



Develop Perform Transform

Welcome!
A Guide For Learners

January 2205 v1a

January 2025 v1a



Where to start? Who are TSP Learn?

- TSP Learn, or The Skills Partnership Ltd (our longer name) is a national training provider on the government's Apprenticeship Provider and Assessment Register (APAR).
- Over 20 years experience, delivering training & support services to large national clients & SME's including apprenticeships & qualifications across a wide range of industry sectors.
- Strong focus on the principles of delivering service excellence to internal & external customers & understanding approaches to leadership, management & effective administration.
- Specialisms in Facilities Management, Security & Passenger Transport.
- Ofsted Grade 2, Good provider (Feb 2020).
- Provider financial assurance graded: Good.
- Matrix Standard approved for information, advice, guidance & support since its introduction.
- Cyber Essentials compliant. UK GDPR compliant. Data safety is our priority.





Our commitment to you...

We are committed to:

- Keeping you safe.
- Providing support for your learning.
- Respecting difference and treating you fairly through our teaching and assessment.
- Teaching you new skills.
- Being flexible and responsive.
- Meeting your individual learning needs as best we can.
- Providing high quality teaching and learning resources.

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.

Our Vision

- To be an outstanding provider of training and support services, partnering government and employers to help individuals to achieve their highest potential.

External benchmarks

GOV.UK
Find apprenticeship training

Employer reviews

★★★★ **Excellent** (120 reviews)

▶ [Employer review details](#)

Apprentice reviews

★★★★☆ **Good** (174 reviews)

▶ [Apprentice review details](#)

Ofsted
Good Provider



Matrix
Approved



Safeguarding, Welfare & Well-being

- We believe that safeguarding is very important. All staff are expected to demonstrate their commitment to safeguarding and the promotion of the welfare of our learners, colleagues, children, young people and vulnerable adults.
- We support this by:
 - Ensuring that you can learn and work safely.
 - Supporting equality of opportunity for all of our learners.
 - Protecting our learners from abuse, neglect, bullying and harassment.
 - Providing our accredited Safeguarding training content as part of our Wider Skills learning.
 - Providing our safeguarding hotline number and support from our designated safeguarding officer.
 - We also support our learners by signposting them to relevant support agencies. We provide helpline numbers in learners' information folders on the Launchpad (Moodle).
 - Every touch point with our tutors has a safeguarding and well-being check in.

TSP Learn

Helpline Numbers

Listed in the table are helpline numbers that may be useful in directing learners to relevant support agencies.

AGENCY	PHONE/TEXT NUMBER	WEBSITE
Health and Welfare Related		
Women's Health	0333 331 5675	www.womenshealth.org
Men's Health	020 6995 6503	www.menshealth.org
Family Planning (Marie Stopes International)	020 7636 6200	www.marie-stopes.org
Abortion Advice	0845 900 80 90	www.abortionadvice.org
Age UK	0800 00 99 56	www.ageuk.org.uk
Alcoholics Anonymous	0845 769 7555	www.aa.org.uk
Eating Disorders (Beat for Adults)	0845 634 14 14	www.beat-eatingdisorders.org
Eating Disorders (Beat for Young People)	0845 634 7650	www.beat-eatingdisorders.org
Alzheimer's Society National Dementia Helpline	0300 222 1122	www.alzheimers.org.uk
Asthma UK AdviceLine	0800 121 62 44	www.asthma.org.uk
Autism Helpline	0808 800 4 104	www.autism.org.uk
Bereavement Care (CRUSE)	0844 477 9400	www.cruse.org.uk
Breast Cancer Support	0808 800 6000	www.breastcancer.org.uk
Sexual Health (Brook Advisory Service)	To find nearest location go to website	www.brook.org.uk
Sexual Healthline (outside working hours)	0300 123 7123	
Citizen's Advice	08444 111 444	www.advice.org.uk
Crohn's and Colitis UK	0845 130 2233	www.crohnsandcolitisuk.org
Drugsline	0300 123 11 0	www.drugsline.org.uk
Frank (Confidential Drugs Advice)	0300 123 6600	www.talkfrank.org
Hospice info	020 7520 8200	www.hospice.org.uk
Heart Helpline (British Heart Foundation)	0300 330 33 1	www.bhf.org.uk
Learning Disability (Mencap)	0808 808 11 1	www.mencap.org.uk
MacMillan Cancer Support	0808 808 0000	www.mcmillan.org.uk
NHS Direct	0845 4647	www.nhs.uk
Meningitis Research Foundation	0808 800 3344	www.meningitis.org.uk
Mental Illness (Rethink)	0300 5000 927	www.rethink.org

TSP Learn *Your welfare and safety is a top priority for TSP Learn*

- Do you feel safe in your workplace?
- Do you feel safe in your home?
- Do you feel discriminated against for any reason?
- Do you suspect someone is being victimised or abused?
- Are you a victim of cyber-bullying?

If children are involved please contact Child-line on 0800 111 111

Please contact our Safeguarding Officer on: 07583 876858
Your call will go to voicemail. Please leave a message, giving your name and contact number and you will be contacted within 24 hours. Please state a preferred time for the return call.

Our number one priority is your health, safety and welfare which includes extremism and radicalisation as part of the Prevent Duty. We promote and encourage a belief in The British Values.

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

We're here to help **07583 876858** **TSP Learn**

If you don't feel safe...

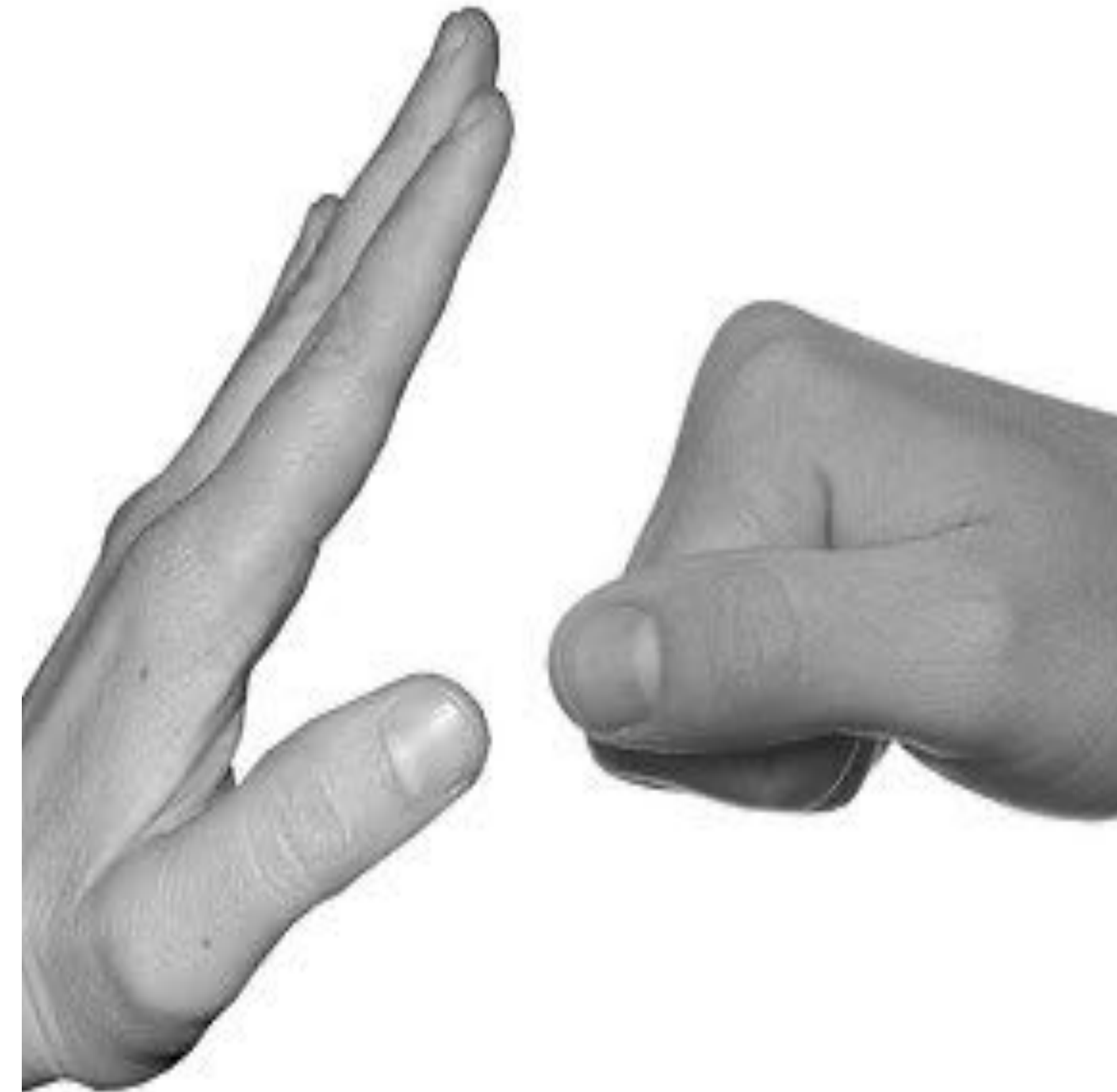
- Discuss the situation with your personal tutor
- If you are under 18 or have particular health or social support needs, your tutor has a duty of care to report concerns to our designated safeguarding officer who will deal with the issues raised sensitively.
- If you can't talk to your personal tutor, you can contact our designated safeguarding officer direct on:
 - 07583 876 858.
 - Your initial call will be received by our Safeguarding voicemail service.
 - Please leave a message, giving your name and contact number and you will be contacted within 24hrs.



- Our tutors will be checking that you are familiar with the risks in your workplace and the policies and procedures that are in place to protect your physical health and safety and your well-being.
- Risky activities aren't limited to extreme activities. Working long hours is as risky to your emotional safety and well-being as ignoring safety advice is to your physical safety.
- Risky people come in all shapes and sizes. There are those who may try to exploit you or exclude you. Look out for those who are seeking to take advantage of you and who don't care about your safety.

Don't stand for any bullying

- At TSP we are opposed to any kind of bullying!
- If you experience any issues, relating to bullying, please alert your tutor.
- Bullying takes many forms. Have you come across any of these?
- Cyber bullying - Using the internet, email or social media to cause distress, embarrassment or fear in others.
- Pressure bullying - Stressed work colleagues taking their anger out on others.
- Corporate bullying - For example threatening employees with the sack.
- Sexual harassment - For example unwanted remarks, looks, suggestions or physical contact etc.
- Humiliation - For example excluding someone from activities which would normally involve them, deliberately making problems for a certain person etc.



Equality (Equity), Diversity and Inclusion

- Equality means ensuring individuals or groups of individuals are treated fairly, equally and no less favourably according to their needs, despite their race, gender, disability, religion or belief, sexual orientation and age. Promoting equality should prevent discrimination. We support equality and equity, recognising that each person has different circumstances and that we need to allocate the resources needed to reach an equal outcome.
- Diversity aims to recognise, respect and value people's differences – and their ability to contribute to society and realise their full potential – by promoting an inclusive culture for all. Those differences can help to create a richer, more creative and more productive working environment.
- Inclusion is striving positively to meet the needs of different people and taking deliberate action to create environments where everyone feels respected and able to achieve their full potential.
- We want to make sure that you don't encounter unreasonable obstacles or harassment - from us or anybody else - in pursuing your rights to education and training. We have anti-harassment procedures in place in the company.
- If you think you are disadvantaged by us in any way because of your gender, age, race etc. or you're being harassed while you are on one of our programmes, tell your tutor immediately.



Learning support

- All of us learn in different ways and most of us face barriers or challenges of some sort when we are learning.
- Identifying and helping overcome obstacles to successful completion of your course is part of the delivery of our training. However, we need your help to plan it so that we can allocate the right resources.
- When you apply for a course with TSP we'll ask you to identify if there is anything that you would like to share with us.
 - This can include any mobility or health issues or a sensory impairment.
 - It can also include information about your prior qualifications and experience.
 - It could include information about whether you have dyslexia or dyscalculia.
 - It might be information about a learning disability.
- It is possible to adapt and flex our delivery to support you in the most appropriate way.
- You might need some extra one to one support with English or Maths for example.
- You may find that there are adjustments that can be made to your formal assessments, such as extra time or the provision of a 'reader' or 'scribe' to help you.
- It's important to talk to us and share your situation so that we can help you.



Complaints

- We want to ensure that your learning experience is the best it can be but from time to time we may make mistakes.
- The first thing to do is to notify your personal tutor.
- You have the right to a quick response to any problem that you may have with our services.
- If your tutor is unable to provide a solution, the matter will be escalated appropriately and we'll do everything we can to sort the matter out as soon as possible.
- Should you have a formal complaint you can refer to our complaints policy which is located on our website by following this link:
- **Policies & Procedures**
- Alternatively you can contact: **0118 984 4638**
- Our support team is available week days between the hours of 9am and 5pm.



Appeals

- Has your tutor/assessor told you that your knowledge or performance is not up to standard and you think it is?
- TSP accepts that this situation occasionally arises and we have an appeals procedure to deal with it.
- The first thing to do is to speak with your tutor/assessor and explain why you think his/ her assessment of your competence is unfair or incorrect. If they don't change their mind you might want to make a formal Assessment Appeal.
- Stage 1 Write down your appeal and hand it or send it to your tutor/assessor. Your tutor/ assessor must discuss the matter with the Internal Quality Assurer (IQA) responsible within 3 working days. An investigation will be carried out by the Internal Quality Assurer who will then report back to you within 7 working days.
- Stage 2 If you're not happy with the outcome of Stage 1 of your appeal, you can send your documents within 7 working days of the stage 1 process being concluded to James Bishop (Managing Director). James Bishop will write to you to acknowledge receipt of the appeal within 3 working days and will outline the course of action. An investigation will be carried out by James Bishop who will report back to you within 5 working days the findings of the investigation.
- Stage 3 If you're not happy with the outcome of Stage 2, you can send your appeal to the awarding organisation your qualification relates too (for example, Active IQ, NCFE, IWFEM), within 20* working days (*NCFE 30 working days) of the decision being communicated to you by TSP Learn.



Appeals continued...

- For the awarding organisation NCFE, TSP will act on your behalf where an appeal needs to be submitted to them.
- For the awarding organisations Active IQ and IWFM, they require the appeal to be submitted directly after TSP's internal appeals process is complete. If you require TSP to submit the appeal on your behalf, you must give TSP written permission to submit your appeal.
- For the awarding organisation ILM, the TSP internal procedure applies to stages 1 and 2 only therefore the stage 2 decision is final.
- For IWFM- if you use the IWFM marking process, an appeal must be lodged in writing to the IWFM within 14 days of receipt of your results. A fee is payable of £35 per unit which is refundable if your appeal is upheld. IWFM will acknowledge receipt of an appeal within two working days and aims to advise the outcome of an appeal within 4 weeks.
- The name of the awarding organisation is in the course documentation you receive but if you can't find it easily, call our Administration Team on 0118 984 4638 and ask them to get the name for you.
For learners undertaking an Apprenticeship Standard, your tutor will discuss and direct to the appeals procedure indicated for the end point assessment organisation (EPAO) your Apprenticeship Standard falls under.
- **REMEMBER:** Fully complete actions at each stage. Keep a written record of everything.



Plagiarism & use of A.I.

- During your programme work submitted to your tutor will be passed through an online plagiarism checker and other methods to check that the work is your own.
- As a learner it is your responsibility to ensure that all the work you submit is your own. Any text or image which has been copied or paraphrased must be accurately referenced to the original source. This includes any information taken from learning material in your course as well as information obtained through the use of an A.I. chatbot. Any text which is copied or paraphrased and not referenced is deemed as plagiarism which may result in your work being voided.
- Any copied text/illustrations/diagrams should only be used as evidence or as an example in order to strengthen the point you are making. It should not be used to answer the question as this would not demonstrate your understanding.



Plagiarism & use of A.I.

- You are not allowed to share your work with another learner or copy work produced by another learner as this would be classed as collusion which may also result in your work being voided.
- If publishing your work online, which includes answers to questions or evidence whilst your course is live, you run the risk of losing control or ownership of your work which subsequently may lead to disqualification or a requirement for you to reattempt your work.



Protecting your privacy

- TSP is Cyber Essentials compliant. UK GDPR compliant. Data safety is our priority.
- With certain exceptions* we protect any information we hold about you electronically from access by anybody except our own staff.
- The processing of personal data is governed by the General Data Protection Regulation. TSP Learn (The Skills Partnership Limited) complies with its obligations by keeping personal data up to date; by storing and destroying it securely; by not collecting or retaining excessive amounts of data; by protecting personal data from loss, misuse, unauthorised access and disclosure and by ensuring that appropriate technical measures are in place to protect personal data.
- Our full data privacy policies can be found in the Policies and Statements section of our website (www.tsplearn.co.uk).
- Protecting your privacy (confidentiality).
- With certain exceptions* we treat all personal information about you as strictly confidential and will not reveal details to anyone unless:
 - 1) we are required to do so by law.
 - 2) we have your agreement.
 - 3) we are instructing others to provide services to you on our behalf.
 - 4) we are asked to do so by your employer (programme information only).
 - 5) we are asked to do so by an awarding organisation, end point assessment organisation, DfE or Ofsted.

* Under certain strictly controlled circumstances some information may be shared with your employer, the awarding organisation or End Point Assessment organisation for your qualification, the DfE and authorised audit or inspection teams.



An overview of our services

Funded Apprenticeship Delivery

Full service delivery from IAG to EPA in:

- Leadership & Management Level 3-5
- Customer Service Level 2-3
- Business Administration Level 3
- Facilities Management Level 2-4
- Hygiene Cleaning Level 2
- Professional Security Operative Level 2
- Security Management Level 3
- Passenger Transport & Management Level 2-4

Leadership & Business

- Motivation & Managing Performance
- Project Management Essentials
- Time Management & Prioritisation
- Stress Management & Resilience
- Assertiveness & Resilience
- Problem Ownership & Decision Making
- Dealing With Challenging Behaviour
- Customer & Stakeholder Service Excellence
- Lean Management
- Business Improvement Techniques
- Understanding Data Protection and Data Security
- Understanding Safeguarding and Prevent

Digital Skills & Functional Skills

- Employee initial assessment & diagnostic service that can be undertaken at scale
- Digital Skills development courses from Entry Level 1- Level 2
- Digital ICT Skills conversion course to Level 1 or 2
- Excel Level 1 or 2
- Presentation Software Level 1 or 2
- Using Teams/Zoom/Google: Online Presentation & Collaborative Working
- English and Maths development courses
- Online & at site options for all

Training Support Services

- Training programme development
- Training content creation, including app based content
- Apprenticeship information, advice and guidance services to support your workforce
- Apprenticeship recruitment support service
- 'Individual Learner Record' (ILR) management & apprenticeship administration support services
- Bespoke programme development service

Facilities Management

IWFM & NCFE Accredited qualifications:

Level 2

- Certificate Facilities Services Principles
- Certificate in Cleaning Principles

Level 3

- Award & Certificate Facilities Management

Level 4

- Award, Certificate & Diploma Facilities Management

Professional Development

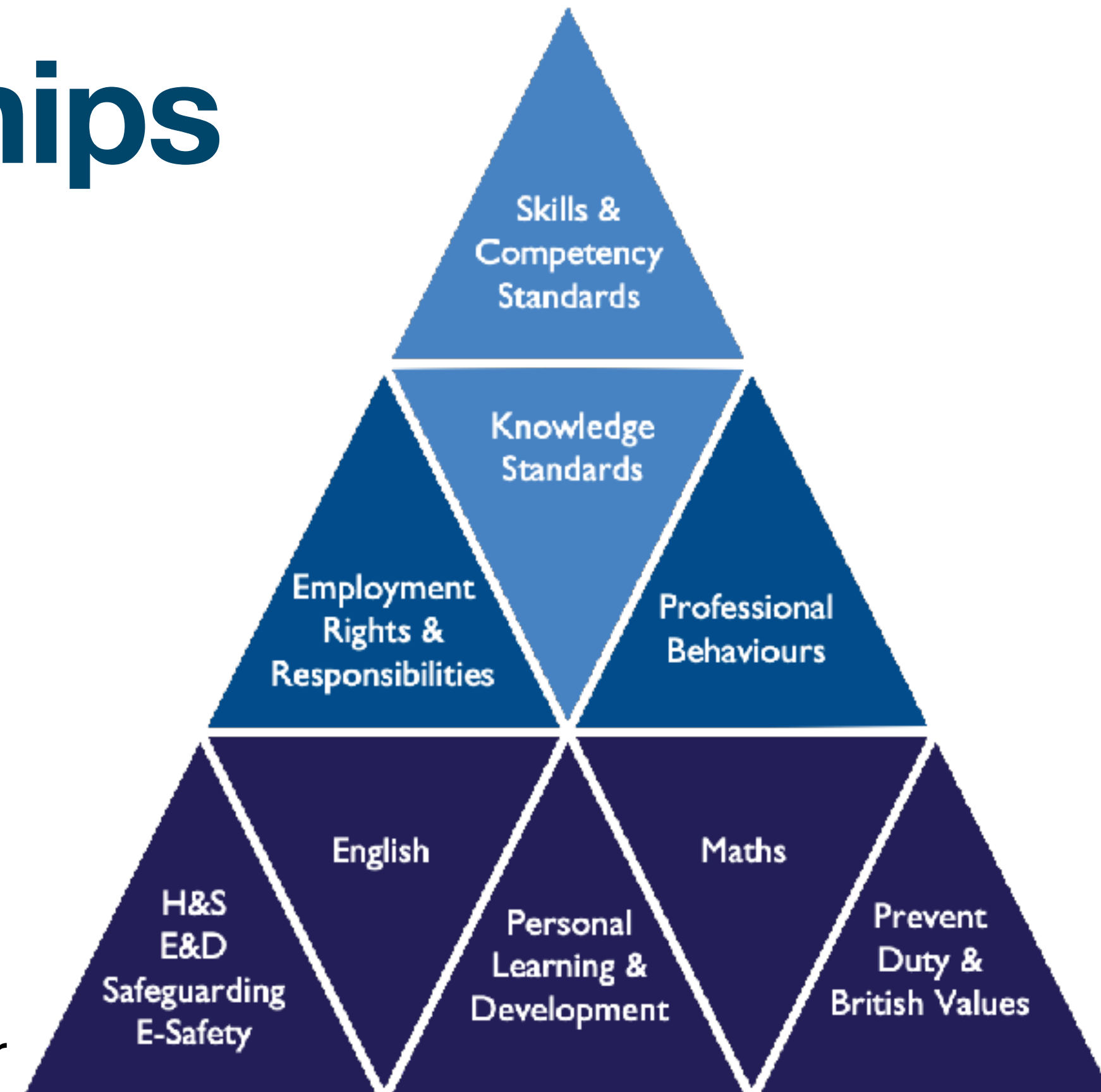
- Train the trainer
- Presenting/presentation skills
- Using presentation software to create effective presentations

Accredited qualifications:

- Work-based Assessor
- Work-based Internal Quality Assurance qualification
- Equality & Diversity

Our Approach to Apprenticeships

- We work in a genuine partnership to fit the requirements of each apprenticeship standard around your organisation's needs and existing in-house provision.
- Our national client management team provide support to develop, launch and monitor programme delivery with regular reporting for your employer.
- From initial assessment, we establish candidates' prior experience and qualifications and create individual training plans.
- Experienced teachers deliver key themed workshops.
- Personal tutors support apprentices and ensure preparation for End Point Assessment.
- Assignments and activities are set in manageable, bite-sized chunks.
- We also provide Wider Skills training in the subjects you can see on the bottom tier of the pyramid, to help you with other key transferrable skills.
- We plan and manage all auditable documentation including the collection of Off The Job learning hours. Minimum requirement 6 hours per week.
Includes all workshop, tutorial, work on projects, assignments & activities, mentoring and work shadowing directly related to the apprenticeship.



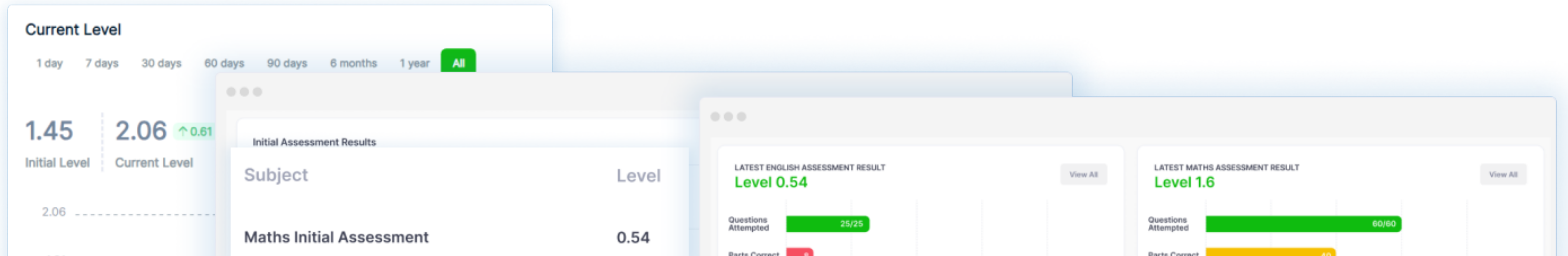
Apprenticeship 'Off The Job' Training Hours

- The Training Plan and Apprenticeship Agreement that we have confirmed and agreed with apprentices and their line manager prior to this session, contains 'Off The Job' training hours that are allocated to:
 - Workshops
 - Tutorials
 - Online learning: assignments and activities
 - Time spent working on projects and activities for your apprenticeship
 - Work shadowing/deputising and mentoring
- Every month, the tutor will invite the apprentice to confirm the hours they have completed and the work they have submitted. This is summarised in a management report showing percentage progress made.
- This will be confirmed using your VQ Manager account.



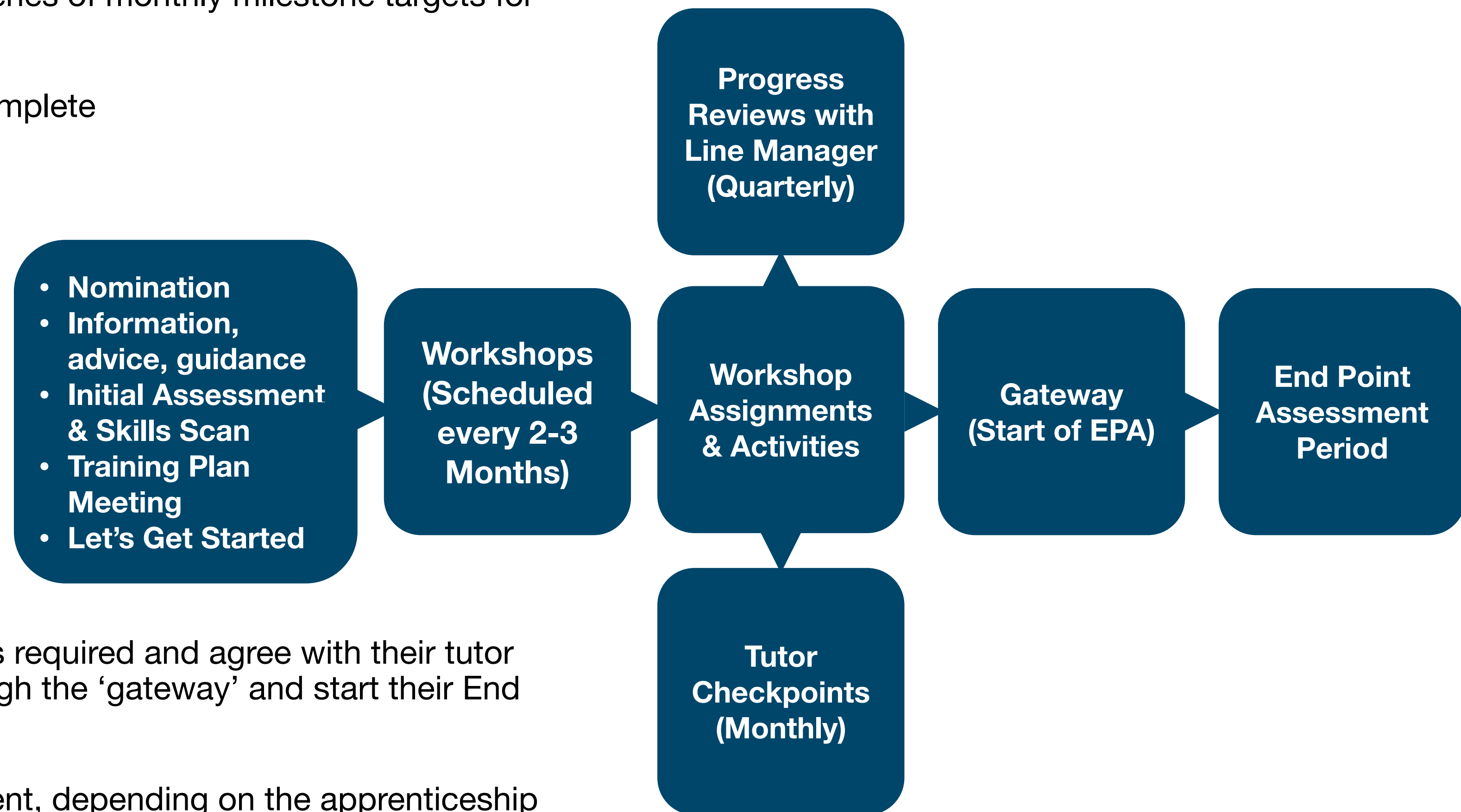
Functional Skills: English & Maths

- Functional Skills initial diagnostics are undertaken during application to all of our training programmes using online assessments provided by the Pass Functional Skills learning platform.
- Individual learning programmes are generated based on the diagnostic assessment and a full range of formative and summative assessments are hosted on the online platform.
- As part of the apprenticeship programmes progress is reviewed monthly and prepares learners for their functional skills assessments.
- Progress is tracked individually and additional learning support tutors are available if required to support learner progress and achievement.
- Our Functional Skills qualifications are certificated by Open Awards. Fact sheets and Qualification specifications are also provided through our Launchpad (Moodle) system :
- English Level 1 and Level 2 Functional Skills Qualifications
- Maths Level 1 and Level 2 Functional Skills Qualifications



The Apprentices Learning Journey

- We agree a detailed Training Plan that sets out a series of monthly milestone targets for each part of the apprentice learning journey.
- As apprentices attend each workshop, they will complete related activities and assignments. These are designed to demonstrate that they have met the knowledge, skills and behaviour standards for the subject and level being undertaken.
- It is expected that apprentices will complete activities inbetween each workshop to stay on target for timely completion of your programme.
- Workshop & personal tutors support and guide apprentices through their programme.
- Apprentices then complete any mock assessments required and agree with their tutor and line manager that they are ready to pass through the 'gateway' and start their End Point Assessment.
- End Point Assessments vary in terms of their content, depending on the apprenticeship standard that you complete. They will often include projects, presentations and professional discussions or interviews that you will have with your End Point Assessor.



Online Learning Resources

- You will have access to one main online learning platform during your programme.
- TSP Learn's Launchpad (a Moodle learning platform)
- Your workshop assignments, activities & your End Point Assessment 'Toolkits' appear on your Course Pages.
- You access these from your Dashboard.
- You will be provided with feedback on the work that you submit.

The image displays five screenshots of the TSP Learn Moodle platform interface:

- Dashboard:** Shows a course overview with three cards: 'Wider Skills Miscellaneous' (5% complete), 'Team Leader Supervisor Level 3' (8% complete), and 'Time Management, Delegation & Development Day Courses' (0% complete).
- Team Leader Supervisor Level 3 Course Page:** Shows a 'General' section with a forum for announcements and an 'Induction' section with a checklist and instructions for the first session.
- Workshop 1 Course Page:** Lists several assignments: 'Understanding Leadership' (FILE), 'Leadership and Management Activity' (QUIZ), 'Agile Activity' (ASSIGNMENT), and 'Leadership Styles Assignment' (ASSIGNMENT).
- Mentor Activity - Project Management Assignment Page:** Provides detailed instructions for the assignment, including a checklist of tasks (e.g., 'Arrange a session with a relevant mentor/manager'), submission requirements, and a list of Agile behaviours to demonstrate.

Your online learning

- **TSP Learn Launchpad (Moodle)**
 - This is where you will find your Course Page, assignments and online learning.
 - Let's take a look at how you can access your Course Page.
 - <https://tsplearn.moodlecloud.com/login/index.php>
- **Pass Functional Skills (For those completing further Maths or English training).**
 - You will be given activities to complete from your individual plan.
 - <https://passfunctionalskills.co.uk/>
- **We recommend that you bookmark/favourite each site for ease of access.**





Celebrating Achievement

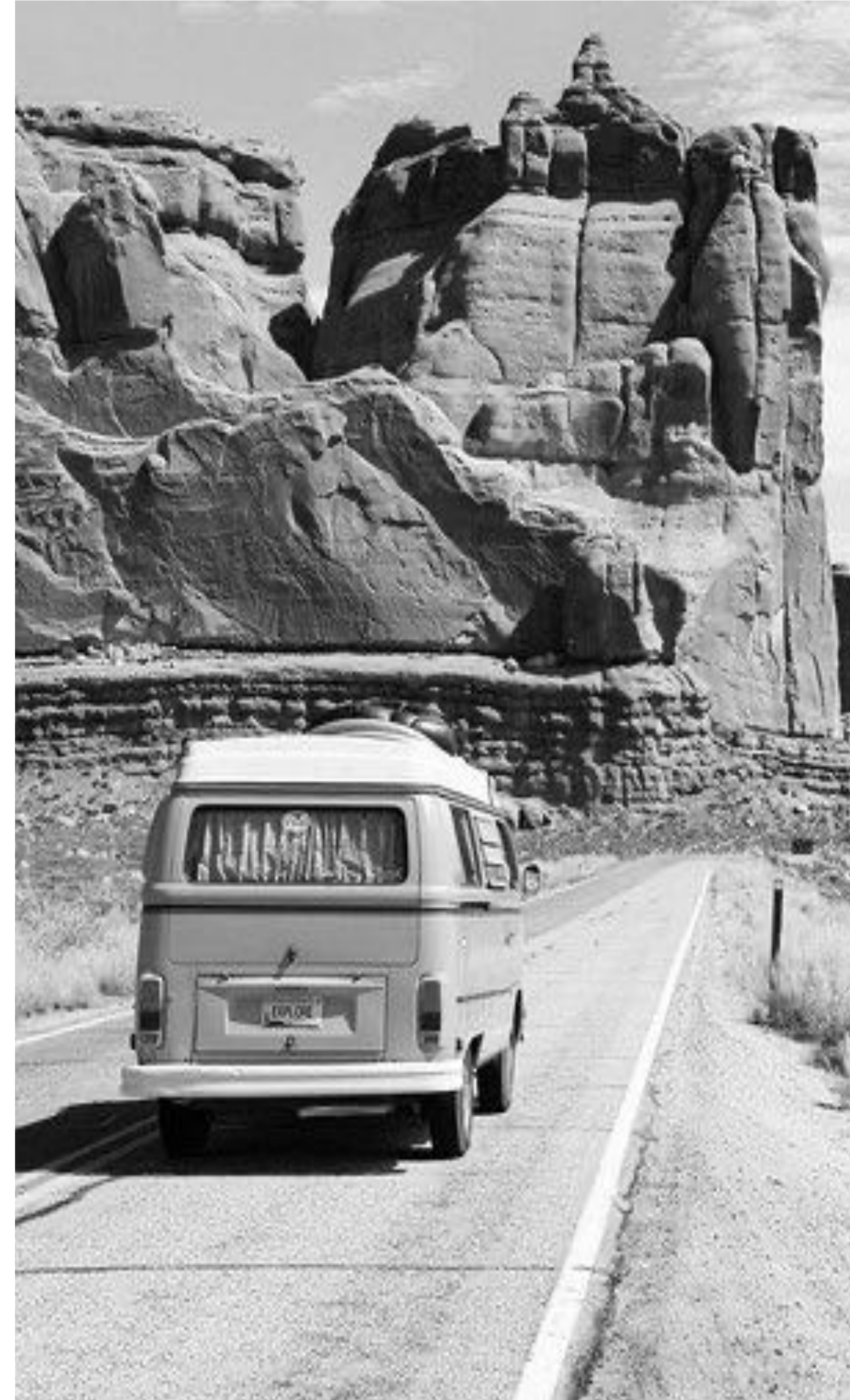
We believe that it's important to recognise and celebrate achievement with all apprentices.
We help to run company wide celebration events with our clients.





Making your learning journey as effective as possible...

- Maintain respectful and professional behaviour
- Always work in line with the health and safety requirements at your place of work
- Attend your workshops and tutorials
- Allocate enough time to complete the studies and activities in your Training Plan
- Ask for help if you need it!
- Make sure you can access the online systems and classroom with microphone and camera enabled where possible.
- Let us know in plenty of time if you have any issues attending a planned session
- Keep us informed if you have any change in your employment circumstances
- When you are planning your End Point Assessment, please remember they are formal assessments and should be prioritised for attendance!



Work at developing your learning skills

- The 'lifelong learner' is a favoured employee, more likely to be recruited and promoted, less likely to find themselves out of work. Improving your learning isn't rocket science!
- **1) Find out what your learning style is.**
We all learn in different ways. Some of us can't learn anything without having a discussion, some of us need to do practical exercises before we get it, some of us can take in everything we need from a demonstration. Once you're clear about your preferred learning style, the whole business of studying becomes much easier.
- **2) Think about the ways you have acquired knowledge in the past.** There are scores of theories about how our brains learn stuff, from fairly simple learning cycles to more complex learning domains and mind maps. You are the best source of information about how you acquire knowledge and your tutor will discuss your experience with you as you proceed to ensure delivery of your learning programme is a "good fit" for you.
- **3) Observe your own learning through reflection.** Many apprentices come to their programmes having been given few opportunities for reflective learning in their secondary education. The key to understanding why reflective learning is valuable is this: We often take in far more information from a learning experience than we actually process into knowledge and skills. This is wasteful and - in the long run - means more study.
- We encourage you to talk to your tutor about simple methods you can use to deepen your understanding and expertise without additional teaching.



What are learning styles?

- Many people recognise that each person prefers different learning styles and techniques. Learning styles group common ways that people learn and there are a number of different Learning Styles models that are used to describe these.
- Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances.
- There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use.
- We have provided a Learning Styles quiz for you to complete. It is located at the end of this presentation.



The 'VARK' Model - 4 Key Learning Styles

LEARNING STYLE	CHARACTERISTICS	PREFERRED LEARNING APPROACH
<p>VISUAL</p>	<p>WRITTEN INSTRUCTION, DIAGRAMS, PHOTOS, ILLUSTRATIONS, INFOGRAPHICS</p>	<p>USE VARIETY EASY TO READ HANDOUTS TECHNOLOGY TO HELP WITH VARIETY</p>
<p>AURAL (AUDITORY)</p>	<p>LISTENING TO INSTRUCTION & DISCUSSION</p>	<p>CONTENT WITH ENGAGING TONE AND SPEED. USE MULTI-MEDIA - AUDIO</p>
<p>READING</p>	<p>WRITTEN INSTRUCTION/ MATERIALS</p>	<p>HANDOUTS READING CONTENT</p>
<p>KINESTHETIC (TACTILE)</p>	<p>PREFERENCE: PHYSICAL INVOLVEMENT/DOING/ EXPERIENCING</p>	<p>USE TACTILE ACTIVITIES/DEMOS USE MULTIMEDIA</p>

VARK **Learning Styles** **Quiz**

How do I learn best?

- Answer the following 15 questions by choosing one letter response to each one.
- At the end you will be given a table to tally up your responses.



I need to find the way to a shop that a friend has recommended.

I would:

- A) Find out where the shop is in relation to somewhere I know.
- B) Ask my friend to tell me the directions.
- C) Write down the street directions I need to remember.
- D) Use a map.

A website has a video showing how to make a special graph or chart. There is a person speaking, some lists and words describing what to do and some diagrams.

I would learn most from:

A) Seeing the diagrams.

B) Listening.

C) Reading the words.

D) Watching the actions

I want to find out more about a tour that I'm going on.

I would:

- A) Look at details about the highlights and activities on the tour.
- B) Use a map and see where the places are.
- C) Read about the tour on the itinerary.
- D) Talk with the person who planned the tour or others who are going on the tour.

When choosing a career or area of study, these are important to me:

- A) Applying my knowledge in real situations.
- B) Communicating with others through discussion.
- C) Working with designs, maps or charts.
- D) Using words well in written communications

When I am learning, I:

- A) Like to talk things through.
- B) See patterns in things.
- C) Use examples and applications.
- D) Read books, articles and handouts

I want to save more money and to decide between a range of options.

I would:

- A) Consider examples of each option using my financial information.
- B) Read a print brochure that describes the options in detail.
- C) Use graphs showing different options for different time periods.
- D) Talk with an expert about the options.

I want to learn to play a new board game or card game.

I would:

- A) Watch others play the game before joining in.
- B) Listen to somebody explaining it and ask questions.
- C) Use the diagrams that explain the various stages, moves and strategies in the game.
- D) Read the instructions.

**I have a experienced a medical issue.
I would prefer that the doctor:**

- A) Gave me something to read to explain what was wrong.
- B) Used a plastic model to show me what was wrong.
- C) Described what was wrong.
- D) Showed me a diagram of what was wrong.

I want to learn to do something new on a computer.

I would:

- A) Read the written instructions that came with the programme.
- B) Talk with people who know about the programme.
- C) Start using it and learn by trial and error.
- D) Follow the diagrams in the book.

When learning from the internet.

I like:

- A) Videos showing how to do or make things.
- B) Interesting design and visual features.
- C) Interesting written descriptions, lists and explanations.
- D) Audio channels where I can listen to podcasts or interviews.

I want to learn about a new project.

I would ask for:

- A) Diagrams showing the project stages with charts of benefits and costs.
- B) A written report describing the main features of the project.
- C) An opportunity to discuss the project.
- D) Examples of where the project has been used successfully.

I prefer a presenter or teacher who uses:

- A) Demonstrations, models or practical sessions.
- B) Questions and answer, talk, group discussion, or guest speakers.
- C) Handouts, books or readings.
- D) Diagrams, charts, maps or graphs.

I have finished a competition or test and I would like some feedback.

I would like to have feedback:

- A) Using examples from what I have done.
- B) Using a written description of my results.
- C) From somebody who talks in through with me.
- D) Using graphs showing what I achieved.

I want to find out about a house or an apartment.

Before visiting it, I would want:

- A) To view a video of the property.
- B) A discussion with the owner.
- C) A printed description of the rooms and features.
- D) A plan showing the rooms and a map of the area.

I want to assemble a wooden table that came in parts (a kit).

I would learn best from:

- A) Diagrams showing each stage of assembly.
- B) Advice from someone who has done it before.
- C) Written instructions that came with the parts for the table.
- D) Watching a video of the person assembling a similar table.

VARK scoring chart

- Your 'preferred' learning style is usually shown by the style with the highest tallied number of responses.

Style	Number Circled
Visual	
Aural	
Reading	
Kinaesthetic	

Question	A	B	C	D
1	K	A	R	V
2	V	A	R	K
3	K	V	R	A
4	K	A	V	R
5	A	V	K	R
6	K	R	V	A
7	K	A	V	R
8	R	K	A	V
9	R	A	K	V
10	K	V	R	A
11	V	R	A	K
12	A	R	V	K
13	K	A	R	V
14	K	R	A	V
15	K	A	R	V
16	V	A	R	K



**Develop
Perform
Transform**

**Apprenticeship
Standards**

Portfolio



Apprenticeship Directory

Click on the sector that you would like to find out more about...

TSP *learn*

Business, Leadership & Management

Apprenticeship Standards Portfolio

This card features a blue-tinted background image of a city skyline at night. The TSP learn logo is in the top left. The sector name 'Business, Leadership & Management' is in the top right. At the bottom, there are two buttons: 'Apprenticeship Standards' on the left and 'Portfolio' on the right.

TSP *learn*

Facilities Management & Protective Services

Apprenticeship Standards Portfolio

This card features a green-tinted background image of a city skyline at night. The TSP learn logo is in the top left. The sector name 'Facilities Management & Protective Services' is in the top right. At the bottom, there are two buttons: 'Apprenticeship Standards' on the left and 'Portfolio' on the right.

TSP *learn*

Customer Service

Apprenticeship Standards Portfolio

This card features a purple-tinted background image of a city skyline at night. The TSP learn logo is in the top left. The sector name 'Customer Service' is in the top right. At the bottom, there are two buttons: 'Apprenticeship Standards' on the left and 'Portfolio' on the right.

TSP *learn*

Passenger Transport

Apprenticeship Standards Portfolio

This card features an orange-tinted background image of a city skyline at night. The TSP learn logo is in the top left. The sector name 'Passenger Transport' is in the top right. At the bottom, there are two buttons: 'Apprenticeship Standards' on the left and 'Portfolio' on the right.



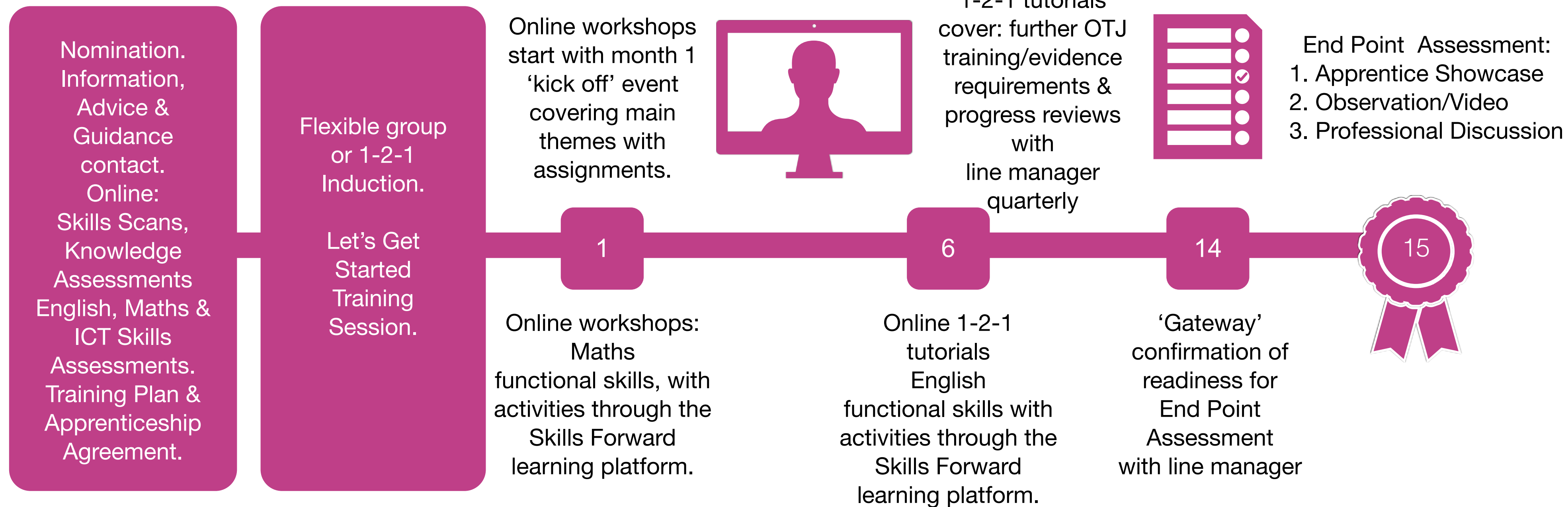
Customer Service

Apprenticeship Standards

Portfolio

Learning Journey

Customer Service Practitioner 2



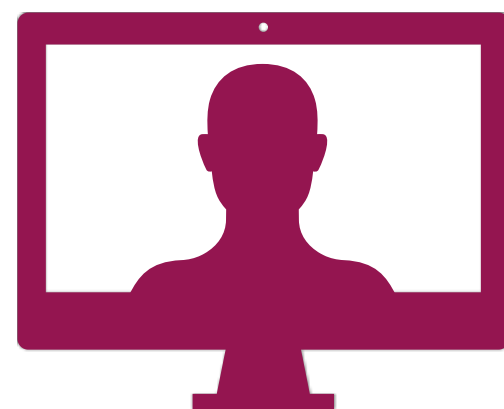
Learning Journey

Customer Service Specialist 3

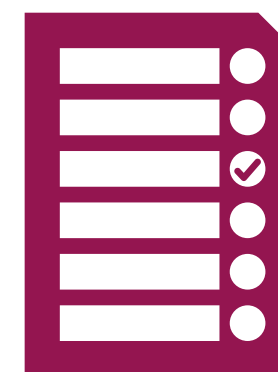
Nomination, Information, Advice & Guidance contact.
Online: Skills Scans, Knowledge Assessments English, Maths & ICT Skills Assessments. Training Plan & Apprenticeship Agreement.

Flexible group or 1-2-1 Induction.
Let's Get Started Training Session.

Online workshops start with month 1 'kick off' event covering main themes with assignments.



1-2-1 tutorials cover: further OTJ training/evidence requirements & progress reviews with line manager quarterly



End Point Assessment:
1. Observation
2. Project & Interview
3. Showcase portfolio

1

Online workshops: Maths functional skills, with activities through the Skills Forward learning platform.

7

Online 1-2-1 tutorials English functional skills with activities through the Skills Forward learning platform.

15

'Gateway' confirmation of readiness for End Point Assessment with line manager



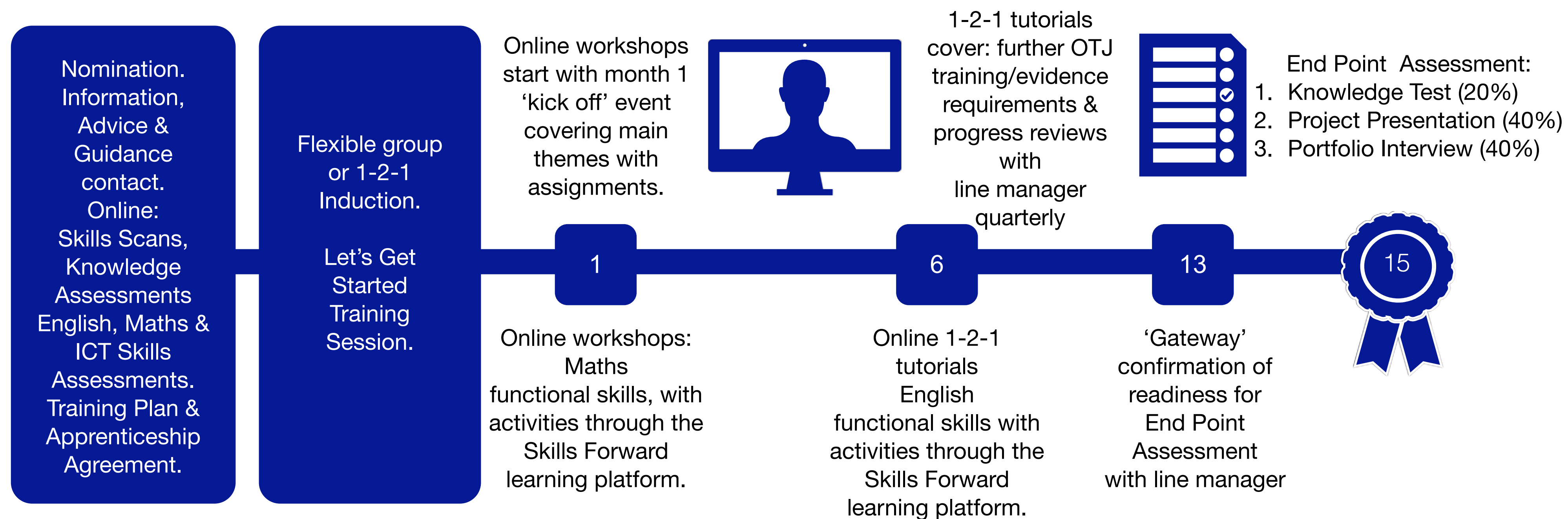
TSP *learn*

Business, Leadership & Management

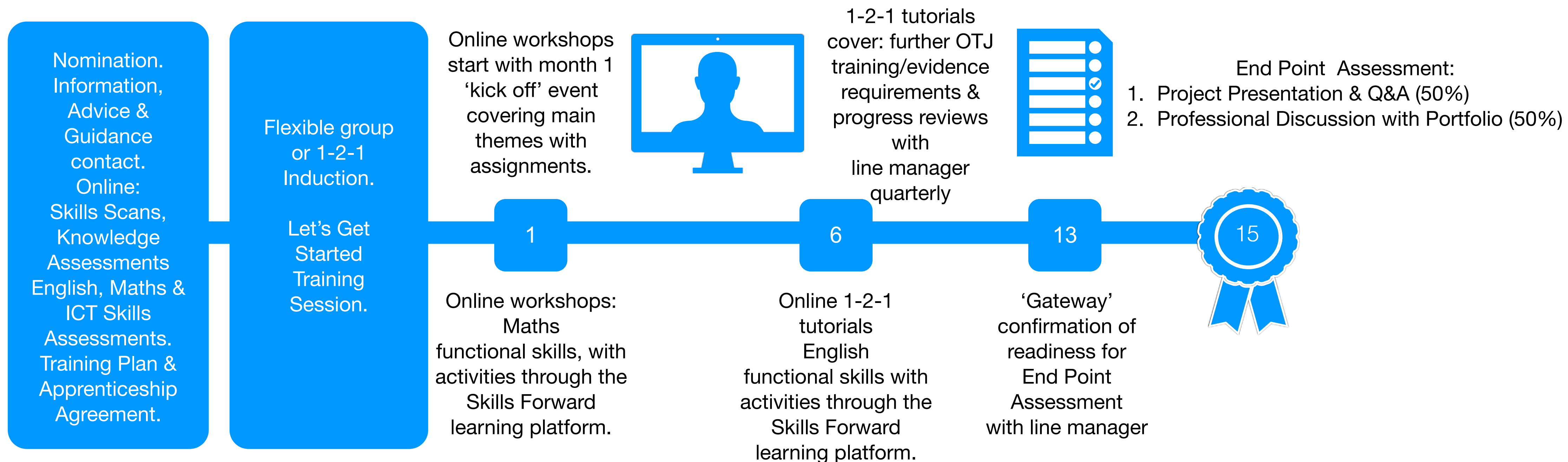
Apprenticeship
Standards

Portfolio

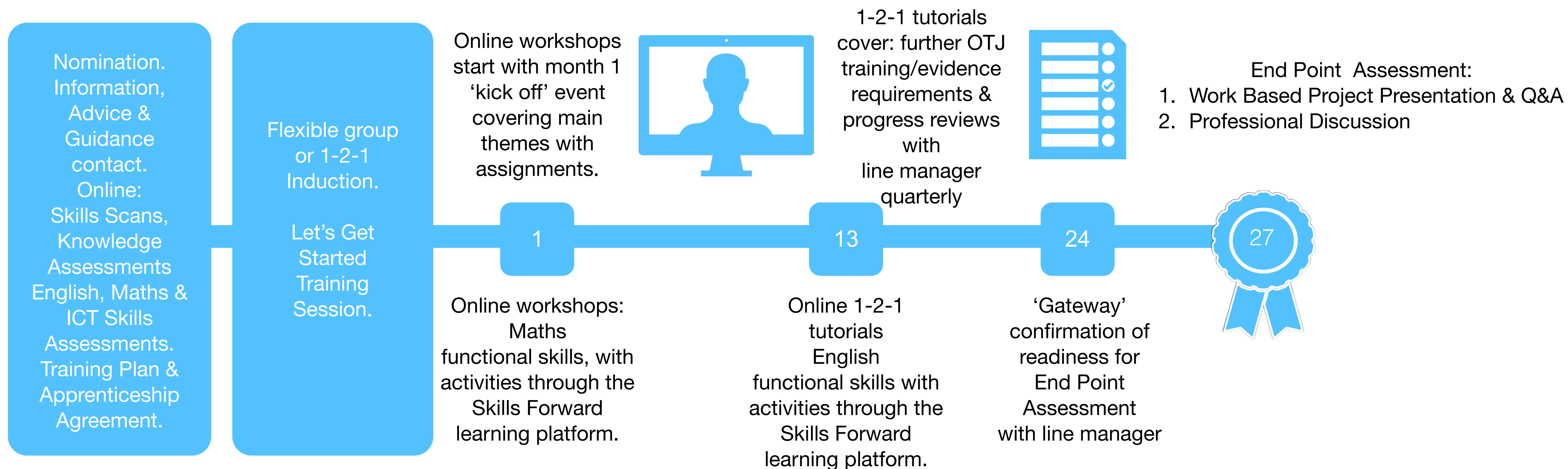
Learning Journey Business Administrator 3



Learning Journey Team Leader 3



Learning Journey Operations Manager 5





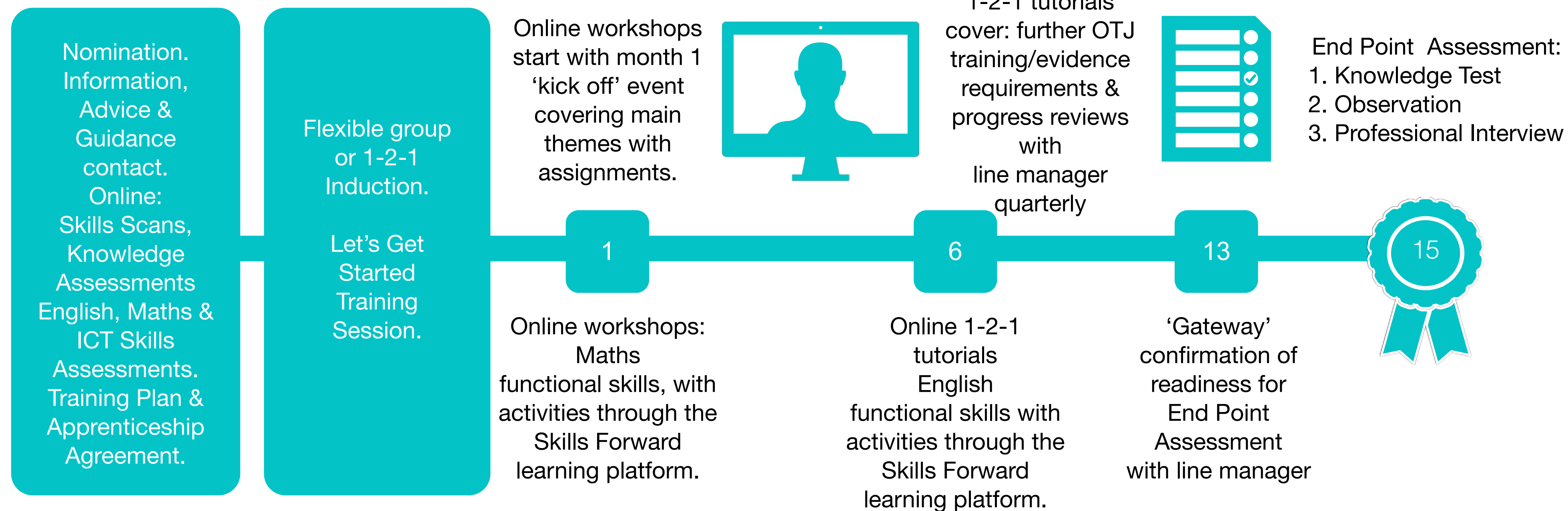
Facilities Management & Protective Services

Apprenticeship
Standards

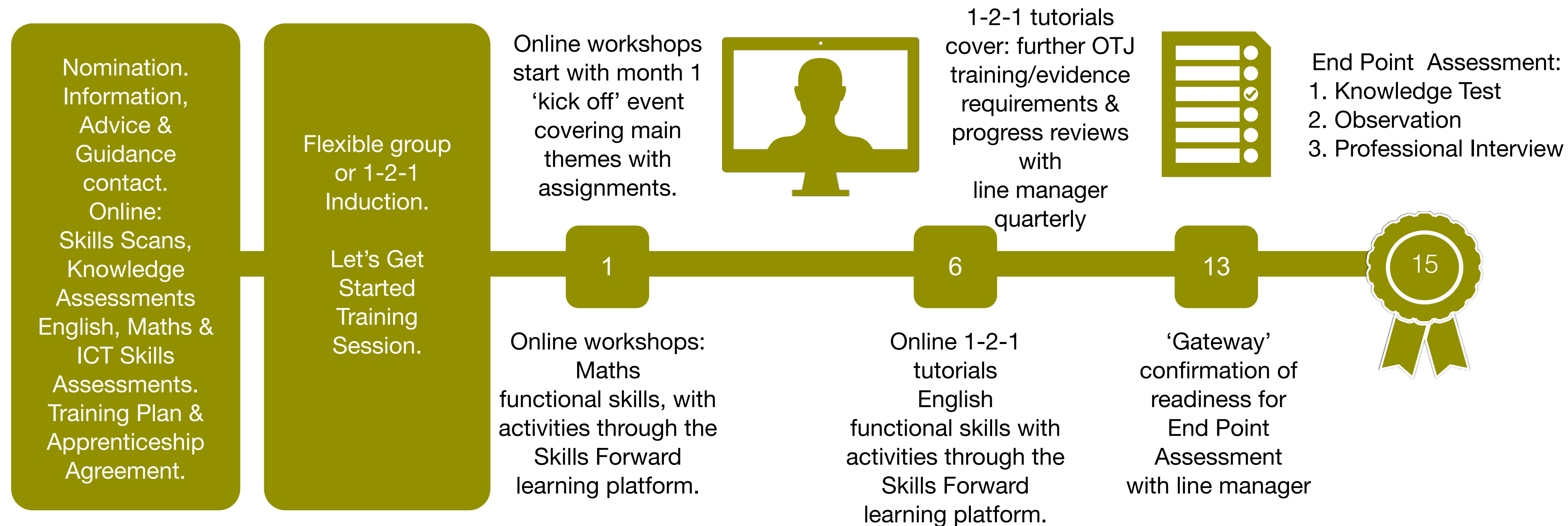
Portfolio

Learning Journey

Cleaning Hygiene Operative 2

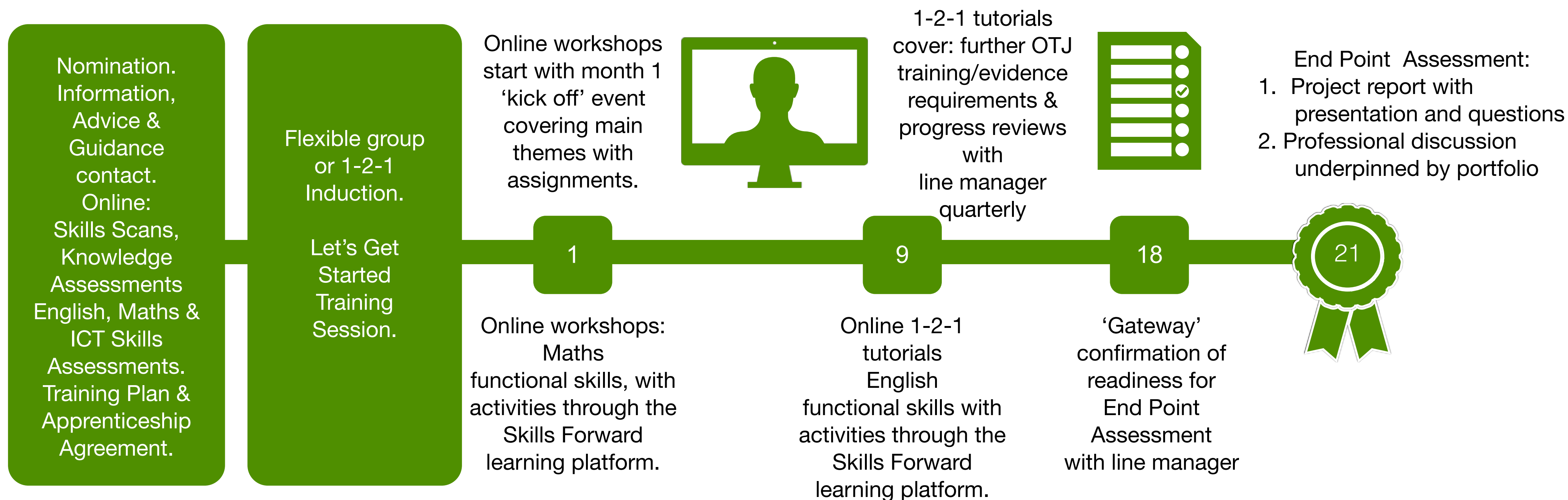


Learning Journey Facilities Services Operative 2

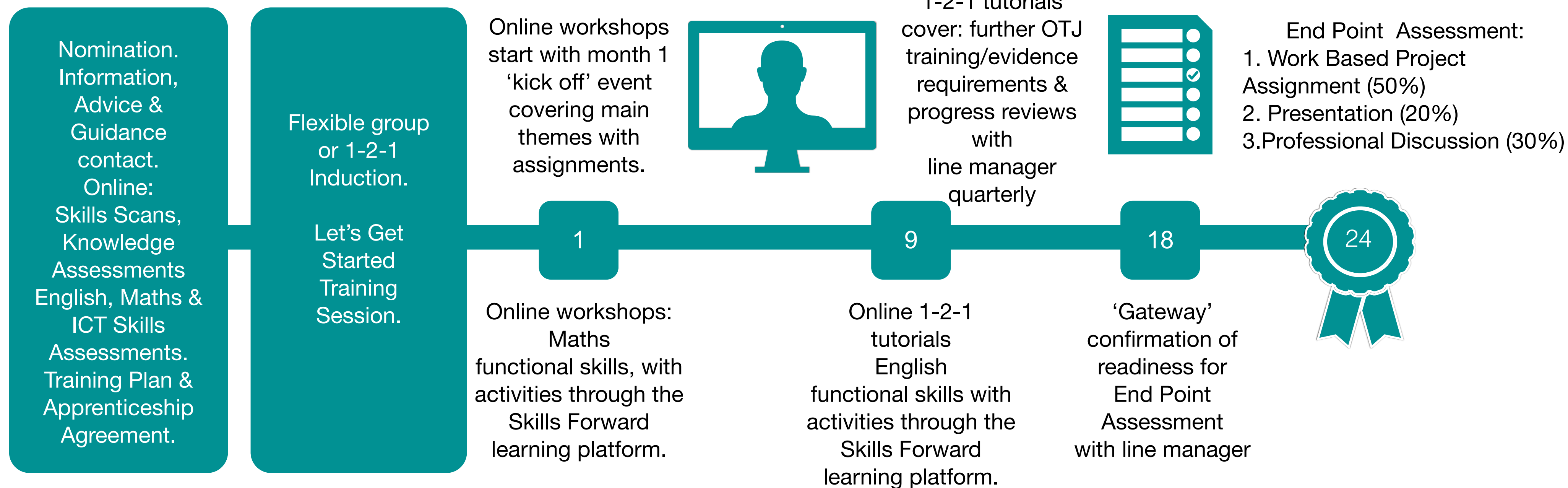


Learning Journey

Facilities Management Supervisor 3



Learning Journey Facilities Manager 4



Learning Journey

Professional Security Operative 2

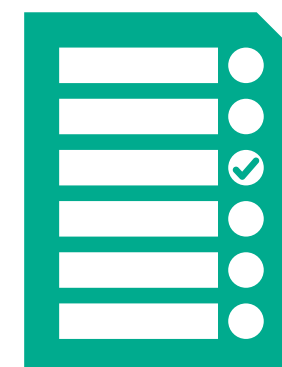
Nomination, Information, Advice & Guidance contact. Online: Skills Scans, Knowledge Assessments English, Maths & ICT Skills Assessments. Training Plan & Apprenticeship Agreement.

Flexible group or 1-2-1 Induction. Let's Get Started Training Session.

Online workshops start with month 1 'kick off' event covering main themes with assignments.



1-2-1 tutorials cover: further OTJ training/evidence requirements & progress reviews with line manager quarterly



- End Point Assessment:
1. Knowledge Test 60 mins, 40 multiple choice questions
 2. Observation & Q&A, 60 mins & 30 mins
 3. Professional Discussion, 60 mins

1

Online workshops: Maths functional skills, with activities through the Skills Forward learning platform.

6

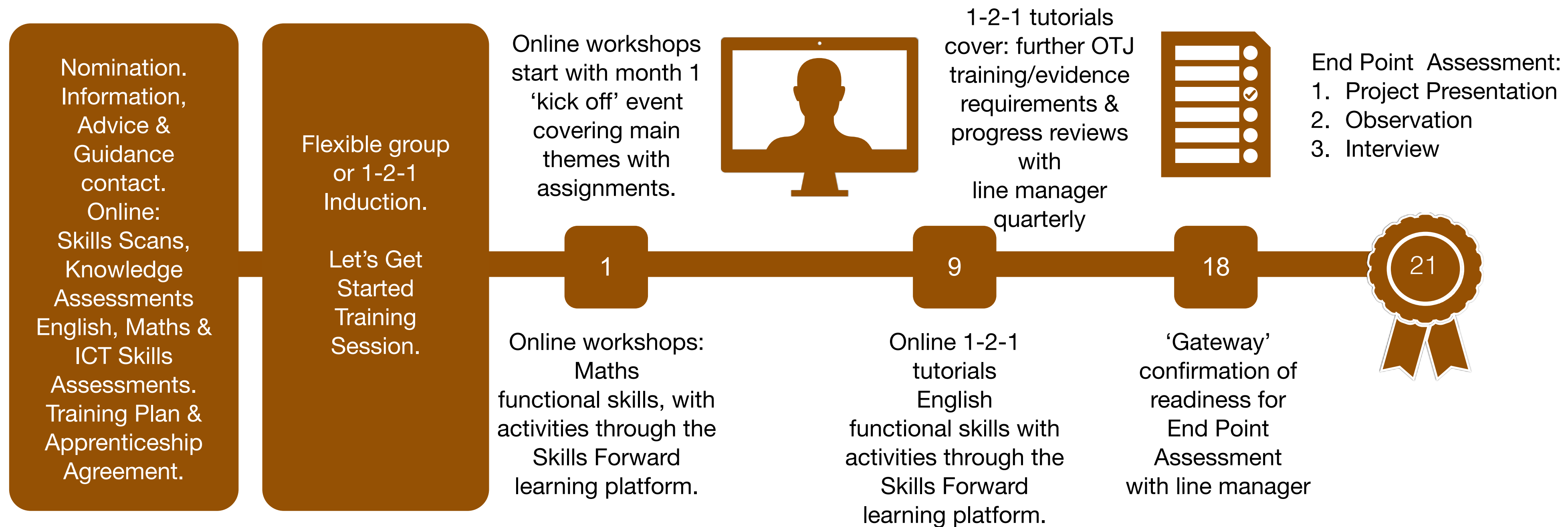
Online 1-2-1 tutorials English functional skills with activities through the Skills Forward learning platform.

13

'Gateway' confirmation of readiness for End Point Assessment with line



Learning Journey Security First Line Manager 3





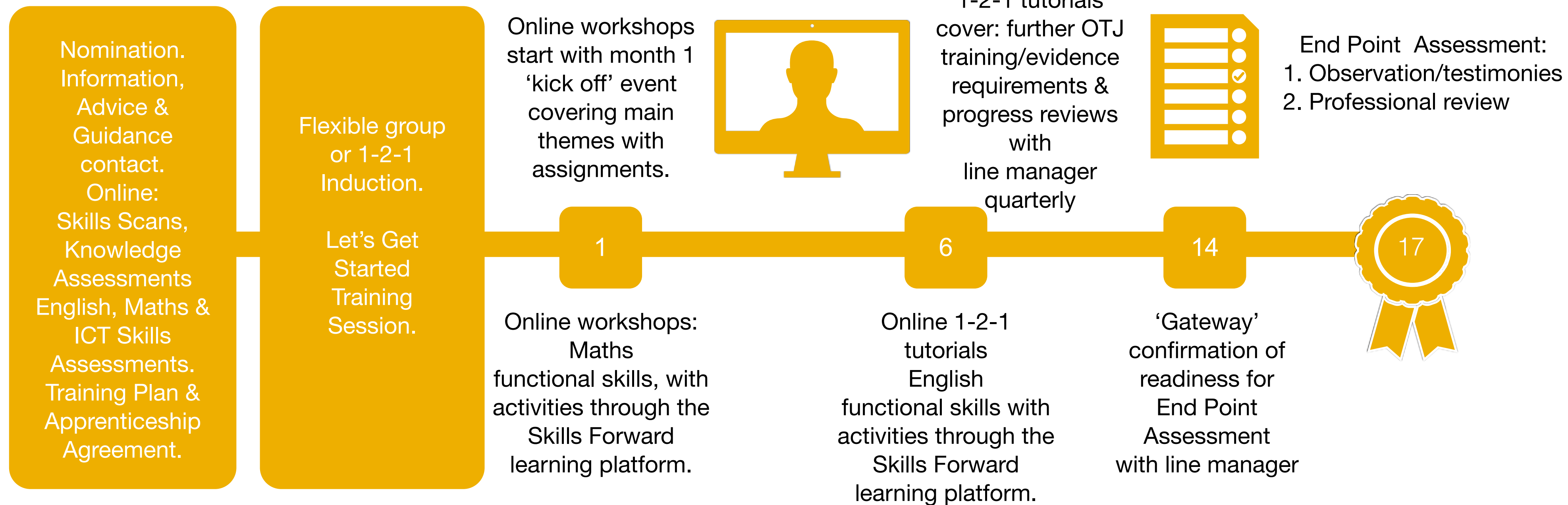
Passenger Transport

Apprenticeship
Standards

Portfolio

Learning Journey

Passenger Transport Operative 2



Learning Journey

Passenger Transport Operations Manager 4

