

# Welcome to TSP Learn

## A Guide For Employers

**TSP** *learn*

[www.tsplearn.co.uk](http://www.tsplearn.co.uk)



## Welcome!

This Guide For Employers has been developed to provide our employer clients with further information about how to prepare for and run training and development programmes such as the apprenticeship. This information is particularly useful to those involved in setting up apprenticeship programmes but much of the information provided is also relevant to setting up any kind of training provision. Learning and development/HR managers, line managers, support staff and mentors will all find information that will help to make programmes run smoothly.

We have tried to focus on all of the key areas that make up an employer's Learning Journey and we hope that you find the information useful.

If you need further information on any area of programme delivery please don't hesitate to contact us through our tutor delivery team, client manager team or our administration team, we have provided contact details within this document (on page 12).

## Working with TSP Learn

During our initial discussions with employer teams that are involved in setting up a working relationship with TSP Learn, we will have undertaken an initial analysis of a specific set of business training requirements and recommended a range of programmes and delivery options.

TSP Learn and all of its employer clients will sign an agreement for the provision of services, this also outlines the due diligence process including arrangements for data sharing and other key items such as Health and Safety and Safeguarding requirements.



### Our Mission

"Deliver high quality, responsive and innovative training and support services to meet both the business needs of employers and enable individuals to achieve their true development potential."

## Getting ready to run an apprenticeship programme

Whether your apprentice is new to the business or is an existing colleague good preparation and consistency in terms of information about the programme delivery and general requirements will help to make the process run smoothly.

First and foremost your apprentice will be undertaking a specific role for you and as such should have access to your internal company information about their role and what to expect. This might take the form of a starter or stakeholder pack and, depending on their current status, may include information about:

- **What they will need to bring with them to undertake the role.**
- **What the dresscode is including any requirement for PPE.**
- **Who they will be meeting on the first day of their role.**
- **How transport and parking works at their place of work.**

All apprentices that work with your organisation should have a contract of work and be being paid at least in line with or above the guidance on national minimum wage.

## Support and monitoring progress

If you are a manager who has a direct line report/colleague who is starting an apprenticeship programme or you are directly supporting or mentoring someone who is, we've summarised some key things to be aware of below:

### Planning Learning

- TSP Learn will be in touch with you at the very beginning of the process to make sure that you understand the programme that your colleague has signed up to and will provide you with an outline of their 'learning journey' including how tutorials and assessment will take place. This information can be found in their My Learning Journey document.
- You may be asked to countersign Application/Enrolment forms, an Apprenticeship Agreement and a Commitment Statement. This confirms that you are aware of exactly what your colleague is signing up to.
- We recognise that a range of managers may be involved in nominating members of staff, existing or new, to join particular apprenticeship programmes. The idea is that these programmes will help further develop a particular set of skills and competencies that will have a positive effect on the colleague by providing significant learning and skills development to them within their current job role or new role. It is important to note that TSP Learn will be responsible for checking the prior experience, qualifications and English and Maths ability of applicants to our programmes to ensure that they are both suitable and eligible to undertake an apprenticeship. We evaluate this during our information, advice and guidance stage ahead of confirming that a candidate will be moving through to a programme induction.

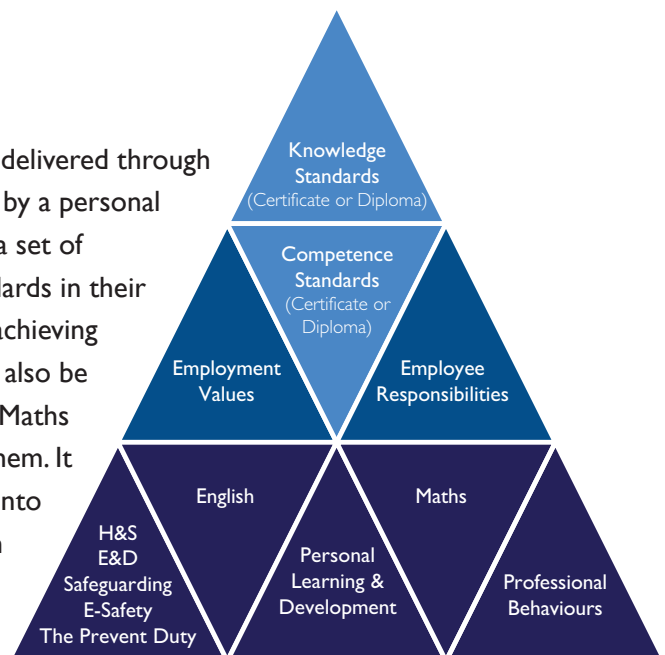
- Tutorial appointments are flexible and your training provider will ask you to assist in identifying suitable 2-3hr slots for inductions and ongoing monthly tutorial sessions and in some instances group workshop sessions. These are important and you should be aware of when and where these sessions will take place.
- Apprentices will also be asked to keep a log of times when they are involved in 'off the job training' that contributes directly toward their apprenticeship programme. This can include work shadowing, mentoring, time spent completing apprenticeship activities set by the training provider in between tutorials, including workbook/online learning content and any other relevant training toward their programme. This does not mean that they need to be away from their place of work, but they do need to be allowed time to complete this type of activity. This is where government guidelines suggest that, on average, a minimum of 20% of working time should be made up of this type of activity. This breaks down to around 1.5hrs in a working day but we will share exactly what this is as we prepare candidates for their apprenticeship programme induction.
- Apprentices may ask you if they can implement a new approach to a task or if they can be involved in a particular project or activity that will help them find evidence toward their course. If you can support them with this, it can significantly help them with their learning and should also be something that has a positive impact on your business.

### Supporting role

- Your ongoing feedback on how colleagues are performing in their roles is very valuable. You will be asked to formally review progress during the programme at quarterly intervals and we would like you to take part in those sessions and your input will be recorded within the overall My Learning Journey document.
- Having a general awareness of how your colleague is progressing is very helpful. Your training provider will provide a monthly progress report that highlights how far through each parts of their programme a colleague has progressed, usually expressed as a percentage.
- Tutors involved in training your colleagues will be monitoring the progress of each apprentice very closely. If a monthly tutorial is cancelled by an apprentice, the tutor will seek to re-arrange the appointment. If this happens regularly, the tutor will approach you to ensure the apprentice understands the significance of missed appointments. We would ask you to look out for important email and calendar invite information that comes from TSP Learn while a programme is underway and acknowledge and respond to these in a timely way. This will help to minimise any disruption to appointments and to the day to day running of your business.
- If an apprentice believes that they may need to suspend or leave their programme, you will be asked to confirm that this is acceptable to the business.
- Recognition of achievement is important throughout any apprenticeship. Positively reinforcing the achievement of units or elements of the apprenticeship will be well received and will help to maintain the engagement of the apprentice. You may wish to consider organising or attending a celebratory event/graduation at the end of the apprenticeship.

## Apprenticeship overview

An apprenticeship is a work based training programme delivered through a combination of on and off the job learning supported by a personal tutor. Each apprenticeship requires learners to achieve a set of nationally recognised knowledge and competency standards in their chosen subject area. These are often demonstrated by achieving a specific Diploma or Certificate qualification. They will also be provided with support to achieve recognised English & Maths qualifications up to level 2 if they do not already have them. It is a great way to develop their skills if they are moving into a new job role or have picked up new responsibilities in their role.



### How does it work?

Most courses run over a 12-18 month period. Learners will be assigned a personal tutor who will agree a regular series of tutorials with them that will take place each month at an agreed company location. They will also be provided with online workshops and a range of activities to complete each week that relate to your programme. Practical training, shadowing and mentoring will also be taken into consideration when we plan the Learning Journey and they will be assessed using a variety of methods including practical observations, producing a portfolio of evidence and assignments with some formally examined elements.

Although they will not be required to attend a college for day release, we recommend that learners should review their learning journal, assignments and other learning resources during each working day. This type of activity combined with a range of other activities including work shadowing, mentoring, taking part in team briefings and training that are relevant to your apprenticeship subject are all part of what is called Off The Job training which, on average, should equate to at least 20% of their working time.

### Who are Apprenticeships for?

Apprenticeships are designed specifically for those who wish to combine working and earning whilst learning a professional skill. The opportunities are open to those of all ages.

#### Learner Eligibility Quick Check:

- ✓ Working on average 30 hours or more per week.
- ✓ Ordinarily resident in the UK and have been a UK/EU/EEA resident for 3 years preceding this programme.
- ✓ Not at school, college or university.



## Learners' Frequently Asked Questions

**Q.** Will my contract change if I join an Apprenticeship course?

**A.** No! You and your manager will simply sign an Apprenticeship Agreement and Commitment Statement to enable you to access the training and continue with your existing contract.

**Q.** I've got a degree or higher education qualification, can I join an Apprenticeship?

**A.** It is possible to be a degree holder and join an Apprenticeship. We need to make sure that anyone starting an Apprenticeship is suitable. If you don't already have the same or similar subject at the same or a higher level and you need the skills training for your role, you are likely to be suitable.

**Q.** How much time is required outside my working hours?

**A.** You should be allowed time to attend tutorials and complete learning activities within your working hours.

**Q.** Do I need to have a minimum level of qualifications to get onto the Apprenticeship course?

**A.** No. We review every applicants English skills to make sure you will be able to cope with the level of English within the courses and we offer additional support for those who need it.



**FEEDBACK** “ This was my first job role in this industry and I was really nervous. The support I've had has given me so much confidence to move on! ”

## The Learning Journey

We have summarised below, key elements, documents and activities undertaken during the Learning Journey that it is useful for an employer to recognise and understand. We hope that this will help to make the apprenticeship learning process easier to understand and engage with.

### ‘My Learning Journey’ (MLJ) & Commitment Statement

The My Learning Journey document identifies all of the key milestone components of each person's programme. It is an ongoing live document that is prepared before the induction session and updated throughout every learning programme. The document also contains a Commitment Statement that both learners and their employers must sign to confirm their commitment to undertaking the programme and working within the funding guidance for apprenticeships. The document also contains a training plan section that is developed from the information provided by candidates during the application process with our information, advice and guidance team. This process, establishes what prior learning and experience candidates have and what impact this has on the training that is required to be completed as part of their apprenticeship. It also finalises the individual candidate levy funding value, which may be below the value within the main agreement for services.

### The Launchpad

The launchpad is where TSP host our own collection of learning resources that are used across our range of apprenticeship programmes. The launchpad resources are organised by subject and contain useful presentations and documents that can be used to support tutorials and workshops that take place.

In addition, the launchpad hosts a specific set of activities that are required to be completed before we can confirm that a learner has reached the end of their practical training period and is ready to be end point assessed.

### VQ Manager

VQ Manager is the name for TSP Learn's e-portfolio system. This is an online system that is used to collate the evidence that learners provide for any qualifications that are part of their apprenticeship programme. Learners are able to see at a glance the progress that they are making and the system is used to provide information for our monthly learner reporting.

Our quality team can organise access for our employer managers to certain levels within the system. If you would like this, please discuss with your tutor(s) or alternatively ask your client manager about how to gain access.

**FEEDBACK** “ I just wanted to let you know what an excellent tutor I had whilst completing my apprenticeship in Management. They were always quick to respond if I had any questions and were really supportive throughout my time doing the course. ”

## Types of Assessment

### Observation of performance in the work environment

This is the best form of evidence to prove skills competency. Tutors directly observe learners carrying out tasks that are required of them. These observations can be recorded in a variety of ways and could include written documentation or video/voice recording.

### Questioning and discussion with the learner

It may be necessary to explore a learner's depth of knowledge or understanding of a particular element. Discussions can be recorded in a variety of ways and could include written documentation or video or voice recording, but will be planned in advance by providing guidance to the learner on the areas that will be discussed so notes can be made.

### Projects/case studies and/or assignments

This may be used for items where performance evidence (real work activity) is not needed.

### Holistic assessment

Many of the units or standard themes link together in a logical way. In many cases there should be no need to assess on a standard by standard or unit by unit basis. It makes better use of a learner's time to consider and plan how many areas could be covered on each assessment occasion thinking holistically.

For example, a customer service learner could be working on their own, during a busy period and dealing with a complaint all at the same time. This situation will involve using many different skills which can be used as evidence.

Prior discussion between the tutor and the learner, with perhaps some negotiation with a learner's manager, should make these rich assessment opportunities.

## Action Learning Plans

At every tutorial that is undertaken an Action Learning Plan is generated. This provides learners with a summary of the tasks/actions that their tutor has requested to be completed between tutorials. These bite-sized learning activities help ensure that learners continue to make progress in a timely way. The content of every Action Learning Plan is agreed and signed between the tutor and the learner.

## Progress Reviews

Progress reviews, undertaken every 8-12 weeks, are a point in time when all parties involved in training take a step back and look at the progress that is being made by the learner and identifies changes that need to be made to the MLJ targets or to support arrangements. They also involve setting targets to further complete the plan. They occur in the workplace and involve the employer. They check learner welfare, issues that may arise in the future i.e. holidays, busy times in the workplace. This is where a



manager or the learner's mentor should be present. In addition to our formal reports, tutors should be keeping managers informed of the learner's progress, verbally and via email. Tutors will show the learner and manager/mentor the progress made during the review period.

### Client Support & Progress Reporting

You will be assigned a client manager to work with you to plan, develop and implement your programmes. They will also provide support with your apprenticeship levy digital account and other funding requirements. TSP Learn works closely with its employer clients to provide reporting in a consistent format and timely way throughout the programme.

We work with you to agree the department, division or team identifiers that make sense to your business and we provide a monthly report that details the progress made by each individual on our programmes. Reports are RAG and risk rated to show identify if we believe a learner is ahead, on track or behind with their milestone progress. The monthly report provides a snapshot of progress up to the end of the last full month. They are produced during the week after the end of the previous month's upload of learner information and released on the between 10th-13th of each month.

### The Gateway

On an apprenticeship programme, when a learner has completed their learning components and off the job training over the agreed length of time, the training or 'practical' period comes to an end and all parties (learner, employer, training provider) are required to sign off that the learner has reached/achieved the gateway and is ready for their End Point Assessment (see below).

### End Point Assessment (EPA)

Traditionally, with work-based learning qualifications such as NVQs, Certificates and Diplomas, when learners had built a portfolio of evidence to show that they had met all of the knowledge and skills criteria, we would submit this evidence for certification.

We continue to do this where learners undertake a recognised Certificate or Diploma within their apprenticeship programme, but all new apprenticeship standards programmes also include a formal apprenticeship End Point Assessment (EPA).

End Point Assessments have different formats and recommended timescales, depending on which subject and level you undertake. Many include, professional interviews, discussions and observations. Some include end point assessment tests and a number include projects or reports to be written during the End Point Assessment period.

The End Point Assessment Organisation that undertakes this part of the programme is always agreed with TSP Learn and employers and learners will have sight of EPA Toolkits or resources that confirm exactly what they will need to cover at the end of their programme.

## Understanding the term ‘Off the Job Training’ (OJT) & the 20% guidance for apprenticeships

### What is ‘Off The Job Training’ (OJT) and how do we cover it during a course?

- ‘Off-the-job training’ (OJT) is defined as activities that reinforce practical, work-based learning with technical and theoretical learning. It must comprise of activities and learning that will increase the apprentice’s skills, competence and their ability to perform within their workplace.
- It is the responsibility of the employer and training provider to ensure that the apprentice is supported to spend, on average, at least 20% of their apprenticeship doing OJT. Completion of OJT must be documented and evidenced in order for the apprentice to complete the apprenticeship. Managers will decide how this is best approached, depending on the needs of their business. Some approaches include planning release days or hours within overall shifts in conjunction with planned tutorials.
- OJT takes place outside normal ‘working duties’. However, it is possible to undergo OJT when at your workstation or on shift. For example, OJT could include learning to use a new machine/IT process or conducting online/e-learning at your desk.
- The employer/trainer should be able to make a judgement call about if an activity could be considered OJT.

### What does OJT include?

- Tutorials that teach theory and knowledge to help the apprentice better understand their subject, sector, role, etc.
- Practical training teaching the apprentice skills to be used on the job or in a future position/ circumstance, shadowing, mentoring, industry visits and attendance at competitions.
- Learning support and time spent conducting projects, written assignments, questions, research.
- In house training and development courses or meetings that are relevant to the content of the apprenticeship.
- It could include familiarisation training on a process or new process and or equipment that they may not have used previously that is required to demonstrate knowledge, skills for their apprenticeship. This could include practicing new IT skills or using IT to complete a process or documentation that will demonstrate practicing new skills.
- Any relevant team briefings, meetings, conference calls that the learners take part in that support development, updating knowledge and skills toward the overall programme.
- Updating reflective journals/diaries, what we refer to as My Learning Journey documentation.

## Off The Job Training (OJT) - Examples that can be used towards 20%

- Online learning - this could be provider lead or business lead.
- Assignments or completion of work set as part of your apprenticeship (excluding Functional Skills) could be knowledge questions, work towards any relevant units or modules, standards.
- Coaching, teaching, learning sessions with a tutor either face to face or remotely are acceptable.
- Team meetings, team briefings, huddles that are relevant and support the development of the individual to meet apprenticeship requirements.
- Work shadowing – following a colleague, watching how they work, developing knowledge and skills.
- Covering a colleague's work/acting into role – if asked to undertake tasks that are usually done by another colleague that are relevant to the apprenticeship.
- Self-study – examples of which could be reading news articles, learning a new function on a machine, research on the internet, updating knowledge through reading industry publications.
- Reading company updates - These could be bulletins, H&S policy, other policies and procedures that provide knowledge and understanding relevant to the apprenticeship.
- Directed learning – learning a new process or an update to a process relevant to the apprenticeship. This could be learning from a colleague on how to do a task or being given new responsibilities within the role.
- In house training – relevant refresher courses, workshop days, new equipment training.
- External training – Courses or workshops that enhance the job or teach new skills or update existing skills.
- Appraisals or 1-2-1 with manager(s) – working on a personal development plan
- Time with a colleague discussing the apprenticeship and asking for support/mentoring
- Completing the 'My learning Journey' documentation
- Any time spent on relevant secondment within a business.
- Attendance at trade fairs, seminars, lectures and or corporate events.

OJT is recorded on the reflective account pages and the hours log within the MLJ document. A combination of hours/time spent is noted each month.

**FEEDBACK** “ I now have the confidence to let my team run their own planning meetings. They've picked up some very valuable and practical skills whilst on their apprenticeships that is having a positive impact every day.”

## Responding to your needs

TSP Learn and its team will do everything that they can to ensure that programmes run as smoothly as possible, however we recognise that there may be times when you need to talk to us about concerns that you have.

TSP Learn encourages and welcomes feedback from all of our customers, our employers and our learners. This feedback is taken seriously and we value it as it helps to inform us when

we get things right and when we don't. When things go wrong we will address issues, put things right and improve. It is our aim to respond quickly and positively and to reach an outcome that is fair and satisfactory.



### Informal Concerns

In the first instance individuals should discuss issues with the member of TSP Learn staff directly involved at a mutually convenient time and appropriate actions should be agreed.

For Learners and employers the concern will be dealt in a confidential manner by the Tutor or Client Manager.

In other areas, staff or the manager of the service area involved will manage the concern. Concerns can also be raised directly with our Administration Team:

Email: [adminteam@tsplearn.co.uk](mailto:adminteam@tsplearn.co.uk) Telephone: 0118 984 4638 Mon-Fri 9am-5pm.

If the concern can be dealt with immediately and the customer is satisfied with the outcome, there is no need to log the concern. However if the concern cannot be resolved immediately or the complainant has expressed that it should be recorded as a concern, the member of staff dealing with it should note the concern, alongside any agreed actions and enter this information on the Customer Feedback and Complaints Form located on the TSP Learn internal shared drive. Customers should receive a response to their concern within 5 working days. If there is no satisfactory outcome or agreed action after the response to the concern has been received by the customer, a formal complaint can be made via the Director of Quality & Operations.

Our full set of guides, policies and procedure documents and statements including our Learner Guide, complaints and data privacy policies can be accessed here:

<https://tsplearn.co.uk/about-us/statements-policies/>



## Let's be fair ...

### Diversity – Equality – Fairness

These three elements all fit together.

**Diversity** is respect for the differences between us, **Equality** means life's opportunities are open to all of us and **Fairness** means that we are fully involved in decisions that affect us.

TSP works hard to ensure that teaching/ learning doesn't favour one learner, or one group of learners, more than any other.

We are always considering whether we can improve

- a) the way we do our work,
- b) how our courses are administered and
- c) where/when the programmes are run

to ensure that we are not excluding, or discriminating against you, or anyone, who wants to learn and achieve. We have anti-discrimination procedures in place in the company.

More than that, we also want to make sure nobody encounters unreasonable obstacles or harassment – from us or anybody else – in pursuing their rights to education and training. We have anti-harassment procedures in place in the company.

We explain to learners that if they feel they are being disadvantaged by us in any way because of their gender, age, race etc. or they're being bullied harassed by anyone while they are on one of our programmes, to tell their tutor or contact us through our Administration Team contact details immediately.



**FEEDBACK** “ Our staff now realise they do not have to work in isolation. The way in which they collaborate has improved massively since starting this apprenticeship project. ”



# Additional Learning Support

All of us learn in different ways and most of us face barriers or challenges of some sort when we are studying.



Identifying and helping overcome obstacles to successful completion of the learner's qualification is part of the delivery of our training. However, we need your help to plan it.

When they are starting with us, they will receive a form like this one to fill in:

Learners can get assistance or adjustments for all kinds of reasons:

Restricted mobility

Dyslexia

Health issues

Sensory impairment

Cultural or religious beliefs

No recent experience of learning

Few study skills

Recent injuries or ill health

Different learning styles

Maths and English

**Supporting your Learning**

All of us learn in different ways and many of us face both health and learning barriers of some sort when we are studying. Identifying and working with obstacles to successful completion is built into the delivery of our training.

If you need any additional learning support or require us to be aware of health issues please tick the relevant boxes below. Support of all kinds is available and provided as a matter of course throughout your programme whether you flag up anything particular at this stage or not.

Learning Support Questionnaire	Yes (tick)
1 My mobility is restricted	<input type="checkbox"/>
2 I find maths difficult	<input type="checkbox"/>
3 My eyesight is not too good	<input type="checkbox"/>
4 I have a lot of other things on my mind	<input type="checkbox"/>
5 My hearing is not as good as I would like	<input type="checkbox"/>
6 I have special cultural/religious needs which must not be ignored. Please specify below	<input type="checkbox"/>
7 I find it difficult to remember what I learn in formal training	<input type="checkbox"/>
8 I have a diagnosis of dyslexia or dyscalculia	<input type="checkbox"/>
9 I have difficulties in planning routine tasks and getting them done	<input type="checkbox"/>
10 I feel nervous about embarking on a course, I've not done well with them before	<input type="checkbox"/>
11 I might need to brush up on my reading/writing/language (possibly because English is an additional language)	<input type="checkbox"/>
12 I think I might encounter other problems but I will discuss this privately with my tutor	<input type="checkbox"/>
13 Other welfare requirements Please specify below	<input type="checkbox"/>

Individual Health Risk Assessment *	Yes (tick)
1 I am taking prescribed drugs for a medical condition that could affect my performance	<input type="checkbox"/>
2 I have on-going health conditions which could affect my ability to complete this programme. Please specify below	<input type="checkbox"/>
<b>The following questions need only be answered by those enrolling on Exercise &amp; Fitness programmes</b>	
3 I have been diagnosed with a heart condition and/or recommended to limit my physical activity	<input type="checkbox"/>
4 Physical activity sometimes causes me chest pain	<input type="checkbox"/>
5 Sometimes I lose my balance through dizziness	<input type="checkbox"/>
6 I have a bone or joint problem that could be worsened by a change in physical activity	<input type="checkbox"/>
7 There are other reasons why I should not do physical activity Please specify below	<input type="checkbox"/>
8 I am, or may be, pregnant	<input type="checkbox"/>

\* Learners are responsible for management of existing health conditions. We may request further information before, or during, a course to protect your health and fitness.

**Confidentiality** The only people who will see this information are your tutor/verifier, enrolment staff and our Additional Support Manager. Records may be viewed by The Skills Funding Agency & Ofsted but individuals are not identified. Information we keep about support provided to students is not available to your employer or your colleagues and is subject to Data Protection rules.

**Candidate statement** Learning Support/Health/Welfare

**Tutor statement** Action to be taken:

**Further Information**

	Yes (tick)
Do you have access to a computer with internet access at home?	<input type="checkbox"/>
Do you have access to a computer with internet access at work?	<input type="checkbox"/>
Is there anything that you are required to notify us of by law?	<input type="checkbox"/>

**Give a number for the items below on a scale of 1 to 5 where 1 = Poor and 5 = Excellent**

How would you rate your maths skills? ☐

How would you rate your English skills in the following areas?

Reading ☐ Writing ☐ Spoken English ☐

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TSP Learn Environment Form August 2019

## Celebrating Achievement & Promoting Progression

It is our aim to ensure that we have supported and stretched our learners to achieve what they planned to accomplish. As part of this we are keen to recognise the achievements of learners that have really engaged with their programmes and celebrate the achievements of those who have demonstrated commitment and effort and those who successfully complete. We support the running of recognition and graduation events and awards that recognise exceptional effort or achievement.

As part of the final elements of the My Learning Journey, we talk to learners to gain feedback on what they valued and what they would improve about their experience with us. We also discuss progression and look at suitable next step programmes that will support learners to achieve their true development potential.

**FEEDBACK** “You’re our most responsive training provider, you turn things around quickly and we have very few reports of issues from our colleagues.”



**FEEDBACK** “We had been let down by other training providers and we needed to build the company’s confidence in apprenticeships. You have managed to do that and it is reflected in the successes we see today”





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