achievement of a unit in a qualification will be recognised by TSMR towards the credit accumulation of a qualification where that unit appears.


When completing the qualification with TSMR, the original copy of the unit/credit certificate or certificates used for the purposes of Credit transfer must be included with the learner's portfolio for inspection by the External Verifier. The External Verifier will forward a copy of the certificate(s) to TSMR.

Attendance for qualifications is a Centre decision, thus providing the option that learners' with a profile of proficiency in knowledge and understanding need only complete the assessment.

### **8.2 Recognition of Prior Learning**

If the unit is not included in the rules of combination for that qualification TSMR will consider the RPL of the unit towards the qualification.

Recognition of Prior Learning is the process within whereby experienced people are given credit for their previous achievements. This includes not only for previous learning and development gained in education and employment but also for



competence in unpaid work. This is not to say that the assessment process can be curtailed for an experienced person. But it does allow them to move directly to assessment where they are already competent, without going through unnecessary learning processes as a prerequisite.

When completing the qualification with TSMR, the original copy of the unit/credit certificate or certificates used for the purposes of RPL and any supporting evidence of achievements (mapped to the learning outcomes) must be included with the learner's portfolio for agreement and inspection by the External Verifier. The External Verifier will forward a copy of the certificate(s) to TSMR.

### **8.3 Other Exemptions**

As with credit transfer where a qualification or a component of a qualification e.g. a 'Unit' or 'Credit' can be evidenced as having been awarded by an approved awarding body and is equal to or better in subject content and rigor of assessment to a component of a qualification from TSMR, then that qualification or component may be considered for exemption.

Applications for exemptions need to be made to TSMR Academic Board the centre, with details of the coverage of the related learning outcomes and assessment. If approved, this exemption will then be made available to all centres via the progression and exemptions listing.

## 9.0 COMPLAINTS AND APPEALS PROCEDURES

### 9.1 APPEALS PROCEDURE FOR LEARNERS

A learner must in the first instance follow the appeals procedure of TSMR. All Centres must at all times have a clear and up-to-date appeals procedure, which must be provided to learners. **Only when this route has been exhausted can a learner appeal to TSMR.**

A learner may appeal to TSMR, free of charge, regarding decisions of a Centre on the following grounds:

- a) Discrimination of any sort
- b) Dissatisfaction over assessment decisions
- c) Dissatisfaction over quality of tuition

In all cases, appeals must be submitted, in writing, to **TSMR**, who will provide a copy to the Centre's **External Verifier**.

A written acknowledgement of the appeal, stating when the appeal will be heard, will be issued **within two working days**.

The Centre's **External Verifier** will investigate the appeal and report his/her findings, in writing, to **TSMR within 21 working days**.

The appeal decision will be given to the learner, in writing, **within 28 working days** of receipt of the written appeal.

If the learner is not satisfied with the appeal decision the **Academic Board** and where appropriate, the **Appeals Committee** act as the ultimate arbiters in the case of dispute between learner and Centre.

TSMR Academic Board is committed to offering a quality and customer orientated service, and feedback. In all cases any complaint must be submitted in writing to **TSMR Academic Board**, [registry@losmr.uk](mailto:registry@losmr.uk), a written acknowledgement will be issued **within two working days**.

A response to the complaint will be given in writing, **within 28 working days** of receipt of the written complaint.



## 10.0 Arrangement & Secure Storage of Documents

### 10.1 Handling and Storage of Personal Data

TSMR will treat all personal information in a confidential manner and application forms will be shared only with those staff involved in the admissions process. However we may share the information with relevant educational bodies, examination boards, previous educational establishments, student support assessment bodies such as Local Education Authorities and the Student Loans Company and (in the case of international applicants) the British Council or appropriate agency.

We may pass this information as appropriate to these and other outside organisations, including the police, government, and other institutions in order to prevent or detect fraud.


This information may also be used by TSMR to undertake research or to plan or improve our services. In addition, we may advise you of other study opportunities and services provided by TSMR and its partner organisations.

Application forms and associated documentation for applicants who either do not accept an offer or are not made an offer of place at TSMR are kept for a period of no more than one full application cycle following the original target intake date. This is to assist applicants who may wish to re-apply.

Application forms and associated documentation for applicants who take up a place on in TSMR are transferred to the Academic Registry to form part of the enrolled student file. Enrolled student files are kept for the duration of the course and for up to seven years after a student leave TSMR.

### 10.2 Storage and Handling of Data relating to Criminal Conviction Disclosures and Disclosure information

All individuals or organisations using the Criminal Records Bureau (CRB) Disclosure Service to help assess the suitability of applicants for positions of trust and who are recipients of Disclosure information must comply fully with the CRB Code of Practice.



As an institution, we may where necessary, use the Criminal Records Bureau (CRB) Disclosure service to help assess the suitability of applicants for positions of trust. In that case TSMR will comply fully with the CRB Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. TSMR will also comply fully with its obligations under the UK Data Protection Law and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information.


Disclosure information will never be kept on an applicant's, students or employee's personal file and will always be kept separately and securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

In accordance with section 124 of the (UK) Police Act 1997, Disclosure information will only be passed to those who are authorised to receive it in the course of their duties. TSMR will maintain a record of all those to whom Disclosures or Disclosure information has been revealed. TSMR recognises that it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Disclosure information will only be used for the specific purpose for which it was requested and for which the applicant's full consent has been given. Once a recruitment (or other relevant) decision has been made, TSMR will not keep Disclosure information for longer than is absolutely necessary. This is generally for a period of up to six months following the commencement of a course of study or a contract of employment, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six-months, TSMR will consult the appropriate CRB about this and will give full consideration to the Data Protection and Human Rights of the individual before doing so. Throughout this time, the usual conditions regarding safe storage and strictly controlled access will prevail.

Once the retention period has elapsed, TSMR will ensure that any disclosure information is immediately appropriately destroyed by secure means, i.e. by shredding, pulping or burning. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). TSMR will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. Notwithstanding the above, TSMR will keep a record of the date of issue of a Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, the unique reference number of the Disclosure and the details of the recruitment decision taken.

TSMR will not act as an umbrella body (one which countersigns applications and receives Disclosure information on behalf of other employers or recruiting



organisations).

### 10.3 **Misrepresentation of Information on Application Forms**

Applicants who deliberately misrepresent material information in their application will have their application cancelled or, if enrolled, will have their contract and membership with TSMR terminated.