InterLearn

Learner Handbook

Contents

Contents

Introduction

Mission

At the Alacrity Group we solve our clients' challenges by providing unmatched services in empowering people to be our clients' more important asset.

Values

Respect

We do the right thing. We have a strong moral code and intuitively know and understand what doing the right thing means and that starts with respect for each other, our clients and the different sectors and cultures we work in across the UK.

Team Work

We may be four companies, but we are one team, working together to achieve our targets and goals. True collaboration moves beyond the power of one, to the power of the team. We are dedicated to our people and our clients in achieving their maximum potential.

Client Centricity

We earn our clients' trust by placing them at the core of our organisation and create true value by understanding their needs; delivering bespoke solutions that maximise people potential and business success.

Personality

Engaging

We are a people company, dealing directly with people lives, so it is important that we are friendly and approachable but always professional.

Agile

Our people are renowned for their flexibility and determination to do more and go further to deliver positive impact in every situation. We partner with our clients' and build strong relationships forged on trust.

Innovative

We listen to our clients' issues, understand their needs and share their goals. Then we put our brilliant minds to work to solve their problems. We constantly challenge and pioneer in our industry, looking for new ways of doing things that add efficiency and value at every level of what we do.

The Learner Handbook has been designed by industry and educational experts to provide you with key information and support, enabling you to have a successful learning journey throughout your programme of study.

We hope you enjoy your time on programme with us and that it serves you well in your future career and educational development.

Kind Regards,

The Alacrity Group

Commitment

Our commitment to you

The standard of services that you can expect from us:
- All personal information you supply to us with be treated in accordance with GDPR

- To gain your Apprenticeship in a safe, clean and healthy learning environment

- To be treated with respect and fairness, irrespective of race, gender, sexual orientation or disability

- To receive clear, effective and useful information and support promptly and effectively

At the start of your programme, you will receive:
- An introduction to the Alacrity Group and your Apprenticeship

- Your Alacrity Group Handbook

- A visit from your Learner Skills Coach (LSC)

- Your Individual Learning Plan (ILP)

- The resources you need to get started on your Apprenticeship

- Your Prevent and Safeguarding workbook

During your programme, we will provide:
- Experienced staff to deliver your well prepared and up-to-date Apprenticeship

- Depending on your course, a range of learning techniques which are relevant to the programme and to your individual needs

- Regular appointments to review and assess your progress, setting SMART targets for your further development

- Links to useful information, advice and guidance

- Access to all the resources you need to assist you on your Apprenticeship

- The opportunity for you to feedback on our services

- Regular contact both face to face and remotely from your LSC to support with your training and development journey

On completing your programme, you will receive:
- Specific skills and knowledge via a bespoke programme to meet your needs and those of your employer

- The opportunity to progress onto our higher qualifications within your chosen vocational area

- A survey to complete to assess your training and development journey

Your commitment to the Alacrity Group

- Be fully committed to the programme and attend all company and training development sessions, including any off-site training that may be required
- Comply with all policies and procedures contained within the Learner Handbook and as explained by Line Managers
- Be hardworking, punctual and committed
- Complete all assignments and tasks set within the agreed timescales
- Participate and provide feedback during regular workplace progress reviews
- Ensure that all work is completed and logged through the correct process
- Ensure that all work that is submitted is your own
- Inform the Alacrity Group if at any point you are experiencing any issues which may affect the completion of your programme
- Ensure revision/practice tests are completed in preparation for End Point Assessment (EPA)

Set up a Skype Account
https://www.skype.com/en/get-skype/
If you don't have a Microsoft account for Skype:
In the Skype sign in window, select Create new account
Skype take you through the process of creating a new account.

Ofsted

Who they are

Ofsted are a regulatory body that monitor the standards of education and skills provided to learners of all ages.

What they do

Ofsted aim to achieve excellence within education and skills for all learners, by conducting inspections on education/training providers in order to ensure that specific standards are being met. Once inspections have been carried out, reports are finalised and published with the intention of improving the quality of education and training provision further.

The Process

Before an inspection takes place, Ofsted may contact you for your views on the services of the Alacrity Group in order to help build information to support the inspection. The Alacrity Group may also contact you in order to gain testimonies and case studies as supporting evidence.

As part of the inspection, Ofsted are required to observe the delivery of Alacrity staff. An inspector may visit one or more of your delivery sessions, and on average will observe the Trainer / Learning Skills Coach for around half a day.

After the inspection has concluded, Ofsted will write a report and summary which is distributed to the Alacrity Group. Upon receiving this report, the Alacrity Group will provide all of its Clients with a copy of the report.

Preparing the Learner

In the event that Ofsted conduct an observation, you may be asked some questions by an inspector. In order to prevent any disruption to your learning and settle any nerves you may have, we have provided you with some examples of the types of questions you could be asked:

1. What apprenticeship programme are you on?

2. What initial advice and guidance have you received from Alacrity, and how satisfied are you about what you can do during and after this course?

3. Did you have an induction when you started your apprenticeship? What can you tell me about your induction?

4. Do you know how you are progressing? How do you check your progress?

5. When was your last visit in the workplace? When was your last progress review completed? Is your employer present?

6. How is your employer helping develop your skills as part of your apprenticeship programme, do you get dedicated time to study whilst at work?

7. How often are you visited in the workplace? When was your last progress review completed? Is your employer present?

8. Do you attend training at Alacrity, what does a typical day look like?

9. How satisfied are you with the teaching on your apprenticeship? Do the staff respond to your needs?

10. How often do you receive feedback? Can you give an example of when you have received feedback? Does the feedback tell you how to improve your work?

11. Do you receive feedback in a timely manner?

12. Do you have an Individual Learning Plan (ILP) how are you involved in setting measurable targets?

13. Are you required to do functional skills as part of your qualification?

14. How are you developing your English and maths skills? What support have you received for English and maths?

15. What are the key milestones and achievements of your journey so far?

16. Do you know how to disclose a Safeguarding concern?

17. Who is the Safeguarding Lead for the business?

18. Do you know how to protect yourself against radicalisation?

19. What do you understand about the Prevent Duty?

20. What do you understand by the term British Values?

21. What are the key milestones of your learner journey?

22. Are you enjoying your apprenticeship? What do you like about it most? What could Alacrity do to make it better?

GDPR

What is GDPR?

The General Data Protection Regulation (GDPR) was launched on the 25th May 2018. Its purpose is to ensure that EU citizens have more control over how their personal data is used and stored.

How it affects you

As a learner on our programme you have the right to request to see what information we hold on you, where it is stored and who has access to this data. You can also request that this information is deleted from our database, however, as a learner some key data will need to be kept for safeguarding and health and safety purposes.

How we comply with GDPR

In order to ensure that we comply with GDPR and keep your information safe, the Alacrity Group have a number of processes and systems in place, such as;

- Awareness – Staff have had to complete a GDPR training modules to educate everyone on how they must handle personal data
- Access – Personal data is limited for viewing, so that only staff that must see the data can access it
- Policies – Some policies have been re-written in order to address the new regulations, as a result you may have been asked to sign additional paperwork stating that you understand the changes
- Data Handling – Should you request it, we will inform you of how we delete data from our system and how we provided information electronically
- Data Breaches – The Alacrity Group have a number of procedures in place to detect, report and investigate data breaches

Data Protection Officers

Name	Role	Contact Number	Email
Michael Bradshaw	Designated Safeguarding Lead	07951087640	safeguarding @alacrity-group.co.uk
Julie Duckett	Deputy Safeguarding Lead	07508074317	safeguarding @alacrity-group.co.uk

GDPR Policies

https://alacrity-group.co.uk/policies/

Customer Service

Overview

In order to ensure that we provide you with the best learning experience possible, the Alacrity Group would like to get your views and opinions on our services. In order to do this, we collect feedback at certain touchpoints throughout your journey, in the form of online surveys and Customer Service calls.

Masterclass Surveys

At the end of each Masterclass we will ask you to complete a short online survey before leaving the session. These surveys will focus on the delivery of the session, your experience, and address specific learning outcomes and criteria of that Masterclass. This will enable us to adapt content and delivery styles to meet your needs for future sessions.

EFSA Survey

As part of the customer service experience we are required by the Education & Skills Funding Agency (ESFA) to ensure learners and employers provide feedback to the ESFA, regarding their satisfaction towards our services. This survey will open for a specific time period each year, during which, representatives from the Customer Service Team will be in touch as a reminder to complete the survey. The learner will require the following information when logging into the system:

- UK Provider Reference Number (UKPRN)
- Unique Learner number (ULN)

FE Choices Survey

The FE Choices Survey captures the learners experience of the Alacrity Groups provision. This information is collated and published online, in order to demonstrate how different training providers are performing in comparison to one another. A representative from the Customer Service Team will be in touch as a reminder to complete the survey.

Employment Rights Act 1996 and Employment Relations Act 1999

An important part of being an Employee is to know your employment rights and responsibilities. As part of your programme you will be taught about employment right and responsibilities.

Key Information

- Protection of wages
- Hours of work
- Holiday entitlement
- Sickness
- Relieving of duties for studying and training
- Maternity, adoption, paternity and parental leave
- Flexible working hours
- Complaints, grievance, disciplinary procedures, dismissal and redundancy

What is a Contract of Employment?

You will already have a Contract of Employment from your organisation. This contract must meet the Employment Rights Act 1996. A contract of employment is a formal document and should state the following:

Hours of work	Place of work	Start date
Scale or rate of pay	Holiday entitlement and pay	Sick pay entitlement
Length of notice	Job title	Disciplinary rules

A Learner Commitment Statement should also be provided by the Alacrity Group for you to sign and return

National Minimum Wage

Apprentices under 19 years or 19 years and over and in the first year of their apprenticeship are entitled to £3.50 per hour. However, the employer may choose to pay the apprentice at a higher rate.

Once the apprentice reaches 19 years and has completed the first year of the apprenticeship the employer must pay the full National Minimum Wage rate.

An apprentice aged 22 who has completed the first year of their apprenticeship is entitled to a minimum hourly rate of £7.05.

Prevent and Safeguarding

The Prevent and Safeguarding Policy for The Alacrity Group reflects the importance of our responsibility to safeguard and promote the welfare of all our learners and staff by protecting them from physical, sexual or emotional abuse, neglect and bullying. We are committed to providing a caring, friendly and safe environment for all our learners so that they can learn in a relaxed and secure atmosphere. We believe every learner should be able to participate in all educational and social activities in an enjoyable and safe environment and be protected from harm.

The Alacrity Group have a statutory requirement under Sections 27 and 47 of the Children Act 1989 to assist the Local Authority Social Services Department acting on behalf of children in need. The Alacrity Group will safeguard and promote the welfare of children in compliance with the DfE guidance Keeping Children Safe in Education (July 2015) KCSIE (September 2016) and associated guidance Working Together to Safeguard Children (2015) WT in addition to the Care Act 2014. The Alacrity Group also complies with the statutory guidance on children who run away or go missing from home or care (January 2014) and The Prevent Duty (The Counter-Terrorism and Security Act June 2015) and Social Media for Online Radicalisation (July 2015) and this Policy should be read in conjunction with these procedures and guidance.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views. At the Alacrity Group, we are fully committed to safeguarding and promoting the welfare of all learners and staff. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

Vulnerable adults

The Alacrity Group are committed to safeguarding and promoting the welfare of all learners including young people and vulnerable adults. A vulnerable adult is a person who is defined as:

- Has needs for care and support (whether or not the local authority is meeting any of those needs) and;
- Is experiencing, or at risk of abuse or neglect; and
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect

Safeguarding is the action that is taken to promote the welfare of everyone and protect them from any harm. Safeguarding regulations have been around for a while, across a wide range of legislation, but were brought together by the Safeguarding Vulnerable Groups Act 2006.

This legislation provides definitions of children and vulnerable adults and sets out the legislative framework of measures to protect them from harm.

- Promotion of your health and development
- Ensuring your safety and care
- Ensuring you are offered the best life chances
- Protection from abuse and neglect

The Safeguarding Team

Name	Role	Contact Number	Email
Michael Bradshaw	Designated Safeguarding Lead	07951087640	safeguarding @alacrity-group.co.uk
Julie Duckett	Deputy Safeguarding Lead	07508074317	safeguarding @alacrity-group.co.uk

The Safeguarding & Prevent Policy
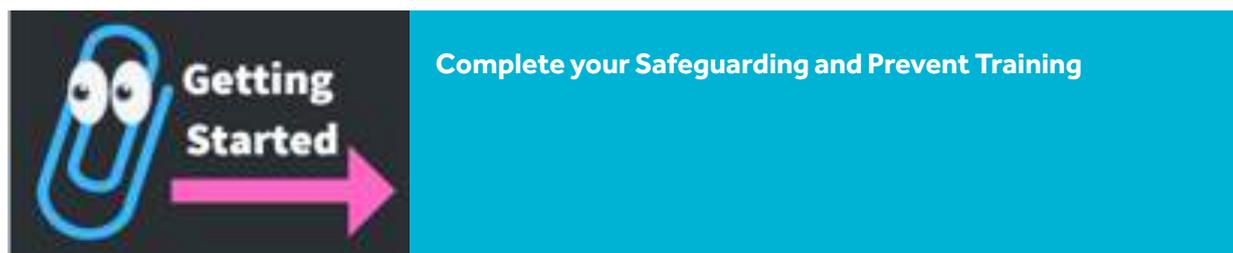
https://alacrity-group.co.uk/wp-content/uploads/2018/10/Safeguarding-Policy.pdf

Complete your Safeguarding and Prevent Training

Health and Safety

It is a mandatory requirement that before you start your training programme, a qualified member of staff will have attended your workplace and completed a Health and Safety Check list. By completing the Health and Safety document it will identify if there are any risks to you and how these can be managed and reduced.

Your safety is paramount, therefore the Trainer/LSC will also check the learning environment before each session. It is the learner's responsibility to be aware of their own safety, and that of others. If you observe anything that is a risk to the health and safety of yourself or others in the work-place, you should follow your company's reporting procedures and inform your Trainer/LSC.

E-Safety

E-Safety is in place for not only staying safe on the internet, but also other electronic forms of communication, such as wireless technology and mobile phones. The purpose of e-safety is to safeguard all activity on electronic devices and the internet, as well as raising awareness of how to stay safe.

The Alacrity Group promote the use of technology to work and learn, considering this is used in a suitable manner. As technology and the internet are easily accessible, it also unfortunately means that every user could face potential risks and consequences. The Alacrity Group practice safe working through providing guidance, ensuring security measures are in place, and making everyone aware of our policies.

Your Responsibility

Your responsibility is to report any incidents regarding e-safety either to your LSC, IT Department or directly to a member of the Safeguarding Team. You are also responsible for ensuring you use all systems and devices in accordance to our policies and procedures.

Complete your Health & Safety & e-Learning Modules
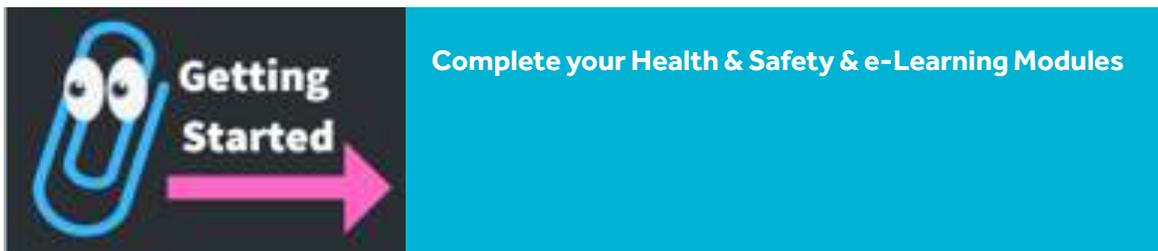
20% Off the Job Training

Off the Job Training (OTJT) is defined as learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of the Standards. This can include training that is delivered at your normal place of work but must not be delivered as part of your normal working duties.

OTJT must be directly relevant to the apprenticeship Framework or Standard and could include some of the following:

- The teaching of theory:
  - Lectures
  - Role playing
  - Simulation exercises
  - Online learning
  - Manufacturer training
- Practical training:
  - Shadowing
  - Mentoring
  - Industry visits
  - Attendance at competitions
- Learning support and time spent writing assignments

OTJT must **NOT** include the following:

- English and maths (up to level 2) which is funded separately
- Progress reviews or on programme assessment needed for an apprenticeship Framework or Standard
- Training which takes place outside of the learners paid working hours

The table below sets out the type of activities that may be included in the Learning Log. These individual plans will be adapted for you and reflect the needs of your employer. All of the OTJT time will be recorded by the learner, including the time outside of normal working hours if you are completing relevant activities.

The OTJT can include any of the following types of activity.

Activity	Examples of Valid Off the Job Training
Classroom sessions/ Lectures	Block or day release
Workshops and masterclasses	Interactive workshops involving employers
Simulation exercises	Business models and gaming
Online learning	On line training modules and support materials
Shadowing	In work or new departments/locations
Mentoring	Support from Line Managers/colleagues
Industry visits	Within sector or outside of the work roles
Writing assessments /assignments/ workbooks	Short exercises or long project reports
Practical training / Training in the workplace directly relevant to the standard (Eg: IT training, soft skills)	Any training support delivered in the workplace or with other external training suppliers
Numeracy and literacy training required to perform the job	English and Maths related to the job role
Preparing for professional discussion	In support of portfolio work or job related
Gathering evidence for portfolio of evidence	Recording learning and training
Reflection Logs	Recording all learning that has taken place on a monthly/quarterly basis or as required
Conferences	Job or sector related
Special Projects	Projects related to the job or to the testing of the programme
Continuous Professional Development	Any activity related to the job that develops new skills/knowledge
Peer to Peer Support	Discussions/joint working with colleagues
Research	Background working to improve knowledge
Revision for exams and End Point Assessment (EPA)	Preparation for ongoing or End Point Assessment

Functional Skills

Every training programme at the Alacrity Group requires the learner to have or obtain the essential skills required to carry out their job role efficiently. These are transferable skills that can be used in any job and industry and most companies will require the basic functional skills of:

- Maths
- English

If you don't already have these qualifications, you can obtain them whilst completing your Apprenticeship with the Alacrity Group. Alternatively, if you have already achieved similar qualifications to these, then you could be exempt from sitting functional skills exams. i.e. GCSE, GCE or O'Levels. You will need to provide some form of evidence in order to support this.

Any learner requiring functional skills will be issued with materials and support from the Alacrity Group staff, if you have any questions on the functional skills process you can seek advice and guidance from your LSC.

As part of your training programme, we will also help you develop your leadership, communication and confidence skills. These topics will be embedded into your training sessions and will help enable you to cope with social, economic and technological change. Developing these personal qualities will help you become a more effective employee, who can continue to learn and achieve in all aspects of your life.

Getting Started →

Complete your English and maths Initial Assessments
You have received your login in details via email.

Functional Skills Timeline

Functional Skills Timeline- Learners
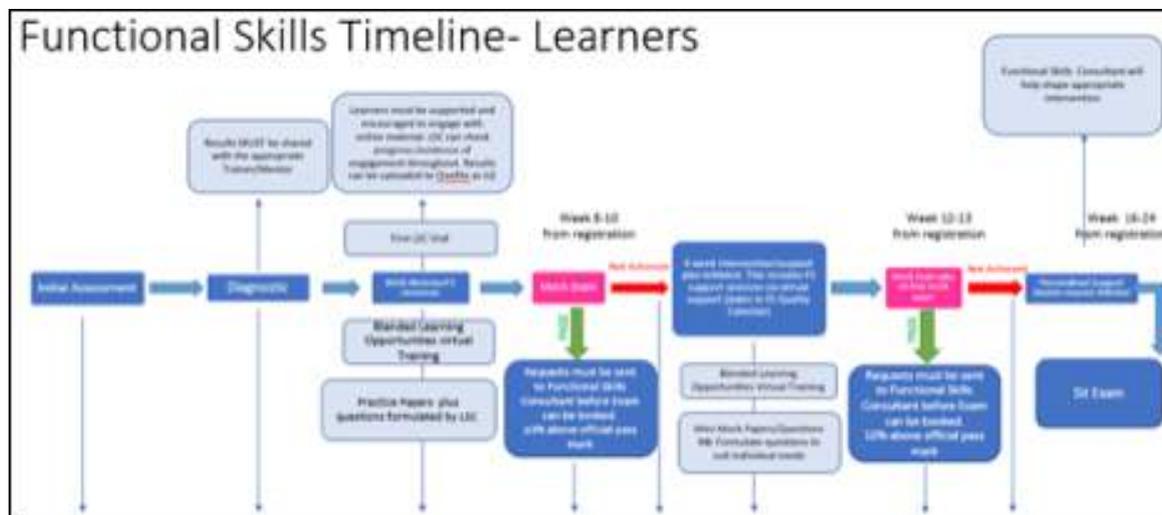
Re-sits

There are no limits on the number of times a learner may re-sit a Functional Skills exam, however a learner must wait at least 14 days from the date of the last exam (or the date uploaded for onscreen exams).

If you are completing a Level 2 Standard you will be required to pass your Functional Skills English and maths at Level 1 but will have needed to have taken the exams/assessments at level 2 (even if failed) before you are able to go through the gateway for End Point Assessment.

Please consult or LSC about the support you will received for this.

Functional Skills English

The Functional Skills English exam is in 3 parts:

Unit Title	Guided Learning Hours	Length of Exam
English Writing Level 1 / 2	15	45mins / 60mins
English Reading Level 1 / 2	15	45mins / 60mins
Speaking, Listening & Communication Level 1 / 2	15	60mins

Access to Functional Skills English

In line with the guidance provided by the Ofqual inclusion sheets for Functional Skills, learnerscan have access to all forms of equipment, software and assistance that constitute their normal way of working. However, these must not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments.

Learners may be permitted access to any of the following when undertaking Functional Skills English assessments:

- Dictionary (non-electronic)
- Readers (for writing and SLC only)
- Scribes (for reading and SLC only)
- Practical assistants
- Transcripts
- BSL interpreters
- Oral language modifiers
- Modified question papers (including Braille)
- Extra time
- Models, visual/tactile aids, speaking scales

Speaking, Listening and Communication (SLC) Assessment

Competence in Functional Skills English it is broadly about being able to show competence: In speaking, listening and communication by:

- Taking part in discussions and allow for and respond to input from others
- Preparing for and contributing with ideas and opinions
- Adapting contributions to suit the audience
- Presenting information /ideas clearly using appropriate language

Tasks

- There are three, ten-minute speaking and listening sub-tasks to be held within a one hour window of time.

- At level 1 this will be:
   - Task 1 – Informal discussion, familiar subject, 10 minutes
   - Task 2 – Semi-formal discussion, familiar subject - 10 minutes
   - Task 3 – Formal discussion, unfamiliar subject, 10 minutes

- At level 2 this will be Unfamiliar subject, informal context
   - Task 1 – Unfamiliar subject, informal context, 10 minutes
   - Task 2 – Presentation, familiar subject, unfamiliar formal context, 2–3 minutes each
   - Task 3 – Formal discussion, unfamiliar subject, 10 minutes

Pass Marks

Learners will need to have gained more than 36 marks overall with more than 10 marks for each sub-task.

Contributions

The learners are all expected to make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, semi-familiar and unfamiliar, and make effective presentations.

- Consider complex information and give a relevant, cogent response in appropriate language
- Present information and ideas clearly and persuasively to others
- Adapt contributions to suit audience, purpose and situation
- Make significant contributions to discussions, taking a range of roles and helping to move discussion forward
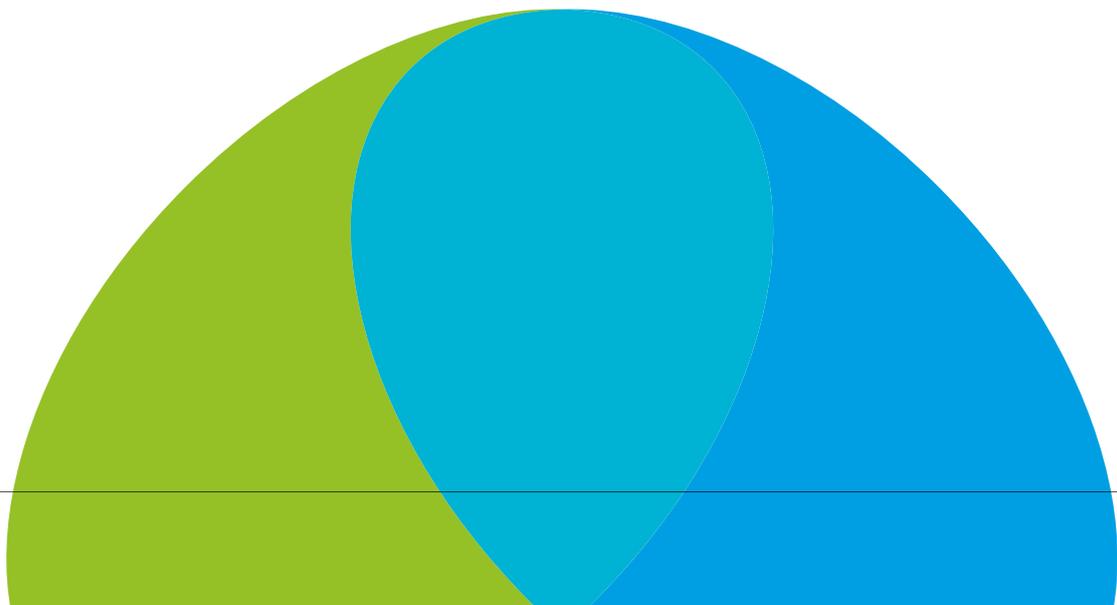
Standards for Level 1 and 2 SLC with Assessment Weightings

Skill Standard	Coverage & Range	Assessment Weighting
Level 1		
Take part fully in formal and informal discussions and exchanges that include unfamiliar subjects.	Make relevant and extended contributions to discussions, allowing for and responding to others' input. Prepare for and contribute to the formal discussion of ideas and opinions. Make different kinds of contributions to discussions. Present information / points of view clearly and in appropriate language.	Equal weighting across all the coverage and range. Pass Mark 36/48 (3 tasks)
Level 2		
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar and make effective presentations.	Consider complex information and give a relevant, cogent response in appropriate language. Present information and ideas clearly and persuasively to others. Adapt contributions and ideas clearly and persuasively to others. Make significant contributions to discussions taking a range of roles and helping to move discussion forward.	Equal weighting across all the coverage and range. Pass Mark 36/48 (3 tasks)

Helpful Tips

- Ensure that you plan accordingly for the tasks that require planning.
- Even if you are getting assessed within a group of others being assessed you will need to ensure that you make suitable and comprehensive contributions in order to pass the assessment for group activities.
- You will need to use different types of language and responses during informal and formal discussions.
- If you need a break remember to take it, the assessment takes place over an hour if required.
- Practice makes perfect – practice having different types of discussions and completing presentations.

Reading Exam

Competence in Functional Skills English it is broadly about being able to show competence: In reading by:

- Selecting/reading and understanding/comparing texts

Tasks

There are three texts to read each of which will have questions related to that text. Questions are worth varying marks depending on the question being asked.

At level 1:
- Text 1 – 6 questions
- Text 2 – 6 questions
- Text 3 – 6 questions

At level 2:
- Text 1 – 3 questions
- Text 2 – 2 questions
- Text 3 – 2 questions
- All Texts – 4 questions

Pass Marks

Learners will be required to achieve 60% of the marks available to pass. (18/30marks)

Mock Papers

Learners will be required to achieve 75% of the marks available in their mock paper in order to then sit an exam. (23/30 marks)

Common mistakes by learners

- Not reading the questions carefully
- Not referring to the marks allocated for each question and writing enough information to pick up full marks.
- Not writing answers (where they are able to) with bullet points. Learners should think of one bullet pointed answer as 1 mark
- Learners seem to get confused between the types of text and language features
- Learners forget to return to questions they have missed out or forget to check their answers if time permits

Standards for Level 1 and 2 Reading with Assessment Weightings

Skill Standard	Coverage & Range	Assessment Weighting
Level 1		
Read and understand a range of straight forward texts.	Identify the main points and ideas and how they are presented in a variety of texts. Read and understand texts in detail. Utilise information contained in texts. Identify suitable responses to texts.	Equal weighting across all the coverage and range. Pass Mark 18/30 (3 tasks)
Level 2		
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.	Select and use different types of texts to obtain and utilise relevant information. Read and summarise, succinctly, information / ideas from different sources Identify the purposes of texts and comment on how meaning is conveyed. Detect point of view, implicit meaning and / or bias. Analyse texts in relation to audience needs and consider suitable responses.	Equal weighting across all the coverage and range. Pass Mark 18/30 (4 tasks)

Helpful Tips

- Learners should familiarise themselves with language features such as alliteration, idioms, rule of three, emotive language, comparative vocabulary, objective and subjective language.
- Learners should familiarise themselves with types of text such as persuasive, instrustive, informative and descriptive.
- Check if the question is asking for comparisons of texts or asking for differences
- Check the marks available for the question, this will help with how detailed the answer needs to be. For example, bullet points or long text.

Writing Exam

- Competence in Functional Skills English it is broadly about being able to show competence: In writing by:

  - Writing a range of texts
  - Presenting information clearly and in a logical sequence
  - Using correct grammar
  - Using correct spelling and punctuation

Tasks

- There are two writing to complete.
- Questions are worth varying marks depending on the question being asked.

- At level 1:
  - Task 1 – 1 question
  - Task 2 – 1 question

- At level 2:
  - Task 1 – 1 question
  - Task 2 – 1 question

Pass Marks

- Learners will be required to achieve 60% of the marks available to pass. (36/60marks)
- At both Level 1 and Level 2, between 40% and 45% of the available marks will be allocated specifically to spelling, punctuation and grammar

Mock Papers

Learners will be required to achieve 75% of the marks available in their mock paper in order to then sit an exam. (45/60 marks)

Common mistakes by learners

- Not checking for Spelling, Punctuation and Grammar (SPAG) errors
- Only using one style of writing
- Not writing in a logical order, such beginning, middle and end.
- Not using correct paragraphs or sentence structure.
- Forgetting to include an address or correct sign off when writing letters.

Standards for Level 1 and 2 Writing with Assessment Weightings

Skill Standard	Coverage & Range	Assessment Weighting
Level 1		
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.	Write clearly and coherently, including an appropriate level of detail. Present information in a logical sequence. Use language, format and structure suitable for purpose and audience.	55-60%
	Use correct grammar, including correct and consistent use of tense. Ensure written work includes generally accurate punctuation and spelling and that meaning is clear.	40-45%
Level 2		
Write a range of texts, including extended written documents, information, opinions persuasively communicating ideas and effectively and persuasively	Present information / ideas concisely, logically and persuasively. Present information on complex subjects clearly and concisely. Use a range of writing styles for different purposes. Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively.	55-60%
	Punctuate written text using commas, apostrophes and inverted commas accurately. Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types.	40-45%

Helpful Tips

- Incorporate language features (described in the reading section above) as follows:
  - If a task was in the context of staff losing their jobs, learners could incorporate alliteration in their speech as follows: 'staff seek support!'. Note the use of exclamation mark as this shows the examiner the intonation of tone being used during the speech.
- Create your piece of writing for the right audience (described in the reading section above) as follows:
  - If a task was in the context of writing an email to a friend to attend an event. The email will need to be written using persuasive and information text.
- A complex sentence adds depth of writing. Learners lose valuable marks for not writing complex sentences. Learners should be made aware of the two parts to a complex sentence, as follows:
  - An independent clause (has the ability to stand alone as a sentence)
  - Dependent clause (cannot stand alone as a sentence, even though it has a subject and a verb)
  - Example of a complex sentence: 'Opening hours will decrease.'
  - This sentence is an independent clause as it can stand alone as a complete sentence.
  - If the sentence were to read 'As staff will work less hours, their salaries will be reduced.: this is a complex sentence because the first part of the sentence 'As staff will work less hours' cannot stand alone since this is an incomplete sentence.
- Remember to spell and grammar check all your writing, 40%–45% of your mark will be attended here.

Functional Skills Maths

Competence in Functional Skills Mathematics is broadly about being able to:

- Recognise a situation which has aspects that can be solved using mathematics
- Decide which methods and tools to use
- Select the mathematical information to use
- Use the appropriate mathematical procedures
- Examine patterns and relationships
- Find results and solutions
- Interpret the results and solutions
- Draw conclusions in the light of the situations
- Consider the appropriateness and the accuracy of the results and conclusions
- Choose an appropriate language and form of presentation to provide the results and solutions

The Functional Skills Maths exam although one exam looks at 3 skills:

Represent selecting the mathematics and information to model a situation	Analyse processing and using mathematics	Interpret interpreting and communicating the results of the analysis
Recognise that a situation has aspects that can be represented using mathematics	Use appropriate mathematical procedures	Interpret results and solutions
	Examine patterns and relationships	Draw conclusions in light of situations
Make an initial model of a situation using suitable forms of representation		
	Change values and assumptions or adjust relationships to see the effects on answers in models	Consider the appropriateness and accuracy of results and conclusions
Decide on the methods, operations and tools, including ICT, to use in a situation		Choose appropriate language and forms of presentation to communicate results and solutions
	Find results and solutions	
Select the mathematical information to use		

Access to Functional Skills Mathematics

In line with the guidance provided by the Ofqual inclusion sheets for Functional Skills, learners can have access to all forms of equipment, software and assistance that constitute their normal way of working. However, these must not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments. Learners may be permitted access to any of the following when undertaking Functional Skills Mathematics assessments:

- Readers

- Scribes

- Practical Assistants

- Word Processors

- Transcripts

- BSL Interpreters

- Oral language modifiers

- Modified question papers (including Braille)

- Extra time

- Models, visual/tactile aids, speaking scales

Resources required for the Exam

- A calculator

- A ruler (marked in cm and mm)

- A pen and HB pencil

- An eraser

- A dictionary

Tasks

- There are four maths tasks to complete.
- Questions are worth varying marks depending on the question being asked.
    - **At level 1:**
        - Task 1 – 4 questions
        - Task 2 – 2 questions
        - Task 3 – 3 questions
        - Task 4 - 2 questions
    - **At level 2:**
        - Task 1 – 3 questions
        - Task 2 – 4 questions
        - Task 3 – 3 questions
        - Task 4 - 4 questions

Pass Marks

- Learners will be required to achieve 60% of the marks available to pass. (36/60marks)

Mock Papers

- Learners will be required to achieve 75% of the marks available in their mock paper in order to then sit an exam. (45/60 marks)

Common Mistakes by Learners:

- Failing to read the question properly
- Failing to show all stages of their calculation to an answer
- Not checking answers (estimation, reverse calculation, another solution)
- Not working steadily through the paper, i.e. spending too much time on one question
- Not writing the answer as a 'functional' answer, i.e writing the answer as it appears in the calculation and not rounded up or down

Helpful Tips:

- Attempt all questions in the paper
- Start to answer the exam with the task you feel most comfortable with
- Leave any question you cannot answer and attempt the next one
- Return at the end to the questions you have left out
- Check your answers (check if need to make evaluations or justifications)
- Check if the question asks you to 'evaluate' or 'justify' your answer
- If you are unsure, try and calculate the answer using paper before using the online test features
- Remember you have 2 hours to complete your exam, that's approximately 10 minutes per questions at level 1 and 8 minutes at level 2 – if a question is worth more marks then usually you require more time to complete it

Standards for Level 1 Mathematics with Assessment Weightings

Skill standards	Coverage and range (indicative)	Assessment weighting
Represent Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine Identify and obtain necessary information to tackle the problem Select mathematics in an organised way to find solutions	Understand and use whole numbers and understand negative numbers in practical contexts Add, subtract, multiply and divide whole numbers using a range of strategies Understand and use equivalences between common fractions, decimals and percentages Add and subtract decimals up to two decimal places Solve simple problems involving ratio, where one number is a multiple of the other	30-40%
Analyse Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes Use appropriate checking procedures at each stage	Use simple formulae expressed in words for one- or two-step operations Solve problems requiring calculation, with common measures, including money, time, length, weight, capacity and temperature Convert units of measure in the same system Work out areas and perimeters in practical situations	30-40%
Interpret Interpret and communicate solutions to practical problems drawing simple conclusions and giving explanations	Construct geometric diagrams models and shapes Extract and interpret information from tables, diagrams, charts and graphs Collect and record discrete data and organise and represent information in different ways Find mean and range Use data to assess the likelihood of an outcome	30-40%
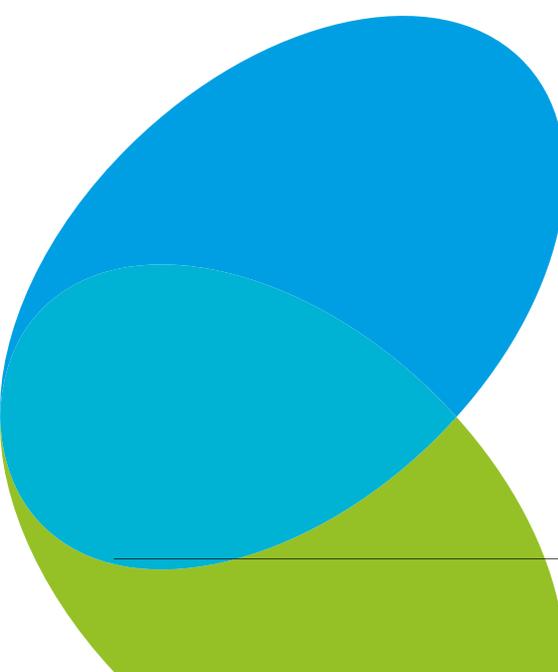
Standards for Level 2 Mathematics with Assessment Weightings

Skill standards	Coverage and range (indicative)	Assessment weighting
Represent Understand routine and non- routine problems in familiar and unfamiliar contexts and situations Identify the situation or problems and identify the mathematical methods needed to solve them Choose from a range of mathematics to find solutions	Understand and use positive and negative numbers of any size in practical contexts Carry out calculations with numbers of any size in practical contexts, to a given number of decimal places Understand, use and calculate ratio and proportion, including problems involving scale Understand and use equivalences between fractions, decimals and percentages Understand and use simple formulae and equations involving one – or two-step operations	30-40%
Analyse Apply a range of mathematics to find solutions Use appropriate checking procedures and evaluate their effectiveness at each stage	Recognise and use 2D representations of 3D objects Find area, perimeter and volume of common shapes Use, convert and calculate using metric and, where appropriate, imperial measures Collect and represent discrete and continuous data, using information and communication technology (ICT), where appropriate	30-40%
Interpret Interpret and communicate solutions to multi-stage practical problems in familiar and unfamiliar contexts and situations Draw conclusions and provide mathematical justifications	Use and interpret statistical measures, tables and diagrams for discrete and continuous data, using information and communication technology (ICT) where appropriate Use statistical methods to investigate situations Use probability to assess the likelihood of an outcome	30-40%

Functional Skills ICT

Competence in Functional Skills ICT is broadly about being able to:

- Identify the ICT requirements
- Use ICT systems to carry out tasks
- Manage information storage
- Demonstrate how to minimise the risk of computer viruses
- Use search techniques to locate relevant information
- Select appropriate information for the task in hand
- Enter, develop and refine information using appropriate software
- Use data handling software
- Use communications software
- Combine and present information that are fit for purpose and the audience
- Evaluate the use and the selection of the ICT tools and facilities used

Access to Functional Skills ICT

In line with the guidance provided by Ofqual for Functional Skills, learners can have access to all forms of equipment, software and assistance that constitute their normal way of working. However, these must not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments. Learners may be permitted access to any of the following when undertaking Functional Skills ICT assessments:

- Reader/ screen reader
- Scribes
- Practical assistants
- Word processors
- Transcripts
- BSL interpreters
- Oral language modifiers
- Modified question papers (including Braille)
- Extra time
- External device to load personal settings

Tasks

- There are two sections with 5 tasks to complete.
- Questions are worth varying marks depending on the question being asked.

The duration of Functional Skills ICT examinations is 2 hours. The examination is split into two sections:

- Section A - 30 minutes. Internet access is allowed
- Section B - 1 hour 30 minutes. Internet access is not allowed in this section

Pass Marks

- Learners will be required to achieve 60% of the marks available to pass. (30/50marks)

Mock Papers

- Learners will be required to achieve 75% of the marks available in their mock paper in order to then sit an exam. (38/50 marks)

Common Mistakes by Learners:

- Failing to read the question properly
- Not formatting spreadsheets correctly
- Using too many different fonts
- Not checking information when copy and pasting
- Copying the wrong URL address when completing a search

Helpful Tips:

- Attempt all questions in the paper
- Ensure all your screenshots and pictures are clear
- Use the most appropriate formulas within the spreadsheet
- Remember to format tables correctly including titles, symbols (£,%) and borders
- When creating documents you are able to use line spacing, frames, tabs, graphic tools, shading, effects, shapes and WordArt.
- Use the most appropriate software for the question
- Check you have added you name where appropriate before completing the test for upload

Standards for the ICT Level 1 Components with Assessment Weightings

Skill standards	Coverage and range (indicative)	Assessment weighting
Using ICT systems		
Identify the ICT requirements of a straightforward task	Use ICT to plan and organise work	20-30%
Interact with and use ICT systems to meet requirements of a straightforward task	Select and use software applications to meet needs and solve straightforward problems	
	Select and use interface features effectively to meet needs	
	Adjust system settings as appropriate to individual needs	
Manage information storage	Work with files, folders and other media to access, organise, store, label and retrieve information	
Follow and demonstrate understanding of the need for safety and security procedures	Demonstrate how to create, use and maintain secure passwords	
	Demonstrate how to minimize the risk of computer viruses	
Finding and selecting information		
Use search techniques to locate and select relevant information	Search engines, queries	10-20%
Select information from a variety of ICT sources for a straightforward task	Recognise and take account of currency, relevance, bias and copyright when selecting and using information	
Developing presenting and communicating information		
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content	50-70%
Use appropriate software to meet requirements of straightforward data-handling tasks	Process numerical data	
	Display numerical data in a graphical format	
	Use field names and data types to organise information Enter, search, sort and edit records	
Use communications software to meet requirements of a straightforward task	Read, send and receive electronic messages with attachments	
	Demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication	
Combine information within a publication for a familiar audience and purpose	For print and for viewing on-screen	
	Check for accuracy and meaning	
Evaluate own use of ICT tools	At each stage of a task and at the task's completion	

Standards for the ICT Level 2 Components with Assessment Weightings

| Skill standards	Coverage and range (indicative)	Assessment weighting
Using ICT systems		
Plan solutions to complex tasks by analysing the necessary stages	Use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches	20-30%
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	Select and use software applications to meet needs and solve complex problems	
	Select and use a range of interface features and system facilities effectively to meet needs	
	Select and adjust system settings a appropriate to individual needs	
	Respond to ICT problems and take appropriate action Understand the danger of computer viruses and how to minimise risk	
Manage information storage to enable efficient retrieval	Manage files, folders and other media storage to enable efficient information retrieval	
Finding and selecting information		
Use appropriate search techniques to locate and select relevant information	Search engines, queries and AND / NOT / OR, >, <, >=, <=, contains, begins wit, use of wild cards	10-20%
Select information from a variety of sources to meet requirements of a complex task	Recognise and take account of copyright and other constraints on the use of information	
	Evaluate fitness for purpose of information	
Developing presenting and communicating information		
Enter, develop and refine information using appropriate software to meet the requirements of a complex task	Apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content	
Use communications software to meet requirements of a complex task	Process and analyse numerical data	
	Display numerical data in appropriate graphical format	
	Use appropriate field names and data types to organise information	
	Analyse and draw conclusions from a data set by searching, sorting and editing records	
Use communications software to meet requirements of a complex task	Organise electronic messages, attachments and contacts	50-70%
	Use collaborative tools appropriately	
	Understand the need to stay safe and to respect others when using ICT-based communication	
Combine and present information in ways that are fit for purpose and audience	Organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate	
	Work accurately and check accuracy, using software facilities where appropriate	
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	At each stage of a task and at the task's completion	

Using BKSB

To access your BKSB account, click on the link below and the login page will appear as displayed below:
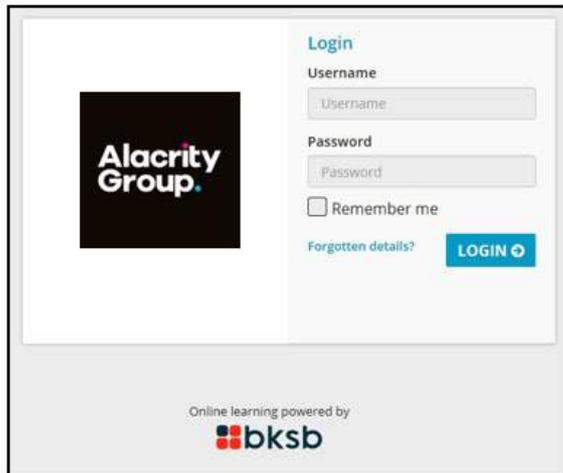

If you forget your username or password, you will be able to get this from your LSC as they have the permission rights to do this.

Once logged in your home page will look like the image below. By clicking on **'VIEW COURSES'** for Functional Skills, you will access maths and English. If you are completing ICT, accessing that section is self-explanatory, as shown below:
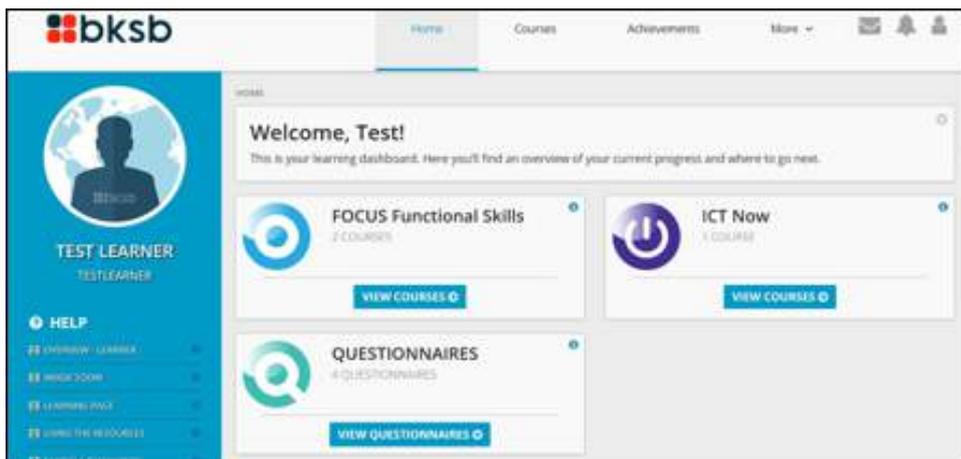
If you forget your username or password, you will be able to get this from your LSC as they have the permission rights to do this.

Once logged in your home page will look like the image below. By clicking on **'VIEW COURSES'** for Functional Skills, you will access maths and English. If you are completing ICT, accessing that section is self-explanatory, as shown below:

The maths and English sections are displayed below. When you first log onto the system you will click on the 'CONTINUE' button and be directed to the initial assessment. The initial assessment for each subject, works out from the answers you give what level you are at.

Once you have completed the initial assessment, the system directs you to the diagnostic, which is set at the level your initial assessment came out at. The diagnostic determines, from your answers, what you are good at and what you need to practice on at that level.
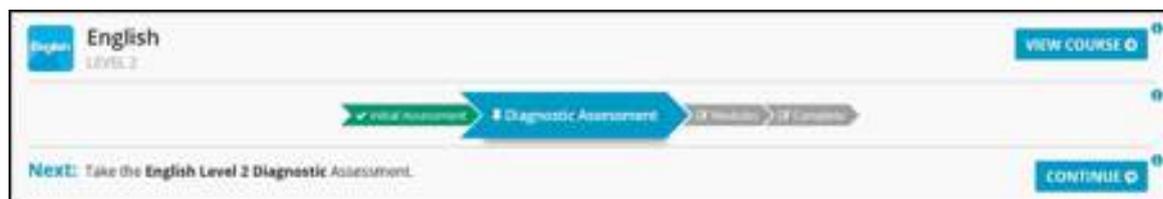
After completing the diagnostic, you will be directed to the interactive resources, which are modules set for you to complete, in relation to the areas you need to practice, from the diagnostic you have completed.

For example, below the learner needs to click on the 'CONTINUE' button to work through the 'Apply the Skill - Area, Perimeter and Volume Interactive Resource', set by the Maths diagnostic they have completed. The interactive resource automatically marks your answers and you can complete each resource as many times as you want to gain a good understanding.

How BKSB Works

Step/Stage	How it looks

Step One
Complete Initial Assessments – finds your level.

Step Two
Complete Diagnostics – diagnoses at that level what your good at and what you need to practice.

From a diagnostic report you can instantly see what you need to work on
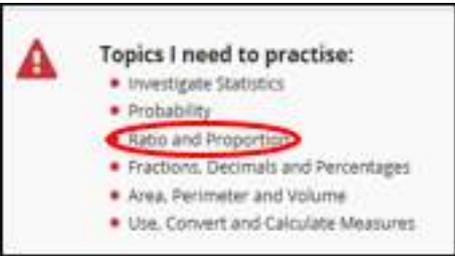
Step Three
Complete Interactive Resources– helps you to understand areas you need support with.

Step Four
Complete Skills Checks (mini tests, where you need 75% or more to pass) – checks whether you have learnt enough from the interactive resources.

Step Five
f you need to complete Functional Skills tests, ask your LSC to put together a bespoke mock paper from that relates to the subjects you have passed on your Skills Checks.

Knowing where you are / What you need to do next on BKSB

Clicking on the **'Achievements'** tab lets you see what you have done so far.

For example, the last two activities completed in the learners account below were the English initial assessment and Ratio skills check.
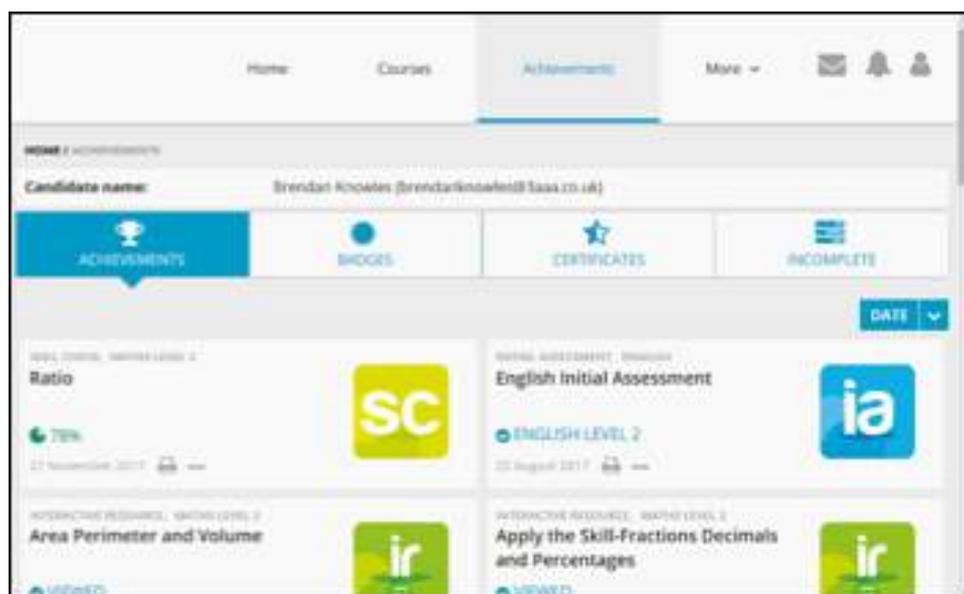
When on the **'Achievements'** tab, if you click on **'INCOMPLETE'**, you are able to see what activities you need to be completing next. For the learner account below, the learner can see that they need to complete the area, perimeter and volume skills check and the English Level 2 diagnostic.
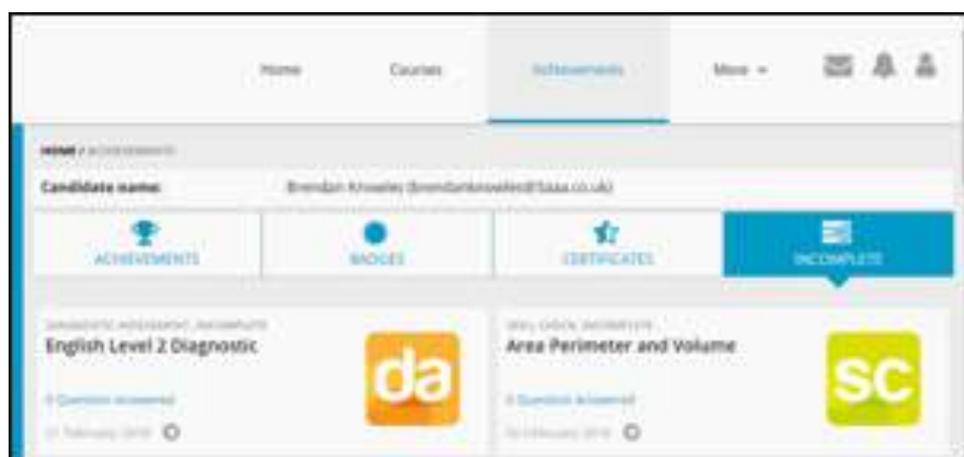
CognAssist

CognAssist is an innovative solution which is used by the Alacrity Group to identify, support and fund learners with additional learning needs.

You can log into the system by using the following steps:

Visit CognAssist

To log into your CognAssist account type the following in your web browser bar http://app.cognassist.com and click the "Log in" button at the top right.

Log in

On this page enter the login details that you used when you signed up to CognAssist: your email and password. If you wish to save your login details tick the "Remember me?" box. Once you have entered your email and password, click the "Log in" button.
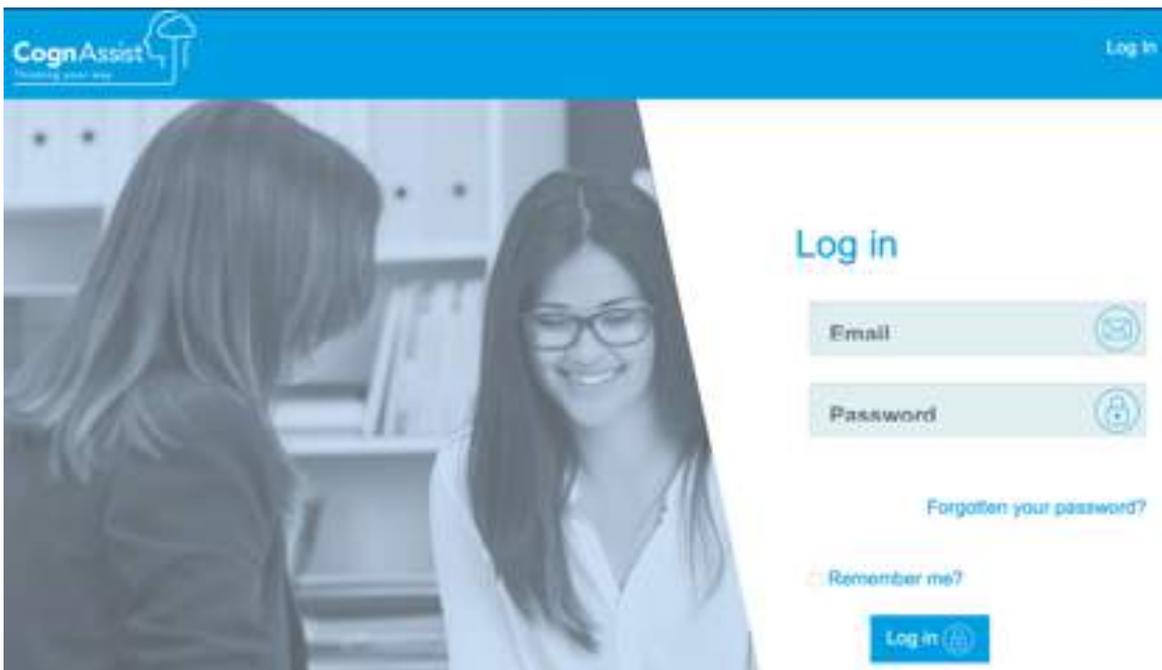
Reset Your Password

If you need to reset your password at any time, click the "Forgotten your password?" link on the login page. To reset your password, enter the email address you signed up to CognAssist with and then click the "Confirm Email" button. An email with a link to reset your password will be sent to your email address.

Navigation Menu

Before learning more about the Dashboard, let's have a look at the Navigation menu. At the top right you will find 3 options: "Log Out", "Account" and "Learner". If you want to log out of your account, click the "Log Out" option. Click the "Account" option to change your password and view your login email address. Select the "Learner" from the Navigation menu to return to your Dashboard view.
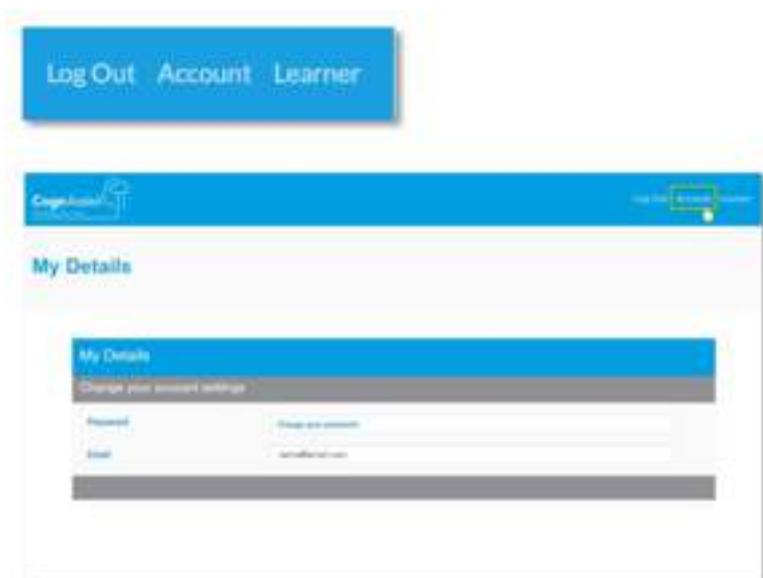
Dashboard

Once logged into your account, you will see your "Modules Dashboard". This view displays the strategies that you have to complete per month. A green bullet point will appear next to a module when you have completed it and the "Modules completed" will go up by one.
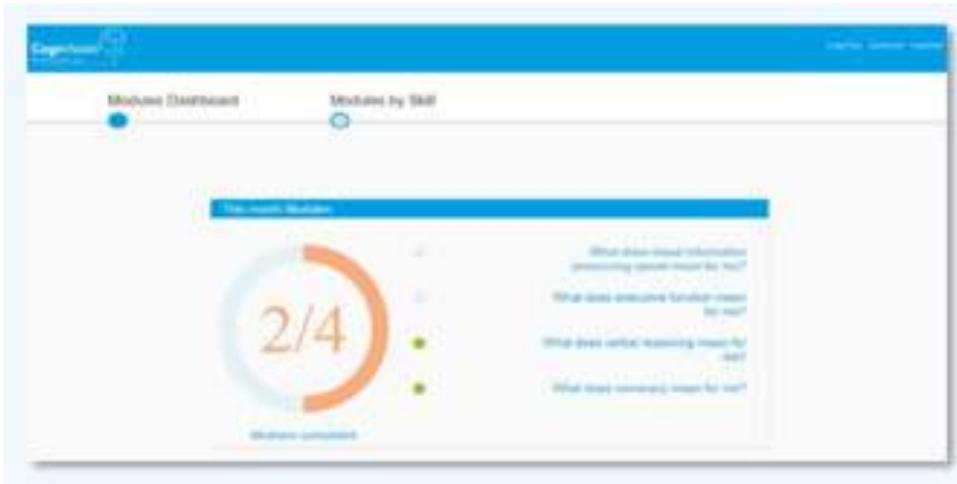
This Month's Modules

Once all 4 modules have been completed the chart will be displayed in green. If the chart displays grey and orange colours it means you still have modules to complete. You can hover over the chart to find out how many modules you have completed and how many you have left to do.
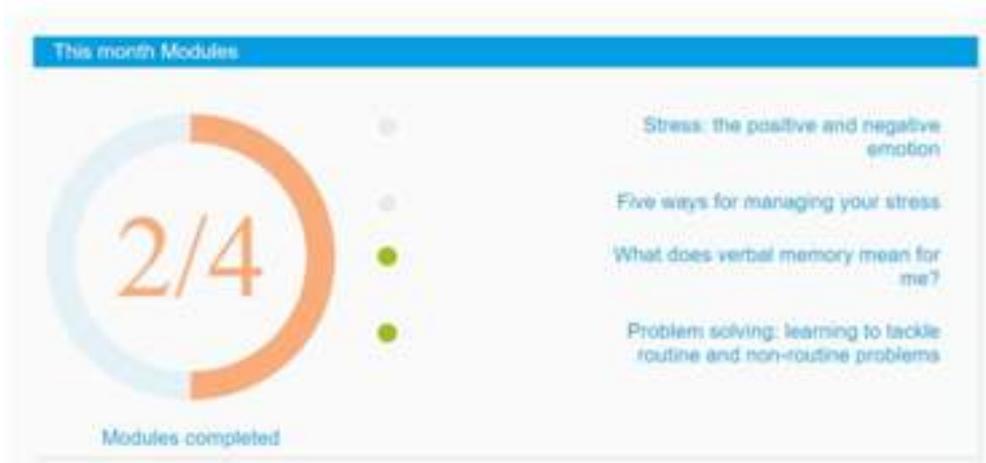
This Month's Modules

To view your strategies, scroll down on the Dashboard to find the "This month | 4 Modules" section.

To start your modules, you can either click the "Start" button on the left side of the module or the "Start this module" button on the right side under the module's title and description.

When you have completed a module, the "Start" button will become a green tick and the "Start this module" button on the right side will change to a "Do it again" button.
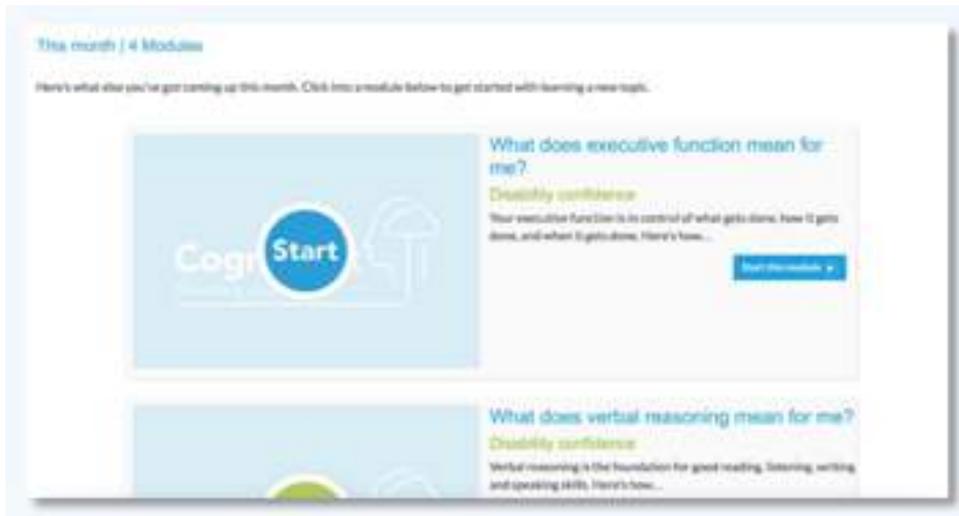
Modules by Skill

From the Dashboard select the second tab called "Modules by Skill". This will display a list of "Skills" and "Courses" available to you to practice at any time. If there is a particular skill or course you would like to practice, you can select it from this page and revise the relevant learning modules.

Skills and Courses

When you click one of the skills or courses, the relevant modules will be displayed in the section below.

If you have already completed the modules for that skill, they will display a green tick. If you want to revise the content just click the "Do it again" button.

Onefile

Contact Details

0161 638 3876 | www.onefile.co.uk | info@onefile.co.uk

Logging into your Account

To login, navigate to **http://www.onefile.co.uk/** then select the "Login" button located within the top right hand of the homepage. Within the login page, please enter your OneFile log in credentials within the Username and Password fields. The details are case sensitive, so they need be typed exactly as displayed.

Enter your Username or Keychain email and password here, then select Login. Ensure that you select 'Live OneFile' within 'Advanced Login Options'.

If you are unable to login, you can request a new password by clicking onto the 'Lost password' button or contacting your centre manager.

Homepage

Managing your Side Icons

Portfolio Icons

Icon:	Description:	Icon:	Description:
Activity	View the activity of each user associated with your portfolio.	Assessment Evidence	All assessment evidence can be viewed here. You can also upload evidence to your assessments from here.
Journal (0)	Add entries to the journal to record activities or events that have taken place.	Timesheet	View timesheets showing how much time has been recorded while completing an assessment.
Online	Shows your current status. In this icon you can upload a profile picture, add documentation and update your details.	Download Portfolio	Export your portfolio into a ZIP file. This can be copied to a CD, USB device or hard drive.
Expert / Witnesses	Someone who is an expert in the field. They will oversee the work and confirm it's correct.	Gap Analysis	Displays the remaining criteria on your qualification.
Learning Journey	A graph which shows the learner's progress alongside their completed activities.	Progress (20%)	View your progress for each unit. If you select "Show Detailed View" you can also compare your actual progress with target progress.
ILP (0)	This is where you will sign your Individual Learning Plan.	Reviews	View your scheduled review dates and view past reviews.

Accepting an Assessment Plan

Assessment Plan

The 'start date' determines when the assessment will be generated.

The 'due date' determines when the assessment will appear overdue.

The assessment title will appear in red a week before the completion date if uncompleted.

Tasks

Attachments

Assessors can add attachments onto the plans. These can be downloaded onto the learner's computer.

Feedback & Comments

You can type feedback to your assessor here.

Signatures

Once read and understood, you should sign and accept the plan.

The reject button will allow you to send the assessment plan back to your assessor if you have any questions.

Uploading Evidence

Click the 'Assessment Evidence' icon.

Drag files here to upload into this folder or **Select files**
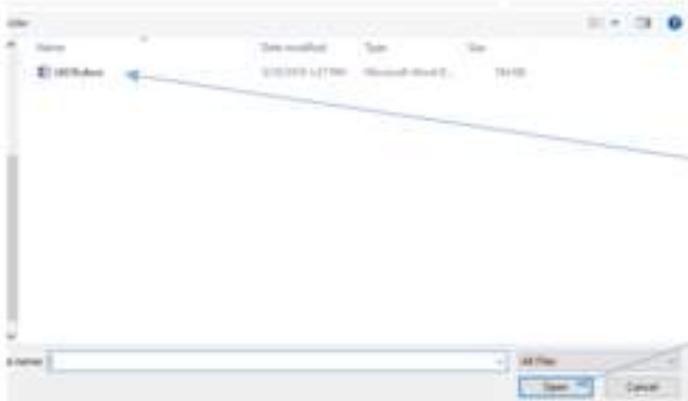
A pop-up box will appear, allowing you to select a document or image that you would like to upload. Click on the document and press 'Open' to

Once uploaded, the evidence will appear in a table of content highlighted in yellow. This will allow to you change or save the title.

To save the information, click the disk icon. The information box will change from yellow to white once saved.

Starting an Assessment sent from your LSC

View the task or refer back to the 'Assessment Plan' for more

You can add criteria to the assessment which relates to the evidence you will provide.

Written evidence can be added here including word documents which can be imported.

You can attach uploaded evidence files via the paperclip icon.

You can send feedback and comments to your assessor.

It is beneficial to save assessments on a regular basis while working on them. This will confirm all information inputted is saved and can be amended at a later date.

When the assessment is complete, tick the sign on completion box. Clicking 'Save & Quit' after signing will send it to your assessor.

Starting Your Own Assessment

Click on your 'Assessment' icon.

4 Pending

Assessments — Start assessments, attach evidence, set criteria & record feedback

Click the 'Create Assessment' icon.

Create Assessment

Select an assessment method that refers to the evidence you will be providing.

Start New Assessment

Primary assessment method
Select a method...

Enter a title for the assessment.

'Holistically' - A single text box to answer all the questions within the assessment.

'Separately' - Separate answer boxes below each question within the assessment.

Start New Assessment

Primary assessment method
Case Study

Title
Case Study - Unit 01

Date
27/06/2014

How will the evidence be recorded?
● Holistically against multiple criteria ○ Separately against individual criteria

Click the 'Start' button. The assessment will appear as a task once it has been created.

Start   **Cancel**

Help and Support

Technical Support at OneFile:

Call – 0161 638 3876

Email – support@onefile.co.uk

Our office is open between 8am – 6pm, Monday – Friday (excluding Bank Holidays).

By clicking the 'Help' icon you will be able to view videos or user-guides relating to the page in question. This icon is available in the top right corner of every page in your portfolio.

User Guides

→ Creating your own assessments
→ Learner Induction Guide
→ Learner Induction Video

→ Search all user guides

Clicking these links will bring you to all the knowledge-based articles relating to OneFile.

→ Book free online training

Clicking this icon will allow you to book on an online learner webinar. Webinars are online training sessions covering different areas of OneFile and are hosted by members of the Technical Support Team. You will have the opportunity to ask questions and seek guidance.

→ Contact OneFile

Send an email to the OneFile Support Team for help regarding technical enquires.

End Point Assessment

The End Point Assessment (EPA) is carried out towards the end of your programme and once all on programme learning has taken place. EPA is a holistic assessment of your **Knowledge, Skills and Behaviours** aligned to the Standards Sampling Plan for the programme in which you are studying.

The EPA is carried out by an Independent End Point Assessment Organisation (EPAO), which has been selected by your employer. Assessment methods could include:

- Multiple choice exams
- Projects
- Presentations
- Portfolio of evidence
- Interviews
- Professional discussions

However, all assessment methods are highlighted from the start of your programme, so you will be clear on which ones you will be required to complete.

Your LSC will work closely with yourself and employer to ensure that you are fully prepared and feel ready to sit your EPA. Once all parties have agreed, your LSC will work with the EPAO to book a date in which you will carry out the elements required for EPA.

Who's Who?

During your Apprenticeship you will meet lots people who are there to support you throughout the programme. The following table is there to help you understand who each person is and the role they play within your Apprenticeship:

Role	Summary	Name/ Contact Details
Trainer/ Learner Skills Coach (LSC)	Your Trainer/LSC is responsible for supporting you throughout your Apprenticeship. They should provide regular training and assessment against the standards and prepare you for your EPA.	
Internal Quality Assurer	Your Internal Quality Assurer, commonly known as an IQA, is there to ensure your Apprenticeship is being delivered correctly and that you are getting the right amount of support at all stages. You will see your IV from time to time with your Trainer/LSC.	
External Quality Assurer	The External Quality Assurer, commonly known as an EQA, is there to ensure your provider is delivering the qualification(s) included in your Apprenticeship in line with the requirements. The EV is employed by an external company known as an Awarding Organisation.	

Complaints Policy

A complaint is 'something that is unsatisfactory or unacceptable'. If you are unhappy about any part of the training/assessment process and feel you have been unfairly treated by a member of staff or disagree with an assessment decision, you should follow the steps listed below:

First

Talk to your Trainer/Assessor about the problem - the discussion will be documented, and you and the Trainer/Assessor will sign it as a true account.

Second

If you are not happy with the outcome you must inform your IV/IQA who will meet and discuss the issue with you - this will also be documented (as above).

Third

If the issue is still not satisfactorily resolved, you should put your complaint/appeal in writing to the Quality Assurance Team for Alacrity Group which will then result in a meeting taking place with all parties involved. The Quality Assurance Team will make a decision based on their investigation as to what course of action to take.

Fourth

If you still feel that the response to your complaint/appeal is not satisfactory you should contact the awarding body and follow their guidelines for complaints and appeals.

Appeals Procedure

All learners are entitled to appeal against any assessment decisions made by their Trainer/LSC.

Firstly, the appeal should be made to the Trainer/LSC concerned, who will explain their decision. If the learner is still not happy then they should complete the appropriate appeal pro-forma and return this to the Lead IQA within 10 working days.

Second, the Lead IQA will then arrange for the assessment to be independently re-assessed by an IQA or second Trainer/LSC. This re-assessment will normally take place within 10 working days of the appeal form being received. This assessment decision will be recorded, and a copy returned to the learner.

If the work needs to be resubmitted the learner will be given a reasonable time in which to do so, providing the awarding body regulations concerning deadlines are met.

If the learner is not happy with this decision then the Team Manager should be informed in writing, within 10 working days, of the reasons for the dissatisfaction. The matter will then be referred to the EQA for the framework/qualification or taken through the company Complaints procedure, as appropriate.

Glossary of Terms

Term	Definition
Action plan	A formal agreement between a Trainer/Assessor and learner setting out what will be achieved with target dates
Aim	General statement outlining what the Trainer hopes to achieve during the session or programme of training
Assessment	Process of measuring the achievement of learners
Assessment methods	Instrument chosen to assess a given outcome, e.g. written test, skills tests, observation of learner performance, reports and questioning
Assessment records	Documents used to record the outcome of an assessment, e.g. an organisation pro forma or observation report
Trainer/Assessor	Person who is advising, supporting and assessing the learner
Coaching	Normally a one-to-one or small group activity which involves the Trainer in a close observation of the learner's performance and giving advice and guidance
Communication	The transfer of information, from one person to another, with the intention of bringing about a response
Competence	Ability to do something to a set agreed standard, normally measured by undertaking an observable process or producing a final product (see assessment methods)
Demonstrate/ demonstration	Showing learners, the best way to undertake a task or develop a skill by illustrating how it is done by actual performance
Diagnostic meeting	Meeting to determine the present level of skills and knowledge of a learner and, normally, to determine a future programme for further development
Discuss	An exploration of issues in either speech or writing
E-learning	Electronic learning – learning which is supported or enhanced through the application of information and communication technology

Term	Definition
E-learning online	Electronic learning via an intranet or the internet`
E-learning on-site	Electronic learning in the organisation's own learning environment using ICT
Evaluation	Gathering information to give a measure of the effectiveness of the training that has been delivered
Explain	A reasoned account which justifies/clarifies an issue and/or points of an issue
External Verifier	Appointed by Awarding Body to ensure that all assessments undertaken with centres are fair, valid, consistent and meet the requirements of the standards
Feedback	Written or oral information given to learners regarding their progress
Formative assessment	On-going assessment carried out throughout a programme of learning
Holistic report	A written statement reflecting a learner's experience
ICT	Information Communication Technology – the combination of computing and communication technologies (including computer networks, telephone systems and the internet)
Identify	Determining the factors or features of an activity, requirement, issue and/or a point
ILT	Information and Learning Technology – the use of information and communication technologies to support learner activities
Internal Verifier	Appointed by a centre to ensure that all assessments undertaken within the centre are fair, valid, consistent and meet the requirements of the standards
Internet	Worldwide computer network
Justify	To give reason and/or explanation for an activity, process, theory etc
Learner	Person who is being taught or trained
Learning sessions	A period of input by a Trainer using a variety of methods such as lessons, practical etc
Learner Skills Coach	Person giving one-to-one support to a learner
Methods of assessment	Observations, questions, simulations, witness testimony, work products, professional discussion, prior experience, projects, assignments, tests etc

Term	Definition
Motivation	How a learner is disposed towards learning, extrinsic-external reasons for learning, intrinsic-internal desire to learn for self fulfilment
Non-contact hours	This covers the learner's individual tutorial support time, developmental activities, research, self-study and teaching practice
Non-verbal communication	Any communication that does not involve the spoken word, e.g. body language, facial expression
Objective	A statement of what will be learned as a result of the training received
On-the-job	In the working environment
Pro forma	Blank form for use by learners/Trainers
Quality assurance	A means of checking learners' work by internal and external verification
Rationale	The defining aim and/or reason for a unit or outcome
Reliability	Consistency of measurement achieved by the use of an assessment method
Skills	An organised pattern of mental and/or physical activity. Examples of skills include practical, numerical, decision-making and social
SMART	Specific, Measurable, Achievable, Realistic, Time bound targets
Summarise	A brief account of the main issues/points explored and/or examined
Summative assessment	An assessment made to determine the final level of achievement. Often done by a final test or examination
Task analysis	Breakdown of a task/job into its component skills (sometimes referred to as Skills analysis)
Trainer	Person who is helping the learner to achieve a desired state/ standard/ competence.
VACSR	Valid, Authentic, Current, Sufficient, Reliable
Validity	Extent to which an assessment method measures what it is supposed to measure
Virtual classroom	Online learning environment where tutors and learners interact