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**Knowsley Family And Community Education (FACE)**



**Service Minimum Standards**

**Tutor Handbook**

**Teaching, Learning and Assessment Framework**

**[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjltrjEl5fdAhVSxoUKHWNZBsAQjRx6BAgBEAU&url=https://www.nhsbt.nhs.uk/get-involved/partners/our-partners/facebook/&psig=AOvVaw0EQWFoGozJ_xELd8zlr0QD&ust=1535801150774299)**

**KnowsleyFACE**

**September 2024**

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**SECTION 1 INTRODUCTION AND SERVICE INFORMATION**

* 1. **Introduction**

**1.1 Introduction**

The information in this framework has been designed to help **all** staff to gain a good insight into the service’s quality standards. The framework highlights the minimum teaching learning and assessment standards required to secure the future of our service and offer our learners an enjoyable and successful learning experience.

The minimum standards highlighted throughout this framework have been established using the Adult Learner Charter and the Learner Journey as the focus. The charter sets out our service’s commitment to learners and their commitment to us. The minimum standards are also directly linked to OFSTED, Education and Skills Funding Agency, Liverpool City Region and Awarding Body/Examination Board policies and regulations.

We continually receive a **Grade 2** (Good) from in our OFSTED inspections and we maintained this again in December 2021. Our overall goal is to be an “outstanding” provider; as such, we are only a small step away from achieving this goal.

**Service Vision, Mission and Objectives**

**Vision:** Learning for Life

**Mission:** FACE supports individuals to engage in the widest range of learning opportunities to improve confidence, raise self-esteem, build personal, creative and social development, support with the challenges of modern life, reduce social isolation and improve employability and skills. FACE encourages individuals to be aware of and achieve their own potential in order to progress successfully in learning, work, health, leisure and life.

**Objectives:**

1. Strengthen communities in order to support groups or individuals who are in greatest need of learning
2. Enhance employability by developing specific skills required in the labour market, in particular English, Maths and Digital Skills (Modern Technologies)
3. Develop individuals through learning in order to improve health, resilience and well-being
4. Support families by promoting and developing family learning, positive parenting and increasing parental engagement

**1.3 Service Values and Beliefs**

Our Service Values and Beliefs highlight our **professionalism**:

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| **P**ersonalised learner centred provision |
| **R**espect for all |
| **O**pen and Transparent |
| **F**ormal/informal yet fun learning opportunities for all |
| **E**mpower individuals |
| **S**upportive learning environment |
| **S**uccessful outcome for all learners |
| **I**nclusivity to meet individual learner needs |
| **Ou**tstanding is our aspiration |
| **N**urture individuals to maximise their potential |
| **A**ccessible and affordable provision |
| **L**ocalised provision throughout the Borough |
| **I**mproving the standards of teaching and learning |
| **S**.M.A.R.T targets |
| |  | | --- | | **M**otivate individuals | |  | |

Knowsley Family And Community Education sits within the Directorate of Children’s Services (Education) which means all staff employed are Knowsley Council employees. As such, we all contribute directly to the Council achieving its priorities, which are currently to:

* Maximise the Council’s contribution to education in Knowsley
* Maximise the Council’s contribution to the well-being of Knowsley residents
* Provide high quality and sustainable adult social care
* Accelerate business growth, new jobs and new housing
* Create a sustainable borough.

Knowsley Better Together (KNOWSLEYBETTERTOGETHER) is about everyone playing their part to make Knowsley - better together.

Knowsley Council employees are expected to embed the following Staff Qualities:

1. **Integrity** Being open and honest, maintaining high standards of personal behaviour and displaying strong moral principles
2. **Accountability** Taking personal responsibility for your actions and decisions, understanding the consequences of your behaviour
3. **Communication** Listening and talking to others, taking account of other people’s points of view, sharing information and working together
4. **Respect** Treating people with care and dignity, supporting the rights of other people, helping and supporting others where you can.

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**1.4 Knowsley FACE Term and Course Dates 2023- 2024**

**o’s Who in the Service? (with a snapshot of lead curriculum/quality/service**

|  |  |
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| Autumn Term | |
| **August – early September 2023** | **Window opens for on-line enrolments** |
| **Saturday 9th September** | **Tutor Information Session** |
| **Monday 11th September** | **Induction and Assessment Week** |
| **Monday 18th September** | **Community Learning and 3 Week Prep Courses Start** |
| **Monday 9th October** | **Accredited Courses start** |
| **Monday 30th October** | **Half term (one week)** |
| **Thursday 21st December** | **Academic term finishes for Christmas Break** |

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| Spring Term | |
| **Monday 8th January 2024** | **Courses start this week** |
| **Monday 12th February** | **Half term (1 week)** |
| **Thursday 28th March** | **Term finishes for Spring break (2 full weeks)** |
| **Friday 28th March** | **Good Friday** |
| **Monday 1st April** | **Easter Monday** |

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| --- | --- |
| Summer Term | |
| **Monday 15th April** | **Academic term begins** |
| **Monday 6th May** | **May Day Bank Holiday** |
| **Monday 27th May** | **Half term (1 week, Bank Holiday Monday included)** |
| **Friday 21st July** | **Academic Year ends** |

**1.5 Who’s Who in the Service?**

|  |  |  |
| --- | --- | --- |
| **Contact** | **Role** | **Phone** |
| **Michael Atherton**  Michael.Atherton@knowsley.gov.uk | Service Manager – Post 16 and Adult Education | ( 0151 443 5062 |
| **Alex Horrocks**  alex.horrocks@knowsley.gov.uk | Strategic Health and Education Manager | ( 0151 443 5400  ( 07717 301356 |
| **Amanda Briscoe**  Amanda.briscoe@knowsley.gov.uk | Lead Education Officer  Temporary Curriculum Lead Creative Crafts for Work & Life | ( 07881 267605 |
| **Ange Powell**  ange.powell@knowsley.gov.uk | Business, Quality and Performance Manager | ( 0151 443 5386  ( 07870 884266 |
| **Cathy Cummings**  cathy.cummings@knowsley.gov.uk | Data/Examinations Support Officer | ( 0151 443 5385 |
| **Eliane O’Neil**  eliane.o’neil@knowsley.gov.uk | Mental Health Community Education Performance & Delivery Officer | ( 0151 443 5400  ( 07881 267567 |
| **Joanne Leonard**  joanne.leonard @knowsley.gov.uk | Mental Health Community Education Performance & Delivery Officer | ( 0151 443 5399  ( 07881 267654 |
| **Lesley Brownlow**  lesley.brownlow@knowsley.gov.uk | Community Education Performance Officer  (Lead IQA and Lead Exams Officer) | ( 0151 443 5398  ( 07919 298514 |
| **Michelle Daly**  michelle.daly@knowsley.gov.uk | Lead Education Officer  Curriculum Lead for Essentials Skills and Preparation for Life and Work | ( 0151 443 5389  07810 053971 |
| **Pam Brown**  **pam.brown@knowsley.gov.uk** | Community Education Performance Officer  (Finance and Payroll) | ( 0151 443 5385  07919 111224 |
| **Tony Delaney**  tony.delaney@knowsley.gov.uk | Community Education Officer | ( 0151 443 5388  ( 07919 298513 |
| **Tracey Evans-Rittenberg**  tracey.evansrittenberg@knowsley.gov.uk | Business, Quality and Performance Manager  (two days) | ( 0151 443 5384  ( 07825 145126 |
| **Victoria Powell**  victoria.powell@knowsley.gov.uk | Lead Education Officer Temporary Curriculum Lead Health Related Skills for Work & Life | ( 07825 117487 |

**Family Learning Parenting Service Team** based at

Westvale Primary School, Melverley Road, Kirkby, L32 0RQ:

|  |  |  |
| --- | --- | --- |
| **Gill Downey**  gill.downey@knowsley.gov.uk | **Family Learning Co-ordinator** | 0151 443 4503  07717 727 592 |
| **AnnMaria Miller**  [annmariamiller@knowsley.gov.uk](mailto:annmariamiller@knowsley.gov.uk) | **Parent Support Worker** | 0151 443 4503  07825 117 428 |
| **Sharon Fitzgerald**  [Sharon.fitzgerald@knowsley.gov.uk](mailto:Sharon.fitzgerald@knowsley.gov.uk) | **Parent Support Worker** | 0151 443 4494  07825 117 499 |
| **Ann Curley**  [ann.curley@knowsley.gov.uk](mailto:ann.curley@knowsley.gov.uk) | **Parent Support Worker** | 0151 443 4503  07825 117 428 |
| **Victoria Powell**  [Victoria.powell@knowsley.gov.uk](mailto:Victoria.powell@knowsley.gov.uk) | **Parent Support Worker** | 0151 443 4503  07825 117 487 |

**SECTION 2 TUTORS – EMPLOYMENT and COURSE MANAGEMENT**

**2.1 Employment Details (including Safeguarding and DBS checks)**

To be considered for employment prospective tutors are required to complete a KMBC **Application Form.** This form is available on the Knowsley Council website: <http://www.knowsley.gov.uk>

As part of our commitment to Safeguarding children, young people and vulnerable adults, a condition of employment is that **all** staff must have **Disclosure and Barring Service (DBS)** clearance**.**

Please ensure that banking details are correct, as failure to provide accurate information may result in non- or late payment of salary. All staff will be issued with a pay reference number which is located on your payslip. Please inform the Service upon receipt of your pay number as it helps to speed up the salary submission process. On a monthly basis, complete a **Tutor Pay Claim** and submit to one of the Community Education Performance Officers, **Pam Brown** by the 15th. Any queries regarding salary payment should be first brought to the attention of your Curriculum Lead. Knowsley Metropolitan Borough Council Payroll Department pays salaries through credit transfer.

**2.2 Tutor Information Session / Induction**

Lead Education Officers will be responsible for welcoming new and existing tutors to the new academic year.

During this session you will be provided with relevant centre and course specific information. All tutors will be expected to complete a questionnaire following this information session in order for the Service to identify and meet specific training requirements etc. Tutors will receive learning centre inductions from a relevant member of staff.

**2.3 Professional Development and Teaching Qualifications**

Lead Education Officers (LEOs) are responsible for ensuring that all opportunities are brought to the attention of tutors. It is recognised that many tutors teach only a couple of hours each week and that everyone has family or other commitments. We ask all tutors when the most convenient time and location is for attending training and seek to respond to everyone. There may be occasions when you will be required to attend a service or centre directed event for which you will be given sufficient notice in advance. All Knowsley Family and Community Education training attended will be paid at an agreed development rate. You will be given ample notice about training days and the topics that will be included at these events.

As part of the annual observation of teaching and learning process tutors will have the opportunity to attend a Performance Review with the relevant LEO. This allows you the opportunity to reflect on past performance and identify any personal/service development needs that you may benefit from by attending relevant/appropriate training. Training is available on a variety of topics including e-Learning, RARPA, Equality and Diversity, and completing course documentation. Tutors should discuss any training needs with the service.

**Teaching Qualifications**

It is a requirement of the service to ensure that tutors hold or are working towards a recognised teaching qualification. A Level 3 teaching qualification is the minimum requirement for any tutor teaching for the service on a part-time hourly basis.

The teaching qualifications recognised by the service include:

Level 3

* C&G 740/7 Part 1 Certificate in Further Education Teaching
* C&G 730/7 Part 1 Teaching Adult Learners (this no longer exists)
* C&G 730/2 Introduction to the Delivery of Learning
* OCNW L3 'Passport to further Study' (Study and presentation skills for people who need to improve skills before going on to a L4 qualification)
* ABC 726-03: Facilitating Learning: An Introduction (Level 3)
* Level 3 Award in Education and Training
* Level 3 Award in Assessing Vocationally Related Achievement
* D32 Assessor Award
* D33 Assessor Award
* Preparing to Teach in the Lifelong Learning Sector (PTTLS)
* Certificate in Education and Training (replaced the old PTLLS).

### Level 4

* C&G 7307 Full Further and Adult Education Teacher’s Certificate
* C&G 740/7 Full Certificate in Further Education Teaching
* D34 Internal verification certificate
* V1 Internal verification certificate
* Level 4 Award in Internal Quality Assurance of Assessment
* Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
* OCR Certificate in Teaching FE
* OCNW L4 Certificate in Teaching Stage 1
* OCNW L4 Certificate in Teaching Stage 2
* Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
* Certificate in Education and Training (replaced the old CTLLS).

**Full Professional**

* Certificate in Education
* Post Graduate Certificate in Education.

All tutors wishing to teach for the service must have at least a level 3 qualification in their specialist area.

**2.4 Knowsley FACE Website**

The service has a revised website providing access to learners looking to enrol on a course. Learners can register on the website to produce an account, and then scroll through courses to enrol on-line. A button system exists next to each course, with ENROL NOW or ENQUIRE. If learners struggle in any way with the enrolment process, please encourage them to contact **Ange Powell**.

2.5 UK General Data Protection Regulations (UK-GDPR) / e-Safety / Cybersecurity

The service has an eLearning/ILT Strategy and our vision in this strategy is to: **“ensure a learning service which encourages all staff and learner to use and be exposed to state of the art e-learning and technologies in safe and fully accessible learning centre environments”.** To successfully meet our vision and OFSTED’s identified area for development the service will ensure tutors have access to technology-based teaching and learning resources (wherever possible) and support them in their use.

All tutors are expected to contribute to the ongoing development of our eLearning/ILT strategy. ILT training sessions will be scheduled on requirement. For more information about eLearning speak to your Curriculum Lead.

As the result of Brexit and with effect from 1st January 2021, the UK stopped being part of the EU and hence the “EU-GDPR” ceases to protect the rights and freedoms of UK Citizens regarding their Personal Information. To prevent this becoming the case, the UK Government published an update to the DPA 2018 called the ‘Data Protection, Privacy and Electronic Communication’.

All service staff must be aware of the importance in protecting sensitive and/or personal information. This is most certainly the case with our learners who entrust their personally identifiable information with us.

Article 5(1)(b) of the UK-GDPR says:

1. Personal data shall be:

(b) collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall, in accordance with Article 89(1), not be considered to be incompatible with the initial purposes.”

In practice, this means that you must:

* be clear from the outset why you are collecting personal data and what you intend to do with it.
* comply with your documentation obligations to specify your purposes.
* comply with your transparency obligations to inform individuals about your purposes; and
* ensure that if you plan to use or disclose personal data for any purpose that is additional to or different from the originally specified purpose, the new use is fair, lawful and transparent.

Why do we need to specify our purposes?

* This requirement aims to ensure that you are clear and open about your reasons for obtaining personal data, and that what you do with the data is in line with the reasonable expectations of the individuals concerned.
* Specifying your purposes from the outset helps you to be accountable for your processing, and helps you avoid ‘function creep’. It also helps individuals understand how you use their data, make decisions about whether they are happy to share their details, and assert their rights over data where appropriate. It is fundamental to building public trust in how you use personal data.
* There are clear links with other principles – in particular, the fairness, lawfulness and transparency principle. Being clear about why you are processing personal data will help you to ensure your processing is fair, lawful and transparent. And if you use data for unfair, unlawful or ‘invisible’ reasons, it’s likely to be a breach of both principles.
* Specifying your purposes is necessary to comply with your accountability obligations.

An in depth explanation of the UK-GDPR can be found at:

[UK GDPR Updated for Brexit | UK GDPR (uk-gdpr.org)](https://uk-gdpr.org/)

Further information about how personal information could be used can be found at:

<https://www.gov.uk/government/publications/esfa-privacy-notice>

Internet safety is just as important for adults as it is for children. From privacy concerns to identity theft and cyberstalking, there are plenty of hazards on the web. Fortunately, a few smart moves will go a long way toward protecting you and your adult learners on the Internet:

Keep Personal Information Private: the Internet is full of opportunities to share personal information, but this can make you vulnerable to identity theft, cyber-stalking, and other issues. Consider What You Share: make sure the images you share are suitable for all eyes. Before sharing images, take a few minutes to examine the background for details and fuzz out or crop photos that show your house address, your car license plate, and other information people could use to find you. Check a Company's Privacy Policy Before Buying: Before making any Internet purchase, check the company's privacy policy, else they may share or sell your personal data. Watch Out for Phishing: phishing is a common trick used by identity thieves to gain your personal information. This crime involves sending e-mails or creating sites that appear to be from a legitimate company and asking you to confirm personal information such as bank account numbers, passwords, birth dates, or addresses. PayPal and eBay are two of the most common targets for phishing scams. Before adding any personal information, contact the supposed site directly to see if they have been trying to contact you. Most reputable sites will not contact you in this way.

2.6 Getting Help and Assistance, Raising Questions/Concerns

In the first instance if you need help and assistance, contact your Lead Education Officer.

2.7 Class Sizes

Wherever possible, classes are required to sustain a **minimum of 8 learners** (depending upon the course and whether it is accredited or non-accredited). Classes that fall below the minimum class size may be subject to closure or a merger. The service may choose to run some priority provision classes with lower numbers depending upon the nature of the course and the target group of learners. Further guidance will be provided by your Curriculum Lead.

2.8 Attendance and Absenteeism – Registers

It is an absolute requirement of the Service that registers are completed for all classes. **This is the most important document to be aware of as it is subject to both internal and external audit**. All staff must comply with register requirements and ensure that registers are completed to record learner absence.

**Disciplinary procedures will be be put into place if tutors do not comply.**

Since lockdown restrictions as a result of COVID-19, registers have been electronic and this is now standard FACE practice. These must be completed and submitted to **Ange Powell,** ideally following the end of each teaching session but no later than close of play Friday afternoon. Guidance is included and tutors are instructed in how to complete registers. There is a Video on how to complete registers that can be made available via your Curriculum Lead. The service’s annual attendance target will be communicated to you during the Tutor Information Session and confirmed in writing in your welcome letter for the new academic year.

We encourage tutors to contact the learners if they do not attend and very often there are valid reasons for non-attendance. However, there is a procedure to follow:

**One session missed** – no follow up required.

**Two sessions missed** – tutor to make arrangements for learner to be contacted by phone. Tutor also to report absence to Curriculum Lead

**Three sessions missed** –Curriculum Lead to contact the learner and report feedback to tutor.

**After 3 missed sessions** unless a viable reason for absenteeism is provided, and an opportunity for catch-up is possible, a learner must be withdrawn from the course and the reason for withdrawal entered on the register against the learner’s name. The date of withdrawal will be the last date attended.

A P is entered if present in both face-to-face and remotely delivered classes. In exceptional circumstances, and only following consultation with the Lead Education Officer, it may be possible for the tutor to record a REMOTE ® attendance code on the Register. This would indicate that the learner is not present but working remotely.

The Remote code must only be used on pre-arranged occasions when the learner is genuinely unable to attend class, e.g., no childcare when childcare is usually in place, temporarily immobile due to lack of transport, recuperating from operation and/or illness. The work must be completed and brought back into class the following week. It is not to be used as an alternative to attending class nor must it be used to record as a series of ®s as this indicates on-line learning – we are not funded as an on-line education provider. If it is likely that this may happen, the tutor, the Lead Education Officer and Ange Powell must negotiate an alternative or withdrawal of the learner.

2.8.1 Withdrawing, Transferring or Changing Details of Learners

Please ensure you inform the service of changes to registers on a weekly basis by completing a **Withdrawal, Transfer or Circumstance Change Form**. Data is then collated and passed electronically to MIS on a monthly return. It is a **contractual funding requirement** to withdraw a learner from a programme if they have over 3 consecutive unjustified absences from learning.

It is extremely important that the learner withdrawal procedure is followed when withdrawing learners from awarding body registrations. The action should only be performed by the allocated exams officer and must be done only on instruction from either the Lead Education Officer or Quality Standards Manager. However, this action should only be initiated after the true nature of the withdrawal has been established through discussion with the MIS team and the LEO, for example, a learner can take a break from their learning cycle due to personal reasons etc. and should not be treated as a withdrawal. They should remain on the awarding body registration list.

It is crucial and part of FACE’s Registration and Certification Policy that there is clear and explicit communication between the assessor, the LEO, the Lead IQA and Quality Standards Manager to ensure that timely withdrawals from awarding bodies are maintained. All instructions regarding withdrawals **must** be made in writing.

2.8.2 Retention, Pass, Achievement and Progression

The service is responsible for achieving set targets for recruitment, retention, pass, achievement and progression and we are accountable to our funding body and to OFSTED. All staff have a responsibility to ensure that retention is monitored, recorded and accurately reported. Factors the service cannot control include, for example, a learner having to withdraw due to ill-health. Other factors we can control include ensuring effective initial guidance, support, instilling the importance of regular attendance and poor teaching. It is important for learners to receive the right information prior to attending a course and for tutors to take positive steps to ensure learners have made the correct choice of course. Key to ensuring that progress is monitored accurately is the completion of registers for both attendance and assessment.

The service’s annual targets for Retention, Pass, Achievement and Progression are communicated to you during the Tutor Information Session and confirmed in writing in your welcome letter for the new academic year. Regular reminders about these targets will be shared during the year.

2.9 Registering Learners for Examinations and/or Awarding Body accreditation

All tutors are requested to inform and provide all required details, within appropriate time scales, to the service’s named staff, of learners who are undertaking exams or following an accredited portfolio based qualification. It is essential that tutors inform learners of any exam and awarding body fees at the beginning of the course when they enrol.

Learners need to be informed that all exam and/or awarding body fees must be paid before being registered with examination boards/awarding bodies. The service retains the right to charge learners the examination fee should learners fail to turn up for pre-registered external examinations.

Assessor must inform learners on accredited courses that their information will be passed to the awarding bodies. Collectively, the Lead Education Officers and assessors will be expected to collate learner details for awarding body registrations, ensuring accurate and/or preferred spelling of names, levels and correct external assessment details **prior** to forwarding to the Examinations team.

2.10 Integrating Functional Skills into Teaching, Learning and Assessment

Many adults struggle with everyday tasks that we take for granted – filling out forms, writing letters, managing budgets, reading bus timetables. Many adults may also have developed coping strategies to compensate for not being able to read and/or write – “*I’ve forgotten my glasses – could you fill this in for me*”. Overcoming fear and asking for assistance in taking the first step in reading and/or writing can be an extremely big deal. The service has a detailed English and Maths Strategy which is available through your Lead Education Officer or Curriculum Lead. Our vision in this strategy is:

“to provide the opportunity to engage, or re-engage, in learning that is responsive to and provides progression into provision that meets individual English and Maths needs”

Our strategy is built around 3 key principles:

* Focus on learners and potential learners
* Develop staff capacity to support provision
* Partnership approach to maximise support and impact

Tutors are encouraged to promote all opportunities available to identify if a learner has any specific needs e.g., at Initial Advice and Guidance, at Induction, during Initial Assessment, on Personal Learning Record or at any time throughout a learner’s course of study and to refer for specific support where appropriate. It is important that tutors inform learners that the service offers assessments for English and Maths and that **FREE** classes/workshops are available to support anyone with a Functional Skills need. Screening and assessment of learner needs is carried out by qualified Functional Skills tutors. The service Scheme of Work requires all tutors to identify opportunities where Functional Skills activities can be referenced throughout their planned courses as part of our strategy for integrating/embedding Functional Skills further within vocational programmes.

The main objectives of Functional Skills courses are to give learners the opportunity to improve English and Maths skills and gain confidence in a friendly and informal environment and to gain a nationally recognised qualification at Entry level, Level 1, or Level 2. These qualifications are often a requirement for accessing employment or higher level courses. Learning takes place in small groups and is focused on the individual needs of each person. All learners are initially assessed and spend time with their tutor developing personalised Personal Learning Plans so they can learn at their own speed and pace.

2.11 Termination of Tutor Employment

If there is ever the situation where a Tutor Employment Contract must be terminated, a **Termination of Employment Form** will be used.

**SECTION 3 INTERNAL QUALITY ASSURANCE OF ASSESSMENT**

**3.1 Introduction**

It is an essential requirement of our Service to have quality assurance systems in place to ensure all assessment is fair, consistent and meets national requirements. This document has been designed to promote quality, consistency and fairness throughout assessment and internal moderation activities. It aims to ensure that standards of assessment are maintained over time.

This section is applicable to **all** members of staff involved in any part of the assessment cycle of accredited courses - the administration of assessment, the management and co-ordination of accredited courses, the moderation of any portfolio-based courses and the external assessment/examination of end-tested courses.

The content of this section forms the basis many Policies that have been recommended by our awarding bodies. All learning activity under Knowsley FACE quality control, including those learning activities provided at satellite or community sites, **must** conform to and abide by the policies, procedures and guidelines outlined in this document.

**3.2 Quality Assurance Strategy**

The purpose of this strategy is to provide realistic strategic objectives devised to ensure that we will effectively comply with Awarding Body and and/or national standards. In devising an Internal Moderation strategy, we are also effectively complying with and continually supporting the development of our IM policies and procedures.

There are several strategic objectives whereby we propose to ensure:

1. all personnel with internal moderation responsibilities are suitably qualified to undertake this role
2. that all assessment and internal moderation personnel are aware of the internal moderation policy and strategic objectives and can facilitate the implementation
3. assessment/internal moderation personnel development needs are taken into consideration
4. that developing and newly qualified internal moderators are given the necessary support to fulfil their duties effectively. A mutually agreed period of overseeing by an experienced moderator must be established e.g., a ‘mentoring’ scheme
5. a selected sample across assessors of at least 25% (or one learner if less than four are registered within a cohort) of learner evidence and assessor feedback is internally moderated from 100% of the courses/learner cohorts authorised
6. all assessors and all types of assessment (including direct observation of assessment practice) are internally moderated across all active assessment sites, over a twelve-month period
7. one standardisation activity is conducted per eight courses/100 learners within a cohort programme (or two standardisation activities annually where the take up of learners is not great enough to achieve this objective)
8. that records and documentation of assessment, internal moderation decisions are maintained for external quality assurance purposes
9. for the purpose of external quality assurance, service personnel and learners will make themselves available on request
10. that all assessment and internal moderation records per learner are maintained for a period of three years after certification has occurred -they will be stored centrally and securely on FACE’s Sharepoint site
11. this strategy and all attributed policies and guidelines will be reviewed on an annual basis
12. the service will provide awarding bodies with unrestricted access to all delivery venues
13. the Head of Service, the Business Quality and Performance Manager and the Lead Exams/IQA officer will be work in consultation regarding any changes affecting this strategy.

**Purpose**

To ensure that an assessment process in specific curriculum areas is effective and fit for purpose and one that informs learners of their progress, attainment and achievement.

Knowsley Family And Community Education recognises the practical difficulties in developing a coherent and consistent assessment system for all courses; however, the main principle is to ensure a structured process is in place for both accredited and non-accredited provision, which is understood by both learner and tutor.

**Scope**

This policy applies to all staff responsible for providing learning.

**Objectives**

For all courses, the following principles of assessment will be implemented:

1. Identification of Learning Outcomes and Methods of Assessment

All tutors are required to have clear overarching learning aims for their course which are shared with learners as part of the Enrolment Process, Initial Advice and Guidance Process and/or Induction.

**2. Initial Assessment of Learners**

* 1. All learners will undergo initial assessment of their needs which informs tutors of:
     + Learner’s previous knowledge and experience
     + Any additional learning support needs (please refer to DLSF policy, Learner Handbook, Equality and Diversity Strategy)
  2. Tutors will determine the appropriateness and timing of initial assessment (depending on the individual needs of learners)

#### Negotiation of Objectives with Learners

#### Learning objectives, which link to the overall aims of the course, will be determined by the tutor in negotiation with the learner and will be written in the Learner Journey Log.

**4. Continuous Formative Assessment**

* 1. Continuous Formative Assessment may not always be formally recorded but needs to be planned for and carried out on a regular basis by tutors, in a non-threatening and sensitive manner.
  2. Progress towards learning goals will be monitored on a regular basis by tutors to check that the standard of learners’ work is appropriate to the requirements of courses and also to learners’ own learning goals
  3. Tutors will monitor and record progress using a service or tutor designed approach.

**5. Learner Self-Assessment**

* 1. Learning to learn is an important part of the process especially for adults who are returning to learning. Tutors need to make learners aware of what they are doing, how they are doing it, what is going well and what not so well.
  2. Tutors are encouraged to allow sufficient opportunities for peer and tutor/group assessment.

**6. Summative Assessment and Recording of Achievement**

* 1. All tutors will follow a common service-wide process to record achievement for both accredited and non-accredited learning.
  2. Evidence will record attendance, group and individual objectives, evidence of learner progress through their course, outcomes from both the learner and tutor perspective, the learner’s contribution to the learning process and notes on progression/aspirations.

**7. Progression Advice and Guidance**.

Tutors will identify progression opportunities within their subject area using Course Information Sheets and recognise they have a responsibility to encourage learner development and progression.

**8. Celebration of Achievement**.

* 1. Recognising and celebrating learner achievement is an integral part and culmination of the whole learning experience. Celebration is course based, centre based and also service wide. It is highly valued by the learner, tutors and the service as an essential part of the learning experience.

Monitoring Criteria

### Knowsley Family And Community Education will:

* Monitor the appropriateness of individual learning plans through regular quality audits and analysis of learner questionnaires/feedback from learner involvement groups.

**3.3 Internal Moderation of Assessment Policy and Procedures**

The aim of this Internal Moderation policy is to ensure effective management of assessment and moderation processes. It provides guidance and support for assessment and moderation personnel and directly supports the strategic aims and objectives outlined in our Internal Moderation Strategy.

**The role of the Internal Moderator (IM) [also known as IQA – Internal Quality Assurer]**

Assessors who deliver and make assessment decisions for learners undertaking portfolio-based qualifications need support from their Internal Moderator (IM). The role and support from the Internal Moderator is of paramount importance to the overall success, achievement and positive outcomes for the qualification. The IM is responsible for establishing the IM sampling strategy, sampling plan and subsequent implementation.

**Moderation Objectives**

Internal moderation objectives propose to:

1. ensure that the assessment and moderation teams understand and follow all the centre policies and procedures
2. operate from established moderation policy and procedures that are reviewed where required in-line with the centres’ quality control arrangements
3. ensure an effective induction is provided for all members of the assessment and moderation teams, as required
4. ensure effective appraisal and continued professional development for all members of the assessment and moderation teams
5. ensure the centre will embed equality and diversity throughout the internal moderation and assessment activities
6. ensure quality via accurate and effective assessment of all learners
7. monitor and ensure consistency of assessment outcomes via appropriate interpretation of Knowsley FACE’s specific qualifications and/or national requirements
8. review and evaluate the quality and consistency of assessment at different stages of the assessment process
9. maintain accurate and current records of internal moderation
10. standardise all components of the assessment where appropriate
11. carry out continuous improvement activities to ensure all corrective actions best practice guidelines requested by the external moderator/Knowsley FACE’s Education and Performance Manager are complied with.

**An ideal IM**

1. Will explain why the internal moderation process needs to take place throughout the delivery and assessment of the qualification
2. Should agree work with the Assessor **prior** to starting the delivery and assessment, to check against the scheme of learning and the qualification specification. All planned assessments against the learning outcomes must be agreed and evidence before the start of the course. Any refinements needed should be completed by the Assessor, prior to issuing the assignments, assessments, tasks or projects to the learners
3. Should formally record their findings when sampling assessments. They should check for validity, suitable tone and language of the tasks. Also, that the tasks are fit for purpose and appropriate for the level of the qualification and presented in a manner which may be clearly understood by the learner
4. Should hold regular meetings with the assessor and maintain records of meetings. It should be clear whether any actions are necessary, by whom and by when. This can be done in consultation with the Lead IQA.
5. Before learners are registered, should devise a sampling matrix taking into account the relevant sampling characteristics
6. Should make the sampling strategy available to both the assessor and the Lead IQA, advising of dates when sampling is planned. This planning activity should be done with the cooperation of the Assessor and in relation to the scheme of learning
7. Take care to sample a sufficient percentage of each Assessor and to take into account of any new members of staff to the team
8. Undertake remote/classroom observations with the Assessor and provide feedback
9. Should, although not a requirement, take the opportunity to meet and speak with the learners who are undertaking the qualification
10. Offer support and make recommendations with reference to the resources for the course.
11. Keep to the sampling plan as much as possible. Provide written feedback to the Assessors promptly and discuss and findings and take appropriate action
12. Re-visit any sampling which was not up to standard when the first sampling of the evidence was done
13. Provide the Assessor with ideas for expanding the variety of assessment methods. This is done in consultation with the Lead IQA.
14. Identify any areas for training and development for the Assessor i.e., updating occupational competence, attending specific training linked with the qualification. This must be done in consultation with the Lead IQA.
15. Acknowledge and praise good practice. Either for assessment feedback to the learner as well as the suitability of evidence presented to meet the learning outcomes and ranges.
16. Record detailed written remarks when the sampling of evidence takes place. This evidence can either be recorded on the centres own documents or those recommended by the supporting Awarding Body.
17. Keep up to date with any changes made by Awarding Body processes or procedures, or the content of the qualification standards.
18. Work closely with the Lead IQA when External Moderator visits are planned.
19. Check on past action points (if applicable) and ensure that any actions have been implemented.
20. Ensure the Service’s open access policy to Auditors and External Moderators is adhered to. Access must be provided at all FACE delivery venues and any requested data and/or documentation must be made available.
21. Must make all learner evidence, IQA reports, planning and sampling matrices available in a timely manner for the Lead IQA in preparation for any External Moderation Reviews.
22. With the Lead IQA, should de-brief assessors once the External Moderation report is received and carry out actions or recommendations.
23. The role of the Internal Moderator and time needed to carry out the process varies greatly depending on the size of the cohort and the number of Assessors. Even when the cohort is small with one Assessor, it is vitally important to offer and record help and practical support throughout the delivery and assessment of the qualification.
24. Liaise continually with the Lead IQA as part of the QA process.

**Internal Moderation Procedure**

**The role of the assessor in the assessment process**

The role of the Assessor is to support the candidate and to make informed judgements about the range of evidence the candidate has produced, which should demonstrate their competence to meet the assessment criteria as detailed in the Awarding Body Qualification Specification. It is also the duty of the assessor to provide the Internal Moderator with learner work for sampling. In the event of family members undertaking the same programme of study the assessor is required to bring this to the attention of the IM to ensure appropriate sampling of work is applied. Evidence submitted with Learner work for sampling should be fully indexed against the standards.

**The ideal assessor**

1. First and foremost, assessors should be suitably qualified (D32, D33, A1/A2 or hold another assessor qualification such as a Level 3 Award in Assessing Vocational Achievement (QCF). They should also show a real commitment to developing their skills. This must be made available to the Lead Education Officer and/or the Lead IQA if requested.
2. Assessors must ensure they have an up-to-date Qualification Specifications to assist them in the delivery of the qualification before starting delivery.
3. The Assessor should decide on the assessment methods to be used throughout the delivery of the qualification and document this. These should help the candidates demonstrate their skills, knowledge and understanding to help them provide the necessary evidence. A broad range of assessment methods can also make the qualification more engaging and enjoyable for the candidates.
4. A planned programme outline should also be devised to show how they intend to deliver the qualification and as a benchmark to track progress. A timetable should be created to highlight when teaching will take place.
5. The Assessor and Internal Moderator should work together to create a sampling strategy for internal moderation to take place and plan in dates when sampling can take place.
6. The Assessor may be responsible for inducting the candidates onto the programme. If so, this should include discussing relevant policies and procedures, carrying out an initial assessment, discussing reasonable adjustments and special considerations and any additional requirements, discussing whether RPL is appropriate and ensuring that they have signed a statement declaring that their work will be their own.
7. The Assessor should explain to the candidate before the programme commences the content and requirements of the programme so that the candidate is fully aware of their responsibilities. Together they should agree timescales for completion. They can use a candidate action plan and unit feedback document to record the units the candidates will complete and how they will be assessed.
8. It is essential that that the Assessor reviews the candidate’s progress and provides them with regular feedback, both verbal and written which **must** be documented. The Assessor should set an action plan for the candidate to work through and should give specific deadlines to help the candidate complete the course by the deadline. The Assessor should also review any reasonable adjustments during the course of the programme.

If there are any reasonable adjustments requested, the assessor must consult with their LEO who will in turn consult with the Lead IQA.

1. The Assessor[s], Internal Moderator and LEO should hold regular standardisation meetings and document the minutes. These minutes should be forwarded to the Lead IQA as they form an integral part of the QA process and are required for External Moderation Reviews.
2. The Assessor should keep up to date with any changes made to Awarding Body processes or procedures, and the content of the Qualification Specification.

**3.4 Formative/Summative Assessments and Progress Reviews**

**Continuous Formative Assessment**

* Continuous Formative Assessment may not always be formally recorded but needs to be planned for and carried out on a regular basis by tutors, in a non-threatening and sensitive manner.
* Progress towards learning goals will be monitored on a regular basis by tutors in order to check that the standard of learners’ work is appropriate to the requirements of courses and also to learners’ own learning goals
* Tutors will monitor and record progress using a service or tutor designed approach.

On-Programme Assessment is a continuous process by which learners demonstrate their understanding and understanding, usually to a prescribed standard. It may include demonstrating competence in practical activities as well as theoretical knowledge.

**Effective On-Programme Assessment includes**

1. Introducing assessment as early as possible in a course helps develop confidence in learners so that they develop a ‘can-do’ attitude and want to be assessed as soon as is practically possible.
2. Explaining the principles of assessment at induction so that learners are familiar with the assessment process, types of evidence and the appeals procedure. A good understanding by learners helps to promote assessment.
3. Assessment becoming learner led. Learners develop the confidence to know when they are ready for assessment and what they need to do in order to be successful (particularly with Level 3 and above work).
4. Developing the assessment plan over the duration of a programme, incorporating details of the activity being assessed, for example the units, elements, performance criteria and range, along with likely sources of evidence and the method of assessment. It is important however to be aware that opportunities for assessment may arise unexpectedly so some flexibility should be built into the plan.
5. Pre-planning assessments, including external assessments, in a clear and transparent manner and communicating this to the LEO and exams team, so that it will feed into the exams and QA process as a whole.
6. Making use of technology where it helps to facilitate assessment, not for the sake of using it.
7. Setting up enough assessment opportunities to ensure that the learner is practised and more likely to prove competence during an assessment. The best assessors prepare learners to succeed.
8. Grouping assessments to close down units, so that learners can see clear progress as units are completed. Working on too many units at once can make progress unfocused and slow.
9. Ensuring that learners have their own assessment tracker and understand where they are in terms of their assessment plan.
10. Ensuring that learners know which levels they are working towards.
11. Assessors clearly explaining where learners can make improvements.
12. Ensuring assessors give written as well as verbal feedback to learners. Learners know what they have achieved and where they still have more to learn in order to achieve the required standard. No matter how good the verbal feedback given is, some learners will forget what was said.
13. Setting up systems to ensure that the assessment criteria of the Qualifications and Curriculum Authority (QCA) are met in every programme area.
14. Ensuring that progress reviews help set clear, broken down targets. This helps facilitate learners moving towards becoming ready for assessment.
15. Assessors stopping assessment where a learner is clearly not going to demonstrate competence. This can turn a potentially negative experience into a positive one by turning assessment into coaching in preparation for the next attempt at proving competence.
16. Providing online assessment where it is available and where it helps learners. This has been particularly successful in key skills where learners receive feedback on where they have gone wrong and quick assessment decisions.
17. Assessment being quality assured and improved through internal and external verification. Where feedback to improve assessment is given this should be easily traced to completion (‘closing the loop’). The best systems promote assessment and track learner progress.
18. Identifying and spreading good practice.

**3.5 RARPA (explained)**

**RARPA means Recognising and Recording Progress and Achievement.** Accredited courses follow a set syllabus and lead to a certificate or an examination with a recognised Awarding Body or Examination Board. Non-accredited courses don’t but still follow learning objectives and assessment criteria and generally result in a service designed certificate of participation or achievement. The main reason why RARPA was introduced was to assure a level of quality around learners achieving all the learning goals and assessment criteria for a non-accredited course.

Nationally, the Recognising and Recording Progress and Achievement (RARPA) Cycle has been revised and adapted to ensure that it is fit for purpose for the use of non-regulated provision, particularly where that provision is being used to respond to local skills needs. The RARPA Cycle has been modified to ensure it can act as a robust quality monitoring system which can be used by providers to demonstrate quality improvement and assurance of their non-regulated provision in line with the requirements set out in the AEB funding rules.

RARPA has developed as a method of ensuring quality improvement, primarily for provision in adult and community learning and in provision for learners with learning difficulties and disabilities. Going forward, RARPA has a critical role to play across all locally designed provision in the changing context of funding and commissioning. It is fundamental in capturing and measuring outcomes agreed and commissioned locally.

RARPA enables providers to show how learners are being supported to meet challenging targets in key areas such as skills training, personal, social and employability skills (including English and mathematics) set against their starting points. When making judgements in relation to the quality of learners’ outcomes inspectors need to know how well learners have achieved. They also need to know whether courses enable learners to achieve their personal learning goals, progress into higher level qualifications or into jobs that meet local and national needs.

RARPA can be an effective way of aligning with inspection frameworks in terms of outcomes for learners; the quality of teaching, learning and assessment; and personal development behaviour and welfare.

The five *stage* RARPA process has been implemented successfully by many learning providers. The new six *step* process updates RARPA and adds a sixth step that focusses on learner progression towards outcomes such as further learning and employment. Other outcomes are possible too, for example volunteering, which can enable learners to keep progressing and gain evidence of employability. The new 6 steps are shown and explained in further detail below:

The RARPA process sets out clear the expectations for ensuring effective, reliable and valid assessment, recording of assessment, and capturing progress over each learner’s journey through non-regulated provision. A summary of the 6-stage process is outlined below:

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| **Step** | **Further guidance for providers new to RARPA** | **Potential Types of Evidence (not prescriptive)** |
| **1. Aims appropriate to an individual or group of learners and local needs** | Clearly stated programme aim(s) supporting outcomes in line with local learning and skills priorities for non-regulated provision.  The current nature and scope of non-regulated provision is outlined under the Adult Education Budget funding and performance management rules. | Pre-course starting point assessment records (if appropriate). Curriculum planning records in line with locally driven delivery agreements reflecting both community and skills needs, marketing and prospectus records. Meetings with key stakeholders. The supporting evidence should clearly indicate the basis for the provider’s decision that non-regulated provision is the most suitable intervention for an individual or group of learners. |
| **2. Starting points** | This refers to establishing and recording the learner’s starting point in relation to the course aims, sometimes known as initial assessment.  This is separate to initial assessment of English and Maths, which may also be included at induction, depending on the type of provision. Processes and details will be dependent on type and length of course. | Easily identifiable records of learners’ starting points in relation to course aims. Can include self-assessment (where learners define their own starting points), as well as practical evidence of prior learning. |
| **3. Identification of appropriately challenging learning objectives (initial, re-negotiated, revised) and incorporating generic and individual objectives** | The level of ‘stretch and challenge’ which is appropriate will vary according to learners’ needs, aspirations and starting points. Learning objectives may be amended during the learning programme (as a result of formative feedback and/or assessment).  Objectives should support personal, community, social and economic goals aligned with local learning and skills priorities (in relation to agreed local outcomes). | Records of clearly stated suitably challenging learning objectives for all programmes and wherever feasible identification of individual learners’ objectives, Lesson plans, learners’ portfolios, internally agreed skills/targets matrix. |
| **4. Formative feedback and recognition of progress during programme** | This includes the recording of formative assessment, e.g., Identification of learners’ developing knowledge, skills and behaviour.  Formative feedback to learners supports the development of reflection and the setting of challenging learning objectives. | Learner self-assessment, tutor/key worker records of assessment. Learners’ files, journals, diaries, portfolios, photographs, exhibitions and displays, individual or group testimony. Observation of performance, practical demonstration, tests, project, scenario, interviews, professional discussion, case study, showcase. Evidence may include blended learning and use of technology where appropriate. |
| **5. End-of-programme learner self- assessment, tutor assessment, review of overall progress and achievement.** | This is in relation to learner starting points and on-going learning objectives.  Qualitative and quantitative information and reviews of additional learning gains to be identified here.  Where appropriate, progression into work or further learning and skills development should be evidenced. | Learner self-assessment; tutor/key worker records of assessment. Learners’ files, journals, diaries, portfolios, photographs, exhibitions and displays, individual or group testimony. Observations of performance, practical demonstrations, scenario, tests, projects, interviews, professional discussions, case studies, work readiness interviews etc. Certificates/awards and other relevant records and demonstrations of attainment of new skills/knowledge. |
| **6. Next Steps** | Supporting learners to make informed choices about their next steps into further learning and work  Learning providers will need to provide evidence of providing appropriate individual and/or group information, advice, and/ or guidance tailored to need and desired outcomes. | Evidence of individual and / or group information, advice and /or guidance  Providers need to show that they have evaluated the overall learning programme with learners. |

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| The RARPA cycle cannot be operated in isolation. It is incomplete without the underpinning support factors and quality improvement and assurance processes. These are the processes that are common to both regulated and non-regulated provision. RARPA sits within a wider organisational, quality improvement and assurance system, that is applied equally to all provision, whether it leads to a regulated qualification or not. The following section provides an overview of the underpinning support factors and Quality Improvement and Assurance requirements.  **The following elements are essential in underpinning the RARPA process:**  ▪ **Information, Advice and Guidance**: as with regulated provision, IAG is critical at all stages of the process to support learners to make an informed choice about their future progression, whether in learning, employment or in the community.  ▪ **Staff development and observation of teaching and learning**: for tutors new to using RARPA, support and additional training may be needed in formative and final assessment. Many tutors will teach on both regulated and non-regulated programmes and observations of teaching and learning can be integrated into existing schedules of internal quality assurance and moderation.  ▪ **Management Information**: the same rigour in analysis and collation of achievements and outcomes is required for non-regulated provision as for regulated qualifications. Where appropriate this should include outcomes gathered from sample post course reviews. Stage one of the RARPA process integrates outcomes required to meet local needs and effective collation of achievements and supports reporting for the local commissioning processes. Local commissioners will expect to see robust evidence of this.  ▪ **Curriculum review and management**: non-regulated provision should be reviewed alongside regulated qualification bearing courses to ensure that both provide the best fit to address local priorities and individual needs.  Fundamental to the quality assurance of the RARPA process is that it is fit for purpose and appropriate for the length, duration and type of course. It should provide a value for money means of ensuring the process is used effectively and the outcomes achieved can be verified. | | | |
| Each provider will have its own quality improvement and assurance processes and the expectation is that these will also be applied to RARPA in a way that is fit for purpose. For example, a 10-hour course will not need the same level of approach as a one-year programme. It is not the intention to place additional bureaucratic burdens on providers.  The expectation is that non-regulated provision will be treated with the same rigour as accredited provision. Providers may wish to review their quality procedures to ensure that the outcomes, achievement and delivery of non-regulation provision are in-line with both national inspection requirements and key local commissioning priorities. | | | |
| **Quality Improvement Element** | **Potential Evidence** |
| **Systems and moderation include review of the RARPA cycle including the consistency of assessment decisions and achieved learning aims and outcomes; ensuring challenging goals are set and achieved, appropriate capturing of outcomes.** | Records of internal and where appropriate external moderation, learner and tutor records, learner portfolios with evidence in a variety of formats, lesson plans, tutor reports, and sampling of assessment decisions. |
| **Self-Assessment – inclusion of non-regulated provision into existing self- assessment processes. Includes overall analysis of outcomes and achievements and considers alignment to the Common Inspection Framework.** | Report / documents shows clear understanding of the achievements and outcomes of non-regulated provision in the line with the local, individual and group aims. As with regulated qualifications, shows strengths and weaknesses and includes actions to improve weaknesses. |
| **Leadership and Management – evidence from actions above as to how RARPA and non-regulated provision is meeting the wider aims of the organisation, learners and the locality.** | Plans for improvement, CPD records, Observations of Teaching and Learning, reports of meetings, including Governors, stakeholder and learner views.  How is the provision being evaluated and what steps are providers making to improve provision? |

The following pages show a few examples of standard documentation used in the Internal Moderation of Assessment process. Internal moderators can use these, adapt them if necessary for specific subject areas, use documentation preferred by an Awarding Body or use their own preferred documentation (if judged fit for purpose by the Service).

**Knowsley Family and Community Education**

**Internal Quality Assurance of Assessment Decisions**

**(Group Sampling)**

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| **Unit No and Title:** |  | | | knowsley_logo_2010_rgb.jpg |
| **Assignment Number/Name:** |  | | |
| **Assessor Name:** |  | | |
| **Total assessed on this assignment:** |  | **Number in sample** |  |

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| **Learner Name** | **Assessment Criteria** | **IQA Agree Yes/No** | **Assessor feedback:** | **Comments and/or action required** |
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| **Assessor’s comments to Internal Quality Assurer:** |  | | | | | | |
| **Assessor Name:** |  | | | **Internal Quality Assurer Name:** |  | | |
| **Assessor Signature:** |  | **Date:** |  | **Internal Quality Assurer Signature:** |  | **Date:** |  |

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# INTERNAL MODERATION SAMPLING MATRIX PLAN AND RECORD

**COVERAGE OF LEARNERS/ASSESSORS/UNITS/ELEMENTS**

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| QUALIFICATION TITLE: |  | LEVEL: |  | YEAR: |  |

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| **INTERNAL MODERATOR(S):** |  |

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| **LEARNER**  **(SURNAME, First Name)** | **ASSESSOR(S) / TUTOR(S)** | **Unit / Modules**  **(Or Other)** | **Planned IM Date** | **Actual IM Date** | **Method (type) of IM** |
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| **Method (type) of moderation**: P = Examination of Portfolio Evidence O = Observation of Assessment Process I = Interview with Learner | | | | | |
| **LEARNER**  **(SURNAME, First Name)** | **ASSESSOR(S) / TUTOR(S)** | **Unit / Modules (or other)** | **Planned IM Date** | **Actual IM Date** | **Method (type) of IM** |
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| **Method (type) of moderation**: P = Examination of Portfolio Evidence O = Observation of Assessment Process I = Interview with Learner | | | | | |

**RARPA: Course Moderation / Progress Monitoring (UCL)**

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|  |  |  | **Course Learning Outcome** | | | | | | | | | |  |
|  |  |  | Week­­­­­\_\_\_\_\_\_\_\_  Learning Activity | | Week­­­­­\_\_\_\_\_\_\_\_  Learning Activity | | Week­­­­­\_\_\_\_\_\_\_\_  Learning Activity | | Week­­­­­\_\_\_\_\_\_\_\_  Learning Activity | | Week­­­­­\_\_\_\_\_\_\_\_  Learning Activity | | **Year\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Course** | Start Date | Tutor (Initials) | Date | Achieved (Y or N) | Date | Achieved (Y or N) | Date | Achieved (Y or N) | Date | Achieved (Y or N) | Date | Achieved (Y or N) | Comments |
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INTERNAL MODERATOR’S REPORT ON ASSESSMENT DECISIONS



##### EVALUATION OF LEARNER PORTFOLIOS

**(FEEDBACK TO ASSESSOR)**

|  |  |
| --- | --- |
| **Assessor:** | **Award Title:** |
| **Learner:** | **Level:** |
| **I M:** | **Unit Sampled:** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit/**  **element** | **PC** | **ASSESSMENT METHODS KEY:**  **OB= Observation Q=Questions**  **RA=Reflective Account WP=Work Product**  **WT=Witness Testimony**  **A/CS= Assignment/Case Study**  **PD=Professional Discussion**  **GD=Group Discussion**  **RPL=Recognition of Prior Learning**  ***Circle as appropriate*** | | | | | | | | | **Valid** | **Authentic** | **Sufficient** | **Relevant** | **Current** | **Yes**  **ü**  **No**  **X** |
|  |  | **OB** | **Q** | **RA** | **WP** | **WT** | **A/**  **CS** | **PD** | **GD** | **RPL** |  |  |  |  |  |  |
|  |  | **OB** | **Q** | **RA** | **WP** | **WT** | **A/**  **CS** | **PD** | **GD** | **RPL** |  |  |  |  |  |  |
|  |  | **OB** | **Q** | **RA** | **WP** | **WT** | **A/**  **CS** | **PD** | **GD** | **RPL** |  |  |  |  |  |  |
|  |  | **OB** | **Q** | **RA** | **WP** | **WT** | **A/**  **CS** | **PD** | **GD** | **RPL** |  |  |  |  |  |  |

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| **Knowledge** | **OB** | **Q** | **RA** | **WP** | **WT** | **A/**  **CS** | **PD** | **GD** | **RPL** |  |  |  |  |  |  |

**FEEDBACK TO ASSESSOR(S)**

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Internal Moderator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

Assessor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

**ACTION TAKEN BY ASSESSOR(S)**

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Assessor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Internal Moderator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

**FEEDBACK TO ASSESSOR(S)**

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Internal Moderator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Assessor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

**ACTION TAKEN BY ASSESSOR(S)**

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Assessor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Internal Moderator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

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# INTERNAL MODERATION

# ASSESSOR OBSERVATION CHECKLIST

Internal Moderator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Award Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit/Element No(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please tick the appropriate boxes and provide specific, detailed comments to indicate whether you are satisfied that the assessment is carried out in accordance with the National Standards for Assessment and meets Service and Awarding Body requirements.

|  |  |  |  |
| --- | --- | --- | --- |
| **Prior to assessment, had the Assessor:** | **Yes** | **No** | **Comments** |
| 1. Informed the Learner that an assessment would be taking place? |  |  |  |
| 2. Ensured that accommodation, facilities, resources, information and documentation required for the assessment were available and ready for use? |  |  |  |
| 3. Briefed the Learner on how the assessment would be conducted and the types of evidence that would be required? |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **During assessment, did the Assessor:** | **Yes** | **No** | **Comments** |
| 4. Conduct the assessment unobtrusively (wherever appropriate and practicable)? |  |  |  |
| 5. Encourage the Learner to identify and present evidence relevant to the Unit/Element? |  |  |  |
| 6. Only use the specified Performance Criteria, Scope or Assessment Criteria related to the Unit/Element? |  |  |  |
| **During assessment, did the Assessor:** | **Yes** | **No** | **Comments** |
| 7. Ask questions clearly, without leading the Learner and ensure questions were relevant? |  |  |  |
| 8. Ask sufficient questions to infer competent performance? |  |  |  |
| 9. Involve the Learner in their own assessment? |  |  |  |
| **After assessment, did the Assessor:** | **Yes** | **No** | **Comments** |
| 10. Clarify and resolve any inconsistencies in the evidence generated by the Learner? |  |  |  |
| 11. Inform the Learner of the assessment decision? |  |  |  |
| 12. Provide feedback to the Learner, which was clear, constructive, met the Learner’s needs and was appropriate to their level of confidence? |  |  |  |
| 13. Encourage the Learner to seek clarification and advice on the assessment decision? |  |  |  |
| 14. Ensure all assessment documentation was fully completed and signed/dated by the Learner and Assessor? |  |  |  |

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| --- |
| **ADDITIONAL COMMENTS (by Internal Moderator):** |
| **ASSESSOR COMMENTS:** |

Assessor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Internal Moderator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

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# INTERNAL MODERATION

**Interview with a Learner**

Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internal Moderator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Assessor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Award Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of Interview: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Summary of Discussion (by Internal Moderator)** |
| **Service Actions:** |

Internal Moderator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3.6 Standardisation Policy and Guidelines**

**Service (Internal) standardisation**

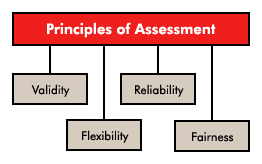
Gaining confirmation of the consistent application of assessment to ensure learner achievement is a key priority of our Service. Where more than one tutor / assessor is delivering the same course or similar courses and making assessment decisions and recommendations for the award of credit to learners we require the implementation of an internal moderation process to standardise practice. The internal moderator for the course(s) has the responsibility for arranging and facilitating these standardisation events. The internal moderator will seek guidance, when necessary, from an awarding body on their preferred methods of standardisation.

**The Service requires a minimum of 2 standardisation events per year for established programmes of study and a minimum of 3 standardisation events per year for new study programmes.**

The development of robust standardisation processes within all SSAs will provide evidence of our consistent practice across the Borough and over time. Our standardisation process provides us with the opportunity to ensure the consistency of the award of credit to learners across different assessors and moderators. Centre Recognition Compliance Monitoring by our Awarding Bodies ensures that all units and qualifications we deliver as a service are subject to robust centre standardisation and that we are able to contribute to the national standardisation of qualifications offered by these Awarding Bodies.

**Standardisation Process**

**Assessment Principles:** The National Framework for the recognition of training has identified the key principles of assessment that should be applied to the assessment process. These are:



**Validity:** An assessment is seen as valid when it assesses what it claims to assess. It is achieved when the assessment used is:

* related to the learning outcome or competency
* demonstrates that the performance criteria have been met
* is sufficient to cover the requirements of the competency

**Reliability:** An assessment is seen as reliable when it effectively interprets the competency and can be consistently applied from learner to learner.

**Flexibility:** An assessment is seen as flexible when it can be used effectively across a range of delivery sites and still meet the learner's individual needs.

**Fairness:** An assessment is flexible when it is designed in such a way that it does not limit or stop a learner from completing it simply due to personal factors. For example, age, gender, educational level, ethnic background etc.

**The Rules of Evidence**

To ensure that the evidence meets the requirements of the competency, you should apply the four rules of evidence to the information collected.

1. Our standardisation processes will compare the different assessment strategies used across a unit(s) to ensure that the assessment strategy, including any benchmarked tasks, allow for the generation of evidence to be produced which is:

* **valid** - relevant to the standards for which competence is claimed
* **authentic** - produced by the Learner
* **reliable** - accurately reflects the level of performance which has been consistently demonstrated by the Learner
* **current** - sufficiently recent for confidence to be held the same level of skill, understanding and knowledge exists at the time of claim
* **sufficien**t - meets in full ALL the requirements of the standards

1. The assessment strategy and the assignment task(s) does not prevent any unintended barriers to achievement for a particular learner and pay due respect to any issues of equality and diversity.
2. Ensure that the assessment tasks are written in language that is appropriate to the level and is free from bias.
3. Ensure consistency in the assessment judgements that are being made based on the available evidence.
4. Ensure the adequacy of the feedback provided to learners.
5. Ensure the adequacy of the feedback provided to assessors and the robustness of the internal moderation of the assessment judgements.
6. Review the appropriateness and currency of the units and their fitness for purpose in the current context and make any necessary recommendations/reviews.
7. Identify and share best practice.

**Standardisation Outcomes**

1. Improve the assessment practice of tutor assessors within our organisation and bring about consistency of assessment decisions to safeguard the integrity of the award of credit and qualifications. Awarding Bodies will usually publish the outcomes of standardisation events through reports, exemplars and identification of best practice.
2. Improve consistency in the judgements of moderators. Awarding Bodies will usually publish the outcomes of standardisation events through reports, exemplars and identification of best practice.
3. Monitor and evaluate equality and diversity issues in the design of units, qualifications, and assessment strategies and use these to inform unit and qualification review.

**National (External) Standardisation**

Many Awarding Bodies organise national standardisation events. Providers are usually informed by Awarding Bodies of the dates for standardisation for the year at the beginning of each academic year.

Providers will be asked to participate in these events in one of two ways:

1. to contribute sample materials to the event or
2. to participate in the event by attending and contributing samples.

It is the responsibility of our allocated External Moderators to request and collect samples for standardisation. This will normally happen during their External Moderation visit but they may request samples by telephone or email.

It is particularly important that our Internal Moderators (IMs) participate in standardisation events. Awarding Bodies usually provide a certificate of attendance for participant’s CPD evidence.

Continuation of Approved IM status may be dependent on the IM attending at least one standardisation event for their sector every two years.

**We are required to retain samples of learners work for a three-year period.**

We are also required to retain the following records for a three-year period from the end of the year to which they relate:

* Names of learners, dates of birth and contact address
* Title and accreditation number of each qualification and unit studied
* Name(s) of Assessor(s)
* Assessment records, including assessment decisions and reasons for the decision
* Names of Internal Moderator(s)
* Full records of the internal moderation process i.e.: The internal moderation plan; Minutes of internal moderation meetings; The sample taken by the internal verifier, normally in the form of a matrix; Any resulting action points and details of how and when these have been or will be addressed.

**3.7 Examinations Policies**

Knowsley FACE abides by the Series Examinations Regulations set by the **Joint Council for Qualifications** in their “**Instructions for conducting examinations”** booklet – usually known as the ICE booklet. Knowsley FACE also adheres to any additional conditions that may be requested by individual awarding bodies, e.g., NCFE with their Reformed Functional Skills external examinations and AIM with Counselling exams.

Knowsley FACE will ensure planning and management of exams is conducted efficiently and in the best interest of learners. FACE will also ensure the operation of an efficient exam system with clear guidelines for all relevant staff. It is the responsibility of everyone involved in examination processes to read, understand and implement this policy. Both the Exam Policy and its partners Exams Contingency Policy, Registration and Certification Policy and the Word processing Policy, will be reviewed annually and jointly by the Head of Service, the Business, Quality and Performance Manager and the Lead Exams Officer.

It is the responsibility of all staff involved in any part of the assessment and examination cycle to have knowledge of these related policies and procedures.

**Responsibilities**

**Head of Service**

Having overall responsibility for the provision, the Head of Service will:

* advise on appeals and re‐marks
* be responsible for reporting all suspicions or actual incidents of malpractice (see section 7 in this document).

**Lead Education Officers [Curriculum Leads] are responsible for:**

* provision of additional support ‐ with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment ‐ to help learners achieve their course aims
* identification and testing of learners
* gaining requirements for access arrangements
* liaising with the tutor to ensure that information required by the EO is communicated in a timely manner

**The Exams Officers will:**

* manage the administration of all external examinations and controlled assessments
* maintain systems and processes to support the timely entry of learners for their exams
* advise the Lead Education Officers and class tutors and other relevant staff of awarding body exam timetables etc.
* ensure that learners are informed of and understand those aspects of the exam timetable that will affect them
* organise the recruitment, training and monitoring of a team of exam invigilators responsible for the conduct of exams
* consult with the tutors and Curriculum Leads to ensure that necessary coursework/controlled assessments are completed on time and in accordance with JCQ and/or the awarding body guidelines
* provide and confirms detailed data on estimated entries – a double-check process will be in place. Assessors and LEOs **must** be available to help in this process.
* receive, check and store securely all exam papers, completed scripts and controlled assessments
* administer access arrangements and makes applications for Reasonable Adjustments and Special Considerations (see Section 8 in this document)
* submit learners' coursework/controlled assessment marks, track despatches and store returned coursework/controlled assessments and any other material required by the appropriate awarding bodies correctly and on schedule
* arrange for dissemination of exam results and certificates to learners
* pass details of any appeals etc. to the Head of Service.

**Tutors / Assessors are responsible for:**

* notification of access arrangements requirements (as soon as possible after the start of the course)
* submission of learners' names to Lead Education Officers and Exams Officers in a timely and accurate manner
* communicating the booking of on-demand exams and external assessments to the Exams Officers in a timely manner following correct procedure and using correct templates. The LEO **must** be kept within the communication loop.

**Invigilators are responsible for:**

* Collection of exam papers and other material from the exams office before the start of the exam
* Ensure smooth running of exam within the exam room in adherence to JCQ and awarding body guidance
* Collection of all exam papers in the correct order at the end of the exam and their return to the Exams Officers.

**Learners are responsible for:**

* confirming and signing of entries
* understanding coursework/controlled assessment regulations and signing a declaration that authenticates the work as their own.

**This exam policy, along with the Exams Contingency Policy, the Registration & Certificate Policy and the Word processing Policy will be reviewed annually and jointly by the Head of Service, Business, Quality and Performance Manager and the Lead Exams Officer.**

**3.8 Assessment Disputes/Appeals Policy**

**Appeals Procedures**

It is the responsibility of Knowsley FACE as an assessment centre, to make all students aware of the appeals procedure and give them access to a copy of this procedure (in Learner Handbooks).

The Curriculum Lead of each programme of study is responsible for managing the formal appeals process. If deemed necessary, a panel should be set up comprising of at least one member who is independent of the assessment process. Individual awarding bodies may have specific criteria regarding the timescale for appeals and any associated costs.

Due to variations, it is a requirement that all learners have access to the full appeal processes laid down by the specific awarding body they are undertaking their qualification through. Written records of all appeals will be maintained by Knowsley FACE. These will include a description of the appeal, the outcome of the appeal and the reason for that outcome. A tracking document must be used (see page 15) to follow the course of an appeal, allowing it to be time tracked and verified at each stage.

**Grounds for Appeal**

A student/learner would have grounds for appeal against an assessment decision in the following situations. This list is selective and not exhaustive.

* The work is not assessed according to the set criteria or the criteria are ambiguous
* The final grade of the work does not match the criteria set for grade boundaries or the grade boundaries are not sufficiently defined
* The internal moderation procedure contradicts the assessment grades awarded
* There is evidence of preferential treatment towards other students/learners
* The conduct of the assessment did not conform to the published requirements of the Awarding Body
* Valid, agreed, extenuating circumstances were not taken into account at the time of assessment, which Knowsley FACE was aware of prior to the submission deadline.
* Agreed deadlines were not observed by staff
* The current Assessment Plan was not adhered to
* The decision to reject coursework on the grounds of malpractice (see Assessment Malpractice Policy on page 16).

For accredited courses, any learner who is dissatisfied with any assessment feedback they undergo as part of their learning programme has the right to appeal using the following process.

**STAGE 1**

Learner makes a written appeal against assessment decision to the Internal Moderator for the course.

**STAGE 2**

The Internal Moderator may request another Assessor (if available) to assess the learner’s work, in order to test for any anomalies in the assessment process and to gain an independent view.

The Internal Moderator will undertake a thorough review of the first and second assessor’s decisions and will report the outcome to the learner. A copy of the outcome will be retained on the Centre file.

**STAGE 3**

If a resolution is not reached or the learner is unhappy with the Internal Moderator’s decision, the learner must report this in writing to the Head of Adult And Community Education, Knowsley Family And Community Education, New Hutte Neighbourhood Centre, Lichfield Road, Halewood, Knowsley, L26 1TT.

The Head of Adult And Community Education will undertake a thorough investigation and report the outcome to the learner and retain a copy on the Centre file.

**STAGE 4**

If a resolution is still not reached or the learner is unhappy with the Head of Adult and Community Education’s decision, the learner must report this in writing to the External Moderator.

The External Moderator will undertake a thorough review of all the investigations and decisions made and will report on the outcome. The External Moderator’s decision is final. A copy of this will be sent to the learner and a copy will be retained on the Centre file.

**Knowsley Family and Community Education**

**Assessment appeals tracking sheet.**

This table should be used to track any appeals (please also refer to the assessment disputes/appeals policy).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Qualification** |  | | | | | | |
| **Learner Name** | **Assessor Name** | **IM/V name** | **Reason for appeal** | **Appeal reviewed by** | **Appeal upheld?** | **Further action?** | **Date resolved** |
|  |  |  |  |  |  |  |  |
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**3.9 Access to Fair Assessment Policy**

**Assessment Statement**

* As an educational service we provide a variety of qualifications which offer our learners the opportunity to succeed and achieve their full potential by the most appropriate and direct route possible
* The service has an Assessment Policy which is based on the concepts of equality, diversity, clarity, consistency and openness. (Available on request)
* We will make every effort to ensure that our assessment processes and procedures are implemented in a way which is reliable, fair and non-discriminatory.

**Accessing the Policy**

* Learners have access to this policy in their **Learner Handbook**. Tutors, assessors and Internal Verifiers have access to this policy in this document (**Internal Quality Assurance of Assessment)**
* The service will review this policy annually and revisions may be made in response to feedback from learners, tutors, assessors, internal verifiers and external organisations.

**What our learners expect from us**

**Fair assessment**

* We aim to ensure that all assessment of work is carried out fairly and in keeping with an awarding body’s requirements
* All portfolio-based work will be assessed fairly against the qualification standards
* Our assessors will be fully trained or gaining their assessor qualifications under the strict guidance and support of experienced assessors
* All internal assessments will be carried out fairly and according to awarding body instructions.
* Externally marked tests and exams will be in line with the requirements of the awarding body.

**Our learners would also expect**

* To have a full induction onto a new course and be given information that can be shared with individual support personnel when necessary
* To be fully informed about the programme learning outcomes, performance criteria and other processes and procedures of learning and assessment
* To be provided with appropriate assessment opportunities during the course and feedback on the quality of the work
* Work to be marked within two weeks of submission by the learner.
* The service to apply any necessary special considerations, equivalents and exemptions as sanctioned by an awarding body.

**Cheating/Plagiarism**

**“A fair assessment of a learner’s work can only be made if that work is entirely the learner’s own”**

As such, learners can expect us to inform an awarding body if:

* Found guilty of copying, giving or sharing information or answers, unless part of a joint project
* They use an unauthorised learning aid or device during a test or examination
* They copy another learner’s answers during a test or examination
* They communicate with others during a test or examination.

**All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body. If a learner feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.**

**3.10 Assessment Malpractice Policy**

Knowsley FACE is committed to ensuring that all forms of malpractice in connection with any qualification are dealt with and are reported to the appropriate awarding body under their procedures for reporting such activity. We follow a process in-line with the JCQ malpractice in assessments guidelines.

We require Assessors to ask learners to declare that their work is their own, for instance:

* For vocational qualifications (NVQs), Assessors and learners must provide a written declaration that the evidence is authentic and that the assessment was conducted under the requirements of the assessment specification
* For internally assessed units, Assessors are responsible for checking the validity of the learner’s work
* Assessors are responsible for informing the relevant IM of close friends and relatives studying within the same subject area.

We take positive steps to prevent or reduce the occurrence of learner malpractice. These steps include:

* Showing learners the appropriate formats to record cited texts and other materials or information sources including websites\*
* Introducing procedures for assessing work in a way that reduces or identifies malpractice, e.g., plagiarism, collusion, cheating, etc. These procedures may include:
* periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the learner
* altering assessment assignments/tasks/tools on a regular basis
* the Assessor assessing work for a single assignment/task in a single session for the complete cohort of learners
* using oral questions with learners to ascertain their understanding of the concepts, application etc. within their work
* Assessors getting to know their learners’ styles and abilities, etc.
* Ensuring access controls are installed to prevent learners from accessing and using other people’s work when using networked computers.
* Using the induction period to inform learners of our policy on malpractice and the penalties for attempted and actual incidents of malpractice.

\*Note: Learners should not be discouraged from conducting research; indeed, evidence of relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the learner has interpreted and synthesised appropriate information and has acknowledged any sources used.

**Learner Malpractice**

Attempting to or carrying out any malpractice activity is deemed academic dishonesty. The following are examples of malpractice by learners; this list is not exhaustive and other instances of malpractice may be considered by the awarding body at its discretion:

* Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work\*\*
* Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one’s place in an assessment/examination/test
* Fabrication of results and/or evidence
* Plagiarism by copying and passing off, as the learner’s own, the whole or part(s) of another person’s work, including artwork, images, words, computer generated work (including Internet sources), thoughts, inventions and/or discoveries whether published or not, with or without the originator’s permission and without appropriately acknowledging the source
* Failing to abide by the instructions or advice of an Assessor, a supervisor, an invigilator, or awarding body conditions in relation to the assessment/examination/test rules, regulations and security
* Behaving in such a way as to undermine the integrity of the assessment/examination/test
* The alteration of any results document, including certificates
* Misuse of assessment/examination material
* Introduction and/or use of unauthorised material contra to the requirements of supervised assessment/examination/test conditions, for example: notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices
* Obtaining, receiving, exchanging or passing on information which could be assessment/examination/test related (or the attempt to) by means of talking or written papers/notes during supervised assessment/examination/test conditions.

\*\*Note: Learners should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc. are an essential part of teamwork and this must be made clear to the learners.

**Staff Malpractice**

The following are examples of malpractice by Service staff. This list is not exhaustive.

* Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment
* Failure to keep any awarding body mark schemes secure
* Failure to comply with Awarding Bodies’ external assessment processes and procedures
* Falsifying records/certificates, for example by alteration, substitution, or by fraud
* Facilitating and allowing impersonation
* Alteration of awarding body assessment and grading criteria
* Assisting students in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves Knowsley FACE staff producing work for the student
* Producing falsified witness statements, for example, for evidence the student has not generated
* Allowing evidence, which is known by the staff member not to be the student’s own, to be included in a student’s assignment/task/portfolio/ coursework
* Misusing the conditions for special student requirements
* Failing to keep student computer files secure.

**Where staff malpractice is suspected, an investigation will take place under staff disciplinary procedures.**

**Actions on Malpractice**

The Quality and Standards Manager and/or Acting Head of Head of Service are responsible for carrying out investigations into allegations of malpractice. Investigations into alleged malpractice against the Quality and Standards Manager or Head of Service will normally be conducted by an appointed nominee.

Where we discover or suspect anyone of malpractice, we will make the individual fully aware

(in writing) at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.

Evidence required to prove that malpractice has occurred may include:

* Comparison of suspect piece with work previously presented by the learner
* Comparison with a piece on a similar subject undertaken under controlled conditions
* Comparison with other learners' writing where similarities have occurred
* Comparison with the sources that the learner appears to have plagiarised
* The learner’s performance when assessed orally
* A witness statement from the person(s) that identified the issue.

If malpractice is suspected, the learner will be given an opportunity to explain what has happened. Formal action will only be initiated where:

* There is evidence to support the allegation of malpractice; and
* The learner fails to provide a plausible explanation.

In the event of any doubt arising, the Quality and Standards Manager should be consulted before any decision is taken.

**Investigating Malpractice**

**ALL incidences of malpractice will be reported to the awarding body.**

The awarding body has the right to carry out an independent investigation in full under any circumstances of alleged malpractice.

When dealing with alleged malpractice the awarding body will deal primarily with the Curriculum Lead or a nominated representative.

As part of the investigation the awarding body has the right to:

* involve the learner and others in the investigation process
* deal with the learner (if aged 18 or above) and/or the learner’s representative

This may occur, for example, when a learner’s account of events is at variance with that of the centre. Where learners younger than 18 are involved, they may wish to be assisted by centre personnel, parents or guardians.

During the investigation period the awarding body may:

* refuse learner registrations/entries
* withhold the release of results/certificate
* withhold test/examination papers if the security of a test/examination is considered at risk

**Re-Assessment**

Where there is evidence to support the allegation of malpractice the centre will re-assess all work submitted by the learner.

**Appeals**

An awarding body has established procedures to appeal against penalties and sanctions arising from malpractice. Appeals against a decision made by the awarding body will normally be accepted only from the Curriculum Lead (on behalf of learners and/or employees) and from individual employees (in respect of a decision taken against them personally).

**3.11 Access Arrangements Policy [includes Reasonable Adjustments and Special Considerations]**

This policy is aimed at learners to help them to achieve formal recognition of their achievements, without compromising the assessment process or the assessment objectives.

**Reasonable adjustments** are made to ensure that learners who have difficulties or are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment period and all necessary reasonable adjustment arrangements must have been implemented before the time of their assessment.

**Special considerations** are made to ensure that learners are not disadvantaged by any exceptional circumstances that may arise immediately prior to or during the assessment, e.g., bereavement of a close relative. These applications can be done from the day of the exam up to two weeks’ following it. Special Considerations are **not** the same as Reasonable Adjustments.

**Reasonable Adjustments**

Knowsley FACE will work with awarding bodies to ensure that reasonable adjustments/actions are applied to reduce the effect of a disability or difficulty that places any learner at a substantial disadvantage in the assessment situation. However, we will ensure that these reasonable adjustments do not compromise the assessment process or the assessment objectives and may involve:

* changing standard assessment arrangements, for example, allowing learners extra time to complete the assessment activity
* adapting assessment materials
* providing access facilitators during assessment, for example a reader or a scribe.

Reasonable adjustments must be approved and set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the assessment activity. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner’s work.

Awarding Organisations and Centres are only required by law to do what is reasonable in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

**Making Reasonable Adjustments**

All Awarding Organisations and Centres have a responsibility to ensure that the assessment process is robust and fair and allows the learner to demonstrate his or her full potential.

Adjustments to assessments should:

* not invalidate the assessment requirements of the qualification
* not give learners an unfair advantage
* reflect the learner’s normal way of working in the classroom setting
* be based on the individual need of the learner.

**Applications for Reasonable Adjustments**

Some reasonable adjustments are centre-delegated, e.g., use of overlays, 1-1 invigilation. If the learner discloses their requirements or additional needs on their IAG form or the ‘How can We help you’ form the first few weeks of an accredited course, the Service can put into action support for the learner.

Example of reasonable adjustments include:

* use of coloured overlays, low vision aids
* Use of ICT/responses using electronic devices
* use of assistive software
* one-to-one invigilation of external assessment
* using a different assessment location or room
* allowing extra time, e.g., assignment extensions or for an external assessment
* readers/scribes
* assessment material in large format or Braille
* assessment material on coloured paper or audio format
* British Sign Language
* Irish Sign Language.

Requests for most reasonable adjustments, called Access Arrangements, should be made to the awarding body using their specific Reasonable Adjustments Request Form. This form should be completed and returned to the awarding body as soon as possible and within their specified application window. Learners requiring extra time or extra support for an external examination will have to undergo a Reading and Writing Assessment Test (WRAT4) as part of this process. This will form the main evidence that will support the Access Arrangement process. Tutors of learners who are applying for extra time and/or a scribe/reader will be required to compose a Tutor Statement indicating that this is the learner’s normal way of working within the classroom and this will also form part of the evidence that Awarding Bodies require.

Reasonable adjustments can be requested by anyone who has a disability or a difficulty that places them at a substantial disadvantage in the assessment situation and a reasonable adjustment would reduce the effect of this and provide a fair assessment.

**Assessment of learner needs prior to recruitment on Knowsley FACE study programmes**

The service will use its integrity when recruiting and registering learners. We will ensure that learners have sufficient information and advice on their chosen qualification and that the qualification will meet their needs.

Our IAG and initial assessment processes will identify, where appropriate, the support that will be made available to a learner to facilitate access to assessment. Where the initial assessment identifies that the learner may not be able to achieve the full qualification, this should be communicated clearly to the learner.

**Special Considerations**

Knowsley FACE may apply for special considerations after an assessment if there was a reason a learner may have been disadvantaged immediately before or during the assessment. The following is a list of examples which might be eligible for special considerations (the list is not exhaustive):

* serious illness of the learner
* serious illness of a parent
* serious illness of an immediate family member
* bereavement of an immediate family member
* incapacitating illness of the learner
* recent domestic crises
* accident and injury to the learner
* trauma caused by a recent event or experience.

Learners cannot enter a plea for special considerations for assessment solely on the grounds of disability or learning difficulty or that they are nervous about an external assessment. Special consideration should not give the learner an unfair advantage. The learner’s results must reflect his or her achievement in the assessment and not necessarily his or her potential ability.

Special consideration may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the learner but will always be a minor adjustment, as to do more may jeopardise the standard.

Where an assessment requires a competence to be met fully, e.g., vocational competence of a specific skill, it may not be possible to apply any special consideration. In some circumstances, it may be more appropriate to offer the learner an opportunity to retake the assessment at a later date or to extend the registration period so that the learner has more time to complete the assessment activity.

**Applying for Special Consideration / Outcomes**

Learners who believe that they have been disadvantaged through circumstances beyond their control can request that special consideration is made regarding the outcomes of their assessment. The learner must inform the assessor or invigilator at the time, who will inform the Lead Exams Officer. We must then complete the Special Consideration Request Form and send it to the awarding body as soon as possible and within their allocated timescale, usually 10 working days from the date of the exam. All applications must be accompanied by supporting evidence, e.g., in the case of an illness, a doctor’s letter or a statement of events from the Centre.

An awarding body will usually confirm receipt of a request for special considerations within two working days. They will usually provide written feedback on their decision within 7 days.

**3.12 Conflict of Interest Policy (and form)**

**Purpose**

The purpose of this policy is to provide guidance to relevant individuals on handling possible conflicts of interest that may arise as a result of Knowsley FACE’s role as a training provider, assessor and moderator of accredited units and qualifications. This policy applies to all staff and other individuals whenever they interact or potentially interact with any of Knowsley FACE’s accredited training functions.

**This policy:**

* Explains what is meant by conflict of interest
* Identifies the roles and responsibilities for managing conflict of interest
* Provides some examples of potential conflict of interest situations.

**Range**

It is Knowsley FACE’s policy that Tutors, Assessors and Internal Moderators acting on behalf of Knowsley FACE (including those with whom Knowsley FACE have a Partnership Arrangement) must be free from conflicts of interest that could adversely affect their judgement or objectivity to the organisation in conducting business activities and assignments. Knowsley FACE recognises that tutors and assessors may take part in legitimate financial, business, charitable and other activities outside of their Knowsley FACE approved centre and Knowsley FACE recognised provider roles, but any potential conflict of interest raised by those activities must be acknowledged, disclosed, and in relevant cases properly managed.

It is the responsibility of each individual to recognise situations in which they have a conflict of interest or might reasonably be seen by others to have a conflict; to disclose this conflict and to take such further steps as may be appropriate and set out in more detail under the procedure below.

**Defining a conflict of interest**

A 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 in relation to awarding organisation activity, for example:

* A person who is connected to the development, delivery or award of qualifications by the organisation has interests in any other activity which have the potential to lead that person to act contrary to his or her interests in that development, delivery or award in accordance with the awarding organisations conditions of recognition
* where someone works for or carries out work on Knowsley Face’s behalf, who has friends or relatives undertaking awarding body assessments
* where the training delivery function and the awarding function rest within one organisation and the functions are not strictly delineated
* when an individual has a position of authority in one organisation which conflicts with his or her interests in another organisation
* when an individual has personal interests that conflict with his/her professional position
* A conflict of interest may generally be defined as a conflict between the official responsibilities of a tutor, assessor, and internal moderator and any other interests the particular individual may have and as such could compromise or appear to compromise their decisions
* An informed and reasonable observer would conclude that either of the above situations was the case.

**Some examples of conflicts of interest**

* Tutors and assessors working with a business outside of Knowsley FACE that is in direct competition with them
* Tutors and assessors participating in the appointment, supervision evaluation or assessment of a person with whom the person, has close or familial ties
* Tutors and assessors having a close or familial relationship with a Knowsley FACE registered learner or learner’s family whilst being involved in decisions about the outcome of their accreditation or qualification
* Where the person whose remuneration is in part determined by the outcome of the assessment
* Tutors and assessors using non-public learner data for personal gain or advantage.

**The examples given do not necessarily imply conflict but is likely to give an appearance of conflict and as such should be declared.**

**Staff roles and responsibilities**

All relevant staff undertaking assessment (‘assessors’), moderation (‘moderators’) and other individuals have a responsibility to be aware of the potential for a conflict of interest. It is likely that individuals working closely with Knowsley FACE’s training function will 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 the standards of, or public confidence in, regulated units and qualifications and in Knowsley FACE’s or any awarding bodies’ reputation**

It is the duty of all tutors and assessors to disclose any actual or potential conflict of interest, and the process for doing this is documented below:

Any conflict of interest should be disclosed and recorded on a conflict of interest form which is maintained by a designated person at Knowsley FACE. If the individual concerned has any changes to their declared circumstances, they must inform their line manager immediately in writing, so that the conflict of interest can be evaluated, and the register updated. The information submitted is then evaluated to identify if any further action is required and a written record of the outcome of the evaluation is kept.

**Action**

Most situations require no further action than the completion of the conflict of interest form. In some instances, however, the information declared on the form will require some follow up action, in order for the conflict of interest to be managed appropriately. The approach agreed between the Subject Manager/Centre Manager and the tutor and assessor, will be documented and held with the conflict of interest forms.

**This policy will be subject to a three year review cycle or as necessary.**

**Conflict of Interest Disclosure Form**

This form should be used to record the details of any real or potential conflict of interest. Please refer to the Service’s ***Conflict of Interest Policy***for further guidance and examples.

Please pass a copy of this form to: **Lesley Brownlow, Community Education Performance Officer** for scrutiny and to be recorded. Please also retain a copy for your records.

|  |  |
| --- | --- |
| Your name: |  |
| State below the course etc. where a conflict of interest, or potential conflict of interest, had been identified: | |
|  | |

Please provide details of the conflict of interest that has been identified

|  |
| --- |
|  |

Is the conflict of interest temporary or ongoing, please provide details

|  |
| --- |
|  |

What action is being taken to minimise the risk of any adverse effects?

|  |
| --- |
|  |

**Declaration:**

*I confirm that the information provided is true and accurate:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name: |  | | Signature |  |
| Position in the Service: | |  | | |
| Date: | |  | | |

**SECTION 4 SAFEGUARDING, EQUALITY & DIVERSITY and REMOTE LEARNING**

**4.1 Safeguarding**

The Service has developed a Safeguarding Policy. A copy of the Safeguarding Policy will be available to all staff. The purpose of this policy is:

* to ensure that the learning environments in which Knowsley Family And Community Education courses and learning activities take place are as safe as possible for children and vulnerable adults
* to help identify children and vulnerable adults who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe, both at home and in the education setting.

The policy sets out the procedures for staff in relation to safeguarding and promoting the welfare of children/young people and vulnerable adults and provides guidance for dealing with Child Protection, the protection of vulnerable adults and Safer Recruitment. It is the responsibility of all staff who are involved in the delivery of adult education and family learning provision through Knowsley Family And Community Education Service to read and familiarise themselves with this policy.

The Service one Nominated Safeguarding Officers (NSOs) who are able to offer advice and guidance: Michael Atherton, 0151 443 5062: [Michael.Atherton@knowsley.gov.uk](mailto:Michael.Atherton@knowsley.gov.uk)

Gill Downey, 0151 443 4503: [Gillian.Downey@knowsley.gov.uk](mailto:Gillian.Downey@knowsley.gov.uk)

**Children in Classrooms:**

In exceptional circumstances we may allow children to attend classes with parents (e.g., Sign Language). However, in view of safeguarding and class/tutor discretion this may not be possible. Tutors must liaise with their relevant Curriculum Lead before any decision can be agreed. If permitted, we require any parent/carer to sign a disclosure stating they take full responsibility at all times for the child in their care.

**4.2 Equality and Diversity**

# Equality and Diversity:

# Our equality and diversity vision, as stated in our Equality and Diversity Strategy, is: “to ensure a service which is welcoming and responsive to the needs of all the communities of Knowsley”.

We encourage learning which supports equality and diversity.  We support learning that recognises differences between learners in terms of individual needs and learning styles. We need to give positive encouragement to adults who feel more excluded from learning. Recent survey information commissioned by Knowsley Metropolitan Borough Council indicates that disproportionate numbers of non-learners are people with disabilities and lone parents.  In addition, we need to target learners with basic skill needs and those learners who do not currently have any qualifications.

One measurement of need is the disadvantaged postcode in recognition of the close link between economic needs and educational participation and achievement.  The Service has Equality and Diversity Impact Measures (EDIMs). These seek to improve the achievement of different target groups of learners. In addition to measurement of achievement of priority target groups, equality and diversity actions look at supporting the learning experience of all learners and ensure individual learners are not disadvantaged because of discrimination or harassment.

Knowsley Family And Community Education is committed to providing a learning environment that is free from discrimination, harassment and victimisation and opposes all unlawful or unfair forms of discrimination, harassment and victimisation on the grounds of:

* Age
* Disability
* Gender
* Gender reassignment
* Marriage and Civil Partnership
* Pregnancy and Maternity
* Race
* Religion / Belief
* Sexual Orientation.

Each year the service publishes its Equality and Diversity Strategy, which sets out the actions the service, will address to ensure that it meets its obligations relating to equality of opportunity.   A copy of the service’s Equality and Diversity Strategy is available upon request.

If you need to report any abuse that you have experienced and/or witnessed, please contact Michael Atherton on 443 5062 or by email: [Michael.Atherton@knowsley.gov.uk](mailto:Michael.Atherton@knowsley.gov.uk)

**Supporting Learners with Difficulties or Disabilities**

In accordance with the Disability Discrimination Act, we aim to meet the needs of our learners in order to ensure that their learning is supported as much as is practicably and reasonably possible.

It is important that tutors ask learners if they have any additional needs requiring additional support, including specialist equipment/materials. It is important that this is covered as soon as possible from the point of enrolment. There are many opportunities for learners to **disclose** if they have a disability or difficulty which requires support, i.e., during IAG, during the enrolment process, at induction (How Can We Help You Form in the Learner Handbook), on the Personal Learning Record, or at any time by speaking to tutors or their Curriculum Lead.

**Additional Learning Support** is available to support learners who have specific needs which may include requiring specialist equipment/resources, specialist teaching support, specialist software, support with learning difficulties e.g., dyslexia, dyscalculia, dyspraxia, visual impairment, hearing impairment learners with the cost of books, materials, tuition fees, exam fees, transport and childcare when needed. **These funds are limited and are in place to support learners on targeted accredited programmes**. For more information about eligibility, contact Lesley Brownlow, Community Education Performance Officer at: Knowsley Family And Community Education, New Hutte Neighbourhood Centre, Lichfield Road, Halewood, L26 1TT. Telephone 443 5398 or email [lesley.brownlow@knowsley.gov.uk](mailto:lesley.brownlow@knowsley.gov.uk). It can also support any learner who requires materials in alternative formats e.g., Braille, audio tape, large print.

Other funding known as **Discretionary Learner Support Funds**, may be available to support

# DDA - Disability Discrimination Act. We are required to find out about any disability and make reasonable adjustments to meet needs. We will ensure that people with disabilities have the same opportunities as those without disabilities to benefit wherever possible from whatever education or other related provision is available. The service has a DDA resource library which may help learners with their course. Listed below are examples of equipment that is currently available to support learners. For further information about accessing these resources or to discuss a resource that may be needed, please contact Lesley Brownlow on 0151 443 5386 or email [lesley.brownlow@knowsley.gov.uk](mailto:lesley.brownlow@knowsley.gov.uk).

**DDA Equipment/Resources:**

# Touch screen monitors

# Supernova (Software used by people with visual impairment)

# Text Help (Software for learners with dyslexia, low English levels, visual difficulties etc.)

* Height adjustable table
* Large Keyboard & large mouse
* Lucy Headpointer (which can be used by learners with very little movement
* DASH testing materials for learners with dyslexia to enable them to access external examinations
* Writing slope (to enable learners with dyspraxia to write)
* Braille Keyboards
* Braille machines
* Dragon Naturally Speaking (Voice response software for people with limited hand  
  mobility).
* Interactive Touch Screens
* HAL ScreenReader (Software used by people with visual impairment)
* Rollerball Mice

Family And Community Education Equality and Diversity Strategy **– this is available to all staff through your Curriculum Lead.**

**4.3 Prevent**

In the context of Further Education, all providers have a duty to safeguard their students. Prevent is about safeguarding our students to keep them both safe and within the law. The Prevent Duty is not about preventing students from having political and religious views and concerns but about supporting them to use those concerns or act on them in non-extremist ways.

**What is the Prevent Duty?**

[Section 26 of the Counter-Terrorism and Security Act 2015](http://www.legislation.gov.uk/ukpga/2015/6/section/26/enacted) places a duty on certain bodies, listed in Schedule 3 to the Act, to have "due regard to the need to prevent people from being drawn into terrorism".

**What is Extremism?**

The government has defined extremism in the Prevent strategy as: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs." This also includes calls for the death of members of the British armed forces

**What are British Values?**

British values are defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs"; institutions are expected to encourage students to respect other people with particular regard to the protected characteristics set out in the [Equality Act 2010](http://http:/www.legislation.gov.uk/ukpga/2010/15/contents).

We expect all staff to undertake compulsory training in order to ensure everyone is aware and understands our responsibilities around Prevent. We endeavour to apply and integrate this understanding in wider service practices. For further information visit:

[www.gov.uk/government/publications/channel-guidance](http://www.gov.uk/government/publications/channel-guidance)

[www.gov.uk/government/publications/preven-duty-guidance](http://www.gov.uk/government/publications/preven-duty-guidance)

**4.4 Tutor Guidance for Blended/Remote Learning**

Whilst 80% of 2023/2024 delivery is back in the classroom, there remains the opportunity for learners to attend classes that are delivered via Zoom. These will be mainly evening courses, however some Functional Skills and the GCSE Maths courses are also delivered remotely.

Teaching remotely has been a great success over the past two years but a few pointers and reminders may be of benefit. Teaching at a distance adds many additional challenges to a tutor. Successful and effective remote instruction requires a lot of the same things as any form of instruction does. There needs to be clarity, review, checking for understanding and prompt feedback.

**1. Enhancing Learner participation.** The initial challenge is motivating learners to engage. Last year some FACE tutors reported low numbers of learners regularly participating in remote learning. This problem may be particularly pronounced among learners from the lower end of the socioeconomic spectrum, in part because they may lack reliable access to the internet. A few small steps could help motivate learners to engage and maintain a good level of participation.

* Tutors should make goals and expectations crystal clear.
* Tutors should specify clearly when learners should communicate and exactly what tasks they need to complete.
* Most learners have a fear of ‘Missing Out’, meaning that they fear classmates are gaining a learning advantage through their remote participation. A psychological approach to increase participation may be to emphasize how many other students are showing up. For example, show a positive trend by communicating to all learners that more learners than ever have completed a recent task or assignment.

**If you are teaching remotely, it is still essential for tutors to monitor and record session attendances and report these when requested by the designated FACE member of staff.**

**2. Keep focused on the course content.** Spending more time on a specific topic, when it’s broken down into manageable small chunks, is much more likely to build on learner knowledge and confidence without overloading them. Although tutors would like to see their learners meet all the syllabus objectives expected during classroom delivery, in many cases this is not the reality when teaching remotely.

**3. Keep it simple.** Simple, clear directions and expectations are always important, but never more so than in a situation where tutors can’t easily gauge when students are confused. Some considerations are logistical. If available to you, try not to use too many different apps or learning platforms such as Edmodo, Teams, Zoom etc.\* or different classroom routines. As mentioned in the previous section be cautious about when to introduce new material. Tutors should concentrate on reinforcing what students have already learned, lest they forget it.

**4. Reinforcement of previous learning.** Like classroom teaching, it’s best to connect new information to what students have already learned. If they’ve forgotten the context this will help them understand and remember the new material. Obviously, you must let them know where they can find it. Remember, an essential factor in learning new things is what one already knows.

**5. Provide new information in small doses.** It is always best to limit the amount of new information learners are getting in any one session. That’s even truer in a remote situation. Learner participation may drop if sessions last for lengthy periods. If participation is low, try limiting your sessions to short 15 or 20 minutes blocks, especially if the subject matter is new to learners. Breaking up the information and delivering it in shorter sessions, then returning to the same points later on, takes advantage of distributed practice, which boosts learning.

**6. Make your sessions as interactive as you possibly can.** Learners need opportunities to not just to listen or read but to actively process the information being presented. If tutors are using learning platforms etc., they can provide brief quizzes and get immediate results. Even if tutors don’t have that option, having students quiz themselves periodically or answer questions about when, what, where, or why something happened is a form of retrieval practice. This helps learners absorb and remember the material. Video recordings of skills demonstrations etc. are extremely good, especially if learners are able to pause the video and ask for clarity on something they have not fully understood.

**7. The benefits of synchronous and asynchronous remote learning.** Remote learning can be delivered in two ways:

1. synchronously, with everyone online at the same time – this would be at the advertised class-time

2. or asynchronously, with students accessing the same lesson at different times.

Synchronous lessons can be harder to organize and do not allow as much time for learner practice. However, ideally, it is important to try your best to include at least some time for an entire class to be online together. This will allow for prompt tutor feedback. It will also enable tutors and learners to maintain connections and feel part of a group. This is more important during this health crisis than ever. Asynchronous remote learning, although still very affective, is wholly reliant on each learner’s enthusiasm to access the lesson provided in the first place.

Although it may be impossible for you to implement all these pointers, please bear them in mind as they can be helpful. We all learned new skills over the past eighteen months, and for tutors the provision of remote learning was a major challenge. We need to remember that although the immediate crisis is over, we will need to continue to support our learners in these still uncertain times of transition: the pandemic affected everyone in different ways.

\*There are many excellent online tutorials and guides showing you how to access the software and use it (see the links below). Once accessed, the help pages in the software will also guide you on how to tailor the platform to meet your particular teaching needs. Remember, for the benefit of yourself and your learners it’s advisable to select just one platform to concentrate on and get to grips with that.

**ZOOM:** Install Zoom: <https://zoom.us/zoomrooms/software>

Zoom Tutorial:<https://zoom.us/docs/doc/Comprehensive%20Guide%20to%20Educating%20Through%20Zoom.pdf>

**TEAMS:** Download TEAMS:<https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/download-app>

TEAMS Tutorial: <https://download.microsoft.com/download/a/5/8/a581b311-00fb-447e-b31a-4c9ddda9dcc5/TeamsforEducation_QuickGuide.pdf>

**4.5 Learner Guidance for Blended/Remote Learning**

Blended remote learning can be very different from sitting in a classroom. However, there are some ways you can still learn effectively and maintain a healthy work-life balance. Although blended remote learning delivery offers a lot of flexibility, it's important that you have the right working space, mind frame and routine in place.

You should view online/blended remote learning in the same way as classroom-based learning. You should:

* maintain regular attendance and participate in all planned online lectures and tutorials
* keep in regular contact with your FACE tutor
* complete all assignments etc. on time
* respond to any communications from Knowsley FACE
* report any concerns you may have immediately to either your tutor or Knowsley FACE.

**1. Establish a learning routine**

As well as waking up on time and participating in online lectures etc. it’s also important to:

* schedule time to go over your lecture notes
* take some form of exercise and continue to enjoy your hobbies and interests

Writing down tasks first thing in the morning will allow you to set your intentions for the day and feel motivated to fulfil them. You should write down every task, big and small, that you want to complete and highlight your main priorities for the day.

**2. Stay in contact with your tutor and classmates**

The same online tools (Edmodo, Zoom, Microsoft Teams etc.) being used by your tutor to deliver your classes can also be a great way to keep in contact with tutors and classmates. Maintain your level of engagement by asking questions during lectures, discuss topics in forums with others in your class and reach out to others via email. Although your tutor can’t be there physically with you, your education is still their priority and they’re there to help.

**3. Be kind to yourself and practice mindfulness**

Set aside some time each day for relaxation and meditation. It could be as little as five minutes or as much as an hour. Meditation will help to reduce stress and anxiety, as well as helping you relax. You can download mindfulness apps such as [Calm](https://www.calm.com/) or [Headspace](https://www.headspace.com/)\*

**4. Create an effective working environment**

Making a space dedicated to just studying will help you to concentrate better. To create a productive workspace, do make sure the objects around you are only those that relate to studying. You need to ensure your space is free of clutter and don’t use your bed as a place to study as this is your place of rest. If you don’t have a desk, use a nightstand, a shelf or sit on the floor. It’s also best for you to work by a window for some natural light. Ensure your face is visible at all times during sessions and try to find a quiet location in the home to participate, where possible use pre-set backdrops that do not allow parts of your home to be visible.

**5. Prepare for study**

It’s important for you to get out of your night clothes and have a healthy breakfast. It's essential that you get up and prepare for the day, just as if you were heading out to your class. Wearing something other than your pyjamas will make you feel ready to take on any tasks you have. As they say, look good, feel good.

**6. Schedule your lunch break**

It is extremely important to take your lunch break. This will give you a much-needed energy boost and also a break from your tasks. Avoid making things from scratch as this will take up a lot of time. Just make something quick and healthy.

**7. Cancel out distractions**

Don’t get distracted. The easiest way to achieve focus and productivity is to distance yourself from things that might cause a distraction. Put your phone in another room, in a drawer or switch it to ‘Airplane mode’. Another way is to download ‘[Cold Turkey](https://getcoldturkey.com/)’ on your laptop or phone, to prevent yourself from logging into social media while you’re studying. The app lets you temporarily freeze pages you know you might compulsively visit when studying\*.

**8. Online lectures and tutorials**

Online lectures are just your normal lectures and content delivered in a different way. Listen to them as you would a normal lecture and if watching a recording, try to watch these at normal speed. Hitting the pause button too often may allow you to get distracted easily. Your priority should be understanding the material more than anything else.

Also, if you are watching recorded lectures, watch them at a time when you’ll be able to give them your full attention. For some this may be first thing in the morning, for others this may be in the evening.

**9. Recording or pictures**

Under no circumstances should screenshots be taken of any group learning or individual sessions or for these to be shared in any form unless explicit permission to share is obtained from all those participating.

Recordings of group or individual sessions cannot be made.

Be aware that some applications keep records of chats during sessions.

**10. 1-2-1 Sessions**

Under no circumstances will one-to-one sessions take place with any learners under the age of 18.

**11. Get over a slump in energy and enthusiasm**

Channeling your energy elsewhere can help you get over the dip in energy. If you feel restless and unfocused as the day goes on do something completely different for half an hour. When you sit back down, you’ll have a clearer mind and be ready to focus for another few hours.

**12. Plan in other activities**

It’s extremely important to plan other activities at the end of the day that will help you take your mind off studying, rest and recharge. Watch a movie, call friends and family or just have a relaxing bath.

**13. Confirm your Enrolment on your Blended Remote Learning Course**

Read through and return your **Electronic Signature Email** to confirm your enrolment onto your course. Return the email promptly with the response ‘YES’ to confirm acceptance of the enrolment criteria, Learner Agreement and Privacy Notice, stating your preferences for any options as specified in the email.

**14. Emergency Contact Details**

Provide us with an **emergency contact name and telephone number** to cover any such eventuality during a blended remote learning session.

**SECTION 5 Adult Learner Charter and Learner journey**

**5.1 Adult Learner Charter**

This charter sets out a commitment for any adult learner who chooses to study on taught learning programmes with Knowsley FACE. It sets out our commitment to meeting duties under the Equality Act 2010.

**Initial Enquiry, Advice and Guidance -** we will:

* Respond to any enquiry as soon as possible
* Support your enquiry with impartial information and advice with reference to guidance where appropriate. This is to help you with your choice of learning programme and to ensure it matches your achievements to date, your abilities, your aims and aspirations
* Be able to refer you for financial, personal and careers advice on a confidential basis
* Ensure any course details provided on the Website, Facebook and/or leaflets comply with DDA requirements:
* clearly written in an appropriate language
* free from bias
* made available in alternative formats
* reflect commitments to promoting Equal Opportunities
* challenging of stereotypes and promote positive and non-stereotypical role models.

**Fees, Enrolment/Application Process –** we will:

* Issue details of course fees, administration fees, certification or examination fees associated with your chosen course of study
* Provide a straightforward website through which you can enrol on the course of your choice – the enrolment/application process is straightforward, welcoming and standardised
* Provide support for any learner with individual needs

**Induction** - we will:

* Carry out an effective induction within the first week of joining your course – this may be over the telephone, on-line or face to face, depending on the level of your programme.
* Provide a Learner Handbook at the start of your course including straightforward guidance about what you are entitled to and what to expect from attending course. Learners undertaking remote learning will receive an electronic coy of the Learner Handbook.
* Make handbooks available in alternative formats in response to need.

**Initial Assessment and Personal Learning Records –** we will:

* Carry out face to face or on-line screening to assess any additional support needs where appropriate
* Ensure that any initial assessment of your needs is carried out with care and consideration
* Provide you with information regarding your course and any assessment arrangements e.g., Course Information Sheet, Course Aims or Scheme of Work
* Negotiate key learning and personal objectives with you taking into account your previous knowledge and experience
* Agree your Personal Learning Record with you – this may be electronic.

**Teaching and Learning** – we will:

* Deliver well-planned, organised and clearly structured classes/workshops to engage and sustain your interest
* Adopt varied teaching methods to reflect different learning styles
* Ensure that course materials are free from bias and reflect the different backgrounds and interests of different social/ethnic groups
* Give constructive feedback on your work
* Provide additional support if required
* Ensure teaching and learning is monitored by Quality Assurance through observing classes to maintain and improve standards
* Ensure adequate notice is given if classes are cancelled.

**Review of Progress** – we will:

* Work with you to review your progress on a regular basis and to revisit your key learning and personal objectives
* Ensure any reviews are non-threatening and handled sensitively
* Ensure you know what you are doing, how you are doing it, what is going well and what needs to be improved
* Ensure your ongoing progress is recorded.

**Gathering Views** – one of the most effective ways of judging the quality of what we do is by listening to our learners, staff and partners. We will:

* Seek your views and our tutors’ views both informally and formally at regular times throughout your course of study
* Seek your support in responding to Learner Survey which externally evaluates your learning experience with the service
* Evaluate and respond to feedback we receive in order to make improvements
* Communicate what you say and what we do
* Respond to any complaints in a responsible and timely manner.

**Completion and Achievement** – we will:

* Inform you of your overall achievement which takes into account attendance throughout your course, progress made towards your agreed learning and personal objectives and any other contributions made as recorded by your tutor
* Inform you of any completed assessments or examination results if your chosen course of study required you to be externally assessed
* Issue you with Certificates of Participation or Achievement (where applicable) in a timely manner

**Exit and Progression** – we will:

* Provide you with information about progression opportunities throughout your chosen course of study in order to encourage your personal and career development, for example the next level in your chosen subject, further education, job search advice, higher education. This information will include opportunities at different providers
* Provide support and guidance if you decide your chosen course is not appropriate to your needs

**Your commitment to us -** you agree to:

* Attend regularly at designated times and inform tutors of any unavoidable absence. We strive for you to achieve 100% attendance but expect you to maintain a minimum of 95% attendance as we recognise there may be an occasion where you are unable to attend due to sickness or other personal reason. Maintaining regular attendance contributes to you successfully remaining on your course
* You should view online/blended remote learning in the same way as classroom-based learning and follow Zoom/TEAMs protocol. This includes keeping your microphone off until you speak and having your video camera on during class delivery
* You should try to find a place that is private and quiet, as too much background noise may impair the tutor’s ability to hear you properly
* During any on-line delivery, learners are asked to ensure that they are dressed appropriately and bear in mind what can be seen behind them
* Learners are asked not to video the session without discussing this in advance with the tutor.
* Behave in an appropriate manner which respects others
* Complete all work set by your tutor which will contribute to you achieving high success in your studies
* Abide by appropriate health and safety requirements
* Respect the individual rights and beliefs of others
* Use any computer facilities responsibly avoiding access to any material that is liable to cause offence to others or that could bring our service into disrepute or result in legal action
* Keep mobile phones turned off in classrooms and learning all environments
* Respect No Smoking policies in any of our centres.

**5.2 Learner Journey**

**5.2.1 Initial Contact/Enquiry**

Initial contact/enquiry is usually made after learners view the service website, receive the service Course Listings and/or any subject specific promotional leaflets. Learners also hear about our courses through word of mouth and through signposting from other providers and organisations. FACE staff must respond to all learner enquiries as soon as possible. Advice regarding the course level, duration, syllabus, fees, concessions and the availability of learner support packages can be offered at this stage.

**5.2.2 Information, Advice and Guidance (IAG)**

Potential learners frequently have a number of barriers that prevent them from starting. These include negative attitudes towards learning often related to school experiences, lack of self-confidence, lack of knowledge of what is available and a reluctance to undergo formal assessment. Learners might also want to hide specific needs, which they feel, if disclosed, could prevent them from joining a course. Physical barriers also need to be addressed, e.g., childcare, transport, other family commitments, locality, working patterns, lack of flexibility in modes of delivery, lack of support and access issues for learners with disabilities.

Initial information, advice and guidance (IAG) provided is impartial in order to respond to community and learner need. Procedures include:

* The follow up of all initial contacts
* The use of as diverse a range of marketing/awareness raising strategies as possible, including community surveys using a wide range of community and work-based personnel and volunteers
* Linking with the community and voluntary sector and other learning providers to develop formal partnership arrangements to ensure needs are addressed, referral systems established and duplication eliminated
* Developing targets for hard-to-reach groups to ensure that the service is responding to government and funding policies for social inclusion and community cohesion, including equality, diversity and impact measures
* Establishing referral systems and signposting for the use of all initial contact staff.

As tutors, you are required to ensure learners receive advice and guidance in a way that is sensitive to their needs. IAG can be carried out prior to learners joining a course or at the point of enrolment. It is important to initially assess the level of learners in order to ensure that the course they wish to pursue is appropriate to their needs but also matches their achievements to date, their abilities, aims and aspirations.

**Course Information Sheets**

Tutors are required to complete a **Course Information Sheet** for all courses taught and submit these to Community Education Officers at least two weeks prior to enrolment. These outlines are important for learners to gain prior knowledge of course requirements. It is important that learners are informed of:

* the key aims and learning objectives for each course
* what the level of the course is
* what previous experience/knowledge is needed (if appropriate)
* what must be completed to achieve the course (what level of commitment is required, in particular, attendance and minimum levels expected)
* length of course, day and time
* what materials/books/resources are required
* what the costs are
* any examinations or tests
* minimum attendance required
* what additional support is available
* what e-learning opportunities are available
* how English, Maths and ICT Skills opportunities can be identified and supported
* what learners will achieve upon completion
* what learners may progress onto after completing and achieving the course

The service has qualified IAG Officers who are able to attend IAG and/or Enrolment sessions. An **IAG Checklist** needs to be completed when carrying out Initial Advice & Guidance and Enrolment. It is intended as a prompt for you to follow as well as being an important activity within the Quality Assurance process.

**5.2.3 Enrolment, Induction and Key Skills Check**

**Enrolment**

The majority of enrolments will be completed online, with support available for learners who require on-line assistance and for learners with individual needs.

**The Induction and Initial Assessment process will be completed with the tutor and must be completed prior to the start of formal teaching sessions.** For those learners who may enrol at a later date, it is important that they receive Initial Advice and Guidance and are able to complete all aspects of the Enrolment, Induction and Initial Assessment process.

Learners will register onto the Knowsley FACE website and complete the on-line enrolment form. All details of learners undertaking programmes of learning with Knowsley FACE, including National Insurance and Unique Learning Numbers, are kept centrally on the Service’s MIS. Tutors will receive information from the Learner Enrolment, which is transferred onto a Class Register/Electronic Class Register **which is a key auditable document.**

**Learner Identity**

Ideally, a learner’s identity should be verified at the point of enrolment, although we will not prevent enrolment solely through lack of proof of identity. Where a learner’s identity cannot be verified during enrolment, verification must be made at the earliest opportunity.

Examples of accepted proof of learner identity being:

* Passport
* Driving licence
* ID Card or other form of national ID
* National Insurance Card
* Bank Credit\Debit\Card
* Benefits document
* Exam certificates.

Verifying each learner’s identity, especially before registration with an awarding body, is a **mandatory** requirement. Confirmation of learner identity **must** be established prior to a learner undertaking credit or award-based examinations.

All learner enrolment details inform an Individual Learner Record (ILR) which is submitted to our funding body. A ten-digit Unique Learner Number (ULN) is also generated for each learner after export of learner records to the Learning Records Service (LRS). The ULN cycle is shown opposite.

The generated unique learner numbers (ULNs) are held by the LRS who use the numbers to index learner identity details as well as their education and training qualifications. Learners retain the same ULN number for life and use this to access their **Personal Learning Record (PLR)**.

If a learner has successfully gained qualifications in recent years, they can find their ULN numbers on certificates or result slips. If not, they can request this number from our Service. Learners can access their PLR via the National Careers Service website. **As a provider, we must ensure that ULNs are generated for all our learners, regardless of their levels of study.**

**Induction**

Learner inductions are planned according to need i.e., initial learner, first time returner, learners with learning difficulties. Induction allows tutors the opportunity to provide information about Knowsley Family And Community Education, the centre and individual courses. All tutors will be expected to familiarise learners with all information contained in the **Learner Handbook**. These need to be issued to all learners. It is important to inform learners that the Learner Handbook is available in alternative formats if required.

The Learner Handbook sets out our aims as a provider and includes straightforward guidance about what learners are entitled to and what to expect when attending one of our courses. The Learner Handbook also includes an Adult Learner Charter approved by the Adult Learning Partnership. This Charter sets out a commitment for any adult learner who chooses to study in the Borough as well as their commitment to ourselves.

The Learner Handbook provides information about all the centres that offer courses as well as a contact list of key individuals involved in managing and co-ordinating provision. The Learner Handbook is available in alternative forms and a pool of distinct additional resources for learners with special needs is being developed and can be accessed by contacting: 0151 443 5384 / 0151 443 2067.

During Learner Induction, it is important to ensure learners have been provided with a Course Information Sheet or overview of what they will cover on the course.

**Skills Check**

ALL learners will be asked to complete an English and Maths Skills Check prior to commencing their course. This can be completed face-to-face or electronically. These are administered to identify any problems a learner may face when undertaking their learning. ALL learners wishing to enrol on programmes requiring computer English will also be asked to complete an ICT Skills Check.

**5.2.4 Initial Assessment / RPL and Learner Journals**

**Initial Assessment / RPL**

Learner Initial Assessment is part of the **Enrolment, Induction and Initial Assessment process and must be completed during a learner’s first session (a non-teaching session).** Initial Assessment is the set of procedures that are conducted to ascertain what previous experience, aptitudes and abilities a learner has. This process should also identify any contributory aspects of prior learning (see below). The process may include screening tests for English, Maths and ICT (followed by fuller diagnostic testing if required) as well as learning styles, manual dexterity and skills testing. The process is also important to help identify and set short, medium and longer term goals and aspirations. The results of initial assessment should inform the Personal Learning Records so that training and support are delivered that will meet the needs of each learner. In some Sector Subject Areas, the Initial Assessment and Personal Learning Record processes have been combined and are available as a single document.

**Effective Initial Assessment practice includes**

* Researching the most appropriate time to carry out initial assessment to give learners the best chance to succeed. Some do it as part of the interview process, some as part of induction and some in the workplace.
* Using initial assessment to identify the learner's starting point. A learning plan is then produced including which qualifications and units are most appropriate, and any additional support that a learner may need to make steady progress.
* Using screening and diagnostic tests as part of the initial assessment. Many tests are available commercially. Screening tests are simpler than diagnostic tests and aim to identify a particular support need, such as English, Maths or language, by identifying the learner's current level (for example entry level 1 in English). Diagnostic tests are generally more detailed and seek to identify the specific areas where a learner is weaker, so that additional support can be targeted (for example, spelling and punctuation).
* Ensuring initial assessment is about more than tests by making use of a wide range of information, including a learner's application form and initial interview. These provide information about the learner's qualifications, experience, career aims and interests. They may give an indication of their English, Maths, language and key skills or point to areas that could be a barrier to making steady progress or obtaining a placement or employment.
* Initial assessment sometimes identifies a learner's preferred learning style which can influence the methods of learning included in their learning plan (however, some providers use the test but do not then use the results to inform delivery methods). Some of the best use made of the results includes encouraging learners who have a high 'visual' rating to confront an area that they dislike that could benefit them, such as 'reading instructions'.
* Making initial assessment a positive experience for learners. Learners should be told what the initial assessment has found and how that information is to be used to support their learning. Some providers have encouraged their learners to retest for English and Maths following support to demonstrate that they have improved their skills.
* Using initial assessment to make sure that learners are placed on the right programmes with the appropriate support. Inadequate initial assessment contributes to learners struggling with their work, dropping out of the programme, or failing to gain as much as they could from it.
* Recording the findings from the initial assessment alongside/within the personal learning plan.
* Using quality improvement procedures such as audit to check that individual learning plans reflect initial assessment.

**Recognition of Prior Learning (RPL):** The RPL process is relevant where individuals have previously learnt something but have never received formal recognition for this learning through a qualification or other form of certification. Within the Qualifications and Credit Frameworkindividuals are able to ‘claim’ that they know (or can already do something) and do not need to undertake programmes of study to learn it again. If an individual can successfully prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement in the same way as any other credits.

In the QCF, RPL refers particularly to previously ‘uncertificated’ learning and achievements. Knowsley FACE’s policy is to recognise prior learning as a method of assessing whether a learner’s experience and achievements meet the evidence requirements (i.e., the standard) of a QCF Unit or Units and which may or may not have been developed through a course of learning. However, evidence to support prior learning assessment decisions must be:

* **Valid** – evidence meets standards set
* **Reliable –** consistently demonstrating standards on more than one occasion over a period of time
* **Current** - evidence to support prior learning decisions needs to ensure the currency of the learner’s knowledge, skills and achievement within the context of the Unit(s) being assessed. There is no set time limit for the currency of evidence of prior learning or experience and currency is likely to differ depending on the sector. Supplementary questioning undertaken by assessors to ascertain the currency of a learner’s prior learning or experience is recommended.
* **Of equal rigour** - to the standard assessment of the Unit concerned. Meaning that the evidence should broadly match the evidence requirements specified in the Unit and reflect the QCF level and credit value attached to the Unit.

We will use prior learning to assess complete or partial QCF Units. Where evidence of prior learning only partially meets the evidence requirements of a Unit, other methods of assessment will be used to complete the outstanding requirements. The minimum level of awarding and certification will be a complete QCF Unit. Previously attained qualifications may be used as evidence of prior learning as long as they have been awarded by a recognised awarding body or professional body. **It is our Service’s responsibility to ensure that the content, level of demand and assessment approach of the prior attained qualification broadly matches the evidence requirements specified in the QCF Unit(s).**

A qualification certificate on its own is unlikely to be sufficient evidence for assessment and verification purposes. Certificates should be supported by module descriptors or equivalent which provides information on the level, demand, content and assessment of the previously attained qualification. We will assess prior learning to the same level of internal moderation as other methods of assessment. Appeals from learners will follow the same appeals process applicable to standard means of assessment of the Unit(s).

**FACE RPL procedure**

**Our Service and the learner discuss and establish opportunities for RPL**

**We will conduct our own research as to which QCF unit may be appropriate to RPL. We will also contact awarding organisations to identify methods to assess this experience and follow the quality assurance RPL process implemented by the awarding organisation**

**Unit recognised for RPL**

**Awarding organisation to verify evidence used for RPL and award credit for unit achieved**

**We assess the learner’s experience against the assessment criteria and learning outcomes through a recognised approach recommended by an awarding organisation (this could be a one-to-one discussion or a witness testament provided by a colleague)**

**Learner achieves the unit and is awarded the credit value**

The recognition of prior learning is **not** an exemption from a Unit(s) within a Group Award. Candidates should be entered for the Unit(s) and/or Group Award as normal. Standard Unit and Group Award entry fees will also apply.

**Exemptions**

An exemption is the facility for a learner to claim exemption from some of the achievement requirements of a QCF qualification, using evidence of certificated, non-QCF achievement deemed to be of equivalent value.

In the QCF there is a critical difference between RPL and Exemption:

1. RPL relates to previously uncertificated achievement.
2. The process of exemption is applied to certificated achievement

The other main difference is that where exemption is granted, based on certificated achievement outside the QCF, no credits are awarded to the individual. In both cases, individuals’ achievements are recognised, but ‘exemptions’ are deemed to be ‘of equivalent value’ to credits in the QCF, whereas RPL leads directly to the award of credit.

For more explicit information on exemptions please refer to ‘**Guidance for developing rules of combination for the Qualifications and Credit Framework (QCA/10/4727)’.**

**All learners must complete a Personal Learning Record** (unless regular monitoring of progress, including tutor and learner written feedback, is an embedded and clearly defined documented process within an Awarding Body syllabus). This document is important in the monitoring of learner progress against course objectives and personal learning goals. A generic or course-specific Personal Learning Record is available by request from your allocated Community Education Officer.

The tutor in negotiation with the learner determines learning objectives, which link to the overall aims of the course, and personal learning goals. It is important to recognise that for all programmes, learners are involved in a “**learning** **process**” and as such learners need to know what it is they want/need to do, how they are going to get there, what support is available and how they can progress once they have achieved what they set out to achieve.

**Learning journals**

How to complete Learner Journals

* The front of the new Learner Journal should be completed week one of the course. There is one for CL courses and the 3-week Prep to courses and one for accredited courses.
* The Starting Point details are the main reasons why the learner has chosen to do the course and what they hope to achieve by attending. This can be done by cross-referencing from the Initial Advice and Guidance checklist, which can be kept for the first three weeks of term to ensure both that all relevant documentation is completed and that learners are sufficiently prepared to continue with the rest of the course. Every course must have a set of course objectives regardless of whether the course is accredited or non-accredited
* The goals/aspirations/targets should be drawn up with individual learners – there is a list of examples of personal development goals which learners can draw upon but do encourage them to self-direct themselves as this is their Personal Learning Plan. The aim is to empower them to take ownership of their own learning.
* It is important to explain the purpose of the Learner Journal i.e., they are for learners to think about their own reasons for attending the course and to bullet point these reasons/targets/goals or aspirations
* Some learners may be reluctant or sensitive and tutors may prefer to assess confidence as the first learning objective and delay more detailed assessment of need until later in the course
* Most learners will need support from their tutors with the Learner Journal and tutors will also need to motivate their learners to regularly complete these plans throughout the course
* Time needs to be scheduled within each course to review the learning and renegotiate objectives – where necessary
* A worked example of a Learner Journal as well as worked examples of other important course documents to support the learning process can be made available on request.

**Reviewing and Monitoring Progress**

* The purpose of reviewing and monitoring progress is for tutors to provide feedback to learners about their progress and also for learners to check that they themselves are achieving what they identified as targets for their course.
* The process is also important for tutors to check that learners are making progress, check they are attending regularly, and check they will achieve.
* It is important to measure how far learners have travelled not only in relation to qualification achievement of a course but also other factors which are particularly important e.g., attendance, how well learners are progressing through a course, levels of confidence, health and well-being, how well learners achieve set targets, level of knowledge and understanding and application to specific tasks.
* When reviewing progress, tutors need to schedule in time with each learner (or the whole group) to take stock of where things are up to.
* Tutors could do this by walking round their class and whilst the group is working on an activity/task, the tutor visits each learner on a 1-2-1 basis and reviews and comments upon progress and updates their paperwork.
* The process does not need to be lengthy or onerous.
* At the end of the course, it is important for tutors to discuss what the next steps will be for either the group or individuals.

Continuous review may not always be formally recorded but is carried out on a regular basis, is non-threatening and handled sensitively. It contributes to overall achievement and summative assessment and notes ongoing progress (or lack of it). It has clear links to the learner’s self-assessment and as with negotiation of objectives, it is a shared process owned by both learner and tutor. It is a system that recognises and values progress and can be unwritten or recorded visually - the key issue is the validation of the learning rather than complex recording systems.

**5.2.5 Teaching, Learning and Assessment Observations (OTLAs)**

All teaching is monitored through Minimum Standards visits or **Observation of Teaching, Learning and Assessment,** thiscan be done via visits or by access to remote sessionsto ensure that “**effective learning is taking place**”. This holistic approach will serve to identify both good practice and improvement and any developmental needs of tutors.

When staff are observed all relevant Service documentation should be made available to your observer(s).

In addition to raising standards, these observations and visits also support tutors with advice, guidance, and continuing professional development opportunities.

The key objectives of carrying out observations are to:

* Raise standards of teaching and learning
* Monitor that effective learning takes place
* Recognise and share good practice
* Identify staff development and support needs
* Underpin a rigorous self-assessment process
* Encourage and promote constructive professional dialogue
* Develop a culture of continuous improvement.

The service’s 6 grades are to ***inspire*** all tutors to improve and ***aspire*** to be ***outstanding***. Grades awarded are as follows:

**Grade 1** Outstanding

**Grade 2+** Good Plus

**Grade 2** Good

**Grade 3+** Requires Improvement Plus

**Grade 3** Requires Improvement

**Grade 4** Inadequate

The OTLAs are conducted over the academic year. Tutors are notified in advance of the specific windows of observations throughout the year although will not be told of the exact day or session, so tutors need to be prepared to be observed during any of the windows.

All tutors must be observed at least once every academic year subject to grading according to the following criteria:

1. A **full Graded OTLA including Critical Reflection** mainly for any new tutors or anyone who was awarded a Grade 2 (Good) or lower in the previous cycle. All sessions are jointly observed.
2. A **Critical Reflection only** – for tutors who consistently perform at the highest standard Grade 1 (Outstanding).  Observers may do a short walk-through visit to the session
3. A **Minimum Standards only** – for tutors who are Grade 2 Plus in the previous cycle where observers may not visit a session but will spend more time with the tutor looking at assessment processes, evidence of learning, progression etc.
4. A **Minimum Standards AND a Critical Reflection** – for tutors who are Grade 2 Plus or Outstanding in the previous cycle where observers do a short walk-through visit to the class AND spend time outside of the session looking at assessment processes, evidence of learning, progression etc.
5. A **full graded Video OTLA** with a professional discussion post observation with observers. The video is set up prior to the lesson starting and will not need an observer present in the session other than to stop and collect the video.  The videoed session is jointly observed and discussed before arriving at any final judgement and grade. The video is not be used for any other purpose other than to arrive at a grade in line with the existing observation of teaching, learning and assessment criteria. You must gain permission from learners before filming is arranged.

**5.2.6 Learner Voice and Staff/Partner Involvement**

One of the most effective ways of judging the quality of what we do is by listening to our learners, staff and partners. We do this in several different ways. These include tutor newsletters, e-mail, at meetings, at training events and through the completion of an annual tutor questionnaire. This questionnaire should be filled in towards the end of your course (or end of year if a long course). Information received from this questionnaire helps inform future curriculum planning, further improvements and training/development activities for tutors.

**Learners**: we gather the views of our learners on a day-to-day basis when they are in contact with tutors, through formal learner evaluation questionnaires (electronic ‘survey monkey’ or paper-based versions, and through Learner Involvement opportunities.

**Staff**: tutors are encouraged to feedback in a variety of ways including, survey monkey, networking, development and training events, at regular internal meetings, during feedback sessions after observations of teaching and learning, through the website, by completing tutor surveys.

**Partners**: Community Education Officers and partners are also encouraged to feedback at networking, development and training events and at regular meetings.

Feedback gathered is used to seek improvements to the service we provide and help with forming judgements when writing the annual Self-Assessment Report. We use learner feedback to measure the quality of our provision and to inform our target setting and quality improvement process. At Learner Involvement Groups, different views are sought and gathered.

The service produces **Learner Newsletters** as well as **Tutor Newsletters** in which we include a “**You Said We Did**” feature in order to close the loop on quality improvement actions as a result of feedback.

**5.2.7 Recognition and Certification of Achievement and Success**

We encourage our tutors to celebrate their learner successes on a course basis or on a centre basis. Tutors are also encouraged to issue Certificates of Recognition or Certificates of Achievement to all learners who stay and complete a course. Please inform your Curriculum Lead of the learners’ details.

**5.2.8 Progression**

Progression for learners is likely to be the next step following completion of their current course. It is important to revisit short, medium and longer term goals at the start. The service has a number of named Initial Advice and Guidance Officers who are available to support learners with advice on progression opportunities.

Adult Directions - This involves a 1-2-1 session with one of our IAG officers in which a series of generic questions are asked. At the end of the session a summary of potential job/career path opportunities is provided based on the information supplied. If you need more in-depth guidance there are a number of professional organisations that can offer you free and impartial information and advice about:

* Learning opportunities
* Career development
* Returning to work or education (and much more).

**5.3 Calendar of Curriculum Activities**

|  |  |  |
| --- | --- | --- |
| **Date/When** | **Activity** | **Action** |
| **Prior to term commencement** | Tutors to complete:   * **Course Files** to be set up by tutors * **Accredited Course Information Sheets** to be completed by service staff and tutor contribution * **Non-accredited Course Information Sheets** to be completed by tutors and service staff * **Lesson Plans and Schemes of Work** to be completed by tutors. **See Section 9 for more guidance** * Tutors attend the Service’s Tutor Introduction/Curriculum Information Sessions (at New Hutte Neighbourhood Centre, alternatively this can be completed via Teams web meeting).   Minimum Standards Framework to be issued to tutors  **If appropriate, Tutor Introductions at learning venues.** | Tutors to forward completed documents to named service contacts.    Lead Education Officers to complete **Venue Risk Assessment Forms** |
| **Prior to the first taught session – IAG / Enrolment / Induction** | **Tutors to complete IAG/Enrolment Checklists** with all learners   * **Course Information Sheets** to be issued to learners * **Electronic Enrolment Forms** to be completed by all learners on the website * **Tutors** to carry out learner **Inductions** * **Initial Assessments** to be completed by learners * **Tutors to issue or forward on Learner Handbooks** to learners * Tutors to complete **Class Registers/electronic class registers** * **Learner Journals** to be started by learners with the tutors’ guidance | All required documentation to be completed by tutors and forwarded to named service contacts. |
| **Week 1 (first taught session) of all courses** | * Learners begin their first face to face/remote taught session | Tutors ensure they are prepared for emote delivery and are able to support the needs of all learners. |
| **Week 3 of all courses** | * Tutors to remind learners each term that ALL tuition fees should be paid by WEEK 3. | Tutors to refer learners to appropriate FACE staff for payment guidance/instructions |
| **Throughout course** | * Tutors to record attendance and progress of learners in **Register** * Tutors to follow correct **Withdrawal** or **Transfer** procedures if learners have left or changed course * **Learner Journals** to be monitored and reviewed for progress * **Formative Internal moderation** activity throughout accredited portfolio courses * **Formative RARPA moderation** activity throughout all CL courses * **Observations of Teaching and Learning** take place throughout the course including **Performance Review** * **Exam Fees** - All exam fees to be paid prior to learners being registered with an awarding body * **Learner Feedback** – as part of our funding contract, the service is instructed by LCR Combined Authority when this survey has to be administered. Survey Monkey | Submit electronic register to Ange Powell weekly.  Lead Education Officers to forward to MIS weekly/monthly/ as appropriate  OTLA process throughout year. Observers to discuss grading and feedback to tutors as soon as possible after the OTLA  Curriculum Leads to complete annual Performance Review and follow up identified actions  Curriculum Leads to liaise with tutors to ensure Awarding Body registration information is communicated to Exams Officers  Tutors/Lead Education Officers/Exams Officer to ensure exam fees have been paid before awarding body registrations. |
| **Before final week of all courses** | * **End of Course evaluation to be completed** | Completion of Survey Monkey learner satisfaction questionnaires to be confirmed with tutor |
| **By final week of all courses** | * Tutors to complete paper/electronic **registers** including all required information:   + Destination Codes or Early Leaving codes   + Group and Individual Tracking of Progress   + Tutor date and signature | Submit final registers to named service contacts upon request. **REMEMBER Registers are key auditable documents.** |
| **Before End of Course** | * Tutors to complete **Course SAR Reviews/Quality Improvement Plan actions** * **Performance Review** with tutors if they have not been carried out as part of the OTLA process * Learners who have completed a non-accredited programme to be issued with Certificates. * **Summative Internal moderation activity** in advance of planned External Moderation visits. * **Progress monitoring to include Actual Dates of all units signed off on the back of class register** * Summative RARPA moderation activity | Forward Course Reviews to named service contact for inclusion in a Curriculum SAR.  Performance Reviews to be kept on OTLA file |

**SECTION 6 – SELF ASSESSMENT and THE COMMON INSPECTION FRAMEWORK (CIF)**

**6.1 Self-Assessment**

**Self-Assessment and Quality Improvement Planning Process**

**Course**

**Self-Assessment**

**Reviews**

**Completed by tutors at end of courses.**

Tutors complete course self-assessment reviews. These are passed to designated Curriculum Leads.

**Internal moderation of Curriculum SARs**

Head of Service scrutinises curriculum SARs and undertakes Internal moderation of curriculum SARs and a sample of Course Reviews with Curriculum Leads and relevant curriculum tutors.

**Completion of draft SAR**

A draft service SAR begins August annually and is open to review and amendment by both Internal & External stakeholders until final completion in January annually.

**Moderation**

**SAR Grading Benchmarking Criteria**

**Internal and external validation of SAR grading**

**Internal and External Moderation of Service SAR**

Internal and external moderation of Service SAR - in order to agree final SAR grades before submitting to funding body. Leadership & Management sections of SAR are critically moderated externally by Merseyside and Cheshire Adult Education Managers Partnership members - using approved benchmarking criteria

.

**Final SAR and Quality Improvement Plan**

**Final SAR and QIP**

The Head of Service presents full findings annually and is challenged by Senior Officers and Elected Members. SAR is submitted to Ofsted annually in January. A QIP is produced which undergoes regular review. Curriculum Leads report on progress against areas for improvement highlighted within the SAR.

**Review and Evaluation**

**Reviews and Evaluation**

Held to measure distance travelled against priorities/actions taking into account information/evidence from other quality improvement processes e.g., OTLAs, surveys, meetings, data reported etc.

**Scrutiny & Moderation**

**External moderation of Curriculum Self-Assessment Reports**

**External moderation of curriculum SARs**

External moderation takes place with neighbouring Local Authority Adult Education providers.

**Completion of Curriculum Self-Assessment**

**Reports**

**Completion of Curriculum SARs**

Curriculum SARs are produced using the checklist for Curriculum SAR writers. These are used to inform the service SAR.

**SAR Report (in draft)**

**Moderation**

**Internal moderation of Curriculum Self-Assessment Reports**

**The Purpose of Self-Assessment**

The purpose of the **Self-Assessment Report** (sometimes known also as **Self-Evaluation Report**) is to ensure that all service provision is evaluated against key common inspection framework criteria laid down by OFSTED. Self-assessment is a continuous process within the service and is an evolving record of quality assurance and more importantly quality improvement. The self-assessment report provides a snapshot in time and is our critical reflection over the past 12 months written as key strengths and areas for improvement. As a result of completing our annual SAR, we identify priority quality improvement actions.

**Who completes the Self-Assessment Report?** Every tutor who delivers a course is required to complete a Course Self-Assessment Review. **IT DOES NOT NEED TO BE TYPED**. The most important people to be able to comment upon a course and everything about a course are learners and tutors. We recognise it is difficult to be involved in everything but this is a very important document and by completing it all tutors are directly contributing to the full service’s SAR.

**When do the SARs need to be completed?** At the end of every course delivered. We complete our full Service SAR on an annual basis and submit this to Ofsted. Currently this date is the end of January but the date is always subject to change. If a course is a short course but repeated throughout the year, only one Course SAR is needed at the end of the academic year.

**Why do these SARs need to be completed?** To inform the full service SAR evaluation of provision as well as identify relevant course targets and improvement points for next year.

**Where do the SARs go to?** Once completed, Course SARs go to a named Curriculum Lead who will use all the information to inform an overall Curriculum SAR. Curriculum SARs then inform a full service SAR and Quality Improvement Plan. This final SAR and QI Plan are then submitted annually to OFSTED.

**What do the different headings mean in the SAR**? The different headings refer to all the key stages in the Learner Journey Flowchart as detailed in section 3.2 of this book. The headings refer directly to the **Education Inspection Framework Key Questions** laid down by OFSTED against which we write the final SAR and also against which we are inspected. The process and document need to be meaningful and relevant for those completing it but it is also important for you to know why. **The key to writing any self-assessment is to be honest, critical and evaluative**. Being evaluative means making a judgement or statement about a particular aspect of a course and then backing it up by reliable evidence! An **evaluative judgement** should always be written using **Subject, Judgement, Impact**. For example: ‘Initial Assessment (subject) is good (judgement) resulting in a high number of learners enrolling on appropriate learning aims and remaining successfully on programme (impact). Key sources of evidence to use are:

* Learner data – attendance, retention, achievement and success rates
* Observation of teaching and learning grades and reports
* How well success rates compare with national averages
* Varied and interesting teaching styles, methods, assessment criteria with supporting curriculum materials
* Integration of ICT
* Embedding and/or signposting of English and Maths
* Embedding of Equality and Diversity, British Values and Prevent
* Initial advice and guidance
* Course Information Sheets
* Initial assessment processes
* Induction processes
* Learning plans showing challenging targets for learners and regular review/feedback
* Learners’ work – as wide and diverse a range as possible
* Schemes of work
* Lesson plans
* Internal moderation activity including RARPA moderation
* Staff development and/or continuing professional development of tutors and staff
* Mix and breadth of provision.

**Everything that evidences and supports the best possible learning experience as set out on the Learner Journey in Section 3.2 of this Framework.**

By demonstrating we have rigorous quality processes in place, we are ensuring we meet the Education Inspection Framework. If there are gaps or areas for improvement in any aspect of the Learner’s Journey, we need to address these as priority actions in our Quality Improvement Plan.

**6.2 The Education Inspection Framework (EIF)**

The Education Inspection Framework lists the principle questions that OFSTED inspectors must ask every education and training provider. The revised key questions are the same across all types of provision:

* **Quality of Education**
* **Behaviour and Attitudes**
* **Personal Development**
* **Leadership and Management**

# For a full breakdown of the criteria that sit within each key question – see the service’s template Course Self-Assessment Review.

# The grading scale for inspection judgements:

There is a four-point grading scale that will be used in all inspections to make principal judgements: **grade 1**: outstanding; **grade 2**: good; **grade 3**: requires improvement; **grade 4**: inadequate.

In order to be confident in grading our provision accurately, a set of benchmarking statements has been developed. These statements are used so we continuously ask ourselves the “so what?” question. In other words, what we might consider to be a strength may in fact be something that is a basic requirement!

**How do all the courses fit into the service SAR?** There are 15 Tier 1 Sector Subject Areas (SSAs) defined by OFSTED. Each one of these SSAs is broken down into sub-tiers. Every course the service delivers fall into one of these SSAs (see the table below), and this is how we are measured in terms of retention, pass, achievement and progression rates. For ease of planning and delivery, the service groups its courses into Curriculum Clusters. This is how we advertise in our Course Guide and how we report in our annual Self-Assessment Report. If you are unsure, ask for further guidance.

|  |  |  |
| --- | --- | --- |
| **SSA Tier 2** | **Service Courses** | **Official Sector Subject Area (SSA) Tier 1 Grouping** |
| **Service Cluster: Essential and Digital Skills for Life and Work – Lead Curriculum Contact: Michelle Daly** | | | |
| 2.2 | Maths GCSE | 2-Science and Mathematics |
| 4.2 | Health and Safety at Work | 4-Engineering and Manufacturing |
| 6.2 | ICT | 6-Information and Communications Technology |
| 12.1 | English GCSE | 12-Languages, Literature and Culture |
| 12.1 | English Language Development (ELD) | 12-Languages, Literature and Culture |
| 12.2 | Modern Foreign Languages (Spanish, French and German | 12-Languages, Literature and Culture |
| 12.3 | Sign Language | 12-Languages, Literature and Culture |
| 13.1 | Education and Training | 13-Education and Training |
| 14.1 | Functional English | 14-Preparation for Life and Work |
| 14.1 | Functional Maths | 14-Preparation for Life and Work |
| 14.1 | Functional ICT | 14-Preparation for Life and Work |
| 14.1 | Family Literacy and Numeracy (and some Wider Family Learning) | 14-Preparation for Life and Work |
| 15.1 | Computerised Accounts and Payroll | 15-Business, Administration and Law |
| **Service Cluster: Health Related Skills for Life and Work – Lead Curriculum Contact: Vicky Powell** | | | |
| 1.3 | Counselling | 1-Health, Public Services and Care |
| 1.3 | Mental Health Awareness | 1-Health, Public Services and Care |
| 1.3 | Mental Health First Aid | 1-Health, Public Services and Care |
| 1.3 | Autism | 1-Health, Public Services and Care |
| 1.3 | Understanding Specific Learning Difficulties | 1-Health, Public Services and Care |
| 1.3 | Emergency First Aid | 1-Health, Public Services and Care |
| 1.3 | Well-being (accredited) | 1-Health, Public Services and Care |
| 2.1 | Psychology GCSE | 2-Science and Mathematics |
| 13.2 | Domestic Abuse Awareness | 13-Education and Training |
| 13.2 | Supporting Teaching and Learning in Schools | 13-Education and Training |
| 14.1 | Mentoring | 14-Preparation for Life and Work |
| 14.1 | Volunteering | 14-Preparation for Life and Work |
| **Service Cluster: Creative Skills for Life and Work – Lead Curriculum Contact: Amanda Briscoe** | | |
| 3.1 | Horticulture | 3-Agriculture, Horticulture & Animal Care |
| 3.2 | Floristry | 3-Agriculture, Horticulture & Animal Care |
| 7.3c | Mixed Beauty and Therapies | 7-Retail and Commercial Enterprise |
| 7.4 | Catering/Cake Decorating | 7-Retail and Commercial Enterprise |
| 7.4 | Food Hygiene | 7-Retail and Commercial Enterprise |
| 9.2 | Arts and Crafts | 9-Arts, Media and Publishing |
| 9.3 | Photography | 9-Arts, Media and Publishing |
| 10.1 | Local and Family History | 10-Humanities – History, Philosophy & Theology |
| **Service Cluster: Mental Health and Well-Being – Lead Curriculum Contacts: Alex Horrocks/Gill Downey** | | |
| 14.2 | FACE Forward Recovery Partnership | 14-Preparation for Life and Work | | |
|  |  | (Local and Family History, Book Sculpture, Feel Good with Flowers, Intro to Mental Health First Aid, Jewellery Making, Art, Horticulture) | | |
| 16 | Parenting (Family Learning) |  | | |
| 14.1 | Volunteering (Family Learning) | 14-Preparation for Life and Work | | |
| **Service Cluster: Going Places – 16-18 Study Programme - Lead Curriculum Contact:** | | |
|  | Flourish FE | Lead Contact: Vicky Bolster | | |

**SECTION 7 VENUES**

**7.1 Signing in at delivery Centres/Venues**

It is important that tutors delivering face-to-face teaching sign in at reception on arrival and complete electronic registers in order to ensure correct salary payment. Registers must be checked for accuracy, completed, attendance totalled, signed and returned to the MIS team weekly. Outreach tutors are required to keep their Curriculum Leads fully informed about learner attendance/retention figures.

**7.2 Accessing Equipment, Resources and Accommodation**

Procedures for the use of equipment, request for resources and photocopying may differ at venues; therefore, tutors are requested to speak to their Curriculum Lead regarding these matters.

**7.3 Venue/Activity Risk Assessments**

It is important that all venues and environments where learners will be learning are checked to ensure suitability, relevance (i.e., fitness for purpose), risk and accessibility. Any new venue must have a completed Risk Assessment in addition to a Covid-19 Risk Assessment carried by the relevant Curriculum Lead before courses proceed. It is good practice to assess the risk of all classrooms and venues at least once every year and always before a new course begins even if the course is planned for a classroom that is used often. There may be occasions where a new or different course is planned to be delivered or the needs of learners may be different.

Some risks may be high and others may be low or not applicable to adult learners. If any risk is identified, it is important to include what action will be taken. If there are occasions where there are issues of concern, please seek advice from the main contacts at Family and Community Education and/or any appointed Health and Safety Officer at your centre.

It is important to know and understand the Fire and Evacuation procedures for the venues you will be teaching at AND, to inform learners of such and to remind learners periodically throughout their course. Different venues have different alarms and systems for those with visual and/or hearing difficulties. A **Venue/Activity Risk Assessment Form** is available on request.

**7.4 Security**

All staff must wear/produce ID badges to strengthen the service’s approach towards safeguarding and Prevent. Anyone not wearing or able to produce their ID badge will be challenged.

**SECTION 8 FAMILY LEARNING**

**8.1 Family Learning**

The Service offers FREE Family Learning Programmes in Knowsley. These programmes are offered mainly in school settings, with some programmes also run in Sure Start and community venues. Courses are delivered by the Parent Support Worker Team and some school staff (e.g., Teachers, Nursery Nurses, Classroom Assistants, Parent Mentors). Some courses are specifically for English (English) and Maths (Maths).

Family Learning helps to raise children’s attainment, to inform and engage parents/carers in their children’s education and to provide educational opportunities for parents/carers.

Knowsley Family Learning is responsible for:

* curriculum development
* quality assurance of provision
* Continuing Professional Development for teachers and tutors
* recruitment of schools and other settings
* management of OCN (Open College Network) accreditation
* learner registration
* management of funding
* observations of teaching and learning.

Learners on all courses except Family English/Maths workshops are offered opportunities to gain qualifications through national English and Maths tests or accreditation through Merseyside Open College. Courses are FREE and open to all Parents/Carers regardless of prior educational attainment although for some courses e.g., Family English/Maths, learners with basic skills needs.

For more information regarding Family Learning, please ring Gill Downey on 0151 443 4503.

**SECTION 9 WRITING CLEAR AIMS AND OBJECTIVES FOR COURSES**

This section is intended to provide an overview for tutors in the “back to basics” of producing clear and appropriate learning aims and objectives for courses.

**Why is it so important to know all this information?**

**Accredited Programmes**

A syllabus offered by an awarding body provides a rigid set of learning objectives from which tutors can structure a programme of delivery. Learners follow a set syllabus and the methods of assessment/measuring performance are pre-determined by an Examination Board or Awarding Body. Learners’ work is assessed, marked/or externally moderated by External bodies

**Non-Accredited Programmes**

On non-accredited programmes (programmes often written by the course tutor themselves) the learner journey may appear, at first, much harder to evidence due to the lack of syllabus driven objectives. Therefore, tutors teaching non-accredited courses need to have clearly defined course aims and objectives and evidence of the recording of learner progress and achievement against them – Recognising and Recording Progress and Achievement (RARPA). It is necessary to internally moderate standards to ensure there is evidence that learners have achieved their learning goals and that the work produced by learners is of the standard required.

**What is a broad aim?**

A **broad aim** is an intention, purpose or goal. Broad aims can be explained in many ways but are set to provide pointers as to what the learning experience will be about. In the case of Schemes of Work and Lesson Plans, aims also provide pointers as to what the teaching strategies will be and what the evaluation procedures will be. A broad aim gives a starting point. Identifying a broad aim is important so there is a purpose for objectives. An aim is more about what you as a tutor intend to deliver rather than specific learning outcomes

**What is an objective?**

An action statement which describes what a learner (or group of learners) needs to be able to do in order to achieve an aim. Think of an objective as a target to aim towards.

The broad aims and objectives you set for your course must be relevant and appropriate to the level of course e.g., Entry/Beginners/Level 1, Intermediate/Level 2, Advanced/Level 3. If you are teaching an accredited course, in most cases you will have a syllabus or course specification to follow.

All aims and objectives need to be measured or evaluated. The wording of objectives in particular is important for our own understanding and that of learners. Learning objectives should be relevant to the ability of learners (*Taxonomy of Education Objectives aka Blooms’ Taxonomy*).

**Basic principles in ensuring learning objectives are appropriate**

We need to understand **what we mean by learning**. Learning is a permanent change in behaviour. What do we mean by behaviour? The skills, knowledge and attitude that are needed to bring about this change in behaviour. We are talking about **Blooms’ Taxonomy** which sets out **3 key learning domains**. In summary, in order to learn, everyone needs:

**Knowledge** what and how, i.e., we can recognise and recall facts and specifics. This is known as the Cognitive Domain.

**Skill** being able to do something, i.e., we perceive a stimulus and respond to it. This is known as the Psychomotor Domain.

**Attitude** the way and manner in which something should be done. i.e., we are able to respond to a task or situation. This is known as the Affective Domain.

How we write learning objectives is key. The choice of appropriate “**action verbs**” is important as these verbs allow us to be able to measure improvement in knowledge, skill or attitude. Learning objectives need to be appropriate to the ability of learners.

**Examples of Action Verbs**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Knowledge** | Define  State  List  Name  Identify  Justify | Predict  Analyse  Combine  Write  Recall  Formulate | Demonstrate  Select  Contrast  Compare  Argue  Discuss | Describe  Reproduce  Judge  Classify  Break-down  Explain | Evaluate  Recognise |
| **Skill** | Adjust  Align  Apply  Close  Measure  Remove | Repair  Construct  Assemble  Connect  Open  Replace | Turn off  Disconnect  Insert  Load  Manipulate  Operate | Tune  Turn on |  |
| **Attitude** | Listen  State  Accept  Judge  Change | Reject  Receive  Perceive  Develop  Determine | Be aware  Decide  Influence  Associate  Derive |  |  |

The use of the correct action verbs allows both **mastery** and **developmental** tasks to be mixed in a lesson to ensure any weaker learners achieve success whilst stretching the more able learners (known as differentiation).

**Mastery Tasks**

* Are easy tasks
* Are not dependent upon prior learning
* Are attained in a short time
* 100% learners should be able to get 100% right
* Are about recognising, naming, copying, finding, expressing etc.
* Allow for weaker learners to enjoy success, self-belief, motivation which makes learning possible

**Development Tasks**

* Are difficult
* Highly dependent upon prior learning
* Learners will not all get 100% right. Development is slow(er) and requires effort
* Involve higher order skills such as evaluation, synthesis, careful reasoning etc.
* Important to maximise individual development and to stretch the more able learners
* Can be broken down into introductory mastery tasks followed by simpler developmental tasks

Learning takes place when new knowledge, skill and attitude is acquired resulting in a change of behaviour.

What we need to be mindful of is the **learning curve**. Everyone reaches a learning plateau when a learner cannot absorb any more information. It is important therefore to re-introduce the same objectives again in order to enable the learning process to progress further.

**How do we learn**? All our senses are important to learning (sight, hearing, touch, smell, taste). We learn in a number of ways, for example:

* Trial and error
* Guided learning
* Discovery learning
* Hearing and memory
* Sight and memory
* Sight and association

**What are some of the reasons why we want to learn**? We need an incentive to learn. There are many external influences, known as extrinsic factors, why we want to learn, as well as intrinsic factors, for example:

|  |  |
| --- | --- |
| **Extrinsic factors/influences** | **Intrinsic factors/influences** |
| Survival | To improve self-esteem |
| To further qualifications | Personal ambition/self-achievement |
| To enhance career/promotion | Pride |
| Goal to achieve new skills | Enjoyment |
| Money | Interest |
| Avoidance of punishment |  |
| Competition |  |

Whether the reason is external (extrinsic) or internal (intrinsic), all learning requires motivation and the right behaviour. “*Motivation will create or cause a change in behaviour” (Abraham Maslow)*

Praise, encouragement and assistance is crucial in ensuring motivation becomes self-generating. As a tutor you want to encourage learners to be learning for themselves and not purely due to external influences. This can very simply be created by ensuring that learning takes place in the correct environment, that assignments and assessments are appropriate and that learners achieve. There are, however, barriers to learning. There are some very basic needs that affect our performance

**Examples of Barriers to Learning**

|  |  |  |
| --- | --- | --- |
| **Personal Traits** | **Attitude** | **Environment** |
| Nervousness | Apathy | Heating |
| Happiness | Boredom | Lighting |
| Personal problems | Disruptive | Noise |
| Tiredness | Rebellious | Hunger |
| Confidence | Don’t like authority | Location |
| Drugs/alcohol | Poor attendance | Resources |
| Disability | Arrogant | Training |
| Motivation | Ignorant | Other learners |
| Hygiene/health | Pride | Size of room |
| Stubbornness | Defensive | Smell |
| Loneliness | Aggressive |  |
| Age/race/sex | Resentful |  |
| Introvert/extrovert | Previous poor experience |  |

**What documents will you complete to identify/produce aims and objectives?**

**Course Information Sheets**

The main reason for producing your Course Information Sheet is to provide learners with a broad aim of the course and an outline of the main learning objectives that are relevant to the standard/level of course being delivered.

**Schemes of Work**

Your Scheme of Work is an outline of your course requiring you to expand upon the broad aims and objectives you have set for the course. You should plan activities which provide excellent insight into planned learning and progress. The Knowsley FACE Scheme of Work requires you

to identify the following for any course you deliver:

* Assessment and teaching methods
* Differentiation strategies
* Who will assess the learning?
* What is the main course delivery method?
* Teaching methods, Learning activities and Resources
* Teaching and Learning Strategies
* Health and Safety and Risk Assessment
* Equality and Diversity
* Evaluation methods
* Learning, Assessment Criteria and activities on a weekly or modular basis
* Evidence that learners need to produce in order to demonstrate they meet the learning/assessment criteria on a weekly or modular basis
* Resources required on a weekly or modular basis
* Evaluation that you will undertake on a weekly or modular basis
* Skills for Life competences that can be developed/achieved as a result of planned teaching/assessment methods.

**Session Plans/Lesson Plans**

A session/lesson is a set period of time structured for the teaching/instructing of a subject, knowledge or skill to your Scheme of Work. Session/Lesson Plans provide the detailed content of what you will teach, how learners will learn, how learning will be assessed, what learning aids will be used, how you will differentiate between the needs of individual learners and how you will evaluate each session taught. This evaluation will enable you to adapt your Scheme of Work, how you might deliver future sessions and how you might plan a similar course in the future.

Every Session Plan should be structured and include:

**Beginning** the start to allow you to introduce the aims/objectives clearly

**Middle** the bulk of the session to allow you to introduce new learning, reinforce previous learning, deliver your planned activities/assessment methods

**End** the conclusion and recap to allow you to summarise the learning that has taken place and link in the next learning aims/objectives.

You would not normally produce a full set of Lesson Plans for your course as you do not know at the beginning of your course what adaptations/adjustments you might need to make. For the purposes of being observed, you will be required to have all previous Lesson Plans, the current week’s plan and the next session’s plan.

There are 4 basic steps to help you in writing your course Session/Lesson Plans.

**Step 1 - Know your learners**. Know the things you can see as well as can’t see. Assess how motivated your learners are. Assess what they know/don’t know.

course in the future.

**Step 2 - Set your session/lesson objectives**. Consider all the guidance produced above to ensure your aims and objectives are appropriate, logical, progressive and measurable. Remember to select the most appropriate “action verbs”.

**Step 3 - Prepare your session**. Decide what it is you want to say or what it is that needs to be done. Linked to the objectives you have set, plan the resources and aids needed. Plan the environment/layout for most effective delivery. Structure your session into a logical sequence with the right pace and timing. Plan and assemble all the course materials you require. Number all your course handouts and link them to the objectives you have stated on your session plan. Arrange your course materials in sequence with the objectives.

**Step 4 - Evaluate**. Reflect on how the lesson went. Make a note of this on the Session Plan and in the evaluation column on the Scheme of Work. Start planning your next session and build in any adjustments/adaptations to the next Session/Lesson Plan.

**How can you ensure that learners are producing work to the correct standard for the course?**

Here we are talking about measuring performance. Examples of measuring performance include:

**Norm referencing** – where you will measure a learner’s performance against an average (or norm). This provides assessment of an individual performance in relation to the performance of other learners. This results in a ranking or grading of learners from above average to below average. Normative assessments are not constant over time (i.e., from one year to the next and explains why pass marks for certain subjects vary from year to year). The results vary according to the way in which learners are grouped and the numbers of learners.

**Criterion-referenced** – where different levels of performance are described by a set or series of assessment criteria and learners are assessed according to how well they perform to the criteria.

**Ipsative** – where a yardstick or standard against which learners are measured is their own previous performance. Learners score high or low according to whether their own performance has improved or not. So, remember back to the introduction part

of this section and reflect on why it is important to know all this information!

**SECTION 10 KEY SERVICE POLICIES**

In addition to the service’s Internal Quality Assurance of Assessment Policy as detailed in Section 4 of this Framework, the service has other policies and strategies which are reviewable throughout the year and available upon request:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * Assessment and Appeals Policy | | | |  |
| * Curriculum Policy |  |  |  |  |
| * Concerns and Complaints Policy | | |  |  |
| * Data Protection and UKGDPR (KMBC) | |  |  |  |
| * Disability Statement |  |  |  |  |
| * Discretionary Learner Support Funds Policy | | |  |  |
| * Environmental Policy (KMBC) | |  |  |  |
| * Equality, Diversity and Inclusion Policy | | |  |  |
| * Exam Policies (including Contingency Planning and Registration & Certification) | | | |  |
| * Functional Skills Strategy |  |  |  |  |
| * Have Your Say Complaints Policy (KMBC) | | |  |  |
| * Health and Safety Intent * Knife Policy |  |  |  |  |
| * Learner Support Policy |  |  |  |  |
| * Marketing Strategy * Modern Slavery |  |  |  |  |
| * Observation of Teaching, Learning and Assessment Protocol | | | | |
| * Occupational Health and Safety (KMBC) * Pounds Plus * Privacy | | |  |  |
| * Recruitment Policy (KMBC) | |  |  |  |
| * Safeguarding Policy, including Prevent and County Lines * Social Media Policy (KMBC) | | | | |
| * Social Values Statement (KMBC) | |  |  |  |
| * Training and Development Policy | |  |  |  |
| * Tuition Costs and Concessions * Whistleblowing Policy (KMBC) | |  |  |  |



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