



WALES PROSPECTUS
2021/22

Supporting School Performance

MILITARY PREPARATION SCHOOL

WWW.MPSSCHOOL.CO.UK



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Welcome

to the Military Preparation School

The Military Preparation School (MPS) is a UK wide thriving and distinguished training provider that has education and learning as the principle foundation. We support partner schools and local authorities across England and Wales in securing accredited vocational qualifications by using a military ethos as our engagement mechanism.

The MPS provision complements the existing school curriculum, through improving school performance measures and implementing a variety and depth of curriculum the school offers. The MPS pedagogy is based upon active learning, both within academic lessons and the application of practical skills.

MPS forms part of the Motivation Preparation College for Training (MPCT), which was formed in 1999 in Cardiff by our Chief Executive Officer, Mr Huw Lewis MBE. The vision, has remained constant, and that is to provide outstanding standards of learning in every region of the United Kingdom. In the past 6 years we have been awarded; Ofsted Outstanding in all areas, TES 'Training provider of the Year', Times Top 100, Investors In People Platinum and Defence Employer Recognition Scheme Gold.

- Supporting school qualification and attainment performance
- Developing unique learning skills to support in school academic performance
- Ensuring positive personal and academic progression

The MPS has an outstanding proven track record in supporting and providing schools with a professional and experienced approach to educational excellence.

Whether providing outstanding outcomes for schools through learner attainment, or positively impacting a learner's approach to education, we strive for excellence in every aspect. We have established successful and long lasting partnerships with a range of schools from maintained, independent and specialist sectors. Due to our support structure and diverse curriculum, all schools are able to benefit from our experience and proven record; regardless of school performance indicators.

The majority of our learners have no desire or interest in pursuing a military career, but enjoy the unique learning experience and GCSE equivalent qualifications. Our courses follow the academic year, with the majority of learners attending just 1 day per week, with minimal

impact or disruption to school timetables. The most popular placement is as part of a schools GCSE options, increasing schools performance attainment. Each programme follows the academic year as per the school term timetable; most learners will transition up each year and complete higher programmes to attain as many qualifications as possible.

The extensive enrichment programme, built into our curriculum, allows learners to develop a holistic approach to learning and personal development. We are not a boot camp, nor do we push learners towards a military career, we are focused on level 2 accredited qualifications and equipping learners with the foundations to achieve and thrive in a changing world.



The ethos and common learning philosophy is evident in all provisions and promotes the importance of holistic learning to all. We utilise and instil positive military ethos and values and utilise learning experiences through a contextualised application that forms our key engagement mechanism and strategy.



Our intent is to provide the UK with citizens that will enhance the workplace, society and the communities in which we live. These have been developed over 21 years of experience and adaptation to meet the needs of learners in life, learning and progression.



Our pedagogy is built on a holistic approach to learning, targeting both the development and knowledge of employment and life skills. We look to combine the application of practical and theoretical content through contextualised learning and this is a key fundamental approach we adopt to ensure effective engagement.



Core Values

As a training provider to schools and local authorities we are able to provide extensive opportunities across England and Wales. The ethos and core values that we, as a company, are built upon are seen throughout the provision from the newest learner to the Chief Executive Officer. This vital element underpins the curriculum, our teaching and learning pedagogy and our philosophy of pursuing excellence for schools and learners.

Underpinning our ethos and core values is the foundation of outstanding quality assurance. As an award winning company, with highly acclaimed business and educational accreditation, we pride ourselves on providing schools and learners with a professional provision at all times. We believe strongly in our reputation and supporting schools in the vital task of educating their learners.



PHYSICAL AND MENTAL HEALTH

MPS promotes the importance of a healthy body and mind



RESPECT

MPS promotes due regard for the feelings, wishes, and rights of others



INTEGRITY

MPS promotes the quality of being honest and having strong moral principles



DEDICATION

MPS promotes a strong work ethic and desire to succeed



EMPATHY

MPS promotes the ability to understand and share the feelings of others



Locations

We currently have an extensive reach across England and Wales with centres that support young learners in developing their education, employability skill set and progression opportunities.

www.mpsschool.co.uk
enquiries@mpct.co.uk
0330 111 3939

Head office:

MPCT House,
Oak Tree Court,
Mulberry Drive,
Cardiff Gate Business Park,
CF23 8RS





Benefits to Schools

Schools are able to access a wide range of curriculum options based on the schools' and learners' identified requirements.

The course duration follows the academic year and learners can attend up to 3 days a week; most learners attend centres for 1 day a week, which allows the learner to access their home-school curriculum with little or no disruption to school timetables. Learners can join at any point throughout the year and are still able to attain qualifications.

Schools utilise the provision to support and enhance school performance through our extensive attainment programmes. All our qualifications are accredited and approved by Qualifications in Wales (QiW) allowing outstanding outcomes for schools.

Key benefits:

- High performance measures
- All qualifications QiW accredited
- Cost effective school performance support
- Limited impact on core subjects
- Placement through a hybrid of learner cohorts
- Placement throughout the academic year
- Offering depth and diverse curriculum to support Esytyn



Curriculum for Wales:



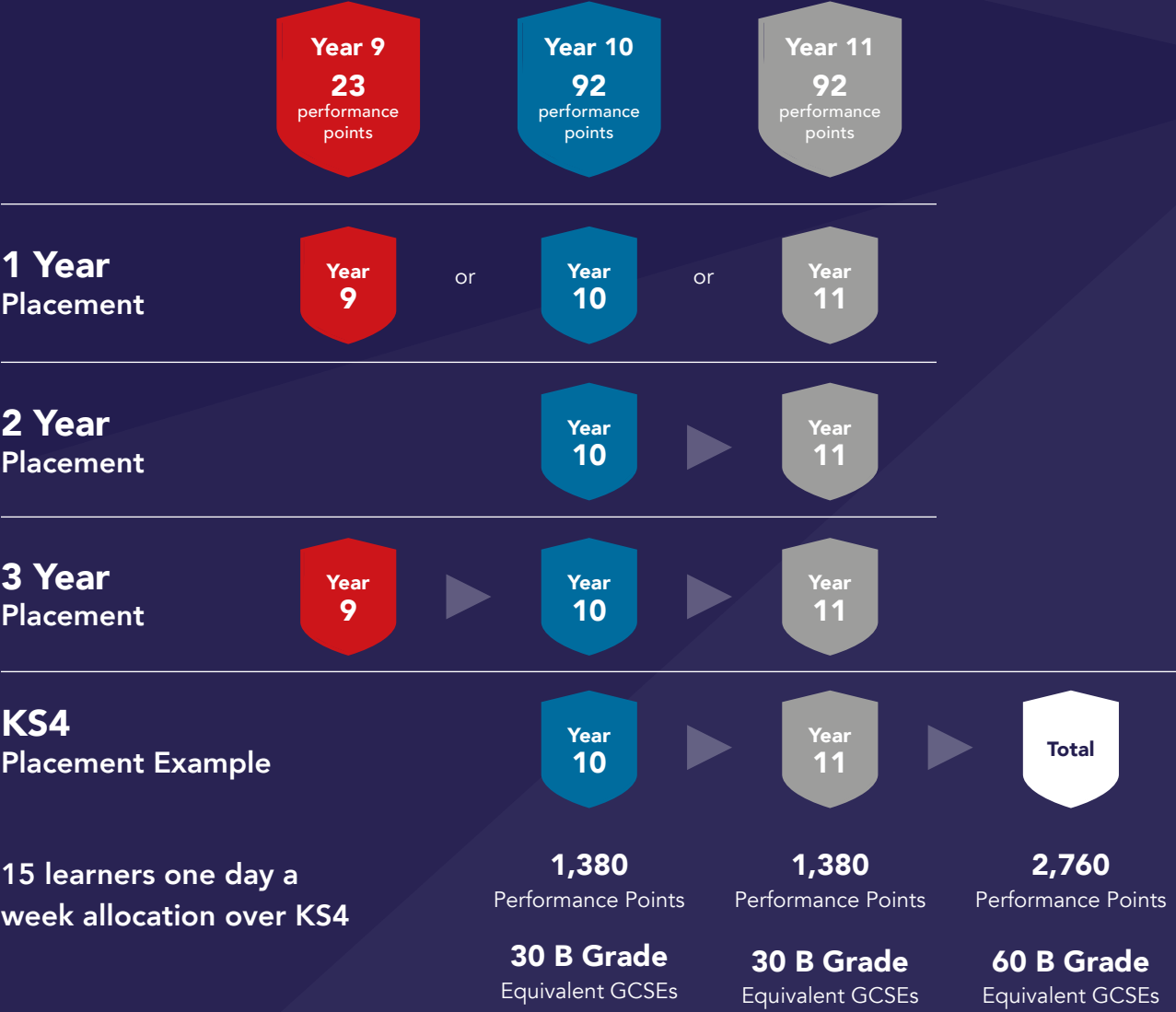
Llywodraeth Cymru
Welsh Government

The MPS actively supports the Welsh Government's new Curriculum for Wales, 'Curriculum for Life'. The ethos and fundamental approach from MPS equips learners with the necessary skill set to achieve in modern Wales. The new Curriculum for Wales aligns itself with the MPS pedagogy by placing high emphasis on preparing young people for life. The MPS curriculum supports the four purposes which underpin the new curriculum. The MPS provision delivers a curriculum for life, through preparation for lifelong learning.

Performance Measures

The accredited vocational qualifications provide opportunity for schools to benefit from outstanding performance measures to support school performance.

The programme example below showcases the various options schools have in which to maximise and utilise MPS to the benefit of the learner and school. Please note that these programmes are based on one day a week allocation.



Learners are able to access our BTEC and City & Guilds qualifications and look to amass credits throughout the year to achieve the highest attainment possible.

We offer both level 1 and level 2 qualifications, which allows accessibility for all learners regardless of academic ability. Our qualifications are based on active learning, with the focus on developing employability skills, personal attributes and key academic skills. For further information regarding qualification details, please see page 24.

School Support

When working in partnership with the MPS we encourage positive communication and support at all times. Positive relationships and interaction with our partnership schools is something we look to instil from the outset.

We provide all our partner schools with an extensive support package which comes at no extra cost. We are keen to become visible members of the school environment and embed into its approach to learner welfare and development.

- Weekly Progress Feedback
- Constant Learner Progress Reports/Updates
- Options Evening Attendance
- Assembly Attendance
- Parents Evening Attendance
- Termly Reports
- Attendance on SLT Consortium Meetings
- Ofsted / Estyn Support Documentation
- Welfare and Safeguarding Support
- Invitation to MPS Awards & Showcase Events

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I joined Military Preparation School because I wanted to gain more qualifications and I have a passion for physical fitness. MPS has helped me to develop my physical wellbeing, confidence and practical skills. My favourite part of the course is the physical training, it is never the same each week and there is something for everyone. I always feel like I am achieving something at MPS. My dream is to go onto university and become a paramedic, MPS is giving me the skills I need to get there. I would definitely recommend MPS to others.

Name: Sadie
School: Ysgol Gymraeg Ystalyfera

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Benefits to Learners

The learners who attend MPS receive a unique learning experience. Qualification attainment and developing vital employment and work-based skills are the fundamental objectives for all MPS learners. The active and holistic approach to learning inspires, motivates and educates all learners to reach their potential.

Individual needs are consistently evaluated allowing support mechanisms to be applied to ensure learning is personalised. This creates a learning culture that is accessible for all academic levels. Learners are encouraged and given opportunity to conduct reflective practice, take ownership and empowerment of their learning and to play an active part in the continuous development of MPS as an organisation.

Assessment is promoted through a 360 degree application, whether in academic qualifications, work skills, physical fitness or personal attributes. We promote our learning to be continuous, and therefore, so is our assessment. We drive and promote individual success at all levels allowing learners to gain confidence in their ability and thus strive for further progression.

01 Ambitious, Capable Learners

MPS learners develop drive and a passion for excellence for their future pathway. Key life skills ensure learners strive for success through independent learning. MPS learners study leadership styles, qualities and skills and put these into context through: classroom debates, leadership responsibilities and participation in command tasks. Whilst studying at MPS each and every learner will be given the opportunity to experience leadership first hand.

02 Ethical, Informed Citizens

MPS learners are encouraged to improve their personal and self-confidence through engaging in learning experiences with contemporary issues and given opportunities to explore new situations in a safe environment. Learners are actively encouraged to reflect on their experiences throughout the course to inspire confidence to inspire confidence in themselves and others.

04 Healthy, Confident Individuals

MPS builds learners' resilience through a challenging but rewarding curriculum with self-care promoted through the welfare parade and structured timetable. Learners are actively encouraged to make connections with other learners and support others through community work. MPS offers opportunities for self-discovery through physical fitness activities and guidance on healthy lifestyle choices.

03 Enterprising Creative Contributors

MPS learners are taught the importance of self-confidence and communication skills. They develop effective verbal and non-verbal communication allowing for transferable communication techniques to be learnt. Learners will look to identify and grasp opportunities and learn to express ideas and emotions.

Health and Fitness

The benefits of physical exercise are important to a learners development. We place a large emphasis on developing the knowledge and understanding of adopting a healthy lifestyle. Learners are taught how to eat properly, how to effectively exercise and look after themselves. All of our instructors have experience and knowledge in supporting learners to positively develop their physical and mental health.

- Team building activities to promote social development
- Education on how to lead a healthy lifestyle
- Daily differentiated physical activity
- Promote a positive mindset
- Diverse range of activities
- Daily breakfast club



Enrichment

All learners are able to access our enrichment opportunities on any of the curriculum programmes.

These unique experiences are custom built into the provision to ensure learners receive a holistic approach to learning. By having informed and rounded learners in schools and local communities, they are able to become enterprising and creative contributors and valued members of society.

- | | |
|---|--|
|  Fundraising Activities |  Diverse Physical Training |
|  Volunteering Opportunities |  Military Themed Activities |
|  Overnight Military Exercises |  External Speakers |
|  Supporting Local Communities |  Training Based Competitions |
|  Award Recognition | |

Career Support

We support all learners in gaining a positive progression through a number of avenues: further education, apprenticeships, work-based training or employment. Working with learners and schools, we are able to provide guidance in education and career progression. All our curricula at Key Stage 4 support this vital process. We ensure every learner is given the opportunity to prepare for their progression through developing their skill set to supporting any aspect of the career process.

- Career advice
- External speakers
- Interview preparation
- Develop work-based skills
- Experience various roles of responsibility
- Development of independence and maturity
- Development of confidence and public speaking



Placement Options

The flexible and diverse options allow schools to coordinate placements to meet the needs of the learner and school timetable, with many accessing the provision through diverse placement approaches. Through our extensive range of qualifications and curriculum programmes, we are able to provide support and development for all learners regardless of academic ability and personal background. Whether looking to achieve high-level outcomes or develop personal attributes, we look to maximise their learning potential.

Delivery Location: **In-School or In-Centre**

Schools have the choice of where the programme delivery takes place; either onsite at the school itself or at one of our centre locations. Both options have specific benefits to support cost, logistics and timetabling.

Year Group:

Years 7, 8, 9, 10, 11

We offer support across all Key Stage 3 and 4, with many schools utilising a mixture of age ranges to build their MPS cohort.

Cohort size:

No limit

There is no limit to the number of learners schools can place onto programmes. We have schools accessing 1 to 50 learners per academic year.

Day allocation:

1, 2 or 3 day

Most learners attend centres for 1 day a week, which allows the learner to access their home-school curriculum with little or no disruption to school timetables and core subjects.

Durations:

1, 2 or 3 year GCSE programmes

We support with a range of programme durations, whether supporting short-term placement or as part of a schools 2-3 year GCSE Programme.

Qualification:

Accredited performance measures

Learners undertake recognised and accredited vocational qualifications that are aligned and focused towards work and employability skills, all of which provide performance measures for schools.

Start Date:

Aligned to the academic year

The course duration follows the academic year, with most new learners starting each September. However, schools can place learners at any point throughout the year and still attain qualifications.

Delivery Location Options

In-Centre Delivery

Our in-centre delivery is the most popular format of placement, with learners receiving the full unique experience of offsite education at our fantastic centre locations. Learners (Yr9, 10 and 11) look to attend the centre for a full day each week on a suitable day allocation for the school timetable.

We welcome learners throughout the academic year, however, our main cohorts commence in September in order to maximise attainment. The structure of the day is

designed to ensure learning is diverse and meets several learning styles to maximise engagement.

Each day learners participate in both classroom academic studies and physical activity to promote and maintain healthy behaviours. An important aspect of the pedagogy we instil is the variety of learning experiences that our young people undertake, by setting the correct conditions we allow identified skills to be utilised and practised to allow proficiency.

Key Benefits:

- x4 B Grade GCSE equivalent (one day a week on 2-3 Year Programmes)
- Learner uniform to promote belonging and support engagement
- Access to unique enrichment experiences
- Group and social development through experience with other learners/schools
- Access to specific kit/equipment at each centre
- Offsite delivery providing experiences for personal development qualities
- Schools able to place smaller learner numbers
- Multiple placement of Year Groups throughout the week

Placement Details:

- Full day offsite attendance at an MPS Centre
- No minimum or maximum learner numbers required
- Unit cost based on per learner per day
- Schools able to add, remove or replace learners throughout the year
- Schools not tied into full year contracts if learner cohort attendance comes to end
- Weekly feedback, Parents and Options Evening attendance
- Learners will receive an in-school or in-centre taster day and presentation prior to commitment

In-School Delivery

Many schools opt for an in-school delivery approach for a variety of reasons, one of which is the bespoke curriculum that can be designed and implemented to support particular cohorts with their learning needs. By diversifying on the pace, curriculum structure and attainment outcomes, we encourage and promote engagement and success through bespoke curriculum programmes and placement.

The bespoke programme can focus on particular themes in line with the school preferences and learning

priorities. An appealing element of the in-school delivery programme is the potential financial saving when compared to the in-centre delivery learner unit cost. Further elements of savings can be achieved through the optional purchase of uniform and also removal of transportation and logistics. Schools have the flexibility to add, remove and amend the cohort as they progress through the year and can have multiple cohorts timetabled in one day to maximise cost efficiency.

Key Benefits:

- x4 B Grade GCSE equivalent (one day a week on 2-3 Year Programme)
- Removes logistic and transportation concerns and costs
- Limits impact to school timetable (half or full day delivery option)
- Financial efficiency for learner numbers
- Removes offsite worries and anxiety for learners
- Flexibility to add and amend learner cohort
- Qualification delivery available for Years 9, 10 and 11
- Engagement delivery programmes available for Years 7 and 8
- Only Parental Consent and School Referral Form required
- Extensive school performance measures available

Placement Details:

- Half Day – 15 learners per group
- Full Day – 30 learners in total (15 per group (AM/PM))
- Multiple placement of Year Groups within the full day delivery option
- Additional learners can be added
- Fixed cost for Instructor and remains for the full academic year (half day and full date rates available)
- Weekly feedback, Parents and Options Evening attendance
- Learners will receive an in-school taster day and presentation prior to commitment

Bespoke Placement

Secondary School - Year 6 Transition Support

Secondary schools can purchase a number of fantastic Young Leaders Programmes (YLP) for their feeder and catchment schools to support Year 6 transition preparation. By having prepared, rounded and confident learners transitioning into Year 7, both the feeder and secondary school can positively support the concerns and barriers faced with this key event. We bespoke the YLP Programmes specifically to incorporate key skills and attributes that will aid a smooth progression, these include; independent skills, organisational skills, mental resilience and developing a positive approach to challenges. To find out more about the programmes that can support Year 6 transition please view page 28 for more details.

Local Authority Support

Local Authorities and Councils can purchase bulk placement orders for their catchment schools; supporting with a sizeable impact initiative across their location of responsibility. Delivery can be to individual schools or to a larger cluster of schools within a catchment, these can be identified by the local authority or council and can focus on a series of identified support needs and outcomes; early intervention, SEN support, underperforming schools (Esytn), identified vulnerable learners, learners at risk of NEET, Year 6 transition support and preparation.

Several funding streams can support these programmes and placement options; whether through ESF, internal LA funding, education based grants or funding attached to individual learners.

For further information with regards to placement and costings for the Local Authority or Secondary School Support Programmes, please contact the MPS Team via www.mpsschool.co.uk or enquiries@mpct.co.uk to make a placement enquiry.

Placement Process

1. Contact

- Contact 0330 111 3939
- Email enquiries@mpct.co.uk
- Book a meeting (face-to-face / phone / virtual meeting) via www.mpsschool.co.uk

A member of the MPS Management will discuss the provision further and outline the curriculum programmes and placement options available in detail. Here you can find out costings and logistical information and guidance.

2. Documentation

Completion of starter documentation. Two short forms (School Referral Form and Parental Consent) will be sent to the school via email, allowing the learner to attend a free taster session at the centre. This documentation is required prior to the taster day.

3. Taster Day

Learners attend a non-committal taster day free of charge where they meet the instructors, tour the centre, undergo a short interview and also experience a typical day. After the taster session, the centre Instructor will feedback to the school with an update on how the learner integrated and performed on the day. For in-school provisions this will be conducted on the school site.

4. Placement Details

After a successful taster day, placement details will be finalised with particular reference to qualification attainment and day allocation. Completion and agreement of the Service Level Agreement (SLA) will be sent for signature and approval.

5. Start Date

Start date will be issued shortly after a positive taster day. Learners will complete an induction in the early weeks to ensure they are fully supported.

In-Centre Daily Programme

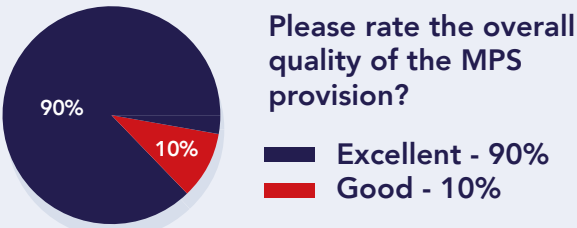
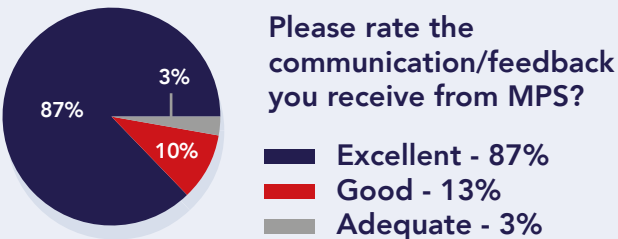
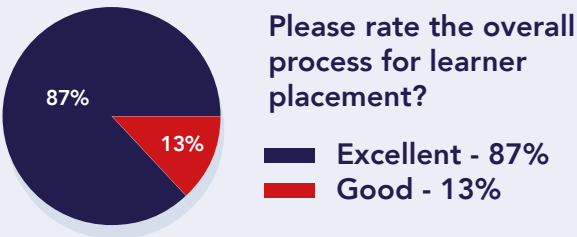
Each day learners participate in both classroom academic studies and physical activity to promote and maintain healthy behaviours. The graphic below displays the daily programme for our in-centre delivery.

- 09:15**
Learners Arrive
Learners prepare for kit inspection
- 09:30**
Learner Parade
Instructors conduct registration, welfare and kit inspection
- 10:00**
Academic Lesson
Learners take part in vocational studies
- 12:00**
Lunch
Learners are encouraged to eat healthily at all times
- 12:30**
Physical Training
Learners take part in differentiated practical activities
- 14:00**
Learner Parade
Instructors conduct afternoon registration and closing address
- 14:30**
Learners Depart
Learners depart on school, parental or public transport

In-School Daily Programme

Our in-school programme looks to mirror our in-centre based delivery with a combination of academic delivery and practical elements to support both learning and engagement.

In-school delivery timings are aligned to the established home school timetable to support ease of coordination and curriculum planning. With full or half-day options available, we generate a bespoke delivery package to support the schools logistical needs and current timetable.



'School feedback from MPS Partner School Survey October 2020'



“

“The provision for our students is excellent. The organisation is run in a professional manner reflecting our own ethos and standards. The students thoroughly enjoy attending the college and they always achieve excellent outcomes.”

“The service and excellent communication continued during the lockdown, our students were well supported and gained their qualifications. We have 100% confidence in this provision and have no hesitation recommending to parents and other schools.”

“The MPS offers a unique learning experience for pupils and gives them the opportunity to learn new skills whilst instilling good morals and values whilst also equipping the pupils with valuable qualifications to progress further in their learning.”

“The transformation in our learners since engaging with MPCT has been remarkable. As a school we can’t praise you highly enough.”

School feedback from MPS Partner School Survey October 2020

”

Qualifications

Learners undertake recognised and accredited vocational qualifications that are aligned and focused towards work and employability skills.

We understand that many of our learners have diverse career aspirations, therefore, we promote and ensure that qualifications are fit for purpose and contextualised to allow a widespread acquisition of knowledge. Learning is active and diverse, both through delivery and assessment. We encourage and actively demand that our staff, centres and curriculum facilitate conditions for holistic and inclusive learning.



Qualifications

Key Stage 3 learners are able to access short term engagement programmes in Year 7 and Year 8 and the qualification based programme in Year 9.

Key Stage 4 learners are able to access all programmes which range from engagement only, to accessing our

BTEC and City & Guilds vocational qualifications. Learners are able to amass credits throughout the year and achieve the highest attainment possible, up to level 2 extended certificate accreditation. We can offer both level 1 and level 2 qualifications which allows accessibility for all learners regardless of academic ability.

Year 7 & 8

Year 7 & 8 Programme

The Young Leaders Programme supports Years 7 and 8 and is a bespoke short or long term engagement programme. The programme is based on half term delivery blocks and develops a range of academic, social and personal development skills for learners to enhance and apply to their school practice.

Year 9

Year 9 Programme

Pearsons BTEC	Level 2 Award in Workskills 23 Performance pts (equivalent to 0.5 GCSEs)	EQUIVALENT 0.5 GCSEs
or		
City & Guilds	Level 2 Award in Employability Skills 11.5 Performance pts (equivalent to 0.25 GCSEs)	

Year 10

Year 10 Programme

Pearsons BTEC	Level 2 Extended Certificate in Workskills 92 Performance pts (equivalent to 2 GCSEs)	EQUIVALENT 2 GCSEs
or		
City & Guilds	Level 2 Extended Certificate in Employability Skills 92 Performance pts (equivalent to 2 GCSEs)	

Year 11

Year 11 Programme

Pearsons BTEC	Level 2 Extended Certificate in Personal Growth and Wellbeing 92 Performance pts (equivalent to 2 GCSEs)	EQUIVALENT 2 GCSEs
or		
City & Guilds	Level 2 Extended Certificate in Employability Skills 92 Performance pts (equivalent to 2 GCSEs)	

All qualifications are listed and accredited on the Qualifications in Wales (QiW) database.



Qualification Attainment Process

The qualification process is managed and coordinated by the Quality Team within the MPS provision. The process below outlines the systematic approach that occurs within the academic year.

- 01 MPS registers learner on qualification with the Awarding Body
- 02 Qualification delivery throughout the academic year
- 03 Internal/external verification process applied
- 04 MPS claim qualification attainment and distribute certification
- 05 Schools access and obtain performance measures



Year 7 & 8

Young Leaders Programme

The Young Leaders Programme (YLP) allows learners in Years 7/8 to develop a holistic approach to learning and personal development. The foundation of the programme is built upon active learning with diverse practical activities allowing for unique learning experiences. Our friendly instructors generate intrigue targeting both academic and personal development through exciting fun activities unpinned by a soft military ethos.

Our ethos and curriculum equips and develops learners with the necessary key attributes to support positive development, both within school and as members of the community.

3 Targets of the Young Leaders Programme

Every Young Leaders Programme is unpinned by three distinct and vital learning approaches; these form the foundation of each programme delivery.



01. Cognitive Development

Supporting learners to develop problem solving, reasoning and critical thinking through practical contextualised activities. Learners will develop confidence in the application of leadership to promote skills and experience in decision-making and effective judgment.



02. Personal & Social Development

Developing learners understanding and practical application of leadership and communication. Through scenario based delivery, learners discover the importance of group interaction and teamwork which allows learning to take a fun and challenging path. Learners see first hand success of commitment, communication, social cohesion and the importance of respect.



03. Happiness Health & Wellbeing

Supporting learners to develop an understanding of the contributory factors involved in achieving and maintaining a healthy lifestyle, particularly the impact of food and nutrition on health and well-being and the skills to adopt healthy behaviours. Learners will learn how to deal with challenges, understand anxiety and the importance of developing a positive mind-set to support mental resilience.

01. The Leadership Programme

The Leadership Programme looks to promote and inspire the understanding and application of key transformative leadership principles. The programme takes a progressive voyage of understanding of the key elements and principles of leadership. By applying these in practical based learning scenarios, learners will undertake experience of responsibility, diverse team roles, understand the importance of strong core values and the benefits of working together and supporting others.

The programme will allow learners to understand, relate and apply leadership principles to various environments and settings. Learners are taught the importance of self-confidence and transferable communication skills and techniques; they will be actively encouraged to reflect on their experiences throughout to inspire confidence in themselves and others. The development of vital life skills and the importance of core values will equip learners with the foundations to achieve and thrive.

02. The Positive Behaviours Programme

The Positive Behaviours Programme looks to engage learners in adopting a positive mind set and approach to academic, social and community experiences. The programme encourages learners to adopt a healthy and active lifestyle targeting a reduction in inactivity, obesity and sedentary lifestyles. Physical activity is promoted to support psychological benefits by improving their control over symptoms of anxiety and depression.

Similarly, the active nature of the programme supports the participation in physical activity, assisting in the social development of young people by providing opportunities for self-expression, building self-confidence, social interaction and integration. Learners will also explore the dangers of over use of digital platforms.

03. The Active Programme

The Active Programme looks to develop and promote the benefits of physical exercise. The programme focuses on the 6 skill related components of; speed, agility, balance, coordination, power, and reaction time. Learners undertake a journey of discovery and acquire the knowledge and understanding of key elements of physical activity. Learners will discover the benefits of physical activity and the impact this can have on mental health and cognitive development. They will understand how to effectively exercise and look after themselves promoting healthy behaviors and a positive mindset as they grow and develop.

Placement Details

Whether opting for a short, extended or multiple programmes, schools and local authorities have the ability to choose and create the right placement to support the schools requirements and identified learning needs.

Schools have a choice of 3 fantastic programmes, all of which look to promote and support development through distinct delivery and outcome based programme models. Schools can pick one or all three! We can deliver each programme to the same cohort of learners or have different learners assigned to different programmes.

Programmes are available throughout the academic year with the duration of each based upon half term delivery blocks. Schools can allocate a cohort for a single programme or several per academic year. Weekly sessions are run on a half and full day approach with all delivery conducted at the school location.

Year 9 Programme

About the Course

The **BTEC Workskills** qualification has been designed to offer learners a programme of study to improve their understanding and application of business and employability skills. The qualification has been developed to ensure that the knowledge, skills and understanding they provide are relevant, current and valuable for learners and potential employers. Learners will develop a variety of transferable skills that will support and aid in academic and career progression. The programme allows learners to understand key aspects of preparation for the workplace along with practical application of experience and skill related scenarios.

The **City & Guilds Employability Skills** qualification has been designed to support learners develop and understand work-ready skills, employer expectations, the working environment and career readiness. The qualification has been designed in collaboration with a range of experts from various industry sectors, training providers and employment and recruitment professionals to ensure the content matches what is needed and valued by today's employment market. Key transferable skills such as independent research, group collaboration and leadership are all key components of this qualification.

School Performance

Level 2 Threshold (GCSE equivalence): (C&G)	0.25
Capped Points Score: (C&G)	11.5
Level 2 Threshold (GCSE equivalence): (BTEC)	0.5
Capped Points Score: (BTEC)	23

When combined with year 10 Programme:

Level 2 Threshold (GCSE equivalence):	2
Capped Points Score:	92

When combined with year 10 & 11 Programme:

Level 2 Threshold (GCSE equivalence):	4	(All qualification attainment listed is based on one day
Capped Points Score:	184	allocation per week for a full academic year)

Year 9

Pearsons BTEC

Level 2 Award in Workskills

23 Performance pts (equivalent to 0.5 GCSEs)

or

City & Guilds

Level 2 Award in Employability Skills

11.5 Performance pts (equivalent to 0.25 GCSEs)

EQUIVALENT

0.5

GCSES

Year 10 Programme

About the Course

The **BTEC Workskills** qualification has been designed to offer learners a programme of study to improve their understanding and application of business and employability skills. The qualification has been developed to ensure that the knowledge, skills and understanding they provide are relevant, current and valuable for learners and potential employers. Learners will develop a variety of transferable skills that will support and aid in academic and career progression. The programme allows learners to understand key aspects of preparation for the workplace along with practical application of experience and skill related scenarios.

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School Performance

Level 2 Threshold (GCSE equivalence):	2
Capped Points Score:	92
Combined with Year 11 Programme:	
Level 2 Threshold (GCSE equivalence):	4
Capped Points Score:	184

Qualification

Person BTEC Level 2 Extended Certificate in Workskills (601/9004/8)	2
Other attainment available:	
Level 2 Award (70 GLH) (601/9008/5)	
Level 2 Award (95 GLH) (601/9017/6)	4
Level 2 Certificate (601/9007/3)	184

Qualification

City & Guilds Level 2 Extended Certificate in Employability Skills (601/3646/7)	
Other attainment available:	
Level 2 Award (601/3632/7)	
Level 2 Extended Award (601/3633/9)	
Level 2 Certificate (601/3645/5)	

(All qualification attainment listed is based on one day allocation per week for a full academic year)

Year 10

Pearsons BTEC

Level 2 Extended Certificate in Workskills

92 Performance pts (equivalent to 2 GCSEs)

or

City & Guilds

Level 2 Extended Certificate in Employability Skills

92 Performance pts (equivalent to 2 GCSEs)

EQUIVALENT

2

GCSES

Year 11 Programme

About the Course

The **BTEC Personal Growth and Wellbeing** qualification has been designed to support learners’ skill development in preparation for higher-level learning and career progression. The qualification is designed to progress the development of personal attributes, communication skills, self-management and development strategies to promote progression to further study and future employment. Developing resilient behaviour, appreciating emotional wellbeing and adopting personal progression plans are all key components of this qualification.

The **City & Guilds Employability Skills** qualification has been designed to support learners develop and understand work-ready skills, employer expectations, the working environment and career readiness. The qualification has been designed in collaboration with a range of experts from various industry sectors, training providers and employment and recruitment professionals to ensure the content matches what is needed and valued by today’s employment market. Key transferable skills such as independent research, group collaboration and leadership are all key components of this qualification.

School Performance

Level 2 Threshold (GCSE equivalence):
Capped Points Score:

Combined with Year 11 Programme:
Level 2 Threshold (GCSE equivalence):
Capped Points Score:

Qualification

- 2 Pearson BTEC Level 2 Extended Certificate in Personal Growth and Wellbeing (603/6005/7)
- 92 **Other attainment available:**
Level 2 Subsidiary Award - (603/6002/1)
- 4 Level 2 Award - (603/6003/3)
- 184 Level 2 Certificate - (603/6004/5)

Qualification

- City & Guilds Level 2 Extended Certificate in Employability Skills (601/3646/7)
- Other attainment available:**
Level 2 Award (601/3632/7)
- Level 2 Extended Award (601/3633/9)
- Level 2 Certificate (601/3645/5)

(All qualification attainment listed is based on one day allocation per week for a full academic year)



Pearsons BTEC

Level 2 Extended Certificate in Personal Growth and Wellbeing
92 Performance pts (equivalent to 2 GCSEs)

or

City & Guilds

Level 2 Extended Certificate in Employability Skills
92 Performance pts (equivalent to 2 GCSEs)

EQUIVALENT
2
GCSES



//

I joined MPS because my school thought I would benefit from the qualifications they deliver and I’m so glad they did. Since Joining MPS I have become more confident and I believe in myself more. They have helped me focus and develop in the classroom and I’m now I’m completing work I never thought possible. When I leave MPS at the end of this year I’ll be leaving with 4 B grade GCSE equivalents. The staff are always there to offer advice and support. I didn’t know what to think when my teacher asked if I would like to join MPS, but I can honestly say it’s the best decision I’ve made!

Name: Jack
School: Llantwit Major Comprehensive

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FAQ

How you do ensure learners are safe?

The primary objective of MPS is always the safety and well-being of its learners.

We do this by ensuring all our staff are sufficiently trained to deal with any safeguarding concern that may arise. They are supported by dedicated safeguarding leads in all areas and co-ordinated nationally by a Lead Safeguarding Officer (LSO).

We engender a culture of openness and transparency encouraging all learners to engage fully with MPS staff, giving them the confidence to disclose any concerns they may have. All disclosures made by learners are always taken seriously and given the appropriate attention to ensure they are always kept safe.

An alternative reporting process is also available when the referrer may not have the confidence to speak directly to an instructor. These will include:

Dedicated safeguarding email:

keepmesafe@mpct.co.uk

Dedicated safeguarding line with voicemail:

02921 675537

The independent LSO is responsible for the overall safeguarding for MPS and is responsible for dealing with any direct concerns raised about an instructor or other members of MPS.

How will the school attain the performance measures for the qualification?

The qualification process is coordinated throughout the academic year by MPS. Registration, internal verification, claiming and certification will be coordinated by the MPS Quality Team. All our qualifications hold performance points in which the schools access and obtain at the end of the academic year.

When can learners join the provision?

The course duration follows the academic year and learners can attend MPS up to 3 days a week; most learners attend centres for 1 day a week, which allows the learner to access their home-school curriculum with little or no disruption to school timetables. Learners can join at any point throughout the year and are still able to attain qualifications.

Can learners transition through Year Groups?

It is encouraged that learners transition through our curriculum programmes. The benefits of transitioning will allow both learner and schools to obtain higher attainment and performance measures, particularly with the KS4 programme pathways. Learners can obtain 4 GCSEs (equivalent B grades) on a one day a week allocation through Year 10 and 11.

Do learners need to be fit to join the course?

No. Learners work at a level that is suitable to them. Fitness will improve naturally as they take part in exercise each week with learners understanding healthy behaviours and nutrition as the course progresses. All physical activity is differentiated, all we ask is that learners try.

Will learners get to wear a uniform?

All learners on who attend an MPS centre wear the MPS uniform. This makes them feel part of the team and gives them a sense of pride. Details on uniform will be explained on the induction weeks of programme. If delivery is on school site there is no requirement for uniform.

Will the course help learners choose a career?

Yes, learners will receive individual careers advice whilst on the course to help with vocational, academic and employability choices.

Do learners have to want to join the military if they attend MPS?

No, learners will be supported in whatever career path they choose to follow. Although the course is based on military values and low-level contextualised military engagement activities, the course allows learners the opportunity to develop confidence and employability skills. The majority of MPS learners progress to A Levels, apprenticeships or employment.

How will the school obtain the performance measures for the qualification?

Registration, internal verification, claiming and certification will be coordinated by the MPS Quality Team. All our qualifications hold performance points in which the schools access and obtain at the end of the academic year.

How much does it cost?

For In-Centre placement, costings are determined through individual learner pricing, at a cost of per learner per day. per day. For In-School placement, costings are based on full or half day Instructor set delivery rates.

Additional costings include a one off payment that covers full uniform and qualification registration, this can vary dependant on attainment level. Learners who transition through the year groups generally keep the one uniform. The Young Leaders Programme costing is based upon a single weekly unit cost and is dependant on number of weeks and half/full day delivery.

What is the programme outline?

50% is theory based learning through active and diverse classroom activities. 50% of the course is physical/active, which supports practical evidence for the qualifications. Learners experience unique learning opportunities from: obstacle courses, intersection competitions, overnight expeditions, community work, award days, diverse outdoor education and military activities. Learners will generally spend one day a week in the provision, this therefore limits any impact to their core subjects and school timetable.

Do you offer a blended/distance learning package?

Yes, through a proactive, structured and pre-planned blended learning package, we aim to mitigate any placement and qualification distribution throughout the academic year, in the event of any temporary school, local or government imposed restrictions. We have a series of elements to ensure a high quality continuation of service, learning and wellbeing support is maintained. These components include, virtual classrooms, unique learner login access, interactive qualification modules, online support resources and learner welfare monitoring.

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