



ENGLAND PROSPECTUS
2020/21

Military Preparation School

SUPPORTING SCHOOL PERFORMANCE



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.

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

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 5 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.

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 20 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



Safeguarding

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.

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 City & Guilds and Pearsons allowing outstanding outcomes for schools.

Key benefits:

- **High performance measures**
- **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/Ofsted**





Placement Options

The flexible and diverse options allow schools to coordinate placement to meet the needs of the learner and school timetable, with many accessing the provision with 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 developing personal attributes, we look to maximise their learning potential.

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 are no limits on the amount of learners school place on programme. 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 to support short-term placement or as part of the schools 2 or 3 year GCSE programme.

Placement Structure

The accredited vocational qualifications provide opportunity for schools to benefit from flexible placement options.

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 can be based on one, two or three day a week allocation.



Learners are able to access both our City and Guilds and BTEC vocational qualifications. Learners amass credits throughout the year and achieve the highest attainment possible, up to Level 2 Diploma accreditation.

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 22.

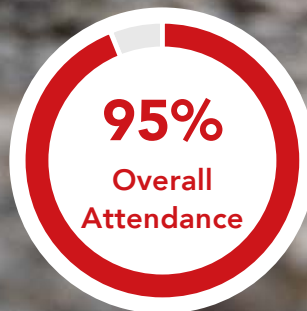


“

We have worked with MPS for a number of years, accessing a range of qualifications to support our learners. Each year, our pupils have achieved a 100% pass rate as well as benefiting from a wide range of support, guidance and enrichment. There is a comprehensive referral process supported by highly effective school communication. This provision has strengthened our curriculum offer enabling us to design a bespoke package of learning for our pupils.

”

Cynffig Comprehensive School



2018/19 Performance Data

“

At Greenhill, MPS is offered as part of the Year 9 into 10 options process and uptake came from across the ability range. This is the first year we have been involved with the MPS programme and the students have been wholly positive about their experiences. Upon completion, the students will have gained two qualifications with a grade equivalence of 4 B grades at GCSE.

”

Greenhill School

“

All St Albans pupils who have attended the KS4 MPS provision have engaged and excelled on the course. It provides us as a school the scope to offer an innovative and flexible curriculum at KS4 in which all pupils can succeed and gain meaningful qualifications. Communication and updates between staff at MPS and St Albans has been excellent and key in supporting our pupils in meeting success on the courses offered.

”

St Albans RC High School

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



Questions?

What is the qualification process?

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.

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.

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 0330 111 3939



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.



C1 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.

C3 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.

C2 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.

C4 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.

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



“

As a person I have developed my attitude to learning, in and outside of MPS. It has also given me an opportunity to branch into a better future. It has made me a better person and it's helped me think about my future. The physical part of the course also helps me to keep fit & helps my boxing.

”

Elijah

School: **King's Church of England School** Centre: **MPS Rodbaston**

“

I have been at MPS for six months and believe it has helped me with my confidence and I can now speak to people more comfortably. My fitness levels have increased. I enjoy working in a team and my favourite part of physical training is battle PT. I really enjoy coming to MPS Tamworth.

”

Callum

School: **Wilnecote School** Centre: **MPS Tamworth**



“

So far in my time at MPS I have improved my personal qualities and health and fitness. Before I joined I wasn't very good at working as part of team but now I have definitely improved. My fitness has also improved from all the PT. MPS has helped me with learning new things and I am certainly happy that I chose it as one of my GCSE Options.

”

Matteo

School: **Stanwell School** Centre: **MPS Cardiff**



“

I enjoy the activities and teamwork tasks at MPS and also enjoy the fitness sessions as they varied and are different. MPS has helped me work towards my future career by teaching me key employability skills and also allowing me to gain qualifications to support my future.

”

Jacob

School: **Ysgol Harry Tudor** Centre: **MPS Haverfordwest**





“

Being a part of and attending MPS has given me the opportunity to further my ambition and supporting my future. It has helped me gain self-confidence and communication skills which are vital to have. MPS is also helping me increase my fitness and is developing my knowledge of health and wellbeing. MPS takes into consideration all ambitions of what we want to achieve and gives full support and guidance with our choices.

”

Nikita

School: **Birchgrove Comprehensive**

Centre: **Swansea**

Daily Programme

Learners each day 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.

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

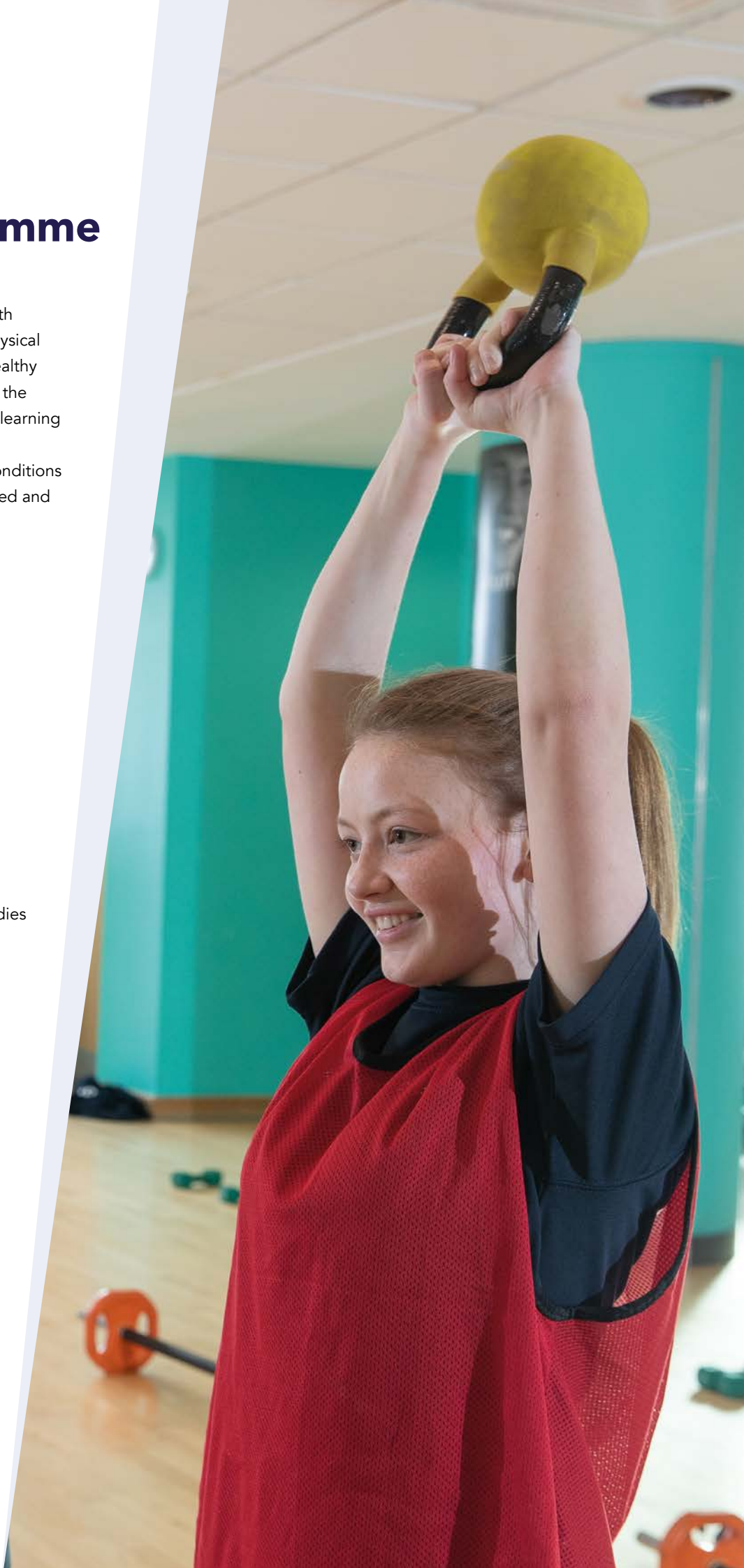
Learner Parade

Instructors conduct afternoon registration and closing address

14:30

Learners Depart

Learners depart on school, parental or public transport





Questions?

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?

Yes. All learners on the programme 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.

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.

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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 both

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



Year 7 & 8 Programme

The Young Leaders Programme supports Years 7 and 8 and is a bespoke short 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 Programme

- **BTEC Level 2 WorkSkills**
- **City & Guilds Level 1/Level 2 Employability Skills**
- **BTEC Level 2 Teamwork and Personal Development in the Community**



Year 10 Programme

- **BTEC Level 2 WorkSkills**
- **City & Guilds Level 1/Level 2 Employability Skills**
- **BTEC Level 2 Teamwork and Personal Development in the Community**
- **BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness**



Year 11 Programme

- **BTEC Level 2 WorkSkills**
- **City & Guilds Level 1/Level 2 Employability Skills**
- **BTEC Level 2 Teamwork and Personal Development in the Community**
- **BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness**



Qualification Attainment Process

The qualification process is managed and conducted by the Quality Team within the MPS provision. The process below outlines the systematic approach that takes place 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 (Progress 8)

City & Guilds

BTEC

Young Leaders Programme

The Young Leaders Programme (YLP) allows Year 7 and 8 learners 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 unpinning by a soft military ethos.

3 Pillars of YLP

We offer a unique learning experience and allow opportunity for schools to implement the Young Leaders Programme to enhance their curriculum. The fundamental aspects of delivery and our pedagogy are based upon the following key areas:

- **Numeracy and literacy**
Supporting learners to develop numeracy and literacy through practical contextualised activities. Developing confidence in the application of problem solving to promote learner engagement in this key area.
- **Personal and social development**
Developing learners understanding and practical application of leadership and communication. Teamwork allows learning to take a fun and challenging path where learners see first hand success of commitment, communication, social cohesion and the importance of respect.
- **Happiness, health and well-being**
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.

Details

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.



BTEC Level 2 WorkSkills

Attainment range: Award to Diploma

About the Qualification

Learners will work towards achieving Level 2 accreditation in Workskills and will look to give learners the skills to enter and manage a career that will change over time. Learners will undertake several contextualised units including developing your CV, applying for jobs, managing your own money, self management skills, understanding employment responsibilities and rights and working in a team.

City & Guilds Level 1/Level 2 Employability Skills

Attainment range: Award to Diploma

About the Qualification

Learners will work towards achieving the Level 2 Extended Certificate in Employability Skills. Learners will develop a variety of transferable skills that will support and aid in academic and career progression. The course allows learners to understand key aspects of preparation for the workplace along with practical application of experience and skill related scenarios. The qualification content matches what is needed and valued by today's employment market and can assist the learners' opportunity of progressing in education and gaining employment.

BTEC Level 2 Teamwork and Personal Development in the Community

Attainment range: Certificate to Extended Certificate

About the Qualification

Learners will work towards a nationally recognised and accredited BTEC qualification in Teamwork and Personal Development, established by Pearson. Learners will work towards achieving the Level 2 Extended Certificate over the course of the academic year. The qualification encourages personal growth, leadership and developing an understanding of teamwork and communication using an active and contextualised approach. The skills learnt and developed are then able to be applied to all aspects of the learners academic and career progression.

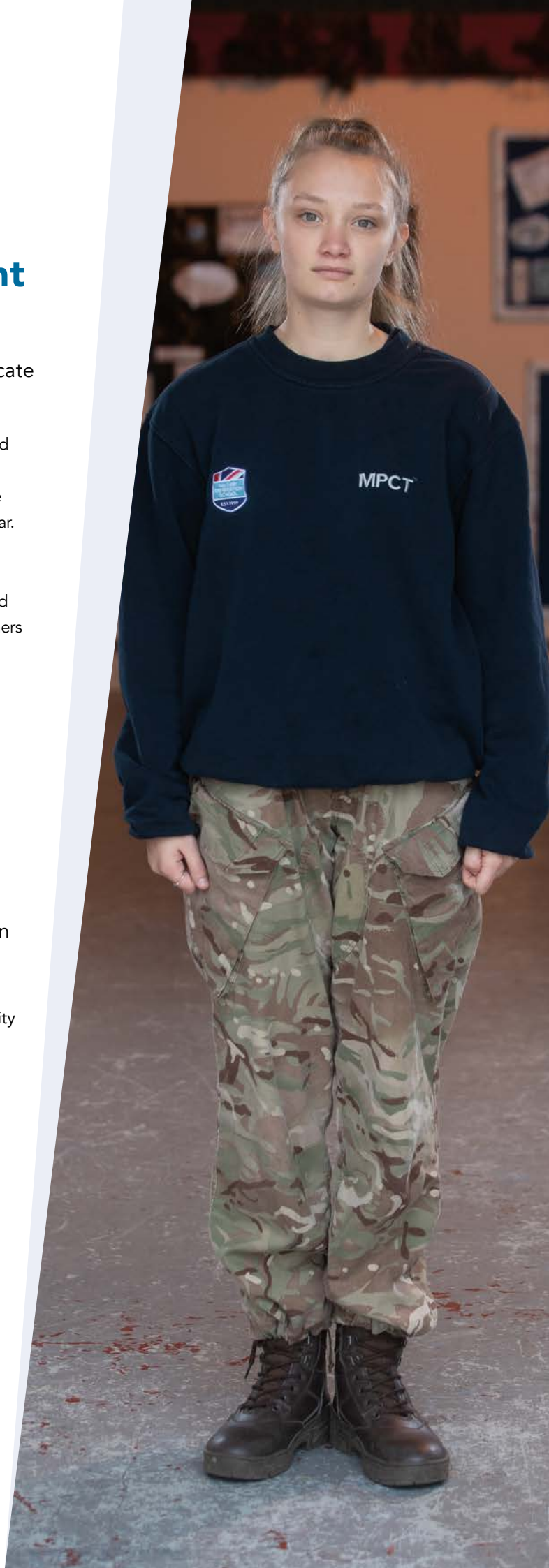
BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness

Attainment range: Level 1 Pass to Level 2 Distinction

About the Qualification

The Pearson BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness, is for learners who want to acquire theoretical knowledge and technical skills through vocational contexts by exploring areas such as the body systems, psychology, nutrition, technology and leadership. The qualification recognises the value of developing skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

The BTEC Tech Award in Sport, Activity and Fitness has been included on the DfE List of qualifications which will count towards performance tables in England, meaning that it can be included in the third tier of Progress 8: the 'open' (non-EBacc) category. Learners can take up to 3 BTEC Tech Awards in the "Open Group" alongside their GCSEs.



How does MPS support schools with the Gatsby Benchmarks?

1. A stable careers programme

The programme equips learners with the necessary skills, competence, development and vocational experience to succeed in a positive progression to further education and employment

2. Learning from career & labour market information

Every learner will utilise online resources to support more informed decisions about future study and career options.

3. Addressing the needs of each pupil

All learners have an Individual Learning Plan (ILP) which instructors adapt and review to ensure high expectations of learning and career pathways are developed whilst on programme.

4. Linking curriculum learning to careers

The delivery is effectively contextualised to support employability and transferable skills allowing learners to learn, understand and then apply these new and varied situations.

5. Encounters with employers and employees

Learners will experience various opportunities and interactions and contextualised learning. This is used to promote learners to the demands and concerns of modern-day life style choices through unit portfolio work discussions and external presentations.

6. Experiences of workplaces

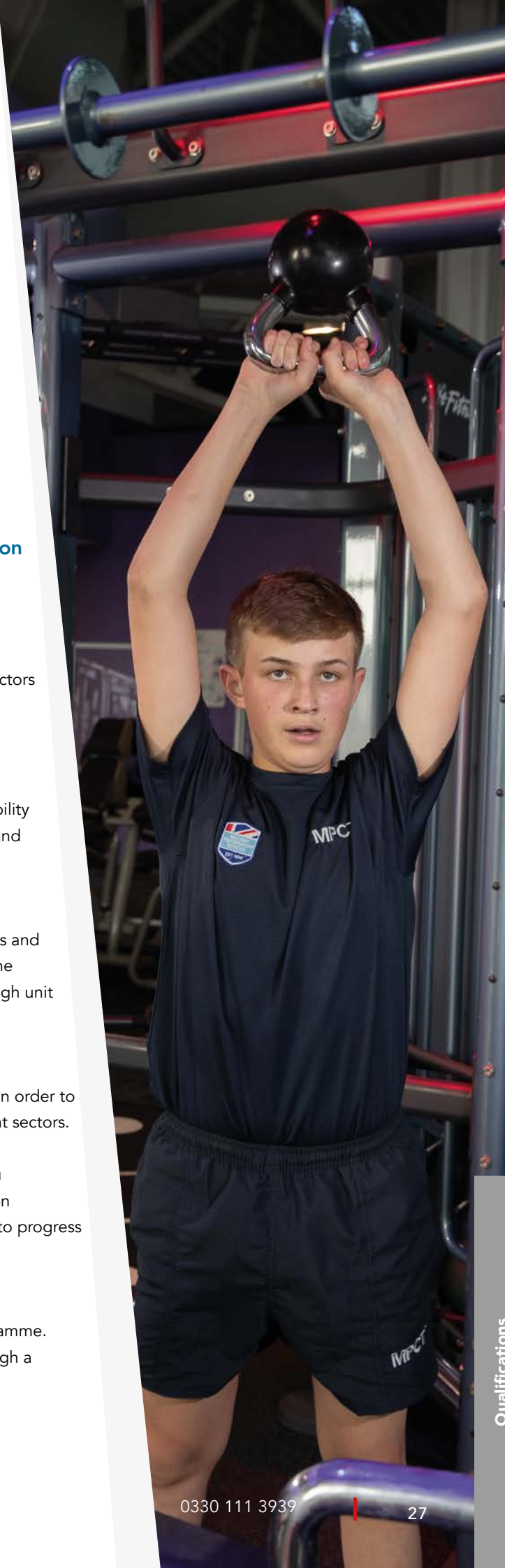
Learners will undergo work experience whilst on programme in order to support knowledge and understanding of various employment sectors.

7. Encounters with further and higher education

MPS centres in England are co-located within higher education establishments. This supports everyday familiarity and desire to progress within further education.

8. Personal guidance

Learners experience individualised IAG throughout the programme. Instructors track and monitor learner career progression through a series of 1:1 interviews.





Questions?

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. Our Progress 8 qualification holds performance points in which the schools access and obtain at the end of the academic year.

How much does it cost?

Costings are determined through individual learner pricing, at a cost of per learner per day. This covers all service delivery for the academic year. 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.

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