

TEACHING, LEARNING AND ASSESSMENT HANDBOOK



Policy Group: Quality and Support

Effective: December 2023

Approved: Rachel Butt, Director of Excellence

Responsible Officer: Gary West, Head of Quality

Next Renew Date: December 2024

Ref no: 4.4



GUIDANCE

Vision

Transform lives through learning

Values



PASSIONATE - We are passionate about inspiring young people, adults and our Purple People to be their best and we take pride in creating a positive learning environment to fulfil their potential.



UNSTOPPABLE - We are unstoppable in our quest for the pursuit of excellence. We are dedicated and resilient to develop ourselves and our learners.



RIGHT - We treat each other with respect and strive to do the right thing through insight, inclusion, honesty, growth and trustworthiness.



PARTNERSHIPS - We support the people surrounding us in our everyday lives, building effective partnerships with businesses, learners and all stakeholders where we can pass on our knowledge and skills to help them meet their goals.



LEARNERS - Learners are at the centre of everything we do and we are driven to provide life-changing and life-long learning for them.



EMPOWERED - We encourage our Purple People to be independent and autonomous to maximise their goals surpassing their barriers and targets. Feel it, believe it, live it.

Tone of voice

Our tone of voice takes its direct influence from our core values. We are passionate about people and learners and are driven to get the best out of everyone by understanding them. We are caring and supportive, as well as being determined and striving for growth. We talk with purpose and enthusiasm in a way that connects and empowers people.

Innovation is at the heart of Learning Curve Group and we're always thinking about what's next!

SUMMARY CHANGES

Date	Page	Details of Amendments
March 2019	All	Full document review to combine a variety of Policies and Procedures into a handbook.
February 2020	16, 17	Inclusion of countersigning procedure
April 2020	All	Review to reflect COVID-19 changes to process
June 2020	All	Reflect LHAA and Learning Support
July 2021	All	Annual Review
July 2022	All	Annual Review
September 2022	All	Integration MPCT
December 2022	All	Integration White Rose
March 2023	Appendix 5	Addition of Appendix 5
May 2023	All	Inclusion of AI in assessment

INTRODUCTION

Learning Curve Group (LCG) is one of the largest national training providers in the UK, providing education and training nationally. All companies within the LCG family uphold the same company Vision, Mission and Core Values and follow our group policies and procedures.

We ensure that our core values take priority when conducting quality assurance activities. This policy aims to develop, support, and achieve high quality teaching and learning form part of the overall self-assessment and quality improvement processes. The data and information extracted from the observation of teaching, learning and assessment, feedback from learners and reviews of documentation will be used to inform the annual self- assessment report and to shape development priorities.

Applies to

All staff delivering educational programmes on behalf of Learning Curve Group.

Reason for policy

To ensure that:

- Colleagues have clear information, advice and guidance given about us, the expected standards of teaching, learning and assessment and the strategies that will be implemented to achieve these across all our contracts.
- Colleagues understand that meeting at least supportive and independent pathways expectations for teaching, learning and assessment is the standard for all staff facilitating learning activities.
- Colleagues follow the Purple Professional Standards of Excellence which is in line with Professional Standards for Teachers and Trainers in the Education and Training Sector.
- Each learner is supported to achieve their full potential whilst studying with us, through this and our robust information, advice, and guidance mantra.
- Each learner's experience of learning is wholly positive.
- Foster an inclusive approach to teaching delivery through the provision of tailored learning support, to maximise successful learning outcomes.

HANDBOOK AND POLICY STATEMENT

Learning Ethos and Expectations

Our commitment is that we will:

- Be an inclusive institution, whilst having a clear intent to meet the needs of learners, employers, and regional requirements.
- Aim to establish an ethos based on an excellence within a safe and supportive learning environment.
- Place learners at the centre of everything we do and ensure our expectations of them are high.
- Provide robust and advice and guidance at the beginning and throughout the programme.
- Match individual learners' needs with suitable courses and, where we cannot meet their needs, signpost them to a provider who can.
- Consider and recognise previous learning experiences/learning and ensure all delivery colleagues provide a differentiated approach to the setting of curriculum goals and the sequence of delivery.
- Provide a range of learning environments aimed at encouraging independent and flexible learning.
- Provide learning resources appropriate to learning styles and maximise the use of technology.
- Provide learners with a breadth of learning experience incorporating the development of functionality, critical thinking, and problem-solving skills with a focus on personal development, behaviour, and welfare.
- Ensure learners receive sound next steps and career advice and guidance through their learning programmes.

Learner Induction

Our commitment is that we will:

- Provide a learner handbook.
- Provide learners with a clear overview of their programme, including how they will be assessed, progress reviewed and how the programme will be funded.
- Review agreed expectations from all relevant stakeholders, including code of conduct.
- Provide the learner with key support contacts and details available to them.
- Provide the learner with safeguarding and Prevent information, including reporting any concerns.
- Provide the learner with information around key policies, for example but not exhaustive; health, safety and wellbeing, harassment and bullying, equality and diversity, data protection, whistleblowing and fraud prevention, e-safety, working safely.
- Provide the learner with information around careers, education, information, advice, and guidance (CEIAG).
- Provide the learner with details of how to submit any complaints and how to appeal against assessment.

Teaching and Tutoring

Our commitment is that we will:

- Provide high quality teaching and learning and commit to the continuous improvement of the learner experience.
- Ensure the learners' starting point is established using robust initial assessment (IA), including identified recognised prior learning (RPL).
- Ensure teaching and learning focuses on the appropriate sequencing of components and allow learners to demonstrate their skills in terms of recall and building expertise.
- Provide learners with challenging targets to raise aspirations and ensure their potential to achieve curriculum goals is evident.
- Ensure all staff reflect on their current practice, develop strategies to enhance teaching, tutoring, learning and achieve a result which is beyond expectations.
- Ensure continuous professional development (CPD) events are held both internally and externally to support our staff in the development of their own expertise and pedagogy.
- Ensure the quality and operational management team provide our staff with ongoing coaching and support. This includes supporting them in the use of technology and remote teaching and learning techniques, including during periods of disruption.
- Ensure the coaching and development cycle is companywide and used as a tool to develop and measure impact.
- Ensure the provision of continued teaching, learning and assessment using technology, when this is the chosen method of delivery and learner awareness is raised to stay safe online.
- Provide online resources and a range of technology solutions to support learner progress.

Assessment

Assessment will take place regularly through any programme on a formative and summative basis and serve the following purposes:

- Assessing an individual's progress to deliver constructive and developmental feedback to support future success and provide every opportunity to stretch beyond the standards.
- Assessing an individual's performance to allow for formal grading and certification.
- Establishing the effectiveness of memory recall and impact of sustained learning
- Checking on the development of learners' progress and to inform them of distance travelled in relation to progress towards achievement of curriculum goals and aspirations.
- Making assessment decision based on learner evidence being valid, reliable, consistent and authentic.

The approach to assessment follows the following principals:

- Working within Awarding Organisation/End Point Assessment Organisations guidelines, the assessment process should always be appropriate for each individual learner and adopt the flexibility allowed to us by Ofqual during any periods of disruption.
- Learners will be made aware of the procedures for appeal against assessment decisions both internally and externally.
- Formal assessment will always comply with Awarding Organisation/End Point Assessment Organisation regulations and adequate preparations for such assessment should be scheduled into every programme.

- Special assessment adjustments need to be applied for, when appropriate, through the Awarding Organisation/End Point Assessment Organisations.
- Initial assessment, completed predominantly online, will be carried out and assessed against screening indicators, where available, to determine any additional learning support needs and advice given accordingly.
- When receiving the portfolio from a learner the centre should record who received the portfolio, candidate name, when the portfolio was received, delivery staff name and where it has been stored. When the portfolio is returned to the learner it should be signed for. The centre must store all retained portfolios in a secure store.

In situations where a portfolio cannot be found then a full investigation will be triggered by the Quality Advisor (QA) Team, in liaison with their respective Quality Manager/Head of.

The External Quality Assurance (EQA) will be contacted for guidance and at this time the QA will discuss the photocopied assessment evidence for the candidate which is held by the centre. It may be a requirement that assessment and or evidence collection will need to be repeated. All Awarding Organisations require centres to retain records for a minimum of 3 years to make them available for certification queries.

These records should be scanned and contain details of learner, delivery staff, QA, enrolment, and registration. These records should be supported by the assessment records and verification documentation. Portfolios should be returned to the learner following the EQA's and examiners' visit. Copied assessment records will be retained by the centre.

Conflicts of Interest

The following aspects are subject to conflict-of-interest requirements:

Observation and Assessment

The purpose of this policy is to provide guidance to staff and any other relevant individuals on handling conflicts, or potential conflicts, of interest that may arise because of their roles as assessors, invigilators, internal verifiers, or assessment-related administrators. This policy applies to all staff or other individuals whenever they interact or potentially interact with any LCG assessment-related functions. The purpose of this policy is to:

- a. Defines what is meant by conflict of interest in these circumstances.
- b. Describes the role of conflict of interest in the context of working for LCG in an assessment-related function.
- c. Sets out which conflicts can be managed and how they should manage, and those which are considered unmanageable and therefore cannot be allowed.
- d. Illustrates potential conflict of interest situations.

The most important feature of the policy is the instruction that individuals should always disclose an activity if there is any doubt about whether it represents a conflict of interest.

The policy describes how and when such disclosures should be made, that is, as soon as potential or actual conflict is discovered. This should be done by completion of a report at the time (i.e. before the

activity is carried out). The policy describes the procedures that should be followed and how to handle potential conflicts of interest. It is important that all individuals and organisations with which LCG has dealings are confident that its assessment-related operations are free from improper influence.

This policy applies to staff and other individuals who:

- a. Interact or potentially interact with the assessment-related work of LCG. This includes individuals involved with all aspects of devising, setting, marking, administering, invigilating, internally verifying or any other activity connected with the assessment of learners and associated supporting resources and services.
- b. The individuals falling within the scope of this policy include full-time, part time, pro rata and bank staff of LCG, including associate staff and external examiners.
- c. The content of the policy cannot cover every potential conflict and must be interpreted in the light of the circumstances of each case.

Definition

A simple definition of conflict of interest is a situation in which an individual or organisation has competing interests or loyalties. Conflicts of interest can arise in a variety of circumstances, for example:

- a. An individual whose personal interest's conflict with his/her professional position.
- b. An individual scheduled to assess, invigilate, or internally verify the work of friends, relatives, or colleagues undertaking regulated and non-regulated qualifications within LCG.
- c. An individual undertaking assessment for LCG in their own workplace. For example, apprenticeships.

Roles and responsibilities

All relevant staff have a responsibility to be aware of the potential for a conflict of interest. It is possible that staff working in any assessment-related role might encounter potential conflicts of interest from time to time. Such situations must be carefully managed to ensure that any conflict of interest does not detrimentally impact on standards of, or public confidence in, LCG provision or the reputations of partner awarding bodies.

The Conflict of Interest policy is a requirement of the induction of all new assessors, invigilators, internal verifiers, and assessment-related administration staff.

Any day-to-day concerns identified by an individual should be raised with their line manager. Where there is a notified potential conflict of interest for an individual, the individual and line manager must document this carefully, together with those activities that must be avoided to prevent LCG or any of its partner awarding bodies being brought into disrepute. Notification should be signed by both the individual and the line manager, brought to the attention of the Head of Quality and forwarded to the Director of Excellence, where such documents will be retained for audit purposes.

Any concerns that the individual feels are urgent should be communicated immediately to the Head of People and may be done so in confidence. It is an individual's right to raise concerns relating to conflict

of interest directly with the Head of People and to receive a response to their concerns. It should be noted that individuals are protected under the Whistleblowing procedure.

As and when the situation arises, assessors, invigilators, internal verifiers, and administrators of assessment-related materials must notify their line managers of any students enrolled, if family members or other close relatives or friends are employed at LCG.

Handling Conflicts, or Potential Conflicts of Interest in Specific Areas and Functions.

The following are examples of conflicts or potential conflicts of interest from different areas and routes at LCG. These notes are intended to be helpful to staff in making decisions that relate to potential conflict of interest situations in their day-to-day work.

If a teaching member of staff is involved in any way with the development of a secure assessment for either internal or national use, he or she cannot make use of the knowledge of that assessment in any teaching or learning activity.

Assessors, invigilators, internal verifiers, and assessment related administrators do not take responsibility to ensure the security and confidentiality of all assessment instruments, including examination papers.

Learning and teaching materials are not based on live examinations or other assessment materials (although they can make use of past examination of other assessment materials)

A member of staff is not asked to assess, invigilate or internally verify the work of an enrolled student who is a family member, other relative, close friend or colleague undertaking CPD within MPCT.

A member of staff is not assessment materials available to individuals, whether or not students of the College, when not specifically tasked with assessing them as part of a timetabled activity.

Goods and Services

No employee or associate of the company should procure goods or services where he or she also has an interest in the activity of the other party without approval of the Chief Executive Officer or Chief Financial Officer.

Company Sensitive Information

As outlined in the employee contract of employment and associate SLA you must adhere to the confidentiality clause which clearly states that in order to protect the business you must not disclose any confidential information discussed in the course of your duties.

Sharing company sensitive information to external sources that could be used by others to obtain a competitive advantage.

Partnership Arrangements

All potential partnerships should declare any conflict of interest as part of the companies' due diligence process.

On receipt of this information, we will review the declaration and decide on how to proceed.

Partnership arrangements where there is a declared conflict will be managed in a way that will ensure the relevant parties are not included in the decision making and monitoring.

Reporting

Any conflicts of interest will be reported to the Director of Excellence and the relevant awarding organisation.

Consequence of non-compliance.

All staff who fall within the scope of this policy are informed that disciplinary action, through the MPCT Disciplinary Process, may be taken against them as a result of non-compliance or contravention of this policy.

RELATED POLICIES, PROCEDURES AND GUIDANCE

Group 1

Whistleblowing Policy

Recruitment Policy

Group 4

IQA and Moderation Policy and Procedure

Observation Handbook

Complaints Policy and Procedure

External and Internal Assessment Policy and Procedure

Awarding Organisation Guidance

Delivery Staff Handbook

APPENDIX 1

Learner Appeals Procedure

(To be issued to all learners at Induction and reinforced at each assessment)

If you are dissatisfied with an assessment outcome you have the right to appeal. There are 3 internal formal stages in the Appeals Procedure, leading potentially to an external appeal to the Awarding Organisation. Each stage must be exhausted before proceeding to the next one.

Reasons for appeal are likely to be:

- You do not feel that you were given adequate access to assessment.
- You were not satisfied with the methods used by your member of the delivery staff to assess your work.
- You feel that there is an element of bias in your assessment.

You are advised to keep your own copies of all documents used in the Appeals procedure. For candidates who are unable to place their appeal in writing, access to an alternative method will be provided.

Stage 1 - Internal

Having received a decision and feedback as to your claim to competence achievement with which you are not satisfied, you have the right to appeal directly to your delivery colleague member, who has carried out the assessment, within 10 working days. This appeal must be in writing and clearly indicate:

- The points of your disagreement and your reasons.
- The evidence within your portfolio/e-portfolio which you believe meets the requirements of the learning outcomes.

Stage 2 – Internal

If you are not satisfied with the outcome of your Stage 1 Appeal, you can then appeal to the Quality Advisor within 10 working days.

Your Appeal must be in writing, but you do not need to repeat the detail provided at Stage 1, as all the documentation used at Stage 1 will have been passed to the respective Quality Manager from your delivery staff member.

Stage 3 – Internal

If you are not satisfied with the outcome of the State 2 Appeal, you can then appeal directly to the relevant Head of Quality, who will review all documentation presented and provide an outcome.

Stage 4 – External

Before proceeding to Stage 4, you must have exhausted (all) the Internal Appeals Procedure of Learning Curve Group. Your appeal must be presented to the appropriate Awarding Organisation via the Director of Excellence.

Stage 1 - You wish to appeal against an assessment procedure/decision. You will appeal to your Delivery staff member.

Delivery Staff Name:

Contact Number:

Date Appeal lodged:

If the issue is not resolved within 10 days to your satisfaction, go to Stage 2.

Stage 2 - Your issue and related documentation is passed on to the relevant Quality Advisor by your Delivery Staff member who will discuss this with the relevant Quality Manager.

Your Quality Advisor is:

Date notified of appeal and in receipt of related of documentation:

If the issue is not resolved within 10 days to your satisfaction, go to Stage 3.

Stage 3 - Your issue and related documentation is passed on to the relevant Head of Quality by the relevant Quality Manager.

Your Quality Manager is:

Date notified of appeal and in receipt of related of documentation:

If the issue is not resolved within 10 days to your satisfaction, go to Stage 4.

Stage 4 - Your issue and related documentation is referred to the Awarding Organisation with which you are registered, via the Director of Excellence. Please note an appeal to an Awarding Organisation may incur a cost.

Name: Rachel Butt

Title: Director of Excellence

Contact Number: 01388 777129

The Awarding Organisation you are registered with is:

The contact number is:

Date referred:

Copies of all Appeals and actions taken must be retained for the Awarding Organisation for 3 years, before disposal.

APPENDIX 2

Delivery Staff Appeals Procedure

If you are dissatisfied with a verification outcome you have the right to appeal. There are 3 formal stages in the appeals procedure and each stage must be exhausted before proceeding to the next one.

Reasons for appeal are likely to be:

- You do not feel that you were given adequate access to verification.
- You were not satisfied with the methods used by your Internal Quality Advisor to verify your work.
- You feel that there is an element of bias in your verification.

You are advised to keep your own copies of all documents used in the Appeals Procedure.

Stage 1

Having received a decision and feedback as to your assessment competence, with which you are not satisfied, you have the right to appeal directly to your Quality Advisor, who carried out the verification, within 10 working days. This appeal must be in writing and clearly indicate:

- The point of your disagreement and your reason.
- The evidence within your portfolio which you believe meets the requirements of the performance criteria for claiming evidence.

Stage 2

If you are not satisfied with the outcome of your stage 1 appeal, you can then appeal to the relevant Quality Manager within 10 working days. Your appeal must be in writing, but you do not need to repeat the details provided at stage 1, as all of the documentation used at stage 1 will have been passed to the Quality Manager by your Line Manager. The Quality Manager will bring this to the attention of the relevant Head of Quality, who will consult the Awarding Organisation where appropriate.

Stage 3

If you are not satisfied your appeal will be passed on to the Director of Excellence to review your appeal.

Stage 4

Before proceeding to stage 4, you must have exhausted (all) the internal Appeals Procedure stages of Learning Curve Group. Your appeal will then be referred to the Awarding Organisation that you are registered with.

APPENDIX 3

Centre Assessment Malpractice and Maladministration Procedure

Any Awarding Organisation reserves the right, in suspected cases of malpractice and maladministration, to withhold the issuing of results/certificates while an investigation is in progress.

The following are some examples of malpractice by centre colleagues, this list is not exhaustive:

- Failing to keep marking schemes and examination papers safe.
- Alteration of marking schemes or assignment criteria.
- Assisting learners in the production of work for assessment.
- Producing falsified witness statements.
- Allowing evidence that is known not to be the learner's work.
- Falsifying records and certificates.
- Obtaining unauthorised access to assessment materials.
- Misusing special learner assessment requirements.

The following are some examples of maladministration by centre colleagues:

- Late registration of learners with the Awarding Organisation.
- Claiming certification for incorrect units.
- Not retaining appropriate learner records.

Process

Through robust quality assurance processes and strong leadership practice, Learning Curve Group takes all reasonable steps to prevent and minimising malpractice and/or maladministration from occurring throughout the development, delivery and assessment of all qualifications and programmes.

The MIS department will register all learners within Awarding Organisation guidelines within one week of starting a short award or within one month of starting a Certificate or Diploma.

Learning Curve Group will maintain all learner records that are required and will do so under the requirements of the GDPR.

When investigating alleged malpractice and maladministration, Awarding Organisation will primarily deal with the Director of Performance and Development or his/her nominated representative and retain the right to involve the learner in the process. A learner has the right to report all allegations of malpractice and maladministration directly to the Awarding Organisation.

It is the responsibility of the Director of Excellence or their nominees to carry out investigations into allegations of malpractice and maladministration. It is vitally important that any alleged malpractice is reported to the Awarding Organisation within 48 hours.

Proven cases of malpractice or maladministration on behalf of learners may result in removal from the programme of study.

Proven cases of malpractice or maladministration on behalf of staff may result in disciplinary action.

The centre must make the accused fully aware in writing at the earliest convenience and inform him/her/them that the matter will be dealt with through the company disciplinary procedure.

Plagiarism

Plagiarism is the deliberate and unacknowledged insertion into a learner's work of material taken from the work, published or unpublished, of another person. Learners who are found to have plagiarised assessments may face sanctions, including removal from their programme of study.

Artificial Intelligence

AI presents a significant issue in assessments, particularly when the assessment is delivered remotely, such as essays or project assessments, or digitally. The unreferenced use of AI in assessments is considered as plagiarism and is therefore investigated in the same way. There are actions that can be taken to identify AI plagiarism, such as:

- Ensure that assessment declarations clearly indicate that any use of AI is referenced.
- Ensure that AI is referenced in line with malpractice policies.
- The standard, quality, quantity of learner work significantly differing from previously submitted assessments.
- The language and vocabulary significantly differing from previous assessments.
- The time scale applied to the production of learners' work.
- The use of online AI plagiarism checking tools.

Appeal

Learners have the right to appeal any decision made in the identification of malpractice, maladministration, or plagiarism. All appeals will be handled in accordance with the Appeal policy.

Whistleblowing

Our Whistleblowing Policy and Procedure sets out the way in which concerns about malpractice may be properly raised within and, if necessary, outside of the company.

Lost Portfolio Procedure

We will take every precaution to avoid the loss or theft of portfolios through the process of recording the receipt of portfolios and storing them in secure locations; it is recognised that delivery staff or Moderators/Quality Advisor may need to transport portfolios i.e., from centres to Head Office, which could result in loss or theft.

If a portfolio goes missing it should be reported to the Quality Services Team as soon as possible, detailing the name of the learner, the qualification aims and the units/elements that were in the portfolio. The Quality Services Team will then inform the relevant Quality Manager, who will advise of the process to follow.

The delivery staff member and Moderator/Quality Advisor, along with the support of the Quality Manager, will review all assessments, quality assurance records and action plans to identify units completed and evidence that has already been gathered.

The Quality Manager will inform the relevant Head of Quality of the issue and a decision will be made regarding further action.

The decision will be discussed with the learner and arrangements will be made for any outstanding evidence to be gathered with the least possible inconvenience to the learner.

In such a situation the External Quality Assurer will be informed at the earliest opportunity by the Quality Manager and advised of the action being taken.

Loss of Digital Recordings

Copies of digital recordings must be stored on the shared area/e-portfolio; information needs to be annotated on a multi assessment record or e-portfolio to ensure access to all DVR information.

Where the loss of a digital recording occurs the Delivery Staff member must report the loss to the Quality Advisor. Copies of multi-assessment records, visit reports and matrix sheets must be supplied to demonstrate competence. If records do not fully demonstrate the competence of the learner, the details of the recording must be confirmed through a summary of assessment - this must be confirmed by the learner as a true recording of the assessment activity.

Where relevant - inform the EQA before a sample is sought/next visit is scheduled.

Conflict of Interest

Learners will not be able to call upon a family member or a person with whom they have a close working relationship (or with people who work for us) to provide witness statements or undertake any form of assessment or examination invigilation, In line with our conflict-of-interest policy.

Values and Attributes

Teachers and trainers are reflective and enquiring practitioners who think critically about their own educational assumptions, values, and practice in the context of a changing contemporary and educational world, drawing on relevant research as part of evidence-based practice.

Professional Behavior

They act with honesty and integrity to maintain high standards of ethics and professional behavior in support of learners and their expectations.

Dual Professionalism

Teachers and trainers are 'dual professionals'; they are both vocational/subject specialists and teaching experts, committed to maintaining and developing their expertise in both aspects of their role to ensure the best outcomes for their learners.

Purple Standards of Excellence

These standards provide a framework for practitioners to develop their pedagogical knowledge, skills and practice. They are grouped within the following areas:

What You Believe

Develop a judgement of our own values and beliefs, and how these contribute to outstanding teaching and learning practices.

1. Be curious and inquisitive in planning and delivery of your practices beyond the curriculum.
2. Be caring, kind and considerate of learners needs, adapt your practice accordingly.
3. Recognise your responsibility to develop yourself.
4. Develop effective communication practice that enables feedback and feedforward.
5. Take responsibility for individual learner progress and achievement.
6. Role model positive behaviours that are authentic, empathetic, and consistent.
7. Be an enthusiastic and approachable advocate for your learners.

What You Know

Know and recognise the strengths and areas of development in your own practice. Do not stand still:

8. Remain current in how you champion equity, equality, diversity, and inclusion through regulatory updates.
9. Think critically and make brave conclusions in your practice.
10. Identify opportunities to improve your own knowledge of social and economic challenges faced by learners.
11. Close gaps in your professional and teaching practice, remain current.

What You Do

Apply inspirational professional teaching and learning practices.

12. Create opportunities to develop resilience for life and the world of work.
13. Coach and mentor learners empowering them to do the right thing, meet their aspirations and prepare them for next steps.
14. Use innovative practices and technical language to contextualise mathematics, English, and wider skills.
15. Plan and deliver sessions that create curiosity and maintain the desire to learn more.
16. Plan and deliver activities that enable learners to recall knowledge and retain information in their long-term memories, which they are able to transfer into unfamiliar contexts.

APPENDIX 4

Countersigning Procedure

Unqualified Delivery Staff that require the CAVA qualification

The length of time that unqualified assessors take to achieve an assessor qualification will vary dependent on the amount of assessment that they are undertaking and their previous experience. It is expected that learners should take at least 10 weeks to achieve the award-sized qualifications, i.e., the 2-unit knowledge and competency- based awards. Occupational competence delivery staff are making a judgement about whether the learner is competent in the role that they are undertaking. Assessment of occupational competence in a work environment requires assessors to provide assessments, formative and/or summative, of learner performance against relevant standards: national, apprenticeship or employer specified.

Where this relates to a qualification, this should be a competence-based qualification assessed in a work environment, but it does not have to be a regulated qualification. It could also potentially include assessment of National Occupational Standards, employer standards or a new Apprenticeship Standard.

The following requirements are to be considered:

Countersigning

- Each assessment decision will need to be countersigned. i.e., any delivery staff judgements made by an unqualified as part of training must be countersigned by a qualified and competent member of delivery staff before being accepted as valid.
- Countersigning must take place prior to verification.
- Any countersigning action points issued are to be checked by the QA as part of their verification. They are not to be re-submitted to the countersigner for re-checking.
- Countersigning can cease from the date the certificate has been claimed by the relevant CAVA QA.
- If the delivery staff subsequently makes a summative assessment decision on a unit as a qualified delivery staff member, any missed countersigning does not need to be retrospectively completed for that unit.

Vocational QA Responsibilities

- Verification of Functional Skills can be conducted without countersigning.
- It is the QA's responsibility to check that countersigning has taken place before commencing any verification and then they must check any countersigning actions have been completed.

Countersigning Procedure

- The relevant delivery Manager & Vocational QA will agree the countersigner for the unqualified Assessor. The relevant delivery Manager will notify the CAVA delivery staff member.
- Vocational QA to confirm this countersigning procedure to the unqualified delivery staff and their countersigner including the countersigning records to be kept.
- The Countersigner is to sample each assessment decision made by a trainee delivery staff to ensure it is valid, reliable, authentic.
- The countersigner is to complete the relevant countersigning record.

- The Countersigner is to provide verbal feedback to the unqualified delivery staff - via Teams if possible so that screens can be shared and viewed.
- Any countersigning actions are to be completed as soon as possible and by the dates specified.
- The Vocational QA can now verify those units countersigned, checking any countersigning action points issued have been closed as they do so.
- The Vocational QA may need to provide feedback to the Countersigner if they disagree with the decision and/or feedback provided to the unqualified delivery staff.
- This should be recorded via email (CC the relevant delivery Manager) and followed up with verbal feedback - via TEAMS if possible so that screens can be shared and viewed.

APPENDIX 5

Physical Training

Introduction

A person who is fit is capable of living life to its fullest extent. Physical and mental fitness play very important roles in our lives, and people who are both, physically and mentally fit are less prone to medical conditions as well. Once these elements have been explored then other components of total fitness, nutritional, spiritual, emotional, mental, and social, can be introduced.

Physical fitness plays an integral role in MPCT. It is an opportunity to educate our learners in leading a healthy and active lifestyle, allowing them to achieve the physical requirements of their chosen career, whilst also celebrating their successes. The activities that they participate in improve their personal qualities and wellbeing. Our philosophy is such that we start by engaging our learners in an activity programme that happens every day. They will be given support and guidance to achieve set goals and with this information they will be able to lead a healthy life on leaving MPCT. During their time at MPCT they will engage in competition, be exposed to success and defeat, for them to grow and understand what it takes to be successful.

Scope

This appendix covers the responsibility of all staff involved with Physical Training (PT) at LCG, including the planning, methods, expected outcomes and training of all involved.

Responsibilities

The following personnel have responsibilities as detailed below:

- Operational Management Team. Plan and authorise the PT programme.
- Physical Training Instructor (PTI). Safely and impactfully deliver the PT programme.

Code of Conduct

The instructor must inspire, challenge, motivate, enthuse, and sustain to unlock the full potential of each learner. The instructor must never take unfair advantage of their position of authority. The instructor must never lose respect for the learner and must remember that each learner has his or her own starting level.

All instructors are to wear the appropriate training uniform as directed by the MPCT dress code, learners should wear appropriate MPCT uniform and suitable clothing for activities taking place. Learners may wear sports watches during running activities, particularly when measuring performance, however, they must be removed for all other physical training activities. All jewellery is to be removed prior to physical training.

Instructors must not take part in the session being delivered unless for demonstration purposes.

Under NO circumstance should physical exercise be used as a means of discipline, i.e. issuing press-ups as a punishment.

Planning

The PT Programme is largely based around improving the health-related components of fitness, namely Muscular Strength Endurance (MSE), Cardiovascular Fitness (CV), Flexibility and Motor Skills (MS). This approach will ensure that learners are physically prepared for a career in either sport or public services. A 4-week cyclic programme is to be used explicitly unless authorised by a Senior Manager.

The programme will be differentiated to 3 levels (Blue, Red & Green) with all activities and exercises conforming to this approach. This will allow each learner, regardless of ability, to be engaged, to work within their capacity and to allow their progression dependent on their ability.

All activities must only be conducted with the appropriate risk assessment applied. All other activities must first be authorised by the Head of Risk and appropriately risk assessed.

Methods

PT at MPCT is carried out in line with the live training programme. This is delivered across different activities that range in time and intensity. This is supported by advice and guidance in leading an active lifestyle that helps to increase learners' and staff social mobility.

Learners are assessed upon joining MPCT and categorised into a fitness level (using the bib system). This information then informs their Individual Learning Plan (ILP).

The PT Programme is varied and differentiated to ensure maximum participation and success and contains the following elements:

- a. Battle PT (military provisions only).
- b. Coaching Clinics (Sports Academy).
- c. Circuit Training.
- d. Endurance Runs.
- e. Fitness Assessments.
- f. Sports/Fun Games.
- g. Swimming.
- h. Competition Curriculum.
- i. Organised PT Events.
- j. Motivational Physical Conditioning (MPC).

Battle PT is a form of PT that is designed engage the learner physically through a scenario-based exercise session that promotes teamwork, robustness, determination as well as physical fitness. "The task is to make individuals physically fit to stand up to the stresses and strains of modern war, and to develop in them those powers of discipline and endurance which enable the British Officer and Soldier to fight on when conditions become almost unendurable - and finally to conquer" (Field Marshall Montgomery).

Circuit Training is a planned, structured and intense PT sessions that improve Muscular Strength Endurance, CV Fitness, Motor Skills and Flexibility. These sessions should take place both indoors and outdoors and range from using only bodyweight exercises up to using kit and equipment that the learner is both competent and comfortable using.

Endurance Runs should be differentiated, fun, in different environments and on different terrain. Endurance runs should happen at least once a week and every learner should be able to achieve the following distances:

- a. Blue Bib - 4 miles.
- b. Red Bib - 6 miles.
- c. Green Bib - 8 miles.

Fitness Assessments must be conducted by all learners on the military preparation courses. All military branches and public services have physical fitness entry requirements, and this is also integral to a successful sporting career. These assessments are to be carried out fortnightly and scores should be used to allow learners to goal set. The following assessments should be used:

- a. Multi-Stage Fitness Test (MSFT).
- b. Press-ups to the beep.
- c. Sit-ups to the beep.
- d. MSFT (Bleep test).
- e. Medicine Ball Throw.
- f. Cooper Run (Sports Academy).

Sports are a good measure of physical literacy and should be used periodically. This can range from short duration activities lasting 5-10 minutes, through to organised competitions.

Swimming **MUST** be conducted under the supervision of qualified lifeguards. This will improve CV fitness but a focused output is improving confidence in the water.

Competition Curriculum creates an opportunity to promote healthy competition throughout the colleges. It allows the learners to participate and be measured against the whole college. These are termly and require a minimum of 90% attendance.

Wider organised PT events may range from athletics competitions to boxing and will be in addition to the usual PT Programme. Any events of this matter need to be approved by the ROM.

Motivational Physical Conditioning (MPC) is an engagement activity to be held daily. It aims to energise learners through a low intensity activity designed to enhance coordination, teamwork, pride, and discipline. This activity can be used in morning and afternoon parades and at appropriate times.

Physically literate individuals move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Expected Outcomes

Each learner will conduct PT almost every day they are in college. This activity, coupled with the support and guidance from the instructor will enable them to achieve the fitness ILP. Below is a table outlining the achievements which are expected:

Time	Outcome
Start (0-1 Month)	Issue BLUE bib Complete a goal setting session with instructor Complete a Fitness Assessment (FA)
1-3 Months	Improve FA scores by 10%
3-6 Months	Improve FA scores to RED bib standard
6-12 Months	Improve FA scores to GREEN bib standard

Leading a healthy lifestyle will not only contribute to the achievements of the physical activity programme, but it will also promote a life-long approach to healthy living and contribute to a societal change in this area. To this end, learners should know the following information:

- a. The role of nutrition in exercise.
- b. The role of macro-nutrients (carbohydrate, protein & fat) in exercise, weight management and healthy living.
- c. How to make healthy nutritional choices in daily consumption of food.

Due to the nature of certain elements of the provision we offer, namely support in the application to the Public Services and the Armed Forces, learners may need to either increase or decrease their bodyweight. Instructors should be able to offer support and guidance in the following areas:

- a. How to effectively increase bodyweight.
- b. How to effectively decrease bodyweight.
- c. The role of exercise and nutrition in increasing bodyweight.
- d. The role of exercise and nutrition in decreasing bodyweight.

CPD

Any instructor that does not hold an industry recognised fitness qualification should not be unsupervised whilst conducting a PT session. All instructors that conduct PT sessions should conduct 'refresher training' every 2 years.

Monitoring/Evaluation

PT at MPCT is monitored in various ways, from direct observation to data analysis of learners' PT assessment scores. PT pedagogy can be observed by the Quality Advisors, however specifically qualified Quality Advisors, or Manager. At any time, employees can ask for support from the ROMs in regard to anything corresponding with the PT Programme.