



**We Learn We Change**  
Working together for social change

We Learn We Change

Centre Handbook

**2018**

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## **Introduction: About Reshapers CIC and We Learn We Change**

### **Mission statement:**

Reshapers CIC mission is to promote social justice and well-being through creativity, learning and transformation.

### **Aims:**

We aim to:

- transform lives and communities and promote innovative practice, through creative and dynamic learning and development opportunities for individuals and groups and training for workers and facilitators
- address inequality and promote social justice through ethical practice and prioritising vulnerable people and those in need
- provide a supportive community for individuals, community groups and other organisations engaged in social enterprise and community development.

### **Values:**

Reshapers is a social enterprise registered as a Community Interest Company. This means that all profits are used to develop the company or support not-for-profit projects that work in our community of interest.

We are an ethical company that work to clear core values, committed to :

- Peace and Justice
- Co-operation and Community
- Equality and transparency
- Care of the earth
- Creativity
- Simplicity and thrift

### **Activities**

Reshapers offers services to individuals, groups and organisations in three key areas. We Learn We Change is the trading name of our learning and teaching activities and learning centre.

### **Learning**

We provide:

- Tutoring, assessment and verification services
- Modular courses to professional and FE standards
- Course writing and development

We are developing:

- An E-learning programme

### **Transformation**

We provide:

- Consultancy services
- Quality assurance services
- A national research, advocacy and self-help project for survivors of abuse

We are developing:

- Specialist social activism development training
- Social activism Publications

### **Creativity**

We provide:

- Experienced facilitators for creative workshops and training
- Creative writing services

We are developing:

- A creative e-course

### **Reshapers Team**

Reshapers Directors have strong portfolio of business and education experience:

Jane Chevous MSET (35+ years in social care and education)

Maxine Green (35+ years in education)

Concetta Perot (30+ years in social care, justice, education and research)

Lynn Breckenridge (30+ years in charity finance and senior management)

Company Secretary: Jon Boyce (5+ years in hospitality marketing and management)

### **Core Staff team:**

Head of Learning: Jane Chevous

Quality & Development Consultant : Maxine Green

Research, Policy & Development Lead and Director of Survivors Voices: Concetta Perot

Tutor/Assessors: Dr. Lynn Brady, Suzi Stock, Rosanne Lowry, Linda Andrew, Fran Russell

Research Assistant: Bethan Morris

Peer Champions: Kristina Doda, Susan Falola

Website hosts and developers: Tony Gould and Chris Green

Accountant: Hubert Hutchinson MAAT

Chaplain: Rev. Marian Carter

Reshapers collaborates with freelance associates with specific expertise on a project basis. We work with a team of volunteers with community and practice expertise in key projects.

The directors' and associates' have a successful track record in this field including:

Founding directors of successful charities and voluntary organisations including Eden's youth project and Just42 youth & children's project (based in Suffolk); and Survivors Voices (our national programme for survivors of abuse).

Significant experience in local authority and voluntary sector in front-line and senior management roles delivering education and social care services.

Senior management and teaching experience in developing and delivering accredited training including basic skills, community education, vocational, FE and HE courses and management of youth and community work college.

Successful creative ventures and community arts experience including theatre, music, visual arts, mosaic, photography, creative writing and crafts.

Experts through experience as foster carer, childminder, service users and survivors.

### **Affiliations**

UK Registered Learning Provider UKPRN number 10028657

Member of National Council for Voluntary Organisations (NCVO) Membership Number MEMBERVP/12508

Member of Community Interest Company Association

Member of SAFE Safeguarding network

## **Reshapers CIC Equality and Diversity Policy**

Reshapers CIC is committed to the principal of equal opportunities for all regardless of gender, age, ethnic identity, disability, marital status, sexuality, religion or political belief.

We recognise that there is inequality, discrimination and prejudice based on these characteristics throughout society and that these can be reflected within the organisation unless appropriately challenged. We oppose all forms of unlawful and unfair discrimination.

We are therefore committed to ensure equality of opportunity for both workers and anyone using our services. Indeed the recognition of inequality and the aim to overcome it forms one of the key goals of the company.

It is our policy to combat inequality in all aspects of our work, including access to services, organisation and curriculum to promote equality as a value base and a practical reality. Restrictions to certain groups - for example single gender work - will only take place where there is a significant educational or other benefit.

It is our policy to ensure equality of opportunity for our workers and associates. We actively recruit volunteer and paid workers from all sections of the community and provide training and flexible working arrangements. We take care to meet the European guidelines for employment practice as well as the national and regional legal requirements.

We involve stakeholders in policy and programme creation, implementation and monitoring. Workers and associates are equipped to work to good practice standards in equal opportunities and must demonstrate their commitment to do so. Everyone is expected to commit to maintaining an environment of respect and dignity for all.

The Directors will oversee the working out of this commitment and the development of further policies as required. Policy monitoring and review takes place through the Directors' meetings in an annual programme. Curriculum outcomes in relation to equal opportunities are monitored and evaluated regularly. This work will be tracked through an annual action plan.

This policy should be read and implemented in conjunction with Reshapers core values, affiliation agreement and working practices.

### **Assessment and Equality of Opportunity**

When developing and delivering assessable learning opportunities, the following guidelines should be followed:

- Are these learning outcomes framed in ways that do not unreasonably prevent their achievement by learners with particular impairments?
- Identify any barriers that disabled learners might experience with the selected task or method.
- Consider Reshaper's policy and procedures on assessment adjustments and the requirements of equality legislation and guidance
- Provide alternatives or adjustments to the selected tasks or methods where required and where reasonable. These must be equally rigorous. Remember you do not need to jeopardise academic standards. Check these with the internal verifier

- Provide learners with appropriate, accessible assessment feedback and ask the learner about what other support or adjustments they may need.

***Learner Support Policy***

- ✓ Reshapers will provide relevant pre-entry information and guidance about the contents, assessment and demands of the programme
- ✓ All learners will receive an induction interview to discuss their learning needs and an action plan of appropriate learner support will be put in place
- ✓ Appropriate resources and strategies will be discussed and provided if appropriate to respond to learning needs effectively.
- ✓ Regular on-programme tutorial support will be provided
- ✓ Learner progress to achievement will be monitored by the Course Leader monthly and any support needed put in place.

## **Reshapers Finance Policy**

### **Principles**

1. Reshapers will operate fair and transparent financial procedures at all times
2. Reshapers will use ethical banking and other financial services
3. All Reshapers profits will be used to support the community either through developing our work or through donations to other community causes as agreed with the CIC regulator
4. All accounting and financial management will follow good practice for the third sector including social accounting

### **Financial Arrangements**

All Reshapers workers and associates will record their time and expenses on the project record template provided.

Accounts will be kept according to the requirements of Companies House and the CIC Regulator.

Annual accounts will be filed at Companies House having first been examined or audited in accordance with legal requirements and best practice.

### **Expenses**

Out of pocket expenses will be reimbursed and should be claimed on the form provided. Travel should be by the cheapest means possible and all workers are expected to do everything possible to reduce their carbon footprint and use environmentally friendly forms of transport wherever possible. Essential use of airfares should always include a carbon-offset payment. Travel can only be claimed from the designated work base to where the work is carried out and back again. Mileage to the work base from home does not qualify for an expenses claim.

Mileage will be paid at the rates approved by the Inland Revenue, currently:

Cars:           40p per mile up to 10,000 miles  
                  25p per mile 10,000+

Motorcycles: 24p per mile

Bicycles:       20p per mile

Other eligible expenses include:

- Cost of use of phones or internet for work
- Other project administration expenses such as printing, postage and photocopying
- Other project materials and expenses as agreed at the start of the project with the Reshapers lead worker.

### **Financial Handling**

- All income should be recorded with receipts, and banked intact
- All expenditure should be recorded and receipts obtained
- All income and expenditure must be passed through Reshapers bank account or central petty cash

- Project expenditure, sales, restricted and designated funds will be recorded separately

### **Petty Cash**

A cash float for change can be introduced as necessary to the petty cash box.

Small cash purchases up to £50 can be made or reimbursed through the petty cash box. Full records must be kept and receipts provided.

This will be totalled monthly and included in the annual accounts.

### **Project budgets**

Each project will have a designated budget holder with an agreed budget and spending limit. This person will be responsible for:

- Ordering items as required up to their spending limit for that month
- Buying at the best possible value
- Forwarding paperwork and up to date information at least monthly to the finance officer
- Carrying out an annual stock take
- Operating their project within the agreed limits
- Negotiating any extraordinary/additional expenditure with the Directors in advance (UNAGREED expenditure over these limits WILL NOT be reimbursed)
- Ensuring all income and expenditure is recorded on the project records

### ***Course Finance***

- A non-returnable deposit will normally be required to reserve a place on a course
- In the event of Reshapers having to cancel a course, we will endeavour to offer a suitable alternative at the same fee
- if this is not possible, we will provide a credit note to be used on another course, or a full refund
- In the event of a learner having to cancel 8 or more weeks before a course starts, we will endeavour to re-sell the place and will then offer a full refund, less a 20% £20 administration charge; or a credit note for the full amount
- Cancellation with 4-8 weeks notice we will offer credit note for the full amount or a refund less the deposit
- Cancellation with 2-4 weeks notice, the deposit will be forfeited and we will offer a credit note for the balance
- Cancellation with less than 2 weeks notice, or due to circumstances beyond the learner's control, any credit or refund will be at the discretion of the Director of Learning

### ***Refunds***

We will refund learners' fees (minus a 20% administration fee, minimum £10 per refunded course) provided their written request is received at least 4 weeks before the course starts. The fee covers administration costs and the loss of potential income.

Exam fees are non-refundable. This does not affect their statutory rights.

### ***Charges***

The tutor will set the charges for each course in consultation with the Head of Learning. Fees will be set on a full cost recovery basis; as a social enterprise any surplus generated from courses will be used to benefit the community. All courses will have a fair pricing policy and we will apply a scale of fees that ensures our learning is accessible to all.

## **Reshapers CIC Health & Safety Policy**

**Reshapers CIC Insurers: Markel International Insurance Company Limited**

**Policy Number: SC2100F160YR/17/1251**

**Contact: Access Insurance <http://www.accessinsurance.co.uk/>**

### **Policy Statement**

**Reshapers CIC is committed to:**

- Ensuring a safe environment for all workers, those who use our services and the general public
- Meeting all the legal requirements for health and safety and risk management as a minimum standard
- Always following safe systems of work
- Buying safe and ethical products and services
- Ensuring partners and associates meet our high standards of health and safety
- Learning from experience to improve standards.

**Implementation.**

**We will always:**

- make sure we consider health and safety whenever we plan anything
- identify hazards, assess risks to see whether our control measures are adequate or need to be improved
- set ourselves measurable health and safety standards and targets, monitor and record our performance
- report and record all accidents and incidents and investigate them to see why we have not been able to prevent them
- consult stakeholders to get their views about possible health and safety problems and solutions
- provide necessary information and training for everyone so they can meet their health and safety responsibilities
- get advice from outside competent specialists whenever we need it
- meet basic workplace welfare requirements, have appropriate first aid and fire precautions and employers liability insurance

**Who is responsible for what?**

- The company directors have overall responsibility for health and safety in the company;
- All workers & associates must ensure they follow safe procedures, report problems and make suggestions for improvements;
- Our partners and suppliers must provide us with all necessary safe information and co-operate with our health and safety requirements.

### Health and Safety with Distance Learning Programmes

Working on a computer can sometimes create health and safety issues and applying simple ergonomic principles to the layout of your work area and how you study can prevent them.

- Position the monitor to minimize glare and reflections on the screen. Glare can occur either directly or by reflection from the screen. Glare from windows can usually be eliminated by curtains or blinds, or by facing the screen in a different direction. It might be a good idea to make adjustments from time to time during the day, as light changes.
- Provide adequate lighting by artificial or natural light or both, that illuminates the whole room adequately.

Working at a screen for a long time without a break can have effects similar to reading or writing uninterrupted, and may make your eyes feel 'tired' or sore. You might find that it helps to look away from the screen from time to time and focus your eyes on a distant object.

- Try to position the top of the monitor display slightly below eye level when you're sitting at to use your mouse easily, and rest your wrists in front of the keyboard when not typing the keyboard.
- Adjust the positions of the screen, the keyboard, the mouse and the documents you're working from, so as to achieve the most comfortable arrangement. Make sure that you have space.
- Adjust the position of your chair to give you a comfortable viewing distance and posture. The screen should probably be somewhere between eighteen and thirty inches away from you, whatever suits you best.
- Good keyboard and mouse technique is important. Keep your upper body as relaxed as possible and don't over stretch your wrists and fingers. As a general guide, your forearms should be roughly horizontal and your elbows level with the keyboard or the mouse.
- If your feet don't reach the floor when you're sitting in a good position, try a footrest.
- Use a document holder when copying from a manuscript.
- Take breaks before the onset of fatigue, not in order to recuperate. The timing of the break is more important than its length.
- Short, frequent breaks are more satisfactory than occasional, longer breaks. A break of thirty seconds to two minutes after twenty or thirty minutes of continuous work with the screen and keyboard is likely to be more effective than a fifteen-minute break every two hours.
- If possible, you should take your breaks away from the screen, and avoid activities that require actions similar to your work (writing, crosswords or needlework, for example).

## **Reshapers CIC Safeguarding Policy**

Reshapers believes that it is always unacceptable for a child, young person or vulnerable adult to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children, young people and vulnerable adults, by a commitment to practice which protects them.

### **We recognise that:**

- The welfare of the child/young person/vulnerable adult is paramount
- All people, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse
- Working in partnership with children, young people, vulnerable adults, their parents, carers and other agencies is essential in promoting safeguarding.

### **The purpose of the policy:**

- To provide protection for the children, young people and vulnerable adults who receive our services
- To provide all workers with guidance on procedures they should adopt in the event that they suspect a child, young person or vulnerable adult may be experiencing, or be at risk of, harm.

This policy applies to all workers, including the board of directors, paid staff, volunteers, partners, associates, learners or anyone working on behalf of Reshapers.

### **We will seek to safeguard children, young people and vulnerable adults by:**

- Valuing them, listening to and respecting them
- Adopting safeguarding guidelines through procedures and a code of conduct for users and workers
- Recruiting workers safely, ensuring all necessary checks are made
- Sharing information about safeguarding and good practice with users, parents and carers and workers
- Sharing information about concerns with agencies who need to know, and involving victims and their families and carers appropriately
- Providing effective management for workers through supervision, support and training.

We are also committed to reviewing our policy and good practice annually.

Training, advice and DBS checks are available through our membership of the SAFE network [www.safecic.co.uk](http://www.safecic.co.uk).

**The designated Safeguarding Officer is: Jane Chevous.**

## **Safeguarding Procedures**

### **Confidentiality**

If we suspect or discover that a child, young person or adult is at risk of significant harm due to abuse, we have a responsibility to act to protect that person. We practise extended confidentiality where some information may have to be shared with carefully restricted others (who are also bound by confidentiality).

### **Disclosures or suspicion of abuse**

All users and workers should follow the recognised procedure outline on the government guidance and regulations: 'Working Together 2015'; and the guidance 'What to do if you suspect a child or young person is being abused'.

In the event of any concern or disclosure that a child, young person or adult is being abused, all users or workers should:

- discuss confidentiality with the person concerned and if possible gain their permission to disclose, as described in the following the procedure
- discuss their concerns with their key worker/line manager
- contact the safeguarding officer as soon as possible
- make careful notes of all relevant information
- make their own referral to the relevant authorities if they are unable to contact the safeguarding officer and/or their key worker or line manager.

The safeguarding officer will discuss the situation and make a referral to the appropriate authorities if it is judged that there is or might be risk of significant harm.

### **Concerns about workers**

If the concern is about a worker, this should be discussed immediately with the safeguarding officer, who will take action to safeguard users and other workers, including suspension if necessary.

If the concern relates to the safeguarding officer, the issue should be taken straight to one of the directors.

### **Recruitment and Training**

All workers who have contact with children, young people or vulnerable adults will be recruited through a safe recruitment process. This includes interviews, references and (where appropriate) DBS checks for all workers. These processes and the necessary paperwork will follow the Safeguarding Authorities guidelines for good practice and meet all legal requirements.

All workers must attend safeguarding training run by Reshapers or local Safeguarding Boards at least every 3 years; and keep up to date with safe practice in their field.

Reshapers will provide regular training for all workers.

### **Good Practice**

Reshapers requires all workers and users to follow good practice in all activities and services conducted by or with Reshapers. We will provide guidance on good practice to all workers. This will also be available to users, parents and carers on request.

## **Best Practice Guidelines**

### ***Leader to child ratios***

For all activities organised for young people by Reshapers we will ensure that there are at least 2 adults supervising. If through illness or emergency only one staff member is available at the start of a session, **the session will not run**. If the group is mixed then we will aim, if possible to have an adult of each gender. These are the recommended guidelines for leader to child ratios:

For 0-2 years            1 approved adult to every 3 children (1:3)

For 2-3 years            1 approved adult to every 4 children (1:4)

For 3-8 years            1 approved adult to every 8 children (1:8)

For over 8s            1 approved adult for the first 8 children followed by 1:12

For non-centre-based work (e.g. trips, residential) with age 3+ we will normally use a higher ratio of 1 leader (may include unapproved volunteer or parent helper) to 4 children/young people; or as dictated by special circumstances and decided by the Project Leader after a risk assessment.

### **Parental Consent For Activities**

All children or young people who take part in any group should complete a general information and consent form at the earliest opportunity. If a group is travelling away from its normal meeting place or meeting outside of its normal time, or if it will be participating in a hazardous activity, including swimming, then additional parental consent must be sought. Participation on a trip is dependant on returning a consent form. Forms may be sent directly to parents to assist their return. If a child arrives on the day of a trip without a form, every effort should be made to contact the parents and gain their written consent; or to return the child home, if it is safe to do so. In such circumstances, the Project Leader will make the final decision after a risk assessment. Forms for all of the above are available from the Reshapers office.

### **Physical Contact & Care**

Any touching between adults and children should take place in public. Touching should be age-appropriate and initiated by the child rather than by the adult. Touching should be related to the child's needs rather than the adult's. Avoid any physical activity that may have sexual overtones or that may be construed as sexually stimulating to the child or adult. Children are entitled to determine the degree of physical contact with others except when they put themselves at harm or if their health is at risk. No leader will use physical discipline with a child or young person at any time. Safe "holding" may only be used in extreme circumstances where there is immediate danger of personal injury to the child or another person. Physical care assistance for younger and disabled children who require it should be appropriate to their age and disability and carried out by approved leaders who have been trained.

### **One-To-One Situations**

One-to-one situations between an adult and young person should be avoided, except where pastoral reasons, at the young person's request, or immediate group safety demand an extra degree of confidentiality. In these cases another approved adult should be made aware of the situation and be within easy reach of the meeting. It is best if the door of the room where the adult and young person are meeting is left ajar and all

physical contact should be avoided. Where possible a corner of the group activity room or a room with a window in the door should be used. If the child should become distressed during the meeting then the adult should resist the desire to give physical comfort unless requested by the child. See the safe touch guidelines above. If touching does occur in a one-to-one situation then another approved adult must be informed as soon as possible, and if it is felt necessary then the approved person should also be informed.

## **Vehicles**

Drivers should avoid being on their own in a vehicle with just one child. This can be avoided by being accompanied by another staff member or volunteer, or the adult's own children. In exceptional circumstances, if no other adults are available, two children may be taken together but this must not be a regular occurrence and must be logged. Unapproved adults should never be allowed to give a lift to an unaccompanied child. In emergencies, for example when parents fail to collect a child, every effort should be made to contact the parent and get them to fetch the child. If they cannot do so, the final resort is for an approved adult to take them, preferably with the parent's knowledge and permission. This must be logged and an approved adult informed at the time.

It is required that only cars and minibuses that have fitted seatbelts be used for transporting children. It is the driver's responsibility to make sure that passengers use them. Drivers' using their own vehicles must ensure that their insurance cover is extended to specifically cover this situation. If minibuses of 6-16 passenger capacity are used, a small bus permit must be carried and drivers must have passed the county minibus driver test.

## **First Aid**

Each approved adult should be aware of the qualified First Aiders involved in the company's work. Whenever a group meets we should aim to have a First Aider available within easy reach. All approved adults need to know where the First Aid boxes are located in the buildings used by the project. A qualified First Aider should administer all First Aid. If a child's health is at risk and no First Aider is available then the minimum necessary to minimise the consequences of injury should be done until qualified assistance can be obtained. If an injury appears to be serious then the emergency services should be called without delay. If First Aid is administered then the details should be written down and passed to either line manager or an appointed officer. Parents should be told the circumstances of the injury and any treatment given at a suitably early time. No medicine should be given to a child without the prior written permission of a parent or guardian. If a child arrives at a session with an injury, this should also be recorded and appropriate medical assistance given.

## ***Feedback & Recording***

All users and staff of the project will be encouraged to feedback through sessional evaluation processes, staff and user's meetings and a clear complaints procedure any concerns or problems they have with the behaviour of any other person in the project. Such issues will always be taken up by the adult responsible for the session, the project director and the Trustees, as appropriate, and acted upon. It is accepted that staff can raise concerns about the actions of a colleague in the interests of protecting project users. The independent person is also available to project users as a safe person to report concerns to; and will bring matters to the attention of the Project Director and

Trustees as appropriate.

As part of regular recording, all sessions will include details of programme, attendance and any significant incidents in their evaluation process. Any suspicions or disclosures of abuse should be recorded in brief, protecting confidentiality. Both where concerns are noted that may not yet require reporting, and for disclosures, a fuller dated and signed record will be made and kept in a confidential log. The Appointed Persons will monitor this regularly. If a child arrives at a session with an unexplained or potentially non-accidental injury, this will also be recorded in the log.

### ***Abuse of Trust***

All leaders involved in the project are in a position of trust in relation to project users and other leaders under the age of 18. The power dynamic within this relationship means that it is not possible to attain an equitable, consensual relationship. As a project we undertake to follow the principles found within the Abuse of Trust guidance issued by the Home Office. It will therefore be unacceptable for those in a position of trust to engage in any behaviour that might allow a sexual relationship to develop for as long as the relationship of trust continues. Breaches of this guidance will be treated as a serious disciplinary procedure.

### ***Residentials and Sleepovers/Stay Awakes***

Sleepovers/stay awakes will be treated the same as residentials. Staffing ratios at residentials will be at least 1:4, or as agreed by the Project Director after risk assessment. Specific parental consent will always be obtained. No residential will take place without at least one male and one female staff member. Staff will not sleep in the same room as the young people but will maintain appropriate supervision to ensure the safety of the young people. A group contract to clarify boundaries and responsibilities will be agreed before the residential. No residentials will take place without prior approval of the Project Leader. Full details of the residential including itinerary and emergency contact details will be lodged with an approved adult not attending the residential, normally the Project Director or a Trustee. Outdoor and adventurous activities will only be undertaken under the supervision of appropriately trained and qualified staff, and at venues licensed under the Adventurous Activities Regulations, where applicable.

### ***Health & Safety***

Reshapers will ensure the appropriate policies and procedures are in place to protect the health and safety of staff, project users and the general public. All venues used will be subject to an initial risk assessment before first use; and staff will carry out a further risk assessment at the start of each session. Health and Safety training will be given to all leaders, including areas such as building and equipment safety that is age-appropriate, hygiene and food-handling, first aid and hazardous activities and substances.

## Learning Strategy

We Learn We Change is our Learning Centre. We will provide open learning and quality assured and accredited qualifications through recognised awarding bodies such as Gateway. We endeavour to provide each and every learner with the best possible training along with the necessary skills needed to enter and progress in their chosen field of study. We aim to provide comprehensive study programmes. Our learning programmes engage the learner in well-designed, efficient and productive study in their chosen field. It is our belief that this will facilitate the educational goals of our learners and assist them by developing their potential to become accomplished individuals.

Distance learning programmes are provided and a service that reflects consistence in quality and educational excellence through continuous tutor support and guidance. We put emphasis on a commitment to learner satisfaction through an ongoing process of education, communication, evaluation and constant improvement.

### ***Accreditation of Prior Learning / Experience APL /APEL***

An important element of induction will be to assess AP(E)L especially e-learning programmes. It is unlikely that candidates studying vocational qualifications will be granted a significant amount of APL unless they have significant experience in field.

APEL is an assessment process that assesses the *individual's* non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for a qualification.

Assessment of learning is done against the learning outcomes or performance criteria of the qualification. The process of APEL in We Learn We Change must be fair, valid and reliable and subject to the quality assurance processes used to ensure the standard and integrity of assessment processes as a whole. They will be validated and monitored in the same way other assessment processes are validated and monitored.

- ✓ APEL will be assessed in induction, at a level appropriate to the type of learning activity
- ✓ An assessment strategy will be devised for each learner defining where APEL has been given (with evidence) and where further learning or assessment needs to take place
- ✓ All We Learn We Change courses have been mapped to learning objectives and tutors will refer to this when assessing APL
- ✓ APEL will not be given solely on the grounds of previous academic qualifications

### ***Programme Delivery & Assessment***

The whole delivery and assessment process will be managed by the **Course Leader**. The course leader is responsible for approving the course curriculum, setting assignments, deciding on which criteria candidates are already able to demonstrate and give accreditation of prior learning (APL) and managing tutor/assessors. The course leader may also be involved in teaching, tutorials and assessment as part of the delivery team.

### ***Initial assessment***

The initial assessment will usually be carried out by the course leader or course tutor; this will take the form of an interview and/or an initial assessment form. For certain vocational qualifications there may also be a sample piece of work to complete.

For qualifications at Level 2 or above, English functional skills will be assessed either by recognition of a previous full level 2 qualification or through assessment of written work by trained skills for life assessor. For candidates who do not reach level 2 an action plan will be put in place to achieve accreditation with progression awards or learner support. For non-native speaker candidates a minimum IELTS score of 6 is accepted or assessment with Course Leader at level 2.

### ***Induction***

Each candidate will need to complete an induction. For open learning this will be through the website and at the training day, for blended learning. For accredited courses it will be with the Course Leader or tutor. Details of the induction are included in the learner pack.

### ***Workplace Assessors***

Workplace assessors will work in detail with the candidate and course leader, plan and deliver assessment through observation and expert witness testimony, conduct observation and give feedback on it. They will act as a mentor to the candidate and support them to look at learning objectives and map demonstrable work practice to the criteria needed. This role can be performed by a line manager or colleague. The time commitment for this has variable depending on candidates ability and need for support, there will be a minimum number of observation be conducted throughout the course with support meetings taking place at least once a month. To perform this role assessors will need occupational competence and have or be working towards an A1 assessor's award or equivalent.

### ***Tutor Assessors***

They will work in detail with the Internal Verifier and Course Leader, plan and deliver teaching and assessment through agreed methods and gives feedback on assessment. They will support the candidate to look at learning objectives and map demonstrable work practice to the criteria needed. This role can be performed by a tutor or an independent assessor. To perform this tutors will need subject competence and appropriate teaching or training qualifications. For vocational assessments, they will need an appropriate assessors' award.

### ***Responsibilities***

- be familiar with and have a copy of the relevant standards and evidence requirements
- Be familiar with the assessment strategy and policy included in the centre handbook
- know the name and contact details of the Course Leader
- communicate with course leader
- contribute to self assessment process
- understand the role of the assessor
- understand the role of tutor
- know the name, contact details and work patterns of the candidate
- know what records to complete and any associated timescales check out any concerns/seek clarification etc

- be aware and adhere to policies and procedures

### **Role**

- Agree assessment plans with learners
- Interpret standards and assess to the standards
- Check evidence presented by learners is sufficient, up-to-date and appropriate/valid
- Judge evidence against performance criteria and range statement
- Identify gaps in evidence and work with Course Leader to support in-put or training for the candidate
- Give constructive feedback to learners
- Arrange assessments *in liaison with course leader* for learners with special requirements
- Complete appropriate progress/assessment records
- Agree learner's evidence/logbook statements
- Sign off completed units where learners have demonstrated competence
- Meet with Course Leader, other assessors, expert witnesses, the internal verifier and external moderator as appropriate
- Allow internal verifier to witness your assessments - observations and portfolio of evidence
- Commit to collating a CPD/Quality Assurance folder with evidence occupational competency, training and agreed action plans.

Assessors will have a number of different assessment methods available to them. Learners will generally provide a portfolio of evidence, which will include assessment tasks. The final portfolio will be designed to enable the learner to review their evidence, ensure all learning outcomes in the unit have been addressed and demonstrate reflective insight into personal progression and achievements during accreditation.

The aim of the ***portfolio of evidence*** is to show that each candidate has:

- Achieved all the stated outcomes of effective performance and met identified learning objectives
- Demonstrated all the behaviours which underpin effective performance;
- Possess and are capable of applying all the required items of knowledge and understanding.

A range of assessment methods will be used including:

- direct observation of practice by an assessor
- testimony by an expert witness
- user/peer testimony
- assessment of knowledge inferred by direct observation of practice
- direct questioning

- assessment of products
- accreditation of prior experience/achievement/learning
- case studies
- professional discussions
- projects and presentations
- group activities and discussions
- and others are required by the qualification

Specific assessment tasks should meet the following criteria:

- Assessment tasks are designed to reflect intended learning outcomes for each module.
- Assessment tasks allow all learners equal opportunity to demonstrate achievement of intended learning outcomes.
- Assessment tasks will provide opportunities for learner feedback
- Tasks will demonstrate to learners the purpose of assessment, its place within the context of learning and how this is demonstrated in their practice.

## **Assessment Strategy**

The assessment strategy will usually require the learner to maintain and present a portfolio of learning to demonstrate how they meet the learning objectives of the accreditation. In order for candidates to be able to effectively progress towards meeting the requirements of each assessment objective, tutors must make sure that the supporting knowledge, understanding and skills requirements for each objective are fully addressed. Assessors will design the means by which they do this.

Assessors will have a number of different assessment methods available to them.

The use of a portfolio to collate process as well product evidence contributes to the development of skills of lifelong and continuous learning, the integration of theory and practice and self-critical awareness which is needed to demonstrate meeting objectives. This approach to learning will enable learners to move towards increased confidence and competence in set objectives. The final portfolio will be designed to enable the learner to review their evidence, ensure all learning outcomes in the module have been addressed and demonstrate reflective insight into personal progression and achievements during accreditation.

Learners should be given clear guidance by the tutor and assessor about how to meet the assessment criteria and how to build their portfolio of evidence.

The aim of the portfolio of evidence is to show that each candidate has:

- ✓ Achieved all the stated outcomes of effective performance and met identified learning objectives
- ✓ Demonstrated all the behaviours which underpin effective performance;
- ✓ Possess and are capable of applying all the required items of knowledge and understanding.

A range of assessment methods will be used including;

- direct observation of practice by an assessor
- testimony by an expert witness
- user/peer testimony
- assessment of knowledge inferred by direct observation of practice
- direct questioning
- assessment of products
- accreditation of prior experience/achievement/learning
- case studies
- professional discussions
- projects and presentations
- group activities and discussions
- and others are required by the qualification

Specific assessment task should be designed by the following criteria:

- ✓ Assessment tasks are intended learning outcomes for each module.

- ✓ Assessment tasks allow all learners equal opportunity to demonstrate achievement of intended learning outcomes.
- ✓ Assessment tasks will provide opportunities for learner feedback
- ✓ Tasks will demonstrate to learners the purpose of assessment, its place within the context of learning and how this is demonstrated in their practice.

Assessors should be cautious of accepting bald statements that the candidate “demonstrated xxx behaviour”. Good quality evidence of behaviours would consist of a narrative description of the candidate’s actual behaviour, set into a specific context. It is the candidate’s responsibility to map this to the specific behaviours required for individual units.

### ***Assessment and Equality of Opportunity***

- Are these learning outcomes framed in ways that do not unreasonably prevent their achievement by learners with particular impairments?
- Identify any barriers that disabled learners might experience with the selected task or method.
- Consider Reshapers’s policy and procedures on assessment adjustments and the requirements of the DDA.
- Provide alternatives or adjustments to the selected tasks or methods where required and where reasonable. These must be equally rigorous. Remember you do not need to jeopardise academic standards. Check these with the IV.
- Provide learners with appropriate, accessible assessment feedback and question learner about what other support or adjustments they may need.

## **E-Learning and Distance Learning Policy**

We Learn We Change uses e-learning, blended learning and distance learning to promote inclusion and fair access to learning for all learners. This includes the use of web-based materials in teaching, research and assessment. We are committed to ensuring that e-learning meets our minimum quality standards as set out below.

### **Access**

We Learn We Change assesses learners access to ICT facilities and ICT skills when they start a course. We provide support and guidance to enable learners to use ICT based resources. We take all reasonable steps to ensure that no learner is disadvantaged by poor access to ICT facilities or any other barriers they may face to using ICT resources. We always provide a paper-based alternative where this is more suitable.

### **Information**

We Learn We Change provides clear information to prospective learners and enrolled learners about the use of ICT resources on each course. This includes details of any e-based learning and assessment materials and distance learning arrangements. All learners have a named contact for information about their course, usually the designated course tutor.

### **Delivery**

All e-learning and distance learning materials and assessment processes are subject to the usual quality cycle processes. We adopt safe processes to ensure safe receipt and storage of e-learning and assessment materials.

### **Learner Support**

All learners receive clear information about their access to learning support, including ICT based support such as webinars, skype tutorials, forums and e-based resources. There is access to ICT support for any ICT based learning and assessment.

### **Assessment**

Where e-based assessment is used, clear guidance is given on how to use the system and what evidence is acceptable. Learners' work is held securely and access is limited to course tutor, assessor, internal verifier, external verifier, quality manager and any other We Learn We Change staff member involved with delivery of their course. Learners are able to share work with peers if they wish, subject to We Learn We Change's confidentiality and plagiarism policies.

We Learn We Change uses appropriate methods to ensure assessed work is secure and reliable, including tracking to ensure work is authentic and attributed to right learner and a clear audit trail.

Assessors and verifiers follow We Learn We Change's usual quality assurance cycle to ensure that all assessment materials meet the requirements of the internal verifier, the awarding body and our usual quality standards. ICT-based work will be available to External Verifiers and Awarding Bodies in accordance with We Learn We Change's arrangements with that body.

### **Contingency**

All e-learning and assessment arrangements include a regular back-up operation and a contingency plan in the event of failure of designed modes of delivery.

## Plagiarism, Cheating and Malpractice in teaching and learning

### Definitions

Plagiarism is defined as presenting someone else's work as your own. Work means any intellectual output, and typically includes text, data, images, sound or performance. Other people's work may be quoted as long as it is clearly acknowledged and the source identified.

Cheating is defined as any other action used to gain advantage e.g. be fabricating work, reports or evidence for assessment; using unauthorised equipment in a test or taking unauthorised information into an examination.

Malpractice is defined as any action that deliberately prevents fair and equal opportunity for assessment or examination. Examples include:

Learners:

- gaining unauthorised access to assessment papers or interfering with them
- changing or destroying the work of another learner
- acting in a way that disrupts the assessment process

Tutors/Assessors:

- acting in a way that undermines the integrity of the assessment process
- assisting learners with the production of material for assessment so that it is not their authentic work
- failing to keep work securely
- breaking the assessment regulations of the Awarding Body

### Procedure

Unintentional plagiarism may take place where a learner is inexperienced or vulnerable. Tutor assessors will provide all learners with appropriate guidance to help prevent unintentional plagiarism. Where a learner has unintentionally plagiarised then wherever possible the tutor/assessor will provide guidance to correct the work, within a given timescale, without invoking the formal procedures below. After reasonable guidance and opportunity to resubmit has been given, repeated plagiarism will be treated as deliberate.

Where anyone is suspected of deliberate plagiarism, cheating or malpractice in assessment, We Learn We Change will investigate.

This will include:

- Written details of the allegations being given to the person along with the evidence in question
- A meeting to discuss the allegations will be convened with the person
- All the above will be put in writing to the person with no less than 3 days notice of the meeting. A copy of this procedure will be included.
- Written notification to awarding body, who may wish to be involved in the investigation if their regulations have been contravened.

The meeting will:

- normally comprise We Learn We Change Director, Internal Verifier and the person concerned. For learners, their Tutor/Assessor will normally attend; for staff, their Course Leader will normally attend.
- be fully minuted
- address all the allegations faced by the person;
- give the person an opportunity to justify the work;
- permit the person to be accompanied by a supporter/advocate
- where the person is absent from the meeting without good cause he/she will be presumed to have admitted the allegations and the case will proceed accordingly
- Where the person admits the allegation(s) in full, We Learn We Change will decide the appropriate penalty, taking into consideration the seriousness of the malpractice, and confirm this to the person in writing.
- If the learner denies the allegation(s) in whole or in part then, after the learner has withdrawn from the meeting, the meeting will determine whether or not the person has cheated, committed plagiarism or malpractice. The meeting will record the reasons for their findings and the penalty it decides is appropriate at the conclusion of the minutes. The person will be informed in writing.
- If the meeting finds that plagiarism, cheating or malpractice have not occurred, then We Learn We Change will, within 7 days after the meeting, write to the person accordingly. The case will then be at an end and no records will be retained. The work will be marked in accordance with normal arrangements and without penalty.

### Appeals

- The person concerned may appeal the decision of the meeting using the We Learn We Change Complaints Procedure (for external learners) or the Grievance Procedure (for We Learn We Change staff). Such appeals must be made in writing not later than 14 days after the decision has been issued in writing. The We Learn We Change representatives convened to investigate the Grievance/Complaint will inform the person of the process as set out in the relevant procedure. Their decision will be final.
- The person concerned may also appeal the decision directly with any Awarding Body concerned.

### Penalties

For learners the penalties could include:

- Written warning
- Verbal warning
- Requirement to re-submit work
- Losing credit for units in a qualification
- Failure to achieve the accreditation
- Exclusion from the course

For staff the penalties could include:

- further disciplinary action according to We Learn We Change and Awarding Body procedures and any professional body the staff member may belong to
- being withdrawn from working on that course/qualification or from all assessed courses for a set period, with an action plan for improvements and clear target dates
- being barred from working on that course/qualification or from all assessed courses in future

In particularly serious circumstances and/or if the Awarding Body request it, the Police may be involved.

## Learner Complaints Procedure

At We Learn We Change we aim to provide an extremely high quality service and we need your feedback to make sure that we do this effectively. We regularly review our service but sometimes things may not be as effective as you want them to be and if this happens we want to hear about it so that we can explain things and put them right.

Firstly, it is a good idea to talk to your **tutor** or the **Course Leader** who will often be able to sort out the problem immediately.

### ***What is a complaint?***

This is when you are unhappy with the standard of service, actions or lack of action by Reshapers or our staff, and regard it as poor or insufficient.

**Why?** We need to know if things have gone wrong so that we can explain the matter, put things right and make sure it isn't a problem in other parts of our service.

**How?** If you need to make a formal complaint you must follow these guidelines as a formal complaint will normally consist of an investigation.

*However, if you do not want to make a formal complaint but just something that you think we could do better then please contact your tutor or fill in a feedback form.*

### ***Complaints Procedure***

The complaints procedure follows has one more stage in an attempt to resolve issues at a local level.

**Stage 1:** The individual or a person of their choice should contact the Course Leader, who will try to sort out the complaint immediately. An action plan will be put into place to monitor the issues and reviewed within 5 working days.

**Stage 2:** If you are still unhappy you can contact the Director of Learning, Jane Chevous. She will investigate your complaint within ten working days and you will receive a full written reply within a further 5 working days.

**Stage 3:** If you are still unhappy you can start the We Learn We Change independent complaints procedure outlined below and address your complaint to the Complaints Officer.

### ***Restorative Justice Process***

At any stage in the complaints procedure, you can choose to follow a restorative justice approach rather than a formal complaint.

This involves a facilitated meeting between yourself and any workers involved, to seek a resolution to your complaint. Both you and the workers can be accompanied by a supporter of your choice. The facilitator will be independent and will be suitably trained for this role.

The process involves:

- hearing all sides to the situation
- acknowledging any shortcomings or wrongdoing
- recognising any reasons for failures
- recognising the impact of the situation that caused the complaint

- taking responsibility for the causes of the complaint
- agreeing reparation for any damage caused
- agreeing what is needed to restore continuing working relationships.

If no resolution is reached through the restorative justice process, the formal complaints process can then be initiated.

### ***Assessed programmes: Dispute between Candidate and Tutor/Assessor***

Where a candidate has been judged competent by an assessor or verifier and has received a certificate from the Awarding Body, there can be no appeal at a later date to reverse that decision.

- When a candidate is in dispute with the assessor, the candidate should appeal formally to the internal verifier within 10 days of receiving the assessment. This can be done via the assessor.
- The internal verifier must respond to the candidate within 2 weeks of receiving notification of the dispute.
- If it is not possible for a satisfactory outcome to be achieved then the External Verifier will be contacted for guidance.
- If the matter is not resolved satisfactorily internally, the candidate can put the appeal, in writing, to the External Verifier at the next visit.
- If this is not resolved contact the senior director who can lodge a complaint directly with the awarding body, this can take up to 60 days for a decision.

### ***Grounds for an appeal***

- The candidate disagrees with the assessment decision as set against performance criteria.
- The candidate is dissatisfied with the way in which the assessment was carried out.
- The candidate is dissatisfied with the amount of opportunities offered to demonstrate competence.
- The candidate experiences bias/discrimination in the assessment process in terms of equal opportunities.

### ***Decisions***

Possible decisions can be:

- that the evidence presented does demonstrate competence and the original decision should be reconsidered by the original assessor.
- that the original decision is up held.
- that the candidate be reassessed by the original assessor.
- that the candidate should be reassessed by a different assessor.

### ***Independent Complaints Procedure***

If you have reached stage 3 of a complaint and are still unhappy with the outcome, the We Learn We Change Complaints Officer will follow the independent complaints procedure.

The complaints officer will be a senior staff member (normally a director) who has not previously been involved in your complaint and has no conflict of interest.

They will bring in an experienced independent person to investigate your complaint (usually a senior person from another social enterprise/third sector organisation, or a company that offers independent services such as Baker& Joy or Coram Voice.)

The independent person will investigate your complaint within twenty-five working days and will complete a written report with recommendations for resolution. The complaints officer will make the final decision about accepting and implementing these recommendations. The assumption is that We Learn We Change will normally follow all the recommendations unless the complaints officer or the Directors have a very particular reason that is in the best interests of the company as a whole, for example they believe certain recommendations may be unlawful or raise serious safeguarding or financial difficulties.

## **Complaints Policy**

We Learn We Change welcomes feedback as a way of improving its services. Any complaint will be taken seriously, seen as constructive and responded to as quickly as possible. We Learn We Change's aim is to resolve problems effectively and to respond to them quickly.

### ***Who may complain?***

The following may complain:

- A person who has directly used the services of Reshapers;
- A person who We Learn We Change considers has sufficient interest in a child or vulnerable adult who is the recipient of We Learn We Change's services;
- Any agency which has commissioned a service from We Learn We Change.

### ***How may a complaint be made?***

A complaint should normally be made in writing, but if this is not possible, it may be made by phone or email to the Complaints Officer.

### ***Time limit for making a complaint***

A complaint should be made within three months of the event/action complained about. However, in exceptional circumstances, complaints from children or young people will be considered outside this time limit. Complaints of a very serious nature, for example historical abuse, will also be considered at any time.

### ***Who deals with complaints?***

Complaints should initially be addressed to the Complaints Officer. However any member of staff may be approached and they will then pass the complaint to the Complaints Officer.

### ***Outcomes***

Complaints are an important part of the We Learn We Change's quality assurance system. All complaints will be recorded, analysed and reported annually by the director to the Management Committee. We aim to follow a restorative justice principles in dealing with any complaint.

### ***Stage1 - local resolution***

On receipt of a complaint, we will record the details and acknowledge its receipt **within 5 working days**. This information will be kept as confidential as possible although it will be necessary to share information with relevant people in order to deal with the complaint.

- We will decide how the complaint should be handled.
- The Complaints Officer on receipt of the complaint will contact the complainant to seek any additional information necessary, identify the outcomes sought and ask for their views on how it might be resolved.
- We will then seek to resolve the complaint in accordance with restorative justice principles. This may involve meeting with people concerned, a restorative justice process, reparation, service changes.

- The Complaints Officer will then write to the complainant indicating what they have done and with a clear statement of the outcome. They will also inform everyone concerned.

The time-scale for **stage 1 is 15 working days**. Should there be any need for an extension we will inform the complainant.

If the complainant is not satisfied with the outcome, they should inform the Complaints Officer within 10 working days of receipt of the written response. It will then move the complaint to the Stage 2 procedure.

### ***Stage 2 - formal investigation***

The Complaints Officer will arrange for the appointment of an Independent Officer who will undertake a formal investigation of the complaint.

The complainant will be notified of how the complaint is to proceed at Stage 2 within 10 working days of having notified us that they are dissatisfied with the Stage 1 outcome.

The time-scale for the investigation is **25 working days**. This can be extended by agreement with all parties.

The Officer's report will be sent to the Complaints Officer to decide on We Learn We Change's response to the complaint.

If the complaint was dealt with at Stage 1 by the Complaints Officer, they will forward complaint to another director to decide on Reshapers' response to the complaint, in consultation with all evidence.

We Learn We Change's response will be sent within **10 working days** of receiving it. Copies will also be sent to any person complained about.

### ***Restorative Justice Process***

At any stage in the complaints procedure, you can choose to follow a restorative justice approach rather than a formal complaint. This involves a facilitated meeting between yourself and any workers involved, to seek a resolution to your complaint. Both you and the workers can be accompanied by a supporter of your choice. The facilitator will be independent and will be suitably trained for this role.

The process involves:

- hearing all sides to the situation
- acknowledging any shortcomings or wrongdoing
- recognising any reasons for failures
- recognising the impact of the situation that caused the complaint
- taking responsibility for the causes of the complaint
- agreeing reparation for any damage caused
- agreeing what is needed to restore continuing working relationships.

If no resolution is reached through the restorative justice process, the formal complaints process can then be initiated.

## Quality Assurance Policy

We Learn We Change is committed to a policy of continuous quality assurance leading to quality improvement. This means robust, accurate and ongoing self-assessment which leads to real improvement in the quality of provision, which is reflected in the learners experience and success. We have a comprehensive quality assurance cycle as outlined below.



### ***Collecting Evidence Base***

- **Feedback:** We Learn We Change will take regular feedback from *learners* and *commissioners* about their feelings and satisfaction regarding their studies and their course. Every *tutor, assessor and expert witness* will be asked to fill in a feedback form after each module. Impact evaluation will take place with a sample of learners 3-6 months after the course has finished. The Course Leader will collate data and produce feedback summary for each module of the course.
- **Observation:** Every assessor and tutor will be observed annually by Quality Assurance Director or Course Leader.
- **Recruitment, achievement and retention data:** quality assurance data on recruitment, achievement, retention, equality and diversity and other benchmarks as adopted with by the Quality Assurance Director will be collected and monitored at least annually. This will inform the annual quality

improvement plan.

- **Feedback from awarding body:** feedback from the External Verifier and Quality Reviewer will inform the quality improvement plan and be reported back to the awarding body as required.
- **Stakeholders:** members, partners, associates, directors and other stakeholders will be invited to contribute feedback and evidence for quality review through accessible means e.g. at annual meetings, through on-line surveys

### ***Internal Verification***

The purpose of internal moderation is to assure the quality of assessment practice by addressing the basic principles of consistency, transparency, validity and reliability in respect of the requirements of the qualification.

#### ***Guidelines for Verification:***

- ✓ Choose a sample of candidates/assessors/tasks where a separate record is required for each assessor/assessment task
- ✓ Ensure that the sample of candidates includes, where possible, a range that covers the Equal Opportunities Policy, e.g. gender, ethnic background etc.
- ✓ Decide which tasks are to be checked and record against the candidate.
- ✓ Evidence must be evaluated and a judgement made as to whether it is valid, authentic, sufficient and current
- ✓ When carrying out sampling during the early stages of the assessment process, check the progress records for each candidate included in the sample to ensure all elements of the unit have been completed to verify the quality of the assessor's judgements.
- ✓ Ensure that the same unit is selected for more than one candidate so that consistency of assessment decisions can be checked.
- ✓ The sample size is dependent upon the level of confidence that all aspects of assessment are satisfactory.
- ✓ The sample needs to take account of all forms of assessment and types of evidence over a time period.
- ✓ Ensure that there is an assessment plan for all candidates and that this plan complies with the prescribed guidelines/criteria
- ✓ Remember all candidates and assessors records of assessments are confidential and are to be stored as such.
- ✓ There must be evidence that each candidate has received feedback after an assessment and that an appropriate decision has been taken and where appropriate what corrective actions are required.
- ✓ The IV must ensure that the assessor has either achieved or is working towards the relevant qualification and has an action plan for the achievement of the award.
- ✓ Observe assessors evaluating evidence annually. Candidates should also be interviewed to gain knowledge of the process of assessment.

- ✓ Feedback must always be provided to assessors following an internal verification.
- ✓ Any actions required should be recorded. Actions should have reasonable target dates for completion.

### ***Sampling and record-keeping***

The Internal Verifier will sample from each course based on the following requirements:

For all new courses (first time offered) and all new assessors:

- a minimum of 1 in 6 or 5 portfolios (whichever is greater)
- all fails and borderlines
- across the range of bottom, middle and top

For all continuing courses:

- a minimum of 1 in 10 or 5 portfolios (whichever is greater)
- include a sample of fails and borderlines
- across the range of bottom, middle and top

All assessment and verification activity is recorded on standard forms and will be kept for 3 years in a secure area on the We Learn We Change website, which is a CMS system based on Wordpress. After internal and regional standardisation is completed, a sample of 3 learners per unit and per tutor/assessor will be kept for 3 years, in accordance with awarding body guidance. (See Appendix A for sample forms).

### ***Self Assessment***

Regular self-assessment will be conducted regarding the implementation and running of all our qualifications. With new courses, during the pilot phase mini self-assessments will be held at the end of each module and a full self-assessment at the end of the whole course for the first cohort.

The evidence will be assessed and strengths and areas for improvement collated under the following questions:

- ✓ How well did learners achieve?
- ✓ How effective are teaching, training and learning?
- ✓ How well are learners guided and supported?
- ✓ How effective are leadership and management in raising achievement and supporting all learners?

On an annual basis, the directors will review all our training materials and processes to see where improvements can be made. This review will be incorporated into the self assessment meetings and include feedback from the evaluation and impact assessment forms.

### ***Action Planning***

A quality improvement plan will be created by the Quality Assurance Director at least annually and whenever an urgent QA issue is identified. It will draw on the evidence base, the IV reports and the self-assessment process. This will be agreed with the directors and progress will be reported at least annually to the directors and the stakeholders group.

### ***Reviewing and Assessing***

The Quality Assurance Director will be responsible for ensuring that the plan is reviewed on a regular basis and assessing that all agreed actions have been undertaken and identified improvements implemented. This will be reported at least annually to the directors and the stakeholders group.

## Quality Guarantees from We Learn We Change

### **Benchmark One: Being needs led**

- We will tell you if we think another learning and development organisation is better placed to deliver a service.
- When discussing and tailoring a package, we will consider the best *methods* for learning and development that suit your needs, not just the content of a learning package.
- When delivering learning, we will remain flexible, respond to feedback and be willing to change the product if required.

### **Benchmark Two: Ensuring High Quality Tutors and Courses**

- All our tutors and assessors will be personally known to us and assessed and coached to ensure they are of high quality
- We will evaluate all courses and tutors for knowledge, skill, professionalism and enthusiasm. We will expect ourselves as an organisation as well as our tutor/assessor associates to be open to critical feedback, be self-aware and strive for continuous improvement and development.
- All our courses will be well researched, accurate and meticulously prepared.
- We will not promise to do something that we can't deliver either because of expertise or time pressures. We would rather be honest than deliver anything less than a high standard service

### **Benchmark Three: Ethical Practice**

- We will apply our ethical values to our learning development and delivery as to all areas of our work
- We will ensure that all our tutors are fully committed to values of equality of opportunity and social justice and will always seek to promote best practice and to challenge discrimination.
- Our course materials and curricula will reflect our values and will always be inclusive and promote diversity, social justice, co-operation, creativity and thrift
- We will ensure all staff, partners and associates are aware of our values and are committed to applying them in practice, according to our Values Statement