TEACHING, LEARNING AND ASSESSMENT HANDBOOK

GUIDANCE

Vision

Transform lives through learning

Values

P PASSIONATE - We're passionate about everything we do, especially creating as many opportunities as we can for both young people and adults to gain new skills.

U UNSTOPPABLE - We are committed to continually exploring ways to improve the service that we offer for the benefit of our learners, partners, and employers.

R RIGHT - We endeavour to be open, honest and fair in our dealings with learners, employers, partners and stakeholders. We also aim to get it right first time.

P PARTNERSHIPS - We continually strive to deliver excellence through strategic and sustainable partnerships with a wide range of FE organisations, employers and wider stakeholders.

L LEARNERS - We keep our learners at the centre of everything we do and we are driven by the desire to provide life-changing opportunities for them.

E EMPOWERMENT - We are passionate about supporting Purple People at all levels, empowering them to realise their full potential and progress.

Tone of voice

Our tone of voice takes its direct influence from our core values. We are passionate about people and learners and are driven to get the best out of everyone by understanding them. We are caring and supportive, as well as being determined and striving for growth. We talk with purpose and enthusiasm in a way that connects and empowers people.
Innovation is at the heart of Learning Curve Group and we're always thinking about what's next!

SUMMARY CHANGES

Date	Page	Details of Amendments
March 2019	All	Full document review to combine a variety of Policies and Procedures into a handbook.
February 2020	16, 17	Inclusion of countersigning procedure
April 2020	All	Review to reflect COVID-19 changes to process
June 2020	All	Reflect LHAA and Learning Support
July 2021	All	Annual Review
July 2022	All	Annual Review
September 2022	All	Integration MPCT
December 2022	All	Integration White Rose
March 2023	Appendix 5	Addition of Appendix 5
May 2023	All	Inclusion of AI in assessment
Feb 24	All	Annual Review
Feb 25	All	Annual Review

INTRODUCTION

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

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

Applies to

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

Reason for policy

To ensure that:

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

HANDBOOK AND POLICY STATEMENT

Delivery models

Learning Curve Group delivers high-quality teaching, learning, and assessment in a wide range of settings, and utilising both remote, distance, blended and face to face delivery. This policy applies to all methods of delivery at Learning Curve Group.

Learning Ethos and Expectations

Our commitment is that we will:

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

Learner Induction

Our commitment is that we will:

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

- Provide the learner with details of how to submit any complaints and how to appeal against assessment.

Teaching and Tutoring

Our commitment is that we will:

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

Assessment

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

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

The approach to assessment follows the following principals:

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

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

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

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

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

Conflicts of Interest

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

Observation and Assessment

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

- Defines what is meant by conflict of interest in these circumstances.

- Describes the role of conflict of interest in the context of working for LCG in an assessment-related function.

- Sets out which conflicts can be managed and how they should manage, and those which are considered unmanageable and therefore cannot be allowed.

- Illustrates potential conflict of interest situations.

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

The policy describes how and when such disclosures should be made, that is, as soon as potential or actual conflict is discovered. This should be done by completion of a report at the time (i.e. before the activity is carried out). The policy describes the procedures that should be followed and how to handle potential conflicts of interest. It is important that all individuals and organisations with which LCG has dealings are confident that its assessment-related operations are free from improper influence.

This policy applies to staff and other individuals who:

- Interact or potentially interact with the assessment-related work of LCG. This includes individuals involved with all aspects of devising, setting, marking, administering, invigilating, internally verifying or any other activity connected with the assessment of learners and associated supporting resources and services.

- The individuals falling within the scope of this policy include full-time, part time, pro rata and bank staff of LCG, including associate staff and external examiners.

- The content of the policy cannot cover every potential conflict and must be interpreted in the light of the circumstances of each case.

Definition

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

- An individual whose personal interest's conflict with his/her professional position.

- An individual scheduled to assess, invigilate, or internally verify the work of friends, relatives, or colleagues undertaking regulated and non-regulated qualifications within LCG.

- An individual undertaking assessment for LCG in their own workplace. For example, apprenticeships.

Roles and responsibilities

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

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

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

Any concerns that the individual feels are urgent should be communicated immediately to the Head of People and may be done so in confidence. It is an individual's right to raise concerns relating to conflict of interest directly with the Head of People and to receive a response to their concerns. It should be noted that individuals are protected under the Whistleblowing procedure.

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

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

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

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

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

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

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

A member of staff must not share assessment materials with individuals, whether students of the LCG, when not specifically tasked with assessing them as part of a timetabled activity.

Goods and Services

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

Company Sensitive Information

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

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

Partnership Arrangements

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

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

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

Reporting

Any conflicts of interest will be reported to the Chief Learning Officer and the relevant awarding organisation.

Consequence of non-compliance.

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

RELATED POLICIES, PROCEDURES AND GUIDANCE

Group 1
Whistleblowing Policy
Recruitment Policy

Group 4
IQA and Moderation Policy and Procedure
Observation Handbook
Complaints Policy and Procedure
External and Internal Assessment Policy and Procedure

Awarding Organisation Guidance
Delivery Staff Handbook

APPENDIX 1

Learner Appeals Procedure

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

If you are dissatisfied with an assessment outcome you have the right to appeal. There are three internal formal stages in the Appeals Procedure, leading potentially to an external appeal to the Awarding Organisation. Each stage must be exhausted before proceeding to the next one. This appeal procedure applies regardless of assessment methods, or any special considerations or reasonable adjustments applied.

The following are likely reasons for appeal:

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

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

Stage 1 – Internal

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

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

Stage 2 – Internal

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

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

Stage 3 – Internal

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

Stage 4 – External

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

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

Delivery Staff Name: …….

Contact Number: …….………

Date Appeal lodged: ……

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

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

Your Quality Advisor is: ……….

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

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

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

Your Quality Manager is: ……

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

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

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

Name: Rachel Butt
Title: Chief Learning Officer
Contact Number: 01388 777129
Email: Rachel.butt@learningcurvegroup.co.uk

The Awarding Organisation you are registered with is: …………………………………………………………………………….

The contact number is: …….

Date referred: ……

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

Delivery Staff Appeals Procedure

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

The following are likely reasons for appeal:

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

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

Stage 1

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

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

Stage 2

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

Stage 3

If you are not satisfied your appeal will be passed on to the Chief Learning Officer to review your appeal.

Stage 4

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

APPENDIX 3

Centre Assessment Malpractice and Maladministration Procedure

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

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

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

The following are some examples of maladministration by centre colleagues:

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

The following are some examples of malpractice by learners:

- Plagiarism.
- Un-referenced use of AI generated content.
- Sharing of controlled assessment materials.

Process

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

- The MIS department will register all learners within Awarding Organisation guidelines within one week of starting a short award or within one month of starting a Certificate or Diploma.
- Ensure a comprehensive induction with all staff and learners is completed.
- Learning Curve Group will maintain all learner records that are required and will do so under the requirements of the GDPR.
- All staff will complete training, through standardisation, to identify potential areas of malpractice and minimise maladministration.
- Where appropriate, use software to identify plagiarism.
- Learning Curve Group will store and protect assessment materials in line with AO and JCQ guidance.

When investigating alleged malpractice and maladministration, the Awarding Organisation will primarily deal with the Director of Performance and Development or their nominated representative

and retain the right to involve the learner in the process. A learner has the right to report all allegations of malpractice and maladministration directly to the Awarding Organisation.

It is the responsibility of the Chief Learning Officer or their nominees to conduct investigations into allegations of malpractice and maladministration. The following is the process for dealing with potential or actual malpractice or maladministration:

- Any alleged malpractice is reported to the Awarding Organisation within 48 hours.
- A full investigation will commence with an investigating officer, normally a senior manager or director, being appointed by the Head of People.
- All parties involved in the alleged malpractice or maladministration will be interviewed, with a member of the People Team present.
- The investigating officer will present the findings to the Chief Learning Officer and Head of People & Talent.
- Proven cases of malpractice or maladministration on behalf of learners may result in removal from the programme of study.
- Proven cases of malpractice or maladministration on behalf of staff may result in disciplinary action.
- The centre must make the accused fully aware in writing at the earliest convenience and inform them that the matter will be dealt with through the company disciplinary procedure.

Plagiarism

Plagiarism is the deliberate and unacknowledged insertion into a learner's work of material taken from the work, published or unpublished, of another person. The process for investigating plagiarism is:

- Tutor to identify and gather evidence on suspected plagiarism.
- Clarify and confirm with Quality Advisor.
- Inform Head of Quality.
- Commence investigation in line with Malpractice policy.

Plagiarism may result in the following sanctions:

- Disallowing all or part of a learner/s assessment evidence or marks.
- Removal of certificates.
- No further registrations may not be accepted for the learner.

Artificial Intelligence

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

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

- The use of online AI plagiarism checking tools.

Appeal

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

Whistleblowing

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

Lost Portfolio Procedure

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

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

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

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

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

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

Loss of Digital Recordings

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

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

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

Conflict of Interest

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

Values and Attributes

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

Professional Behavior

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

Dual Professionalism

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

Purple Standards of Excellence

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

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

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

What You Know

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

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

What You Do

Apply inspirational professional teaching and learning practices.

12. Create opportunities to develop resilience for life and the world of work.

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

APPENDIX 4

Countersigning Procedure

Unqualified Delivery Staff that require the CAVA qualification

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

Where this relates to a qualification, this should be a competence-based qualification assessed in a work environment, but it does not have to be a regulated qualification.

The following requirements are to be considered:

Countersigning

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

Vocational QA Responsibilities

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

Countersigning Procedure

- The relevant delivery Manager & Vocational QA will function as the countersigner for the unqualified Assessor. The relevant delivery Manager will notify the CAVA delivery staff member.
- Vocational QA to confirm this countersigning procedure to the unqualified delivery staff and their countersigner including the countersigning records to be kept.
- The Countersigner is to sample each assessment decision made by a trainee delivery staff to ensure it is valid, reliable, and authentic.
- The countersigner is to complete the relevant countersigning record.
- The Countersigner is to provide verbal feedback to the unqualified delivery staff - via Teams if possible so that screens can be shared and viewed.

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

APPENDIX 5
Generative Artificial Intelligence in Assessment.

This policy establishes guidelines for the responsible, fair, and ethical use of Artificial Intelligence (AI) in the design, administration, and evaluation of assessments. It ensures that AI-supported assessment practices align with principles of academic integrity, transparency, equity, and data privacy.

This policy applies to all assessments (formative, summative, diagnostic, and evaluative) where AI tools are used to support or automate any part of the assessment process, including content generation, grading, feedback, and data analysis.

Use of AI in Assessment

1. **Ethical Use and Fairness**
   AI must be used in ways that uphold fairness, inclusivity, and non-discrimination. Assessments facilitated or influenced by AI should not disadvantage any individual or group based on race, gender, socioeconomic status, or other protected characteristics.

2. **Transparency and Accountability**
   The role of AI in the assessment process must be clearly communicated to all stakeholders, including students, educators, and administrators. Human oversight is required in all critical decisions made by AI, including final grading and high-stakes outcomes.

3. **Accuracy and Reliability**
   AI tools used in assessment must be validated for accuracy and reliability. Regular audits and reviews must be conducted to ensure that AI systems perform as intended and do not produce biased or erroneous results.

4. **Data Privacy and Security**
   All AI applications in assessment must comply with relevant data protection laws and institutional policies. Personal data collected or processed by AI systems must be managed with strict confidentiality and stored securely.

5. **Student and Staff Support**
   Training and resources must be provided to help students and staff understand the appropriate use of AI in assessment. This includes knowing how to interact with AI tools, interpreting AI-generated feedback, and reporting concerns or anomalies.

6. **Prohibited Practices**
   AI must not be used to replace human judgment in nuanced or subjective evaluations without review. Unauthorised use of generative AI by students (e.g., to produce exam answers or assignments) may be considered academic misconduct.

Implementation and Review

This policy will be reviewed annually to reflect technological advancements, legal developments, and feedback from stakeholders. Revisions will be made to ensure ongoing alignment with best practices and institutional values.