

# NYY Training

## Quality Handbook 2017

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# 1. Introduction to NYY

## 1.1 Organisation Mission, Vision and Beliefs

### **Mission**

To help children and young people realise their full potential by enhancing and improving our range of learning and development opportunities.

### **Vision**

North Yorkshire Youth will be a proactive and sustainable organisation that makes a significant contribution to the learning and development of children and young people.

In delivering this vision North Yorkshire Youth will remain influential in a changing business and political environment and we will deliver this through

- Strong Leadership and Management.
- Well managed resources.
- Efficient service delivery.
- Continual quality improvement.

### **Beliefs**

North Yorkshire Youth is an inclusive professional organisation that is responsible, caring and supportive; we respect individuality and value diversity.

North Yorkshire Youth is creative and dynamic; we are friendly and will always go the extra mile.

North Yorkshire Youth is fun and adventurous – through our work inspired by these values we are committed to making a difference to the lives of children and young people and their communities.

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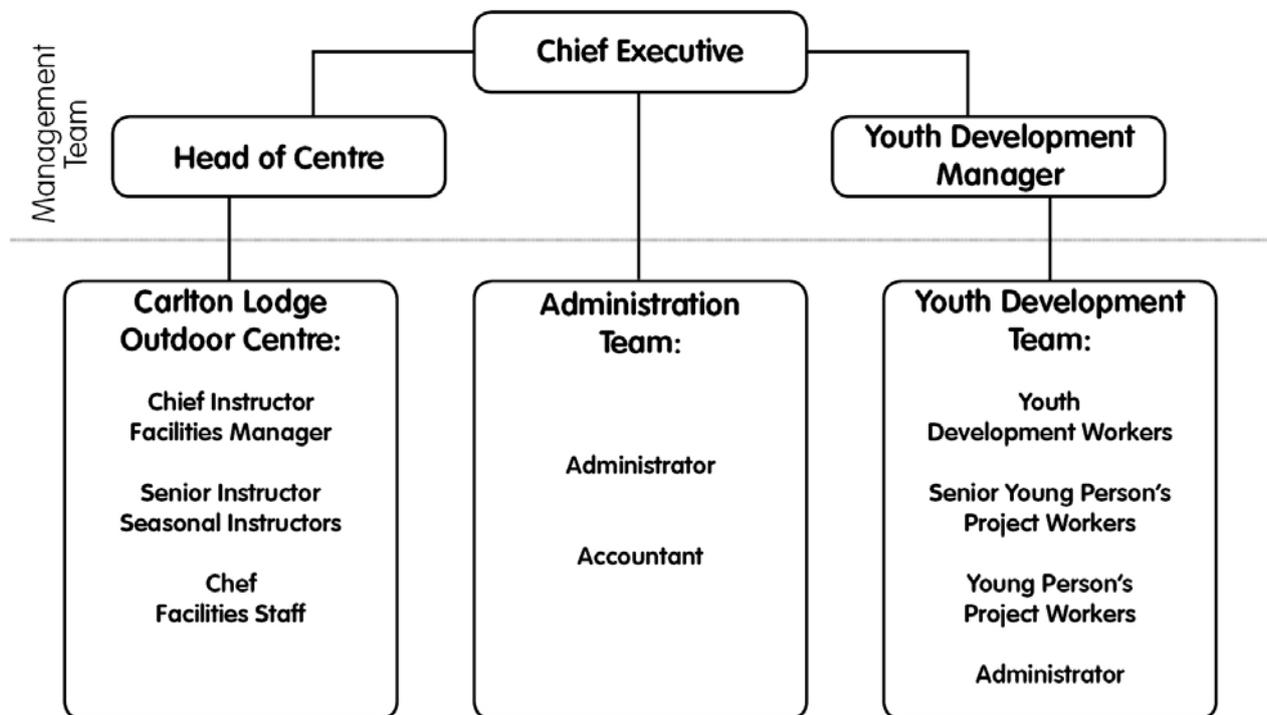
## 1.2 NYY Training Introduction

For a number of years the NYY team have been developing our activity. Since 2007 we have become strong partners within the wider Children and Young People team in North Yorkshire. One of our key roles is to provide support and development opportunities for the 100's of volunteer youth workers across the county who support provision in their local communities. We also own and run an outdoor education facility which provides outdoor informal learning experiences for 1000's of children and young people every year.

NYY is able to deliver a number of different types of formal training activity, these include:

- Professional Youth Work units and courses at level 1, 2 and 3 for volunteer youth workers and our partners.
- Short bite sized alternative education programs for groups of young learners who may require additional support or have particular needs e.g. NEET or disengaged from formal education young people.
- Short bite sized programs for young leaders, youth representatives or decision makers.

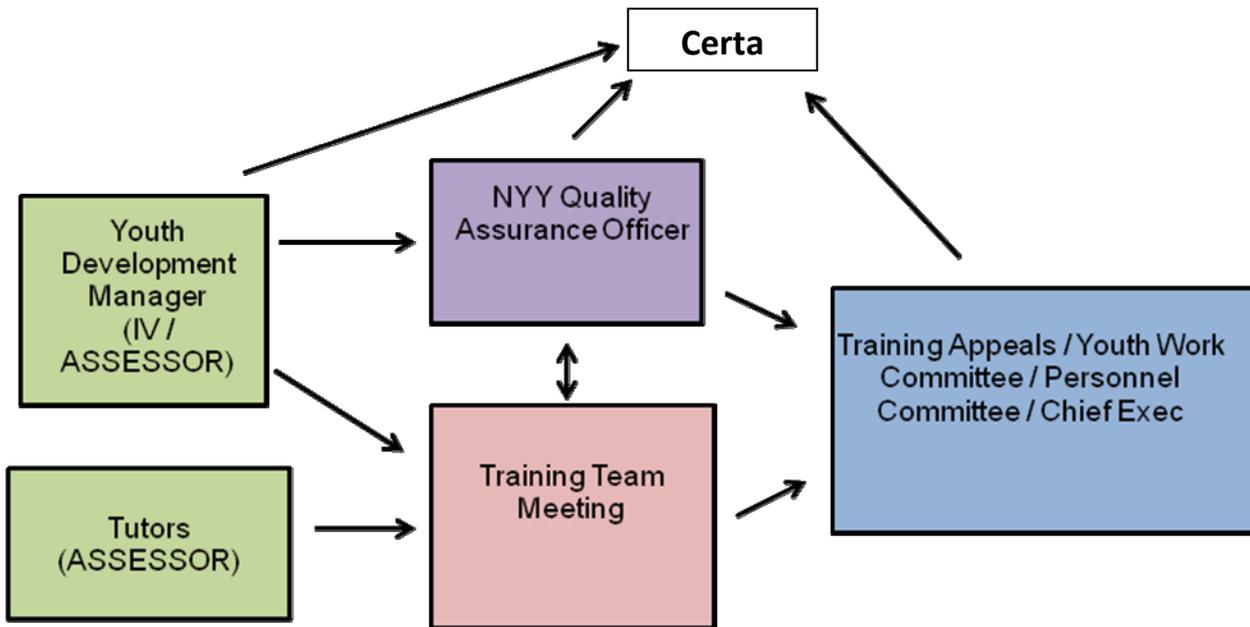
## 1.3 Organisational structure



## 2. Training Team

### 2.1 Training Team Structure

**North Yorkshire Youth Training Team Structure**



### 2.2 Training Team Meetings

Scheduled Training Team meetings will take place 4 times a year, one in each academic term, and one just before the Academic Year starts. The team's calendar will use the Academic Year as all course approvals and curriculum plans with Certa follow the September to August model.

Unscheduled Training Team Meetings will be held at other times to discuss:

- New courses
- Continuing professional development
- Quality procedures including assessment, verification and external (Certa) quality visits
- Updated policy and procedure
- Appeals or malpractice

As far as possible agenda items should be saved for Scheduled Training Team Meetings and the entire NYY Training Team will be required to attend. Attendance should include:

- All tutors, verifiers and assessors

## 2.3 Tutor Recruitment and CPD

Tutors are employed through the NYY Recruitment procedures with all training staff hold appropriate DBS checks and references. All staff are inducted appropriately to NYY using our induction checklist and personnel file requirements.

All tutors will be required to hold particular qualifications appropriate to the role, and show a positive Continuing Professional Development (CPD) history. Job Descriptions and Person Specifications are developed in line with the NYY Recruitment Guidelines.

In addition a member of the training team will undertake the development of a Trainer CPD File. This file will include a CV, appropriate certificates, personnel file contents and evidence of CPD in their knowledge and teaching practice.

CPD will be included in the Performance management Review system operated by NYY.

## 3. Course Development through to Delivery

NYY are a member of Certa and have Centre Recognition Status. The Curriculum Plan that NYY and Certa have agreed outlines the general areas of curriculum that NYY will deliver against.

### 3.1 Course Development and Approval

NYY will follow a logical approach to developing new accredited opportunities for young people, staff, partners and volunteers. The process will begin with an identification of need from the sector we wish to work in. All course and unit development will be taken to a NYY Training Team meeting to be shared as appropriate.

The course / unit development process is outlined below. All approaches for formal approval and submission to Certa will be undertaken by the relevant member of staff.

1. Assess the need for the course or unit
2. Apply to Certa for Course Approval using their policy and procedures
3. Certa will then provide NYY with a Centre Course List and a Course Unit List
4. Tutors plan the course and assessment activity
5. Pre course verification completed
6. Course delivered, assessed and verified.
7. Review meeting – Involving all those involved in course delivery.

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## 3.2 Course Delivery

As far as reasonably possible all NYY training courses will aim to be inclusive, activity based and free from onerous formal assessment.

NYY will work with our various partners to ensure value for money within any NYY Training program or course. NYY will endeavour to seek funding to support delivery.

We will also work with partners to bring courses to participants in a local setting.

NYY Training courses will follow the structure below. Training sessions or tutor groups will work to a minimum ratio of 1 trainer to 15 participants.

1. Learner signed up to course using registration form
2. Learner received pre arrival information from NYY
3. Learners will be given a brief induction to NYY Training and the course / unit they are undertaking at the beginning of the course.
4. Learner will attend training sessions or activities and complete a series of assignments based on the Assessment Criterion for the Course / Unit
5. Learners use their NYY Learner Assessment Handbook to record and sign achievement following tutor assessment.
6. Learner and Tutor complete NYY Assessment Record to sign off all requirements.
7. NYY Assessment Record passed to Internal Verifier

All NYY trainers will have access to a wide range of resources and training materials. All courses will have a folder containing handouts and resources alongside detailed session plans. The NYY session plan template can be found in - S:\Youth\training\OCN\OCN Delivery

## 3.3 Assessment

In line with the NYY Fair Assessment Statement all tutors and moderators have access to the relevant qualification guide available on: [www.certa.org.uk](http://www.certa.org.uk) In addition all tutors will have read this NYY Quality Handbook and all NYY Training policy and procedure.

The NYY Learner Assessment Handbook is a booklet given to every learner undertaking a course or unit. The booklet outlines the learning and assessment outcomes alongside other practical information for the course.

The NYY Learner Assessment Handbook allows the Trainer and Learner to progress through the relevant assessment activities, and record achievement along the way. Once complete the record should be presented to the tutor in a folder with the NYY Assessment Record in front of any supporting evidence required.

All tutors will follow the guidelines in the Certa Access to Fair Assessment Policy and Procedure in the NYY Training Policy file.

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### 3.4 Internal Verification (IV)

Verification will be carried out in line with the Certa Access to Fair Assessment Policy and Procedure and the NYY Internal Verification Policy.

It will be carried out by experienced and qualified staff that are part of the NYY Training Team. To verify assessment quality the IV must have the complete NYY Learner Assessment Handbook for the course or unit being verified alongside the learner's evidence. In addition the tutor file, resources and NYY Training Policy and Procedure should be available if required.

### 3.5 Awarding Credit

Once IV has taken place NYY Training will contact the designate EV provider.

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## 4. NYY Training Policy and Procedure

### 4.1 Contents and Summary of NYY Training Policy and Procedure File

Name of Policy or Procedure	Summary and location.	Date of last review	Date of next review
<b>Access to Fair Assessment Statement</b>	<p><i>Fair assessment is the process by which assessments within qualifications, courses or units can be designed to give all the candidates the fairest possible opportunity to show attainment.</i></p> <p><b>This statement outlines NYY trainings role and responsibilities towards all learners who engage with us. It gives clear and fair guidance of how the learner will be treated, assessed and feedback too in all stages of their learning.</b></p> <p>S:\Youth\training\OCN\Center recognition\NYY Handbook and Policy\NYY Policy</p>	Jan 2017	Jan 2018
<b>Appeals and complaints procedure for learners</b>	<p><i>An appeal is a procedure via which a decision may be challenged.</i></p> <p><i>A complaint is a formal expression of dissatisfaction to which there must be a response.</i></p> <p><b>The procedure gives a learner a framework to complain about NYY Training or appeal against their mark received for their learning with NYY Training.</b></p> <p>S:\Youth\training\OCN\Center recognition\NYY Handbook and Policy\NYY Policy</p>	Jan 2017	Jan 2018
<b>Disability discrimination policy</b>	<p><i>The Disability Discrimination Act, 2002, makes it illegal to discriminate against disabled persons who fall under the definition of the act and requires that they are treated fairly and equally. The act places specific emphasis upon disabled persons within educational establishments.</i></p> <p><b>The NYY Equality and Diversity Policy and Statement covers all possible areas of discrimination. NYY Training will treat all learners with respect and support regardless of any particular needs they have. Will endeavour to provide access, resources, learning environments and support that supports all learners registered with us.</b></p> <p>See section 2 in the NYY Staff Handbook. S:\Staff Handbook</p>	Feb 2017	2020
<b>Equal opportunities and diversity policy</b>	<p><i>An Equal Opportunities and Diversity policy:</i></p> <p><i>States your values on equality and diversity (fairness) and how they will be put into practice.</i></p> <p><i>Shows your learners, staff, potential recruits and customers that you are serious about fairness and helps them understand:</i></p>	May 2007	2017

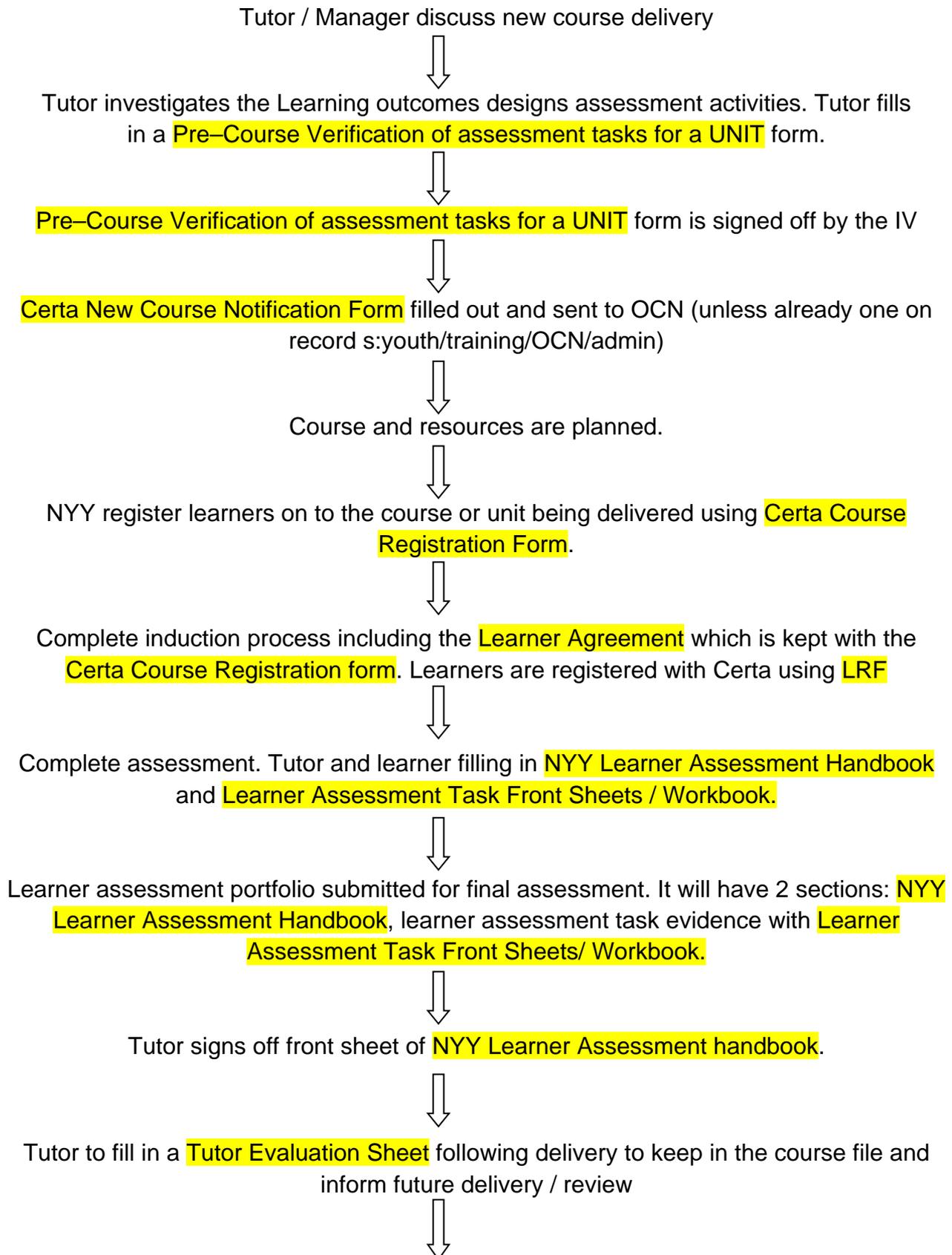
	<ul style="list-style-type: none"> <li>- What behaviour you expect and what is not acceptable;</li> <li>- What they can expect of you.</li> <li>-Helps win business. Public sector and other large organisations may take equality policies into account when awarding contracts.</li> <li>-Underpins your action plan.</li> <li>-Helps you comply with the law.</li> </ul> <p><b>The NYY Equality and Diversity Policy and Statement covers all possible areas of discrimination. NYY Training will treat all learners with respect and support regardless of any particular needs they have. Will endeavour to provide access, resources, learning environments and support that supports all learners registered with us.</b></p> <p>See section 2 in the NYY Staff Handbook. S:\Staff Handbook</p>		
<b>Health and Safety policy</b>	<p><i>The Health and Safety at Work etc. Act 1974 sets out that "Except in such cases as may be prescribed, it shall be the duty of every employer to prepare and as often as may be appropriate revise a written statement of his general policy with respect to the health and safety at work of his employees and the organisation and arrangements for the time being in force for carrying out that policy, and to bring the statement and any revision of it to the notice of all his employees."</i></p> <p><b>The NYY Health, Safety and Welfare Policy describes the reasonable, practical measures it will take to ensure the health, safety and welfare of its employees, visitors and all others who may be affected by NYY activities. It also describes the duty of visitors to co-operate with NYY in regard to this policy.</b></p> <p>See section 4 in the NYY Staff Handbook. S:\Staff Handbook</p>	Jan 2017	2020
<b>Internal Verification policy</b>	<p><i>An effective Internal Verification system ensures assessment practices and decisions are regularly reviewed and evaluated to ensure the validity of the award of credit.</i></p>	Jan 2017	Jan 2018
<b>Malpractice procedure</b>	<p><i>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; it includes learner plagiarism. Maladministration refers to practice that compromises integrity through administrative errors or limitations, eg, failure to maintain appropriate records or systems.</i></p> <p><i>Failure to deal with identified issues may in itself constitute malpractice.</i></p> <p><b>This procedure outlines the response of NYY Training to Malpractice. The procedure explains Malpractice and outlines the route NYY Training will take to deal with it.</b></p> <p>S:\Youth\training\OCN\Center recognition\NYY Handbook</p>	Jan 2017	Jan 2018

	and Policy\NYY Policy		
<b>Policy on checking for criminal records</b>	<p><i>The Disclosure and Barring Service (DBS) enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by learners and/or staff who may be unsuitable for certain work, especially those that involve children or vulnerable adults.</i></p> <p>NYY have an extensive DBS Policy and procedure and a detailed Recruitment Policy. Both clearly outline the need for all employees of NYY to be appropriately checked before they are placed in a position of trust within the organisation. The Safeguarding Children and Young People Policy and Statement outlines the responsibility of NYY in regard to the children and young people it works with.</p> <p>See section 2 in the NYY Staff Handbook. S:\Staff Handbook for:</p> <ul style="list-style-type: none"> <li>• DBS Policy</li> <li>• Recruitment Policy</li> <li>• Safeguarding Children and Young People Policy and Statement</li> </ul>	March 2015	2018
<b>Complaints procedure for staff</b>	<p>This policy outlines the process for staff and volunteers to follow if they have a complaint that they feel has not been dealt with during regular reviews and management. Policies that directly relate to this policy are:</p> <ul style="list-style-type: none"> <li>• Performance Management</li> <li>• Harassment</li> </ul>	Feb 2017  Oct 2007	2020  2017
<b>Certa Access to Fair Assessment Policy and Procedure</b>	<p>This policy outlines the procedures and forms required for learners to request reasonable adjustments and special consideration. The forms and policy are to be used by NYY Training and the Learner to inform Certa of any additional needs or requirements the learner may have.</p>	For Certa review.  Version – April 2015	April 2017

*Text in italics is taken directly from the Certa Handbook as a requirement for the policy.*

## 4.2 Internal Flowchart for OCN activity

### NYY Training Flowchart IV, EV, Assessment Process



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Learner Assessment Portfolios are collated and the given to the IV.



The IV will sample a selection (or all) of the learner portfolios using the **NY Y IV Forms**



Arrangement is made with the EV provider to review and sign off the course / unit using **NY Y IV Forms**



IV and Certa Quality Reviewer to sign off **Certa RAC**



**Certa RAC** sent to OCN



Certa send NY Y certificates for the learners. Portfolios and Certificates are posted back using standard 2<sup>nd</sup> class mail.



Learner's details are kept on file and in mailing contact list.

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