

**OPERATION
MANUAL
2014:**



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Introduction

Professional development training enables people to develop their skills and become more confident in doing their job. Our Continued Professional Development (CPD) training aims to contribute to helping people grow and improve their knowledge and skills through a range of training options.

As a training provider, we fully support the continued professional development of our training and assessment team.

The quality of our offering and our reputation relies on the quality of our training. This Training Provider's Operation Manual sets out the policies, procedures, guidelines and forms that we will use to help us to provide the best quality possible across all of our training products.

Mission Statement

To provide training and education that enables our customers to develop their knowledge and skills, and go on to apply this in their workplace.

Aims and Objectives

For our training programme the learners will:

- Receive a Manual and learning resources with the essential underpinning knowledge and skills for each training programme
- Receive detailed information on the Aims, Outcomes, Assessment (if applicable), and Timetable for each training programme
- Receive verbal and written feedback on their skills and knowledge in relation to the training programme and assessment criteria (if applicable)
- Have opportunities to ensure that the training programme is tailored to their individual learning and physical needs
- Have opportunities to provide feedback in respect of the training programme completed

Equal Opportunities Policy and Procedure

1. Statement of Policy

The aim of this policy is to communicate our commitment to promoting equality of opportunity in providing any and all of our training products and services.

2. Scope of Policy

This policy applies to:

- All learners who apply for training.
- All training events or activities.
- All resource and support opportunities that we offer.
- All staff who are employed or contracted to work with or for us.

3. Equality Commitments

We are committed to:

- Promoting equality of opportunity for all persons.
- Preventing unlawful occurrences of direct discrimination, indirect discrimination, harassment and victimisation.
- Fulfilling our legal obligations under the equality legislation and associated (SkillsActive, Awarding Organisation) Codes of Practice.
- Promoting a harmonious working and training environment where all people are treated with respect and helped to achieve their full potential.
- Taking positive action, where necessary, to adhere to our Equal Opportunities Policy.

4. Implementation

We accept responsibility for the effective implementation of this policy. In order to implement the policy, we shall:

- Ensure that training course places are allocated solely on the individual merits of the learner's suitability for the course.
- Not discriminate or treat any individual unfairly on grounds of gender, race, disability, ethnic origin, religion, sexual orientation or social background.
- Aim to make reasonable arrangements to enable individuals with individual needs and/or disabilities to access the training on the same grounds as all other applicants.
- Provide a consistent variety of teaching and learning methods and resources to cater for the diverse needs and backgrounds of the learners.

Equal Opportunities Policy and Procedure (cont)

- Review the training and assessment processes diligently to measure the effectiveness of the learning methods, training materials and assessment process in meeting the diverse needs of the learners.
- Provide individual support to individuals who have specific needs.
- Ensure that staff take part in training and personal development to enable them to confidently and competently meet our Equal Opportunities Policy and maximise the learning and achievement of the learners.

5. Equality in Recruitment

- Jobs will be open equally to all eligible candidates, and appointments will only be dependent upon an applicant's ability to perform the job role to the standard required.
- The necessary skills, experience and qualities for the position will be set in advance for the job and will be demonstrably measurable.
- Applicants will be made aware of the criteria in advance and this alone will be used as a basis for selection.
- Recruitment procedures will be fair, open and transparent.
- The recruitment and selection team will be expected to operate within our Equal Opportunities Policy and practices to reduce the possibility of discrimination.

6. Complaints

Any learner who believes that they have not been treated fairly, and in accordance with this policy, is entitled to raise their concerns.

The complaint is to be directed to 'The Director'. Any complaints of discrimination will be dealt with fairly, promptly and confidentially.

We reserve the right to change our Equal Opportunities Policy without prior notice. This policy is kept under review and subject to change in line with changes and amendments to law and any events that require the policy is updated.

Signature  **Date** _____

Appeals Procedure

1. Purpose

This Appeals Procedure applies to any student who wishes to appeal against their assessment decision.

All learners are assessed against our published assessment criteria.

All learners who agree to take our assessment will have received full written and verbal assessment instructions, assessment criteria and support towards assessment completion.

All learners will be assessed by assessors who hold nationally recognised qualifications (Assessor Qualification and where relevant Quality Assurance Verifier Qualification).

A learner who wishes to appeal against an assessment decision may do so, following this Assessment Appeals Procedure.

2. Grounds for Appeal

Candidates may appeal if it is believed that:

- The assessor was inappropriate in administering the assessment.
- The learner was not given a fair opportunity to provide evidence to be assessed against the assessment criteria.
- An unavoidable circumstance arose, which was outside the control of the learner, and resulted in the learner being unable to meet the assessment criteria as stated.

3. Appeals Procedure

Any appeal against an assessment decision should adhere to this process:

- Complete the Appeal Form below and send to 'The Director'.
- Include any supporting evidence and assessment paperwork in support of your appeal.
- Send the Appeal Form + evidence to 'The Director' at the registered address.
- On receiving the completed Appeal Form, we will confirm receipt within 10 days.
- An external assessor/Quality Verifier will review the Appeal and respond within 14 days.
- Additional evidence may be requested to enable a full and fair decision to be made by the external assessor/verifier.

4. Appeal Outcome

Following a successful outcome of an appeal, the learner may have the opportunity to:

- Resubmit their assessment submission without charge.
- Have their assessment mark amended as agreed with the External Assessor/Verifier.

Appeal Request Form

Name

Assessment Date

Course Attended

Venue Date

Assessor's Name

Contact details:

tel email

postal address

Please give details of your reasons for this Appeal against your Assessment decision:

(Please refer to the Appeals Procedure and attach all assessment paperwork with specific details of your reasons for appeal)

Signature Date

Policy for Learning Support and Reasonable Adjustments

As part of our equal opportunity policy, we are committed to providing access and individual learning support to learners by making reasonable adjustments whenever possible.

We can provide a range of support and guidance to students who have declared a particular learning need that is supported with a statement of learning need. We will also provide advice and guidance for students with a declared learning need.

This includes:

- Dyslexia
- Other Specific Learning Needs
- Disabilities

Additional Support Procedure for Learners' Needs

We recognise that learners who apply and attend our training programmes will have differing and variable needs. In support of our Equal Opportunities Policy, we intend to accommodate learner's individual needs, wherever possible.

To enable us to identify any specific learning needs, agree appropriate adjustments and support and evaluate the effectiveness of our provision, we will include the following procedures:

- **Learner Application Form** – ask if they have any individual learning needs or physical needs that may necessitate adjustments or additions to the training programme.
- **During the Training Programme** – observe and discuss with learners any changes or adjustments that may be necessary to enable them to have equal access to the training programme.
- **Learner Evaluation Form** – request written and verbal evaluation from the learner? to enable us to assess the extent to which we are able to satisfactorily accommodate the learner's individual needs.

List of Possible Reasonable Adjustments that will be considered to meet individual learner needs

Resources

- Provide resources in advance of the training.
- Provide resources in alternative format (e.g. CD Rom).
- Discuss and agree an Action Plan with the student for best learning methods.

Training

- Provide tour of the venue before the start the training.
- Meet or communicate with the learner to agree any support needed.
- Provide access to e-learning as well as face-to-face training.
- Provide hearing loops (if applicable).
- Provide extra tutor support time when appropriate.
- Provide access to suitable equipment and environment to meet needs.

Assessment (if applicable)

- Provide a reader for written assessments.
- Provide a scribe for written assessments.
- Provide extra time for assessments.
- Provide extra breaks during assessment.
- Defer assessments to enable more preparation time.

Quality Assurance Procedures

As a Training Provider, we recognise the importance of making sure that each learner receives a consistently high quality of training from each and every tutor and at each venue where they are trained and assessed (if applicable).

To ensure a consistently high standard of training and assessment across the range of training offered, we will ensure that we will adhere to the specified criteria in the SkillsActive Code of Practice and Approval Criteria.

Our Internal Assurance Procedure will include the following tasks to ensure consistency:

Quality Assurance Plan

1. Identify a suitably qualified Quality Assurance Verifier (QI) who is responsible for verifying the quality and standards of all of our training programmes.

2. Produce an IV Sampling Plan that ensures:

- Training and assessments are observed and monitored against the SkillsActive quality standards by an experienced and qualified Trainer/Quality Verifier to ensure that there is a consistent level of quality across all of the training and assessments.
- Assessors are sufficiently trained and qualified to make valid and reliable assessment decisions.
- Adequate support and training for inexperienced trainers/assessors.
- Experienced tutors/assessors to support less experienced tutors/assessors.

Quality Assurance Plan (cont)

3. Verify Assessment Decisions & Assessor Performance (if applicable) and provide written feedback to trainers and assessors in relation to:

- The extent to which the training and assessment meets the SkillsActive quality standards in relation to validity, reliability, sufficiency and authenticity.
- Assessment planning, assessing performance and other evidence, making judgements, giving feedback and recording decisions.
- Their competence and development needs.

4. Conduct regular meetings with Training and Assessment team to:

- Discuss and agree actions towards standardisation and retain minutes of meetings.
- Review training programme and assessment practice to identify action plans for development.
- Discuss and agree staff development needs and action plan for implementation.

5. Ensure that all existing and newly recruited tutors/assessors are technically and occupationally competent.

Evidence of the following for tutors and assessors:

- Observation of teaching, assessment performance and assessment decisions.
- Curriculum Vitae retained for all newly appointed trainers.
- Evidence of relevant and current qualifications or certificates in the area they are delivering.
- (For some categories only) Evidence of current and relevant Teaching and Assessing qualifications.
- (Fitness & Exercise only) Evidence of Register of Exercise Professionals (REPs) registered membership.

Trainer Procedures for Recording and Retaining Evidence

Tutors/assessors are required to record and retain details of each learner's attendance, participation and achievement on a programme of training to enable them to receive the relevant attendance or achievement certificate (and for fitness and exercise: the appropriate REPs CPD points).

For each learner, the following paperwork evidence must be completed and returned to this training provider on completion of the training and/or assessment (if applicable):

Attendance Register

- Tutors are required to complete a register for time duration of each training programme and accurately record the attendance or absence of each delegate.
- Tutors will return the register to this training provider at the end of the training programme with the following paperwork:

Teaching & Learning Agreement

- Tutors will read, explain and ask each learner to sign and date this document to set an agreed contract for the working environment for the training programme.
- Tutors will sign and date the document to register their commitment to the contract.

Learner Evaluation Form

- Tutors to collect a completed evaluation form from each learner and submit this to this training provider.

Assessment

- Assessment Records (if applicable).
- Copy of each learner's observation checklist that shows clearly their name, date of assessment, title of discipline assessed, assessor's judgement (pass/refer/defer); assessor's feedback relative to the assessment criteria and learner's action plan.
- Assessor's evaluation of the assessment process for the Quality Verifier.
- List of all learners who have successfully met the assessment criteria for CPD point certificates.

Learner Contact and Support Procedure

1. Enquiries

Information is available to customers via our website, leaflets, brochures, telephone and email.

Every applicant will be contacted by the course tutor to ensure that:

- They have an accurate knowledge of what the course will cover and enable them to do.
- Any individual learning or other support can be provided either prior to the course, during or afterwards towards completing the assessment.
- Any individual needs can be accommodated (in relation to ESL, accessibility or resource accessibility).

2. Booking

The following information is forwarded to the student:

- Course dates, times, venue details and costs.
- Learner Information Pack (includes: Equal Opportunities Policy, Aims and Purpose of the Course, Teaching and Learning Contract).
- Assessment Pack (if applicable includes: Assessment Guidelines, Marking Criteria, Appeals Procedure).

3. Start of the Training Programme

On the first day of the course, the learner will receive:

- Learner Manual.
- Learner Handouts.
- Learner Worksheets and where relevant, any multi-media resources
- Assessment Task Pro-forma and Assessment Guidelines.
- Contact details for training support during and post training.

4. During the Training

The tutor will:

- Conduct a training needs analysis to establish the group and individual skill and knowledge competency.
- Include individual activities, quizzes and audits to assess learners' current competency in relation to the Aims and Outcomes and be offered individual support and guidance.
- Lead small group activities and workshops will provide practice opportunities for all learners and feedback will be given in relation to the assessment criteria.
- Run whole group plenary sessions; small group tutorials will be used for formative assessment purposes.

Learner Contact and Support Procedure (cont)

- Enable learners on every training programme to have the opportunity for one-to-one and small group tutorials during the course.

5. Post-course & Assessment Preparation

The learners will have:

- Full written and verbal assessment instructions.
- Online and offline sample assessment projects.
- Online and offline tutor support towards assessment completion.
- An opportunity to be re-assessed if necessary.
- Access to an online resource library.
- Appeals Procedure.