



brave generation
academy

Learner & Parent Handbook

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1. Preamble

1.1. BGA's Mission

To empower students to take charge of their own learning journey and prepare them to become self-reliant, adaptable, and active contributors to a global society. Through a hybrid and innovative model, BGA aims to develop essential skills, critical thinking, and curiosity that extends beyond traditional academic boundaries.

1.2. BGA's Vision

To be a pioneer in transforming education, making quality learning accessible to all.

1.3. BGA's Values

- Collaborative – To integrate Learners into a safe and collaborative environment. This encourages peer interaction, fostering open communication where students can both learn from and teach one another.
- Flexible – Our methodology is structured to be flexible. Learners are encouraged to develop intrinsic motivation, organising their studies around sports or other activities they are passionate about.
- Accessible – To provide quality education that is accessible anywhere. With a global network of hubs, we enable Learners to be part of our educational community regardless of their location.
- Empowering – To empower Learners to develop critical thinking skills, take ownership of their learning, and foster inner leadership, becoming self-directed learners.
- Relevant – To deliver educational content that is meaningful and aligned with today's world. Our Course Managers ensure relevance through continuous updates and improvements to teaching strategies.

- World-Oriented – To develop Learners’ sense of empathy by encouraging active community participation, strengthening global awareness, and nurturing responsible citizens with a global outlook.

1.4. Learner Profile for Success

- Effective Communicators: Learners demonstrate proficiency in understanding and applying widely accepted rules and conventions of language, knowing when and how to use them appropriately.
- Literate: Learners show strong literacy skills by being able to read, comprehend, question, and challenge both the literal and implied meanings of fictional and non-fictional content.
- Problem Solvers: Learners apply critical, creative, and cognitive thinking to identify and address complex problems in both academic contexts and real-life situations.
- Technologically Literate: Learners effectively use technology to access, integrate, evaluate, create, and communicate information.
- Self-Directed Learners: Learners take initiative and responsibility for their own learning, managing their online learning experience—which can be done anytime, at any pace, and from anywhere.

1.5. Knowledge, Skills, and Community

BGA’s model is built upon three fundamental pillars, and Learners are encouraged to take part in activities that encompass all of these areas:

- Knowledge – Based on the British, Portuguese, and American international curriculum content available on the BGA platform.
- Skills – Focused on helping Learners identify and pursue their passions in a constructive way.

- Community – Centred on engaging Learners with the world around them, including work experiences, sports, and cultural events.

1.6. Other: United, Not Divided

BGA's focus is on bringing our Learners together within the hubs and their communities. We uphold the values of respect for all individuals and do not promote topics that may cause division, such as: geopolitical conflicts, religious beliefs or opinions, perspectives or choices related to the LGBTQ+ community, or medical opinions and choices (such as vaccination or non-vaccination).

At BGA, we believe that parents are partners in the educational process and have both the right and the privilege to contribute directly to their children's education. Therefore, it is not expected that Learning Coaches educate Learners on the topics mentioned above.

2. Curriculum Offer

2.1. British International Curriculum

2.1.1. Lower Secondary

LWS 8 corresponds to Year 8 in the British education system. The equivalent year is Grade 7 in Portugal, the USA, and Mozambique. LWS 9 corresponds to Year 9 in the British system, equivalent to Grade 8 in Portugal, the USA, and Mozambique.

The curriculum is organised around projects related to the Sustainable Development Goals (SDGs).

At these two levels, Learners work on the subjects of Portuguese (as either a first or second language), English, Mathematics, and Science. We have decided to combine History and Geography content into a new subject called Learning Through Inquiry, which has a more practical and project-based approach.

Each Learner must successfully complete a total of 9 projects to be considered as having passed and be eligible to progress to the next level. To assess their performance, Learners are evaluated through assignments and quizzes completed throughout the course.

2.1.2. IGCSE (Years 10 and 11 –International General Certificate Secondary Education)

The IGCSE corresponds to Years 10 and 11 in the British education system, equivalent to Grades 9 and 10 in Portugal, the USA, and Mozambique.

Learners must choose a minimum of 6 subjects and may take up to 8 or 9, depending on their university plans. English, Mathematics, and one Science subject are mandatory. The remaining subjects are chosen from a list of available options.

Once the Learner decides when they intend to sit the final exams, the dates for the 50% and 100% mock exams (practice exams taken halfway through and at the end of the course) are established. Throughout the course, Learners are required to complete practical assignments based on the topics studied and quizzes that help them assess whether they are ready to move on to the next topic.

These assignments and mock exams allow the Learner, the Learning Coach, and the Course Managers to assess exam readiness, identify topics requiring further attention, and assign predicted grades — a key requirement of the system.

If a Learner wishes to leave BGA partway through the IGCSE course and has already completed 50% of it, they must sit the 50% mock exam so that a grade can be issued and that year or level officially recognised.

2.1.3. A Levels (Years 12 and 13)

A Levels correspond to Years 12 and 13 of the British education system, equivalent to Grades 11 and 12 in Portugal, the USA, and Mozambique.

Learners are required to choose a minimum of 3 subjects, with the option of selecting a fourth, depending on their interests and future academic or professional goals.

Just like the IGCSE, this is a two-year course, but at BGA it can be completed at the Learner's own pace. Once the final exam dates are established, the corresponding mock exams are also scheduled.

Throughout the course, Learners complete practical assignments and quizzes based on the topics studied, which help consolidate their learning and determine whether they are ready to progress. Both the assignments and mock exams allow the Learner, the Learning Coach, and the Course Managers to evaluate their level of preparedness, identify areas requiring further attention, and assign predicted grades — an essential requirement of the system.

If a Learner intends to leave BGA partway through the A Levels and has already completed 50% of the course, they must sit the 50% mock exam so that a grade can be issued and that year or level officially recognised.

2.2. American Curriculum

There is also the possibility of following an American curriculum through a partnership with Forward International Academy (FIA). In this case, Learners attend a BGA Hub and take part in all the activities offered, but use our partner's platform instead of the BGA platform.

2.3. Portuguese Curriculum

The Portuguese curriculum is divided into two main cycles: the 3rd cycle (Years 7 to 9) and Secondary Education (Years 10 to 12). The content and academic requirements are the same as those in public and private schools in Portugal, and all teaching is delivered in Portuguese.

To sit the national exams, Learners must be enrolled in a Portuguese school as home-education students (self-proposed candidates).

2.3.1. 3rd Cycle (Basic Education)

The 3rd Cycle includes Years 7, 8, and 9 of schooling. During this cycle, all students are required to attend compulsory subjects, which include:

Mathematics

Portuguese

History

Geography

Natural Sciences

Physics and Chemistry

English

Spanish

ICT (Information and Communication Technologies)

Visual Arts

Physical Education

At the end of Year 9, Learners take equivalency exams in all subjects. For Mathematics and Portuguese, these are replaced by national exams conducted simultaneously across the country.

2.3.2. Secondary Education

From Year 10 onwards, Learners focus on the subjects whose national exams will directly impact their application to higher education.

The Secondary Education curriculum is divided into three components:

1. Core Subjects (Tronco Comum):

a. Mathematics (up to Year 12)

b. Portuguese (up to Year 12)

c. Philosophy (up to Year 11)

d. English (up to Year 11)

These four subjects include national exams, taken at the end of the respective year.

2. Specific Subjects (2 years):

a. Learners choose two from four options: Physics and Chemistry A, Biology and Geology A, History B, and Economics.

b. These subjects directly influence access to higher education and include a national exam at the end of Year 11.

c. The choice should be made based on the intended university courses, with support provided by BGA throughout the decision-making process.

3. Optional Subjects (1 year):

a. Two additional subjects, chosen from four options: Economics C, Psychology B, Physics, and Chemistry.

b. These are only taken in Year 12.

c. They are assessed internally by the school where the Learner is enrolled as a home-educated student and do not include a national exam.

As in the British curriculum, Learners will be assessed through quizzes, assignments, mock exams, and internal evaluations. Support from Course Managers follows the same structure of monitoring and planning.

2.3.3. Enrolment in a School

Learners who choose to follow the Portuguese curriculum at BGA are provided access to all academic content defined within that curriculum, as well as comprehensive pedagogical support from our team. However, it is important to clarify that in order for their academic progress to be formally recognised — particularly for the purpose of sitting national exams and obtaining the relevant equivalencies — they must be enrolled in a school that allows for home education.

Within this framework, learners continue studying through BGA's methodology and resources, but are officially registered with an educational institution, which grants their academic path legal recognition.

To assist families in this process, BGA has established partnerships with several private institutions that can help streamline the home education enrolment process. This is a suitable option for guardians who prefer a simplified process with the guidance and support of our team. That said, it is also possible to manage the enrolment independently through a school of the family's choosing — public or private — although in such cases, BGA will not be able to intervene or provide assistance with the registration.

3. General information

3.1. Admissions

Enrolment is only formalised after all mandatory documents have been received.

3.2. Absences

- Planned: Notify the Learning Coach via email or message in advance.

- Unplanned: Contact the Learning Coach on the same day.
- Unjustified: Absence without an accepted justification. Limit of 10 days per academic year.

3.3. Attendance

- Minimum Hub Attendance: 5 hours/day, 5 days/week (unless otherwise agreed with the Learning Coach).
- Hub Transfer: Requires prior authorisation via email or message.
- Build Week: Absence from activities or not attending the Hub during this week is counted as an unjustified absence.

3.4. Holidays

- Each learner may take up to 3 months of holidays per year (including 3 weeks during Christmas and Easter).
- Holidays must be communicated in advance to the Learning Coach, so learning goals and deadlines can be adjusted accordingly.

3.5. Meals

Learners may:

- Bring lunch from home
- Purchase meals at nearby cafés or restaurants

3.6. Hub Opening Hours

- Hubs are open Monday to Friday, 08:00–18:00
 - Closed during:
 - Christmas (2 weeks)
 - Easter (1 week)
 - National and local public holidays
- Full calendar is available on the BGA website.

3.7. Sprints

- The academic year is divided into 2 Sprints, each lasting 6 months.

3.8. Build Week

- A week dedicated to non-academic activities: games, sports, cultural events, etc.
- Promotes teamwork and social interaction.
- Some activities may incur additional costs.
- Participation is optional, but learners who do not take part must continue working at the Hub as usual.

3.9. Communication with BGA

- Day-to-day matters: Communicate directly with the Learning Coach via email (details provided in the onboarding email).
- Administrative or financial matters: support@bravegenerationacademy.com

3.10. Suggestions or Complaints

- Contact Tim Vieira via WhatsApp: +351 912 810 996
- If unsure who to contact: support@bravegenerationacademy.com

3.11. Safety Protocol

Learners' Medical Needs:

- Parents must inform BGA at the time of enrolment of any relevant health conditions.
- In case of an accident, Learning Coaches are trained in First Aid and can provide immediate assistance.
- If the medical situation requires support beyond what Learning Coaches are trained for, parents will be contacted immediately. If necessary, an ambulance will be called and the learner will be accompanied by a Learning Coach to hospital.
- BGA provides personal accident insurance covering up to €5,000 per person, per year, for medical expenses.

4. Academics Responsibilities

4.1. Goal Setting

One of the key advantages of the BGA Model is the promotion of self-directed learning. This is an essential part of the learner's growth, allowing them to take responsibility for their academic progress. Learning involves: setting goals, planning, executing the plan, reflecting on the process,

and sharing outcomes with the Learning Coaches. It is the learner's responsibility to ensure that goal setting is completed and recorded by a specific deadline.

4.2. Weekly Task Lists and Meetings

Once learners have set their sprint goals, they work with their Learning Coaches to plan a weekly checklist. This checklist guides their daily activities, with very specific targets.

4.3. Reports

At the end of each sprint, Learning Coaches prepare a report reflecting the learner's performance across five key development areas: Self-Directed Learning, Peer Learning, Motivation, Initiative, and Participation in Hub Activities.

The report also reviews the achievement of previously set goals, with learners contributing their own reflections.

4.4. Certificates

When a learner finishes their journey at BGA, non-official certificates are issued by the institution to document progress made during their time of study. These certificates list the topics covered, goals achieved, and grades awarded based on the learner's completed assignments, quizzes, and mock tests.

For learners enrolled in the Portuguese curriculum via the home education route and registered with an authorised school, an official certificate will be issued by that school, formally recognising

the learner's academic progress and validating their equivalences within the national education system.

4.5. Assessments

4.5.1. Quizzes

These are quick assessments usually completed at the end of each lesson. They are multiple-choice, fill-in-the-blank or matching exercises, corrected automatically by the platform to provide immediate feedback and help learners track their own progress.

4.5.2. Formative Assessments

These are included throughout lessons to check understanding. They consist of short or long written responses and require feedback from the Course Manager. Once marked, a percentage grade between 0% and 100% is awarded. Each learner may attempt each formative assessment twice. These assessments are optional.

4.5.3. Summative Assessments

These take place at the end of each unit. They must be completed under test conditions at the Hub, with written answers uploaded to the platform for marking and grading by the Course Manager. Learners must achieve a minimum of 60% to proceed to the next unit. A second attempt is permitted, but the 60% minimum is still required. If both attempts fall below 60%, a meeting between the learner and the Course Manager must be arranged to define a new study strategy.

4.5.4. Mock Exams

Two mocks must be completed per course: one at 50% completion and one at the end (100%). They follow the format of official national or equivalency exams and must be marked using official grading criteria. Mocks must be completed under supervision at the Hub. Failure to achieve the minimum grade may result in BGA and the Course Manager recommending the learner delay the official exam.

4.6. Official Exams

4.6.1. British International Curriculum

BGA learners may sit official exams in January (A-Levels only), May/June, or October/November, depending on availability. BGA provides access to Pearson-accredited examination centres in the following locations:

- Portugal: South (Tavira), Central (Linhó, Sintra), North (Aveiro), Madeira Island (Funchal)
- South Africa: Tyger Valley, Nelspruit
- Namibia: Windhoek
- Mozambique: Maputo
- USA: Boca Raton, Florida

The Exams Department is responsible for registering learners and providing all relevant information regarding fees, locations, and requirements. Learners can only register for exams once

they meet the eligibility criteria set by the Academic Department. Learners who are not authorised to sit an exam cannot be enrolled as external candidates at BGA centres.

Exams may be divided into stages. If a learner does not achieve the minimum required grade (C) in one stage, they may retake it in a future session if the exam is available. Some subjects consist of multiple components, so appropriate support and monitoring are essential.

Exam fees are the responsibility of the parents/legal guardians, as outlined in the academic calendar. Learners with outstanding payments will not be allowed to sit exams or access results.

For Cambridge exams, learners must register as private candidates with another school. BGA can assist, but it is the responsibility of the family to identify, contact, and arrange enrolment with the chosen school. According to Portuguese Law No. 224/2006, dated 8 March, learners must achieve a minimum of six C grades at IGCSE level to meet progression criteria.

4.6.2. Portuguese Curriculum

In addition to assessments carried out at BGA (formative and summative), learners must also take official exams at the school where they are registered under home education. These are known as Equivalency Exams.

- In the 3rd cycle (end of Year 9), these are required for all subjects and are organised by the school, except for Portuguese and Maths, which are replaced by national exams.
- In secondary education, learners must sit national exams in Year 11 for English, Philosophy, and two of the specific subjects selected (from Physics & Chemistry A, Biology & Geology A, History B, or Economics).
- In Year 12, learners sit national exams in Portuguese and Maths, and complete one Equivalency Exam (organised by the school) for one elective subject (Physics, Chemistry, Psychology B, or Economics C).

5. e-Safety Policy

BGA Central controls online site access through Wi-Fi. This allows for the following limitations:

- DNS (Domain Naming Service) through the WiFi router
- DNS and IP Address map to each other
- Open DNS – have already existing profiles that restrict access to sites.
- Has a set of keyword searches restricting sites.

Moodle's Terms and Conditions are shown on the Learner's first login to the platform.

- Next time they login
- Includes an overview of our values and beliefs. What we stand for and against.
- Acceptance of Terms and Conditions will pop up after every sprint (this can also include

in-person actions and values in the Hub).

- Policy for Learners to be able to bring up any cyber-related bullying to their Learning

Coaches (or anything that may make them feel uncomfortable in their interactions on the VLE).

- Policy for dealing with Learner concerns and complaints.

- HR to implement policy dealing with this in conjunction with (Learner Experiences,

e-Learning and Tech Admin

- HR investigation can include an audit of relevant messages.

- Check compliance with Learning Coaches and our values as BGA to see if the Learner

has breached them.

- Nobody will have access to the platform and it is to be a controlled interaction with our

Learners in a closed environment.

- All content is our own and we therefore we are aware of its content

- Messages can be audited only under official investigation

- Forums have clear access for all members of the Educational Department

- Security of passwords – change every sprint? Ensure the security of the access to the platform

6. Digital Privacy Policy

At BGA we are fully committed to protecting and respecting our Learners' privacy. Any personal information collected by us will be used in accordance with the Data Protection Act 1998 and the EU General Data Protection Regulation (GDPR), 2018.

BGA reaffirms its commitment to safeguarding the personal data of our Learners, contacts, and anyone who visits our websites. BGA has three core privacy principles: accountability through awareness, empowering individuals, and protecting and safeguarding information. We embrace privacy by design, which means our teams actively design and build features with privacy considered alongside innovation and functionality.

BGA has taken reasonable and appropriate measures to keep Learners' personal information secure. Disclosures of any information will be made only with parent permission. BGA may use your name, email address and telephone number to contact you to provide you with information relating to your course enrollment.

If you register for a course with BGA, we will retain your name, email address, postal address and contact number for the duration of your course + 12 months to provide you with your course progress and course related information.

Under the data protection law, we can only use your personal information if we have a legitimate reason for doing, for example:

- To comply with legal and regulatory obligations.
- For the performance of our contract with you or to take steps at your request before entering into a contract; so long as this is not overridden by your own rights and interests.
- For our legitimate interests; or Where you have given consent. For our legitimate interests; or Where you have given consent.
- Learners: If you are a Learner, the processing of your personal data is necessary to provide you with the course you have enrolled for.
- Course enquiries: We use your personal information submitted to us when you make an enquiry to send you the information you have requested.
- Website: The technical information gathered from the use of our website (including through our use of cookies) which may include personal data, ensures that our website is functioning properly and to help us make informed business decisions about the information to be provided on our website.
- Marketing: We may use your personal information to send you updates about our services, including exclusive offers, promotions or new courses. You have the right to opt out of receiving marketing communications at any time. We will always treat your personal information with utmost respect and never share it with third parties for marketing purposes.