

Training Policies

Mission Statement

SOSA Dance® will provide training and education to enable our dance & fitness professionals to develop and build a successful business. We will also provide knowledge, continued guidance, support and after-care resources for our customers.

Aims and Objectives

For our SOSA Dance® Instructor training programme the learners will:

- Receive a SOSA Dance® Instructor Manual and handbook outlining detailed knowledge and skills for each training programme
- Receive information on the Aims, Objectives, Assessment Criteria and Timetable for each training programme
- Receive verbal and written feedback on their skills and knowledge of the training programme and assessment criteria
- Have the opportunity to ensure that the training programme is tailored to their individual learning and physical needs
- Have the opportunity to give feedback on the completed training programme

Equal Opportunities Policy and Procedure

Statement of Policy

The aim of this policy is to communicate our commitment to promoting equality of opportunity for all of our training products and services.

Scope of Policy

This policy applies to:

- All learners who apply for this training.
- All training events, activities & special events.
- All after-care resource and support opportunities that we offer.
- All staff who are employed by us or are contracted to work for us.

We are committed to:

- Promoting equality of opportunity for everyone.
- Promoting a harmonious working and training environment where everyone is treated with respect and helped to achieve their full potential.
- Preventing direct discrimination, indirect discrimination, harassment and victimisation.
- Fulfilling our legal obligations under the equality legislation and associated Codes of Practice.
- To adhere to our Equal Opportunities Policy and take positive action, if necessary.

Implementation

We accept responsibility for the effective implementation of this policy and will:

- Ensure that training course places are given solely on the individual merits of the learner's suitability for the course.
- Not discriminate or treat any individual unfairly on grounds of gender, race, disability, ethnic origin, religion, sexual orientation or social background.
- Make reasonable arrangements to enable individuals with individual needs and/or disabilities to access the training on the same grounds as all other applicants.
- Provide individual support to individuals who have specific needs
- Provide a variety of teaching and learning methods and resources in order to cater for the diverse needs, learning preferences and backgrounds of the learners.
- Review the training and assessment processes diligently for the effectiveness of different learning methods, training resources and the assessment process in meeting the diverse needs of the learners.
- Ensure that all staff take part in continued training and personal development to enable them to confidently and competently meet our Equal Opportunities Policy and maximise the learning and achievement of the learners.

Equality in Recruitment

- Jobs will be open equally to all eligible candidates, and appointments will only be dependent upon an applicant's ability to perform the job role to the required standard.
- The necessary skills, experience and qualities for the position will be set in advance for the job and will be measurable.
- Applicants will be made aware of the criteria in advance and this alone will be used as a basis for selection.
- The recruitment and selection team will be expected to operate within our Equal Opportunities Policy and practices to reduce the possibility of discrimination.
- Recruitment procedures will be fair, open and transparent.

Complaints

Any learner who believes that they have not been treated in accordance with this policy, is entitled to raise their concerns. The complaint is to be directed to Katy Barrow, Founder & CEO.

Any complaints of discrimination will be dealt with fairly, promptly and confidentially.

This policy is kept under review and subject to change in line with changes and amendments to law and any events that require the policy is updated.

Appeals Procedure

Purpose

This Appeals Procedure applies to any learner who wishes to appeal against their assessment decision.

- All learners are assessed against our published assessment criteria.
- All learners who agree to take our assessment will have received full written and verbal assessment instructions, assessment criteria and support towards assessment completion.
- All learners will be assessed by Katy Barrow, Founder & Director of SOSA Dance (A.IDTA).
- A learner who wishes to appeal against an assessment decision may do so, following this Assessment Appeals Procedure.

Grounds for Appeal

Candidates may appeal if it is believed that:

- The assessor was inappropriate in administering the assessment.
- The learner was not given a fair opportunity to provide evidence to be assessed.
- An unavoidable circumstance arose, which was outside the control of the learner, and resulted in the learner being unable to meet the assessment criteria as stated.

Appeals Procedure

Any appeal against an assessment decision should adhere to this process:

- Complete the Appeal Form and send to Katy Barrow, Founder & CEO.
- Include any supporting evidence and assessment paperwork in support of your appeal.
- Send the Appeal Form and evidence to Katy Barrow, at the registered Head Office address at 4 Braithwaite Road, Long Melford, Suffolk CO10 9FS.
- On receiving the completed Appeal Form, we will confirm receipt within 10 days.
- An external assessor/Quality Verifier will review the Appeal and respond within 14 days.
- Additional evidence may be requested to enable a full and fair decision to be made by the external assessor/verifier.

Appeal Outcome

Following a successful outcome of an appeal, the learner may have the opportunity to:

- Resubmit their assessment submission without charge.
- Have their assessment mark amended as agreed with the External Assessor/Verifier.

Policy for Learning Support and Reasonable Adjustments

As part of our equal opportunity policy, we are committed to providing access and individual learning support to learners by making reasonable adjustments whenever possible.

We can provide a range of support, advice and guidance to students who have declared a particular learning need.

Additional Support Procedure for Learners' Needs

We recognise that learners who apply and attend our training programmes will have differing and variable needs. In support of our Equal Opportunities Policy, we intend to accommodate learner's individual needs, wherever possible.

To enable us to identify any specific learning needs, agree appropriate adjustments and support and evaluate the effectiveness of our provision, we will include the following procedures:

- Learner Application Form – ask if they have any individual learning needs or physical needs that may necessitate adjustments or additions to the training programme.
- During the Training Programme – observe and discuss with learners any changes or adjustments that may be necessary to enable them to have equal access to the training programme.
- Learner Evaluation Form – request written and verbal evaluation from the learner to enable us to assess the extent to which we are able to satisfactorily accommodate the learner's individual needs.

List of Possible Reasonable Adjustments that will be considered to meet individual learner needs

Resources

- Provide resources in advance of the training.
- Provide resources in alternative format (e.g. CD Rom).
- Discuss and agree an Action Plan with the student for best learning methods.

Training

- Provide a tour of the venue before the start the training.
- Meet or communicate with the learner to agree any support needed.
- Provide access to e-learning as well as face-to-face training.
- Provide extra tutor support time when appropriate.
- Provide access to suitable equipment and environment to meet needs.

Assessment (if applicable)

- Provide extra time for assessments.
- Provide extra breaks during assessment.
- Defer assessments to enable more preparation time.

Quality Assurance Procedures

As a Training Provider, we recognise the importance of making sure that each learner receives a consistently high quality of training from each and every tutor and at each venue 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 adhere to the specified criteria in the IDTA & EMD UK Code of Professional Practice.

Our Internal Assurance Procedure will include the following tasks to ensure consistency:

Quality Assurance Plan

Identify a suitably qualified Quality Assurance Verifier (QI) who is responsible for verifying the quality and standards of all of our training programmes.

- Training and assessments are observed and monitored against the International Dance Teachers Association quality standards by Debbie Gold (SOSA Dance Ltd Company Secretary), to ensure that there is a consistent level of quality across all of the training and assessments.
- Any future assessors will be sufficiently trained and qualified to make valid and reliable assessment decisions.
- All final assessment decisions will be made by Katy Barrow (Associate, IDTA) Founder & CEO of SOSA Dance®

Verify Assessment Decisions & Assessor Performance and provide written feedback to trainers and assessors in relation to:

- The extent to which the training and assessment meets the International Dance Teachers Association quality standards in relation to validity, reliability, sufficiency and authenticity.
- Assessment planning, assessing performance and other evidence, making judgements, giving feedback and recording decisions.
- Their competence and development needs

Conduct regular meetings with the Training and Assessment team to:

- Discuss and agree actions towards standardisation and retain minutes of meetings.
- Review training programme and assessment practice to identify action plans for development.
- Discuss and agree staff development needs and action plan for implementation.

Ensure that all existing and newly recruited tutors/assessors are technically and occupationally competent.

Evidence of the following will be supplied for tutors and assessors:

- Observation of teaching, assessment performance and assessment decisions.
- Curriculum Vitae retained for all newly appointed trainers.
- Evidence of relevant and current qualifications or certificates in the area they are delivering.
- Evidence of current and relevant Teaching qualifications.

Trainer Procedures for Recording and Retaining Evidence

Tutors/assessors are required to record and retain details of each learner's attendance, participation and achievement on a programme of training to enable them to receive the relevant attendance or achievement certificate.

For each learner, the following evidence must be completed and returned to Katy Barrow at SOSA Dance® on completion of the training and/or assessment (if applicable):

Attendance Register

Tutors are required to complete a register for time duration of each training programme and accurately record the attendance or absence of each delegate. Tutors will return the register to Katy Barrow (A.IDTA) at the end of the training programme with the following paperwork:

Teaching & Learning Agreement

- Tutors will read, explain and ask each learner to sign and date this document to set an agreed contract for the working environment for the training programme.
- Tutors will sign and date the document to register their commitment to the contract.

Learner Evaluation Form

- Tutors to collect a completed evaluation form from each learner and submit this to Katy Barrow.

Assessment

- Assessment Records.
- Copy of each learner's observation checklist that shows clearly their name, date of assessment, title of course, assessor's judgement (pass/refer/defer); assessor's feedback relative to the assessment criteria and learner's action plan.
- Assessor's evaluation of the assessment process for the Quality Verifier.

Learner Contact and Support Procedure

Enquiries

Information is available to customers via our website, leaflets, brochures, telephone and email.

Every applicant will be contacted by the course tutor to ensure that:

- They have an accurate knowledge of what the course will cover and enable them to do.
- Any individual learning or other support can be provided either prior to the course, during or afterwards towards completing the assessment.
- Any individual needs can be accommodated.

Booking

The following information is forwarded to the student:

- Joining Instructions including course dates, times, venue details and costs.
- Learner Information Pack (includes: Equal Opportunities Policy, Aims and Purpose of the Course, Teaching and Learning Contract).
- Assessment Pack (if applicable includes: Assessment Guidelines, Marking Criteria, and Appeals Procedure).

Teacher Training & Assessment Day

On the day of the course, the learner will receive:

- SOSA Dance® Learner Manual & Handbook.
- Learner Worksheets and where relevant, any multi-media resources
- Assessment Guidelines.
- Contact details for training support during and post-training.

During the Training

The tutor will:

- Conduct a group training assessment to establish the group and individual skill and knowledge competency.
- Include individual activities to assess learners' competency in relation to the Aims and Outcomes and offer individual support and guidance.
- Lead small group activities and workshops which provide practice opportunities for all learners and feedback will be given in relation to the assessment criteria.
- Enable learners on every training programme to have the opportunity for one-to-one and small group tutorials during the course.

Post-course & Assessment Preparation

The learners will have:

- Full written and verbal assessment instructions.
- Full tutor support towards assessment completion.
- An opportunity to be re-assessed if necessary.
- Access to an online resource library.
- Appeals Procedure.