Training and Assessment Policy

BACKGROUND

Hao2 is a satellite learning centre of Beacon Education Partnership an established training and development provider based in Camden Town, London. Further information on Beacon can be found at www.beaconeducationpartnership.org.uk

Hao2 specialises in using the latest innovative and creative technology for a more engaging and accessible learning experience. With experienced trainers, assessors and tutors we aim to provide personalised learning and support which effectively meets the needs of people with disabilities and complex needs such as Autism.

The Hao2.eu '3DNovations' learning programmes are based on our CBI/Nominet Trust award winning approach and designed to reduce barriers to participation in vocational training/employment faced by people with disabilities and complex needs by

- enabling participation from home or via approved access points
- keeping people interested and motivated with our engaging 3D virtual learning environments, scenario based learning and personalised approach
- using technology in innovative ways to more effectively meet needs

Our online 3D platform enables experiential learning through the use of personal avatars. This creates a sense of "anonymous intimacy" that enables people with confidence issues to feel more willing and able to participate as they are able to access the course initially from a place they feel 'safe' and in a way that makes them feel empowered and supported.

About this document
This document sets out our policies, procedures, guidelines and standards enabling all of our clients and candidates (as well as their carers) to understand how we operate including our quality standards.

We have a number of policies and procedures some of which are shared with Beacon and others unique to the type of training we deliver and candidates with whom we work.

Our key policies and procedures are:
Equal Opportunities
Safeguarding
Health and Safety
IT security
Customer Service

Our policy statements may be found on our website and full policies are available on request.

Our Learner Handbook is provided to all learners undertaking a programme of learning with us and this is a comprehensive manual detailing everything about the programme, our approach, standards and much more.

Training in 3D Learning Environments
A 3D learning environment is easily accessed using the internet and individuals navigate and communicate using avatars (digital versions of themselves). These learning environments are designed to be flexible and can represent places or objects found in the real world (classroom, library or cafe etc) or creations of the imagination (platform in the sky or other gravity defying object!).

An added benefit of the 3D technology is that participants (particularly those with an interest in IT / gaming) are able to rapidly develop the modelling skills (with support from our learning supervisors) to use integrated build functions and start to create objects and bring their learning to life.

The environments are so functional that participants can capture their learning by taking snapshots of their work and video footage of their progress/ performance and build their own portfolio showcasing their work.

All of our training (tutorials, one to one sessions, reviews) takes place in a 3D learning environment and each learner has an allocated 'space' that where they work on projects designed to reinforce learning.

Assessment and feedback
Learners undertaking an accredited training programme will be required to gather evidence demonstrating that they have sufficient knowledge, understanding and competence to meet the standards set out by the body awarding the qualification. This evidence is presented in a portfolio which is assessed by an Assessor, then scrutinised by an Internal Verifier and finally approved by an External Verifier from the Awarding Body.

Learners undertaking a programme with Hao2 will work closely with their learning supervisor and assessor to build their digital portfolio using our online Learn2LEAP tool which has a document storing and communication facility. Learners will respond to a series of statements reflecting their knowledge, competence of a particular unit and use their evidence to substantiate this. The confident the learner is about their learning the stronger the evidence they are likely to upload to the online tool. All evidence (images, video, audio recordings of interviews between learner and assessor etc) and communication between the learner and assessor is safely stored here and can be downloaded for submission for final assessment.

We make the following commitments in relation to assessment and feedback:

1. Assessors and trainers oral and written comments will provide clear and easily understood feedback and encouragement for learners.
2. Feedback and marking will be constructive and encouraging and let learners know what they need to do next to improve.
3. Feedback and marking will result in clear targets being agreed for further development / progression.
4. Learners will be encouraged to take an active role in the assessment process. The Learn2LEAP tool will support this.
5. There will be consistency of approach through verbal and written standards across Hao2 and externally.
6. Marking and feedback will be carried out professionally and will be used to

encourage and celebrate learner's achievement and progress.

Attendance and Punctuality

Our virtual environments offer a flexible and accessible means for individuals to participate in training. We will agree a learning schedule with the learner that works for the organisation and the learner and both parties are expected to adhere to this programme.

You are in 'attendance' when you have signed into the learning environment and advised your learning supervisor of your presence. You should be signed into the environment and have your skype account status set to online so that we can contact you in the event that there is a problem preventing us communicating with you via Opensim.

Punctual means that you are signed in within 5 mins of your agreed start time. This applies to returning from breaks, attending meetings and tutorials.

Learners should be aware of the following in relation to attendance and punctuality:

1. Hao2 actively encourages learners to express and communicate their support needs and concerns and this particularly includes things that may impact on attendance and punctuality
2. Learners are expected to communicate any matters which might affect their attendance or punctuality to their learning supervisor and/or to work with Hao2 to put systems in place to enable this
3. Where additional support is needed in relation to effective time management we will cater for this
4. Registers will be kept for each session and absences or late arrivals will be recorded which are not agreed in advance of the session.
5. Where a pattern of absences or lateness is identified the learner's programme will be reviewed

Monitoring of teaching and learning

As part of our commitment to providing a high quality learning experience Hao2 will regularly monitor the standards of teaching, learning and assessing delivered by the training team.

We make the following commitments in relation to this:
1. Teaching, assessing, training and learning will be regularly monitored, evaluated and reviewed by members of the Leadership Team.
2. Staff monitoring teaching, training, assessing and learning will be trained in key skills and procedures to ensure that the process is consistent across all staff and in every part of Hao2
3. Lesson planning, assessment planning and reporting will be monitored to ensure that it meets the standard required by the Hao2
4. The outcomes of teaching, training, assessing and learning, will be monitored, evaluated and reviewed to evaluate the impact of teaching.
5. Teachers will be given feedback on the strengths and areas for development soon after the monitoring has taken place.

6. The Ofsted criteria for judging the quality of teaching, training, assessing and learning will be used as the basis for judgements and for feedback to assessors, trainers and teachers.
7. Teachers, trainers and assessors will be given written feedback covering key points of strength and points for development.

Glossary of terms

Assessor: Individual responsible for ensuring that you devleop knowledge, understanding and competence to meet the standards set out in each unit of the qualification. The assessor will use a range of methods to assess you and provide you with guidance on completing your portfolio of evidence which is verified by the Awarding Body e.g. City and Guilds

Assessment plan: This is the plan that you and your assessor agree to work towards to help you to achieve the standards and evidence that you have done so. The assessment plan will set out for example that you will contact a particular project or answer some questions in order to demonstrate that you have understood a particular standard/ unit.

Awarding Body: in order for a qualification to be recognized as part England's Qualifications Credit Framework (QCF), and transferable between courses, institutions and occupations, it must be accredited through an awarding body regulated by the Department of Education. City & Guilds, Institute for Leadership and Management and Council for Awards in Care, Health and Education (CACHE) are examples of awarding bodies.

Lesson Plan: This plan is drawn up by the trainer and sets out what each lesson or tutorial comprises of and how the teaching or learning outcome will be achieved using a range of teaching methods to ensure that all learning needs are .

Ofsted: The official body for inspecting and regulating schools and training providers

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