



LEARNER GUIDANCE AND INDUCTION MATERIAL

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Introduction

This Learner Induction Guide provides all the details of the current course including assessment information. Please take the time to thoroughly read this Induction Guide before you start the online learning.

Oxford College provides continued professional development to fitness industry professionals. We aim to provide a range of training suitable for those entering the industry as well as those currently working within fitness, allowing all fitness professionals to diversify their knowledge and increase their potential to learn and earn.

Currently we offer courses accredited by Central UKQAS Qualifications and OTHM Qualification

Our team of highly qualified, experienced tutors and assessors will support you through your chosen training programme making each step of your journey an enjoyable experience

We are focused on ensuring learners develop the knowledge, practical competence and confidence to actively work alongside a vast population with Health and social care industry

Mission Statement

To provide high quality training and education that enables learners to develop their knowledge, skills and expertise in their field of work.

Aims

Our Continued Professional Development (CPD) training aims to provide learners with the opportunity to develop their knowledge, skills and expertise for their field of work.

Objectives

The learners will:

- Receive detailed and timely information in relation to the aims, outcomes, content, assessment, resources and timetable of the training
- Receive a Course Manual to augment the training event and contribute to the knowledge and skills of the learner
- Receive feedback in relation to their skills and knowledge as a result of attending the training
- Take part in UKQAS accredited qualifications or
- Have an opportunity to comment and evaluate the training programme
- Have an opportunity to identify any specific learning needs and be assured that their learning needs will be accommodated to the best of our ability and resources.

Teaching and Learning Agreement

To ensure that all learners get the best out of the training, we expect tutors and learners to agree to a 'Teaching and Learning Agreement'. The Agreement states what is expected of the tutor in the course of the training and, what is expected of the learner throughout the training and assessment.

Tutors will:

- Work within our agreed timetable and start/finish times
- Inform you of the purpose and process of each session
- Use training resources that maximize your learning
- Provide opportunities to contribute to the learning, via questions, comments and feedback
- Inform you of the health, safety and operational rules in relation to the premises and equipment
- Offer individual support and guidance in relation to any assessment criteria
- Adhere to our Equal Opportunities Policy

We will expect learners to:

- Complete all lessons as timetabled
- Complete lessons in a time appropriately manner, using personal timetable and action plan devised with mentor
- Complete all necessary paperwork, activities and additional reading (where applicable)
- Actively participate in the sessions
- Take responsibility for their own learning by communicating their progress with the tutor/mentor
- Ask for help and guidance as and when required
- Behave responsibly towards others and the venue, in respect of Health, Safety and Operational rules
- Adhere to the Equal Opportunities Policy
- Adhere to any relevant professional Code of Ethics

- Comply in observing the mandatory rules of conduct during an assessment
- Not replicate another learner's work in either the theoretical or portfolio aspect of assessment.

Statement of Authenticity

I hereby declare that I will abide by the teaching learning agreement and any work I submit for my assessments is my own.

Student Name:

Signature:

Date:

Recognition of Prior Learning (RPL)

This is aimed at learners with relevant work experience and/or other related learning who do not hold appropriate certification. This is a route to assessment which may be considered to ensure that learning is not needlessly repeated. In such a case the learner may be entitled to proceed directly to their assessment; however, some questioning may be required to ensure that the learner's knowledge is still current.

An assessor will be appointed to assess the skills, knowledge, experience and understanding of the learner in relation to the qualification.

A decision to proceed to assessment will be made once the assessor is satisfied that the learner has demonstrated that they have sufficient knowledge and competence relevant to the qualification.

Exemption

This is aimed at learners who are already in possession of relevant knowledge and competence in relation to the qualification. In such a case the learner must demonstrate their knowledge and/or competence by providing evidence to the assessor.

The evidence provided by the learner will be reviewed by the assessor to create an appropriate assessment plan based on the individual training needs of the learner.

Please note, that all RPL and Exemption claims will be assessed on an individual case by case basis.

Students wishing to claim for RPL and/or Exemption must inform Pure Training and Development prior to the start of their course using the form provided at the back of this handbook. Learners must consider the following before proceeding with their claim:

1. RPL and Exemption are not shortcuts to achieving a qualification and are not necessarily a way of saving time or money. The traditional training and assessment route may actually be easier in the long run.
2. Learners must demonstrate all of the competencies required from the qualification under the same conditions as the other learners. We strongly discourage any learners claiming RPL or Exemption if there is any doubt about their skills, knowledge, competence or quality of evidence.
3. Learners do not get credit for Exemption.

Once a learner's claim has been granted for RPL or Exemption Pure Training and Development will ensure the learner receives the following information:

1. What the learner should know and be able to demonstrate to meet the needs of the qualification.
2. The cost of the application. Please note, the overall cost of the qualification will be discussed on a case by case basis in relation to the learner's individual training needs.
3. Guidance on the type of evidence that will be considered by the assessor within the learner's portfolio. The assessor will ensure that all evidence submitted is valid and authentic, i.e. it is the learner's own work.
4. Guidance on how to construct and present the portfolio for assessment.
5. The procedure for RPL and Exemption is as follows:
 - Application sent to info@oxford-college.com, oxfordcollege0@gmail.com
 - Guidance on portfolio completion
 - Assessor and learner to agree a suitable time, date and venue for interview
 - Interview through questioning and assessment of evidence submitted within the portfolio.
 - An agreed action plan identifying any training or assessment needed to complete the qualification.

Equal Opportunities

We, Oxford College, are committed to promoting equality of opportunity in providing any and all training and assessments (if applicable).

View our Equal Opportunities Policy in the Training Providers Operation Manual for UKQAS, accessed within the course resources section.

We are committed to ensuring that all staff, tutors and learners:

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

Appeals Procedure

All assessment candidates are assessed by qualified and suitably skilled assessors, and are assessed against our published assessment criteria.

In the event that a candidate wishes to appeal against their assessment decision, they may appeal in writing.

Learner Support

We are committed to providing access and individual learning support to learners whenever possible.

Learners are requested to identify any individual learning needs, medical conditions and/or injuries that may affect learning or the assessment process, on the application form or directly to the tutor. This may need to be supported by a statement of learning needs.

Your tutor and assessor will be able to advise you on the specific requirements of the course and related assessment. In some instances it may be possible to apply a 'Reasonable Assessment Adjustment' to take into account a specific learning need. Please discuss this with your course tutor during course registration to ensure you are fully supported during the course and assessment. The course timetable will also clearly identify learner guidance and support time when your tutor/mentor will be available to answer specific queries or clarify areas that are unclear. You will be allocated your own mentor and it is with them that you design an action plan for completing this course.

Details of our additional support procedure for learners are available in the Training Providers Operation Manual for UKQAS and OTHM, accessed within the course resources section.

Customer Service and Complaints

We aim to ensure that learners are given clear, accurate and timely information pertaining to our training and assessment. We expect tutors and staff to provide excellent quality training and assessment at all times. Any learner who believes that they have not been treated fairly or have not received appropriate customer care, may raise their concerns.

Our procedure covers all complaints about course delivery and administration, administrative support, quality assurance services, supporting resources including any allegations of discrimination or harassment and wherever possible we hope to satisfactorily resolve your complaint.

Details of our Complaint Procedure are available in the Training Providers Operation Manual for UKQAS, accessed within the course resources section.

Quality Assurance

We aim to ensure that learners receive a consistently high quality of training from each and every tutor and at different venues where they are trained and assessed (if applicable).

To ensure a consistently high standard of training and assessment across the range of training offered, we will ensure that we will maintain a quality provision (as specified in the SkillsActive Code of Practice and Quality Assurance Guidelines).

Our Quality Assurance Policy is available in the Training Providers Operation Manual for UKQAS, accessed within the course resources section.

Malpractice and Maladministration Procedure

Oxford College will investigate instances of alleged or suspected malpractice or maladministration and will take appropriate action where required to maintain the integrity of units and qualifications.

Malpractice is defined as any deliberate activity, neglect, default or other practice that compromises the integrity of the assessment process, and/or the validity of certificates.

Details of our Malpractice and Maladministration Procedure are available in the Training Providers Operation Manual for UKQAS, accessed within the course resources section.

Data Protection Policy

Oxford College needs to keep certain information about its learners in order to allow it to record learner achievements, effectively manage customer

correspondence, monitor the effectiveness of its qualifications and comply with awarding body guidelines. To comply with the law, information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully.

To do this, Oxford College must comply with the Data Protection Principles which are set out in the Data Protection Act 1998 (the 1998 Act).

Details of our Data Protection Policy are available in the Training Providers Operation Manual, accessed within the course resources section.

Support for Learners

We aim to ensure that all learners are provided with full support available throughout their course, whether they are learning intensively or as blended learning.

The options available to learners are as follows:

Tutor Support: tutors will be available between 9am – 6pm weekdays to answer any queries and provide as much support as required. If you are unable to speak to one of our tutors then please leave a voicemail and we aim to return your call within 12 hours. Your mentor will also liaise with you about the best days and times to discuss the course alongside arranging regular telephone calls for progress updates and questions.

Email Support: tutors and administration staff will be available between 9am – 6pm weekdays to answer any queries and provide as much support as required. Please email info@oxford-college.com We aim to reply to your email within 12 hours.

Webinars: for those completing distance learning we offer webinars where there will be a tutor available for 1 hour on certain evenings to take calls and questions from learners live. This is a form of support available if you would like to arrange a date and time to speak to your mentor.

Additional Material Formats: We provide the majority of our resources as Adobe Acrobat PDFs as this is a free popular piece of software suitable for most devices. However, if you would like to receive the paperwork in any other formats then please let us know and we will do our best to accommodate you (where applicable).

Social Networking: we aim to create a sense of community through online social media to allow learners to interact with other learners and receive peer support and guidance.

If there are any other ways you feel we could offer support which would be beneficial to your learning then please let us know.

As a learner, you are required to:

1. Read the Learner's Induction Guide to familiarize yourself with the training and assessment requirements.
2. Complete the training according to your personalized action plan
3. Bring photographic Identification and a copy of your certificates (if not scanned and sent) on the attended theory exam day.
4. Read the assessment instructions and criteria which is provided within this guide and also covered within the Introductory Video and as a handout to download and/or print out.

The online learning environment:

- Will guide you through the course in the correct order

-Is where you will find all downloadable/printable documents required for the course and different lessons

-Is where you will complete the quizzes to check your understanding so far

-Is where you will find each of the video lessons

5. Instructions for using the online learning environment will be emailed to you for support and reference.

Timetable

Since there are many factors which influence an individual's pace of learning, there is no predefined timetable when completing this course as distance learning. Your mentor will be in touch with you to discuss your own personalized action plan

Assessment Instructions

Formative Assessment: ongoing throughout the course in order to provide feedback on what you have learnt and what you need to improve on.

Summative Assessment: final assessment in order to obtain a result which will count towards your overall assessment result.

Assessment Instructions

To achieve a Certificate and show your level of competence in this training, you will be formatively and summatively assessed on your competence in relation to:

Assessment Tasks:

Theory Assessment: 1 theory paper covering 'considerations for safe and effective exercise for independently active, older people' unit. Each theory paper comprises 30 questions (1 mark per question). Learners must achieve a minimum of 21 marks overall to pass, therefore 70% pass mark. Assessment date is to be scheduled and confirmed with the mentor.

Worksheets: Learners are required to fully complete the 'plan and adapt exercise programmes for independently active, older people' worksheet. The information required in order to complete this worksheet will be delivered during the online learning.

Outcome Feedback

All learners will receive written and verbal summative feedback. Assessors Responsibilities:

- The assessor will ensure that each learner understands each section of the assessment procedure.
- The assessor will allow each learner equal time periods to complete their worksheets and case studies*.
- The assessor will ensure that all learners are given equal time to practically demonstrate their competencies (where applicable).

*dependent upon learning needs agreed

What I must bring to the theory paper assessment:

1. BLACK Biro pen
2. Photographic Identification proof (i.e. passport or drivers license)
3. Water

IQA Process

Every course that runs through Pure Training and Development is Internally Quality Assured. This is done to ensure that we are fair and equal between all learners throughout the learning process.

How does it affect you? This process will not affect you at all but we need to ensure you understand why it is done and the timescales of results as a result. Once you submit your assessments to us they are sent off to a separate assessor (who was not your mentor) to be marked. We allow them a 2 week period to get these returned. Once these are completed they are sent to the Internal Quality Assurer who double checks the process and once happy returns the work back to us. You will then be contacted with a final result, written feedback and your certificate will be issued in the post.

What if I am unable to attend my assessment?

Deferral Guidelines

If you are unable to take part or complete your planned assessment and have to 'defer' the assessment to a later date, we will provide you with an alternative assessment opportunity. Some reasons for deferring assessment include: a medical condition, accident or personal crisis. In some cases, you may be asked to provide evidence, such as a doctor's certificate.

In some cases, the assessment must be completed within a stated time frame.

What if I don't pass the assessment?

Referral Guidelines

If you do not achieve some or all of the assessment criteria and receive a 'referral' assessment decision, you will be given feedback and an action plan to enable you to prepare to retake the assessment.

The tutor and/or assessor will provide you with support and guidance towards being reassessed in the areas required to achieve a certificate.

In some cases, there will be a specific time frame within which you must retake the assessment, and there may be a fee to pay.

What if I have a particular need or condition that would make it difficult for me to meet all or some of the assessment criteria?

If you have a particular need or condition that would make it difficult for you to have a fair and equal opportunity to meet the assessment task or criteria, please inform us by emailing info@oxford-college.com as soon as possible, ahead of the assessment, to enable us to make any arrangements or adjustments to make any necessary provisions for you to access the assessment.

OXFORD COLLEGE

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