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MISSION STATEMENT

To be the preferred, most trusted and client-focused training provider in the UK. Thus providing learning, development and qualifications that meet the goals and aspirations of our learners.

OUR CORE VALUES

- Leadership
- Integrity
- Quality
- Innovative
- Passion

ACCREDITATION

All of TherapyFit's qualifications are recognised by REPs and CIMSPA and are internationally acclaimed so you can take your qualifications with you, wherever your career takes you. We use two awarding organisations, VTCT and Transcend Awards as our certification bodies of choice.

Who are Ofqual?

Ofqual is the vocational equivalent to Ofsted and was set-up in 2010. They are a non-ministerial government department that regulate qualifications and reliability and oversee reform of qualification frameworks within the health and fitness sector amongst other industries. All of TherapyFit's courses are Ofqual regulated and exceed the standards set.

Who are VTCT?

Vocational Training Charitable Trust (VTCT) is a specialist awarding organisation with more than 2,000 approved centres worldwide. They have been awarding qualifications since 1962. Their accreditations are recognised by all major health and fitness chains across the globe and are fully regulated by Ofqual. TherapyFit are an approved VTCT provider.

Who are TRANSCEND?

Transcend Awards are an awarding organisation who's qualifications are Ofqual regulated. The team at Transcend Awards have over 100+ years of collective experience within active leisure, learning and wellbeing. TherapyFit are an approved Transcend Awards training provider

Who are REPs?

REPs (Register of Exercise Professionals) established in 2002 to provide a system of qualification recognition, regulation and standardisation within the UK. REPs are an independent organisation and register to safeguard all individuals that utilise the services of health and fitness professionals. Through this vigorous system, REPs maintain the national occupational standards of fitness professionals operating within the UK and requires all its members to ensure they have met such requirements. By having a REPs accredited qualification, it gives confidence and clarification to fitness employers of the standard of their employees and quality of service provided. All TherapyFit's qualifications are REPs recognised.

Who are CIMSPA?

CIMSPA or The Chartered Institute for the Management of Sport and Physical Activity is the professional development body for the UK's sport and physical activity sector. CIMSPA provides leadership, support and empowerment for professionals working in sport and physical activity and a single unified voice for the sector. CIMSPA helps develop a vibrant, UK wide sport and physical activity sector, led by professionals providing advocacy and leadership and working in partnership with its stakeholders to help ensure the highest standards of service delivery.

OUR SITES

Head Office:

95 Spencer St, Birmingham, B18 6DA

Sports Massage:

Unit 106, The Argent Centre, Birmingham, B1 3HS

95 Spencer St, Birmingham, B18 6DA

Gym and Fitness:

JD Gyms, Allesley St, Birmingham, B6 4NF

The Gym, Sheldon, Coventry Rd, Birmingham, B26 3NX

THE TEAM

info@therapyfit.co.uk - Admin, info and accounts

bal@therapyfit.co.uk - Registration and certification

fitness.tutor@therapyfit.co.uk - Fitness Team

Massage.tutor@therapyfit.co.uk - Massage Team

OPENING HOURS

Info and Accounts:

Monday to Friday 9:00-17:00

Tutor Team:

Monday to Saturday 10:00-16:00



EMERGENCY CLOSINGS

The safety of students and staff at TherapyFit is our primary concern, and this will remain our priority throughout any decisions taken. The teaching and learning of students is vital but we acknowledge there will be times when student safety is at risk and attendance at a workshop, assessment or full-time course may not be appropriate. A decision concerning closure or cancellation will be made in conjunction with various agencies including those that manage the external training centres that TherapyFit are partnered with.

Workshop, assessment and full-time course cancellations due to inclement weather or emergency conditions will be announced via:

1. Email notification at the earliest possible time to announce the cancellation (emails must be correct).
2. Telephone call to announce the cancellation.

(phone numbers must be accurate).

NB: The above will be conducted at the earliest possible time however it is possible that an unforeseen emergency or event may occur where the time of notice is less than preferable for all parties.

Unfortunately TherapyFit will not be able to offer refunds of any kind due to the emergency situation. The affected workshop, assessment or full-time course will be postponed to another time.



COURSE CANCELLATION POLICY

If you have enrolled onto a course with TherapyFit and wish to cancel your course, you can do so within the first 14 days only in accordance to distance selling law in the United Kingdom. You will be entitled to a full refund on all monies paid and you can do this by emailing info@therapyfitco.uk. We will only accept course cancellations that have been sent in writing to this email address. Please review your terms and conditions on your enrolment form for further details pertaining to cool off periods. After 14 days has finished you will be unable to cancel your course and will be fully liable for all fees incurred. Cancellations past this point in time is solely down to the discretion of TherapyFit and their senior management.

Under the rare circumstance, TherapyFit may need to fully cancel your course, you will be fully reimbursed for all payments made and TherapyFit will terminate your legally binding contract. Please note that does not pertain to workshops or assessment dates. TherapyFit will notify you by phone and by email correspondence if this does occur and you will be entitled to a full refund which will be paid within 30 days to the account information we have on file.

TherapyFit reserves the right to change workshop and assessment days of any of our courses with 24 hours' notice and are not liable for any charges that are incurred in the forms of travel, accommodation or any other form of incurred financial loss. If however, an assessor fails to turn up, a venue has to close down at short notice or an unforeseen event occurs within 24 hours which leads to cancellation of your workshop or assessment by TherapyFit we shall pay you for travel and accommodation upon successful approval of receipts. Payment reimbursement will be within 7 days of receiving such receipts and to the account information we have on file.

Our venues hold limited places, and many of our workshops / assessment days are fully booked. For this reason, we request that you cancel at least 48 hours prior to your workshop or assessment taking place. This will allow us to offer your spot to another student and sustains fairness to all students. You can cancel via the TherapyFit bookings platform directly. Please note, failure to adhere to this process or if you do not turn up without the stated prior notice, a £25 charge will be applied to your account and your booking availability suspended until that £25 charge has been cleared.

COURSE DELIVERY

ONLINE

At TherapyFit we understand that you might not be able to attend a venue every day in order to ascertain your gym instructing and PT qualifications. You can complete the course at a pace and time frame that suits you as an individual.

You will study the course via our e-learning platform. We know everyone learns differently and we don't have a one way fits all approach with lots of alternative resources for you to use including:

- E-Books.
- Interactive e-learning.
- Interactive quizzes.
- Online lectures.
- Videos for guidance and demonstration.

PART TIME

Gym Instructor and Personal Trainer Workshops:

TherapyFit has training centres across the UK, where you will attend weekly practical workshops that run on alternating 4 week cycles of Saturday and Sundays to learn the practical aspects of the course on the gym floor and receive invaluable feedback on some of the work you have been completing at home. You can attend as many workshop days as you like with our course.

Workshops are structured 1, 2 and 3. Each of the individual workshops focus on a specific key practical element of the course. A description of each workshop can be found on your course portal. We recommend that you attend the workshops in order and complete a minimum of each workshop once before completion

Sports Massage Workshops:

TherapyFit currently has 3 Therapy centres for students to attend sports massage workshops. The workshops are available monthly and are delivered over an entire weekend. Please be aware successful completion of a minimum of 1 Sports Massage Therapy workshop is mandatory. We recommend that you attend a minimum of 1 workshop once before completion.

MENTORED

TherapyFit offer a bespoke, unique delivery method tailored to the individual.

Our 1-2-1 mentored delivery allows complete flexibility, is personal to each student and gives you unrivalled and uninterrupted contact time with a fully qualified tutor.

These sessions can take place in your own venue (with permission) or at one of our training sites.

Learners on this method are entitled to up to 24 hours of contact day across 4 days.

LEVEL 2 CERTIFICATE IN FITNESS INSTRUCTING

QUALIFICATION OVERVIEW

The aim of this qualification is to provide learners with the skills and knowledge to a professionally competent level enabling them to plan deliver and evaluate safe and effective fitness instruction sessions unsupervised via the context of gym-based exercise.

UNIT TILE	REF	LEVEL	GLH
Unit 1 – Anatomy and Physiology for exercise and fitness professionals	A/617/2590	2	40
Unit 2 – Professional practice for exercise and fitness professionals	F/617/2591	2	28
Unit 3 – Exercise, fitness and lifestyle consultation and management	J/617/2592	2	50
Unit 4 – Planning and instructing gym-based exercises	L/617/2593	2	47

LEARNER ENTRY REQUIREMENTS

Some experience of gym-based exercises, including free weights, is highly recommended. The course requires physical exertion and individual participation is essential; therefore, a degree of physical fitness is necessary. There is also an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in Communication at Level 2.

ASSESSMENT STRUCTURE

Assignment Coursework = 100%
Online Multiple Choice Theory Exams = 90%
Invigilated Multiple Choice Exams = 70%
Practical Observed Assessment = Pass or Refer

Unit 1: Timed Open Book Multiple Choice Theory Exam

Unit 3: Timed Open Book Multiple Choice Theory Exam

Unit 2: Assignment Based Coursework

Unit 4: Assignment Based Coursework

Unit 4: Practical Assessment

LEVEL 3 CERTIFICATE IN PERSONAL TRAINING

QUALIFICATION OVERVIEW

The aim of this qualification is to provide learners with the skills, knowledge and competence required for an individual to work unsupervised as a personal trainer. This includes being able to offer one-to-one training, baseline assessment, nutritional advice and progressive programming which is specific to the individual needs of a client.

UNIT TITLE	REF	LEVEL	GLH
Unit 1 – Applied anatomy and Physiology for exercise, fitness and wellbeing	R/617/2594	3	80
Unit 2 – Designing and delivering personal training programmes	Y/617/2595	3	54
Unit 3 – Nutrition for exercise, fitness, health and wellbeing	D/617/2596	3	42
Unit 4 – Business awareness and acuity for personal trainers	H/617/2597	3	32

LEARNER ENTRY REQUIREMENTS

Prior to enrolling on the Level 3 Certificate in Personal Training, learners must have the necessary underpinning knowledge at Level 2. Therefore, learners must have already achieved a Level 2 Certificate in Fitness Instructing in Gym, or equivalent.

The course requires physical exertion and individual participation is essential, therefore a degree of physical fitness is necessary.

There is an element of communication (discussing, presenting, reading and writing) and application of number involved, and learners should have basic skills in communication and application of number at Levels 3 and 2 respectively.

ASSESSMENT STRUCTURE

Assignment Coursework = 100%
Online Multiple Choice Theory Exams = 90%
Invigilated Multiple Choice Exams = 70%
Practical Observed Assessment = Pass or Refer

Unit 1: Timed Open Book Multiple Choice Theory Exam

Unit 3: Timed Open Book Multiple Choice Theory Exam

Unit 2: Assignment Based Coursework / Practical Assessment

Unit 4: Assignment Based Coursework

LEVEL 3 COMBINED DIPLOMA IN PERSONAL TRAINING

QUALIFICATION OVERVIEW

The aim of this qualification is to provide learners with the skills, knowledge and competence required for an individual to work unsupervised as a personal trainer. This includes being able to offer one-to-one training, baseline assessment, nutritional advice and progressive programming which is specific to the individual needs of a client.

This qualification is a combination of the level 2 certificate in fitness instructing and level 3 certificate in personal training

UNIT TILE	REF	LEVEL	GLH
Unit 1 – Anatomy and Physiology for exercise and fitness professionals	A/617/2590	2	40
Unit 2 – Professional practice for exercise and fitness professionals	F/617/2591	2	28
Unit 3 – Exercise, fitness and lifestyle consultation and management	J/617/2592	2	50
Unit 4 – Planning and instructing gym-based exercises	L/617/2593	2	47
Unit 5 – Applied anatomy for exercise, fitness, health and wellbeing	R/617/2594	3	80
Unit 6 – Designing and delivering personal training programmes	Y/617/2595	3	54
Unit 7 – Nutrition for exercise, fitness, health and wellbeing	D/617/2596	3	42
Unit 8 – Business awareness and acuity for personal trainers	H/617/2597	3	32

LEARNER ENTRY REQUIREMENTS

Some experience of gym-based exercises, including free weights, is highly recommended. The course requires physical exertion and individual participation is essential; therefore, a degree of physical fitness is necessary. There is also an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in Communication at Level 2.

ASSESSMENT STRUCTURE

Assignment Coursework = 100%
Online Multiple Choice Theory Exams = 90%
Invigilated Multiple Choice Exams = 70%
Practical Observed Assessment = Pass or Refer

Unit 1: Timed Open Book Multiple Choice Theory Exam

Unit 3: Timed Open Book Multiple Choice Theory Exam

Unit 5: Timed Open Book Multiple Choice Theory Exam

Unit 7: Timed Open Book Multiple Choice Theory Exam

Unit 2: Assignment Based Coursework

Unit 4: Assignment Based Coursework / Practical Assessment

Unit 6: Assignment Based Coursework / Practical Assessment

Unit 8: Assignment Based Coursework

LEVEL 3 DIPLOMA IN EXERCISE REFERRAL

QUALIFICATION OVERVIEW

The purpose of the Level 3 Diploma in Exercise Referral is to provide the learner with the knowledge and understanding of applying the principles of Anatomy and Physiology, medical conditions, professional practice and nutrition. Learners will develop the skills and knowledge needed to plan and instruct suitable programmes' for exercise referral patients. The Level 3 Diploma in Exercise Referral is aimed at those learners that are currently working or are wishing to work within the Fitness and Active Leisure sector.

UNIT TILE	REF	LEVEL	GLH
Unit 1 – Anatomy and physiology for exercise and health	A/600/9051	3	43
Unit 2 – Applying the principles of nutrition to a physical activity programme	L/600/9054	3	40
Unit 3 – Professional practice for exercise referral instructors	Y/503/7493	3	14
Unit 4 – Understanding medical conditions for exercise referral	R/503/7492	3	35
Unit 5 - Planning exercise referral programmes with patients	D/503/7494	3	52
Unit 6 - Instructing exercise with referred patients	L/503/7491	3	58

LEARNER ENTRY REQUIREMENTS

Learners must have achieved a Pre-Requisite Qualification either in Fitness Instructing (Gym Based, Exercise to Music or Aqua) at Level 2 or Personal Training at Level 3.

There is an element of communication (discussing, presenting, reading and writing) and application of number involved, and learners should have basic skills in communication and application of number at Levels 3 and 2 respectively.

ASSESSMENT STRUCTURE

Assignment Coursework = 100%
Online Multiple Choice Theory Exams = 90%
Invigilated Multiple Choice Exams = 70%
Practical Observed Assessment = Pass or Refer

Unit 1: Timed Open Book Multiple Choice Theory Exam

Unit 2: Timed Open Book Multiple Choice Theory Exam

Unit 6: Assignment Based Coursework / Practical Assessment

Unit 3: Assignment Based Coursework

Unit 4: Assignment Based Coursework

Unit 5: Assignment Based Coursework

LEVEL 3 DIPLOMA IN SPORTS MASSAGE THERAPY

QUALIFICATION OVERVIEW

The Level 3 Diploma in Massage Therapy for Sports is aimed at those learners currently working in the sports and active leisure sector. The purpose of the Level 3 Diploma in Massage Therapy for Sports is to provide learners with the knowledge of anatomy and physiology for sports massage, provide an understanding of sports massage techniques, and demonstrate professional practice.

UNIT TILE	REF	LEVEL	GLH
Unit 1 – Anatomy and physiology for sports massage.	J/506/7220	3	70
Unit 2 – Principles of health and fitness	R/506/7222	2	20
Unit 3 – Understand the principles of soft tissue dysfunction	Y/506/7223	3	15
Unit 4 – Professional practice in sports massage	D/506/7224	3	30
Unit 5 – Sports massage treatments	T/506/7228	3	90

LEARNER ENTRY REQUIREMENTS

There are no specific entry requirements for this qualification, however there is an element of communication (discussing, presenting, reading and writing) and application of number involved, and learners should have basic skills in communication and application of number at Levels 3 and 2 respectively.

The qualification also requires some level of physical exertion and individual participation is essential.

ASSESSMENT STRUCTURE

Assignment Coursework = 100%
Online Multiple Choice Theory Exams = 90%
Invigilated Multiple Choice Exams = 70%
Practical Observed Assessment = Pass or Refer

Unit 1: Timed Open Book Multiple Choice Theory Exam

Unit 2: Timed Open Book Multiple Choice Theory Exam

Unit 5: Assignment Based Coursework / Practical Assessment

Unit 3: Assignment Based Coursework

Unit 4: Assignment Based Coursework

STUDENT CODE OF CONDUCT

ALL THERAPYFIT STUDENTS AND STAFF MUST:

- Demonstrate honesty and integrity.
- Respect the differences in people, their ideas and opinions.
- Treat one another with respect and dignity especially when there is disagreement.
- Respect and treat others fairly.
- Respect the rights of others.
- Demonstrate respect for others especially those in positions of authority.
- Respect the need of others to work in an environment that is conducive learning and teaching in an online setting.
- Be courteous and polite at all times in electronic mail exchanges, telephone calls and face to face meetings.

IN ADDITION, ALL STUDENTS MUST:

Respect the integrity of all online systems and networks.

Respect all copyright laws.

Respect the personal information and privacy of others.

Be active and engaged participants in the learning program.

Courteously follow directions from teaching and administrative staff.

UNACCEPTABLE BEHAVIOUR

All TherapyFit students and staff must not:

- Engage in bullying or aggressive behaviour.
- Threaten or intimidate others.
- Engage in behaviours motivated by hate or bias.
- Commit any act of vandalism that causes damage to TherapyFit property both physical and electronic including software. As well as the property of TherapyFit third-party partners.
- Create a disturbance with interrupts or disquiets the proceedings of the workshop, assessment or any learning environment.
- Engage in any behaviour that would be considered as conduct injurious to the moral tone of TherapyFit or injurious to the physical or mental well being of others.
- Misrepresent an identity or assume the identity of another by using login credentials other than those specifically assigned. This includes using email or login information issued to another including family members as well as practical workshops and assessments.

STUDENTS CAN EXPECT THAT:

Appropriate and progressive discipline will result when code of conduct rules and routines are violated.

Login privileges will be revoked at the discretion of TherapyFit Directors for acts deemed injurious to the moral tone of the company, injurious to the physical or mental well-being of any other member of the TherapyFit Community.

Expulsion may be considered for any act considered by the Directors of TherapyFit to be significantly injurious to the moral tone of the company and/or to the physical well-being of others or for any conduct which is so refractory as to demonstrate that the student is unwilling to respect or respond to authority and/or respect the rights or dignity of other TherapyFit staff or students despite having been given reasonable opportunity to do so.



IN ADDITION, ALL STUDENTS MUST NOT:

- Share login credentials with anyone else.
- Knowingly upload any file or program that contains a virus, malware or other malicious code.
- Reproduce course content including assessments, electronic mail correspondence, digital captures, discussion or chat threads in any fashion and to any other server without explicit written permission from the TherapyFit Directors.
- Write, use, send, download or display any information that is hostile, insulting to others, obscene, threatening, or otherwise offensive.
- Discuss in any open forum information that is critical of another student or tutor/assessor.
- Engage in any of the following acts of academic misconduct:

- Cheating: The act or attempted act of deception, in which a participant falsely represents that he or she has learned information in an academic exercise including unauthorized collaboration with others.

- Plagiarism: Representing the words, data or ideas of another as one's own in any academic exercise.

- Collusion: Intentionally or knowingly helping or attempting to help another commit academic misconduct such as substituting for a test or completing an assignment for someone else. Collaborating with others while taking online tests or similar summative evaluation.



ACADEMIC POLICIES

Induction and Enrolment Policy:

THERAPYFIT TRAINING ACADEMY (hereinafter referred to as **TFTA**) is committed to all learners receiving an enhancing learning experience where you achieve your goals and aspirations. We value your induction process which highlights what you can expect from **TFTA** while you are studying with us. Prior to enrolment, you can expect **TFTA** to provide information on:

- All **TFTA** programs and services.
- Equivalent, exemptions and RPL arrangements that may apply.
- Entry requirements and final qualifications.
- Possible destinations of learners completing **VTCT** awards.
- List of available facilities to learn in.
- Fees and any other charges associated with your program.
- The facilities and support available for learners with a disability.

Upon enrolling you can expect **TFTA** to:

- Outline the learner and centre's expectations (code of conduct/learning agreement or service level agreement).
- Provide a copy of and a level of understanding for vital centre policies and procedures such as the appeals, equality and diversity and complaints.
- Confirm the unique identity of learners through the collection of photo identification.
- Provide accurate information about the teaching and learning timetable.
- Arrange assessments for your entire course.
- Provide information on how your achievements and progress are recorded and communicated.
- Issue and introduce course resources.
- Provide information on reasonable adjustments and special considerations in line with **VTCT's** requirements.
- Provide a schedule of assignments for each unit at the beginning of the course.
- Provide information on chances to discuss your programme and one to one opportunities.
- Provide information on Health and safety including all venue arrangements and considerations.
- Provide details of how we will mark the assignment/assessment and the type of feedback you will get on it.
- Give you information about what is expected for each unit, the marking criteria, and what formal supervision there will be.

The Centre takes the identity of learners and their progress through their chosen program seriously. Therefore in line with **VTCT's** requirements, we are required to confirm the identity of all our learners.

TFTA has a robust system for monitoring and maintaining our learners' identities. Upon enrolment, every learner will be asked to supply a copy of identification which states confirmation of their current address, date of birth and photo.

In addition, a separate, recent headshot photo is required. No learner will be allowed to commence learning without both of these items being issued to the **TFTA** registration department.

UNIQUE ID THAT **TFTA** DEEMS ACCEPTABLE:

- Full valid current Passport
- Full valid Driver's Licence

All information will be stored within the registration department in password enforced electronic files and only be allowed to be accessed by authorised administrators.

All data ascertained will be backed-up electronically on a weekly basis and kept safe to prevent accidental erasure. These back-up files will only be allowed to be updated by authorised administrators.

The data will not be issued to any third parties and will solely be utilised by **TFTA** for the identification of their learners. All storage of learners information will fully comply with the data protection act and current data legislations.

Thank you for your contribution and commitment to making our policy work.

Complaints Policy

This document sets out the complaints policy and procedure for **THERAPY FIT TRAINING ACADEMY** (hereinafter referred to as **TFTA**) and is aimed at our learners and all interested parties who encounter a direct or indirect service from us.

Scope

This policy covers complaints that learners and members of the public may wish to make in relation to the qualifications offered by **TFTA**.

It is not to be used to cover enquiries about services offered by **TFTA** or appeals in relation to assessment decisions made by **TFTA**. These areas are covered by our Appeals Policy. Should a complaint be submitted which is in fact an appeal we will respond to inform the relevant party that the issue is being considered in accordance with our Appeals Policy.

If you are unhappy about the way an examination or assessment was delivered and conducted and you suspect malpractice and/or maladministration may have occurred you should send your concern to us in accordance with the arrangements in our Malpractice & Maladministration Policy. This should occur as soon as possible to protect any associated evidence that may form part of your complaint.

TFTA's responsibility

We advise that our staff and learners involved in the management, assessment and quality assurance of our qualifications, are aware of the contents of this policy and that TFTA has a complaints handling procedure in place to deal with complaints from learners about the services they receive from us.

How should I complain?

Stage 1

All **TFTA** staff are trained to support our customers and are all keen to help, so you should first try to sort out any problem at the earliest opportunity by speaking to the person who dealt with your problem initially.

Stage 2

If they cannot help or you wish to speak to someone else please complete our complaints form and pass it on to **TFTA** who will investigate the complaint thoroughly within 14 days of it being received

Stage 3

If stage 2 is not possible, or if you are not satisfied with the help provided by this member of staff, please send a written complaint which must be received within 20 working days of exhausting stage 2 of the event you are complaining about, and address it to us using the contact details outlined at the end of policy.

If you have fully exhausted the process and are still unhappy with the outcome then you can contact VTCT directly if you feel there was a significant breach by the Centre of VTCT's various procedures which along with their contact details can be found on VTCT's website.

Confidentiality and whistle blowing

Sometimes a complainant will wish to remain anonymous. However, it is always preferable to reveal your identity and contact details to us. If you are concerned about possible adverse consequences please inform us that you do not wish for us to divulge your identity.

What happens if my complaint is upheld?

If any part of your complaint is upheld we will of course respond to the complainant accordingly and give due consideration to how we can improve our service and arrangements. For example, by reviewing our procedures to assess the impact on our arrangements and assessment process (if relevant) or arranging for staff training. In extreme circumstances, internal disciplinary procedures may be exercised where the performance or behaviour of our staff is deemed inappropriate.

In situations where a complaint has been successful, or where an investigation following notification from **VTCT** indicates a failure in our processes, **TFTA** will give due consideration to the outcome and will, as appropriate, take actions such as:

- Identify any other learner, who has been affected by that failure
- Correct, or where it cannot be corrected, mitigate as far as possible the effect of the failure
- Ensure that the failure does not recur in the future
- Compensate the learner if the centre is found it has compromised its own terms and conditions that form part of the contract between us and the learner in question.

Thank you for your contribution and commitment to making our policy work.

Appeals procedure

The purpose of an appeals procedure is to ensure that every learner who is not satisfied with the outcome of an assessment decision has the right to appeal against the decision that has been made.

The appeals procedure applies to any learner following completion of their qualification at **THERAPYFIT TRAINING ACADEMY** (hereinafter referred to as **TFTA**) and provides learners with a formal route to appeal against a decision.

TFTA learners will be assessed against **VTCT** published criteria and by assessors who must hold or be working towards any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment (QCF) or
- Level 3 Award in Assessing Vocationally Related Achievement (QCF) or
- Level 3 Award in Assessing Competence in the Work Environment (QCF) or
- Level 3 Certificate in Assessing Vocational Achievement (QCF), or
- A1 (previously D32, D33)

In addition **TFTA** will ensure that assessors:

- Possess a discipline specific qualification equivalent to the qualification being taught
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years

All new **TFTA** assessors will be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

The appeal procedure to be followed comprises of 4 stages.

STAGE 1

- Learner to make appeal through **TFTA** appeals system, via internal verifier or and/or centre contact
- Centre to respond to appeal within 14 working days of appeal being received. If unresolved, the learner should be advised of the next stage of appeal.

STAGE 2

- **TFTA** will contact the external verifier with details of the appeal within 14 working days of the outcome of the appeal.
- If the external verifier is not present or is unable to resolve the issue, the learner should be directed to the third stage of the appeals process

STAGE 3

- A written appeal should be made by the learner directly to **VTCT's** Head of Quality Assurance
- The Head of Quality Assurance will investigate the matter and respond within 14 working days

STAGE 4

- The learner will be offered a formal hearing (cost associated) This will be conducted within 6 weeks and will be conducted by the appeals panel.

Throughout the assessment process **TFTA** will comply fully with **VTCT's** policy on reasonable adjustments and special considerations that can be found on their website

Investigating appeals is very problematic without the presence of impartial evidence. Therefore appeals in the context of live observed assessments will only be considered when accompanied by a suitable video recording.

As a learner of **TFTA** you will be able to use a video recording as long as it does not adversely affect the assessment process, allows the assessor to carry their role and does not contravene a venue/organisations rules or regulations. The learner must make suitable arrangements to arrange a video operator.

If a medical issue has the potential to affect your performance then it is your responsibility to inform **TFTA** prior to assessment so that an informed decision can be made in terms of an appropriate action plan.

Thank you for your contribution and commitment to making our policy work.

Equal Opportunities and Diversity Policy

We promote a working environment in which diversity is recognised, valued and encouraged. We acknowledge the multicultural and diverse nature of the UK workforce and society in general. We are committed to principles of fairness and mutual respect where everyone accepts the concept of individual responsibility. These principles are embedded into **THERAPYFIT TRAINING ACADEMY's** (hereinafter referred to as **TFTA**) selection, recruitment, programme delivery, assessment and quality management/assurance. We recognise that discrimination in the workplace/provision of training in any form is unacceptable and in most cases unlawful. We view any breach seriously. We **will** investigate and potentially take appropriate action.

Protected Characteristics

No learner, or anyone our organisation deals with, receives less favourable treatment because of their protected characteristics. The protected characteristics are:-

Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race (including colour, nationality, ethnic or national origin), Religion or Belief, Sex, Sexual Orientation

TFTA Stance

In adhering with this stance **TFTA** ensures equality of treatment for all by aiming to:

- Raise awareness of equality and diversity
- Ensure that you are never discriminated against or receive less favourable treatment because of a protective characteristic
- Acknowledge any issues that could be defined as discrimination, victimisation or harassment with an appropriately sensitive and prompt investigation

Your Responsibilities

Each and every one of us is a stakeholder in the success of this policy. We expect you to make a positive contribution towards maintaining an environment of equal opportunity throughout the organisation. Please make sure you observe this policy at all times. In particular, you have individual responsibility to adopt the following:

- Do not take unlawful discriminatory actions or decisions contrary to the spirit of this policy
- Do not discriminate against, harass, abuse or intimidate anyone on account of their protected characteristics
- Do not place pressure on any other learners to act in a discriminatory manner
- Resist pressure to discriminate placed on you by others and report such approaches to an appropriate member of staff
- Co-operate when we investigate, including providing evidence of conduct which may amount to discrimination
- Co-operate with any measures introduced to develop or monitor equal opportunity

Discrimination is not just treating one person less favourably than another. It can take place because:-

- someone associates as a person with a protected characteristic;
- someone is believed to possess a protected characteristic (even though they do not);

We expect you to treat, and be treated by, other learners and the people our organisation deals with considerately and with respect.

Where You Encounter Discrimination

- If you feel subject to discrimination of any kind as identified within this policy, make clear to the individual concerned that you find it unacceptable. Person-to-person discussion at an early stage may be enough to resolve your concern without involving anyone else. Alternatively, seek the help of a trusted colleague (e.g. a fellow learner or a trusted member of staff) and ask them to approach whoever has caused you offence.
- If discrimination continues, or you consider an instance to be particularly serious, you should consider who to highlight the issue with. For the majority of cases this will likely be the tutor or assessor. However we appreciate that this staff member may be implicated in your concern and therefore when this happens they should approach the tutor/assessors line manager or the designated internal verifier.
- The staff member approached will carry out a suitable documented investigation or where more appropriate will refer the issue to an appropriate individual responsible for this area within the company.
- The result of the investigation into alleged discrimination will be communicated to you with information including the action taken and outcome highlighted if applicable or appropriate.
- If you feel dissatisfied about the outcome of the investigation and you want to appeal then you will need to contact the centre within five working days of receiving the outcome, who will carry out/appoint a senior staff member to review these concerns.

Thank you for your contribution and commitment to making our policy work.

Malpractice and Maladministration Policy

Definition of Malpractice

Malpractice is essentially any activity or practice which deliberately contravenes regulations and compromises the integrity of the internal or external assessment process and/or the validity of certificates and associated achievement. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- The assessment process
- The integrity of a regulated qualification
- The validity of a result or certificate
- The reputation and credibility of **THERAPYFIT TRAINING ACADEMY** (hereinafter referred to as **TFTA**) and **VTCT** or the qualification or the wider qualifications community

Malpractice may include a range of issues from the failure to maintain appropriate records or systems, to the deliberate falsification of records in order to claim certificates.

For the purpose of this policy this term also covers misconduct and forms of unnecessary discrimination or bias towards certain groups of learners.

Definition of Maladministration

Maladministration is essentially any activity or practice which results in non-compliance with administrative regulations and requirements and includes the application of persistent mistakes or poor administration within **TFTA** (e.g. inappropriate learner records).

Process for making an allegation of malpractice or maladministration

Anybody who identifies or is made aware of suspected or actual cases of malpractice or maladministration at any time must immediately notify the appropriate personnel at **TFTA** and **VTCT**. In doing so they should put them in writing/email and enclose appropriate supporting evidence. If the area of malpractice or maladministration involves **TFTA** then the informant may bypass us as a centre and report straight to **VTCT**.

All allegations must include (where possible):

- Centre's name, address and number
- Learner's name and **VTCT** registration number (if known)
- Centre personnel's details (name, job role) if they are involved in the case
- Details of the **VTCT** course/qualification affected or nature of the service affected
- Nature of the suspected or actual malpractice and associated dates
- Details and outcome of any initial investigation carried out by the centre or anybody else involved in the case, including any mitigating circumstances

If **TFTA** has conducted an initial investigation prior to formally notifying **VTCT**, **TFTA** should ensure that staff involved in the initial investigation are competent and have no personal interest in the outcome of the investigation. However, it is important to note that in all instances **TFTA** must immediately notify **VTCT** if they suspect malpractice or maladministration has occurred **VTCT** have a responsibility to the regulatory authorities to ensure that all investigations are carried out rigorously and effectively.

In all cases of suspected malpractice and maladministration reported to **VTCT** they will protect the identity of the 'informant' in accordance with their duty of confidentiality and/or any other legal duty.

Confidentiality and whistle blowing

Sometimes the 'informant' will wish to remain anonymous. However, it is always preferable to reveal your identity and contact details to **TFTA** or **VTCT** and if you are concerned about possible adverse consequences please inform **TFTA** or **VTCT** that you do not wish for us to divulge your identity. If it helps to reassure you on this point, **TFTA** or **VTCT** can confirm that we are not obliged (as recommended by the regulators) to disclose information if to do so would be a breach of confidentiality and/or any other legal duty.

Whilst **TFTA** or **VTCT** are prepared to investigate issues which are reported anonymously **TFTA** or **VTCT** shall always try to confirm an allegation by means of a separate investigation before taking up the matter with those that the complaint/allegation relates. At all times we will investigate such complaints from whistleblowers in accordance with relevant whistle blowing legislation.

TFTA's responsibility for preventing malpractice and/or maladministration

To eradicate cases of malpractice/maladministration **TFTA** will ensure:

- All staff are aware of policies and procedures and receive appropriate training/briefings on these
- Staff have clear roles and responsibilities
- There is a documented internal quality assurance procedure/methodology that is clearly in place and is subject to regular internal reviews
- Learners are informed of their roles and responsibilities in terms of not doing anything that may be deemed a malpractice and jeopardise their potential achievements
- All assessment and internal verification activities are accurately recorded and carried out in accordance with the **TFTA** internal quality assurance arrangements and in line with the **TFTA** expectations as outlined in its qualification guides etc
- All registration and certification records are subject to appropriate internal review before submission
- All registration, assessment and certification records will be kept in a locked filing cabinet, in a locked cupboard for up to 3 years after the student has completed their course. Only authorised and appropriate members of staff will have

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THERAPYFIT procedure to conduct a malpractice / maladministration investigation

To embed effective arrangements to investigate instances of malpractice/maladministration the following should process will ensue. It is intended that the stages involve generic key activities; however, not all these would be implemented in every case.

Stage 1: Briefing and record-keeping

Anyone involved in the conduct of an investigation should have a clear brief and understanding of their role. All investigators must maintain an auditable record of every action during an investigation to demonstrate that they have acted appropriately. The officer assigning the investigating officer(s) will stipulate and/or provide secure storage arrangements for all material associated with an investigation in case of subsequent legal challenge. There may be occasions when a joint investigation occurs with **VTCT**, with the roles of the two teams being clarified by **VTCT**. It is **TFTA** responsibility to ensure their investigators are fully aware of the agreed roles and processes to follow during the investigation.

Stage 2: Establishing the facts

Investigators should review the evidence and associated documentation, including relevant **VTCT** guidance on the delivery of the qualifications and related quality assurance arrangements. Issues to be determined are:

- What occurred (nature of malpractice/substance of the allegations)
- Why the incident occurred
- Who was involved in the incident
- When it occurred
- Where it occurred – there may be more than one location
- What action, if any, **TFTA** has taken

Stage 3: Interviews

Interviews should be thoroughly prepared, conducted appropriately and underpinned by clear records of the interviews. For example:

- Interviews should include prepared questions and responses to questions which should be recorded
- Interviewers may find it helpful to use the 'PEACE' technique:
 - plan and prepare
 - engage and explain
 - account
 - closure
 - evaluation

Face-to-face interviews should normally be conducted by two people with one person primarily acting as the interviewer and the other as note-taker.

Those being interviewed should be informed that they may have another individual of their choosing present and that they do not have to answer questions. These arrangements aim to protect the rights of all individuals. Both parties should sign the account as a true record/reflection of what was covered/stated/agreed.

Stage 4: Other contact

In some cases, learners or employers may need to be contacted for facts and information. This may be done via face-to-face interviews, telephone interviews, by post or email.

Whichever method is used, the investigator will have a set of prepared questions. The responses will be recorded in writing as part of confirmation of the evidence. Investigators should log the number of attempts made to contact an individual. Again accounts should be signed for agreement with written records to be formatted as non-editable PDF.

Stage 5: Documentary evidence

Wherever possible documentary evidence should be authenticated by reference to the author; this may include asking learners and others to confirm handwriting, dates and signatures.

Receipts should be given for any documentation removed from **TFTA**.

Independent expert opinion may be obtained from subject specialists about a learner's evidence and/or from a specialist organisation such as a forensic examiner, who may comment on the validity of documents.

Stage 6: Conclusions

Once the investigators have gathered and reviewed all relevant evidence, a decision is made on the outcome.

Stage 7: Reporting

A draft report is prepared and factual accuracy agreement obtained. The final report is submitted to the relevant staff member within **TFTA** for review and sign-off and shared with **VTCT** and relevant parties within your organisation.

Stage 8: Action

Any resultant action plan is implemented and monitored appropriately and **VTCT** notified.

Thank you for your contribution and commitment to making our policy work.

STAFF STRUCTURE



