

# Welcome to TSP Learn

## A Guide For Learners

**TSP** *learn*

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



# Learner Charter

TSP is committed to:

**Keeping you safe**

**Providing support for learning**

**Respecting difference**

**Supporting your personal and professional development**

**Teaching you new skills**

**Being flexible**

**Meeting individual learning needs where we can**

**Providing high quality resources**

**Assessing you fairly**

# PART I

## Your rights and responsibilities

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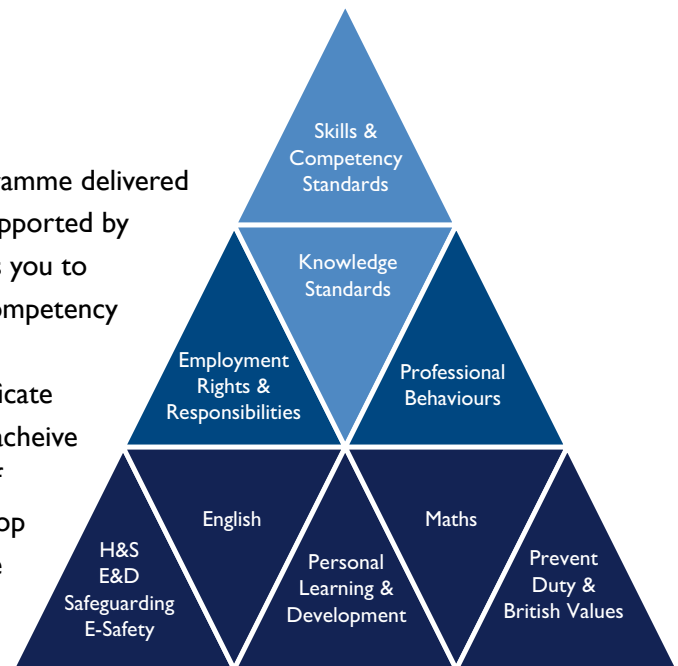
*Our Address is*

Flagstaff House  
12 High St,  
Twyford,  
Reading  
RG10 9AE

Tel : 0118 984 4638

## Apprenticeships

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



## Other Qualifications

We also provide a number of other Certificate & Diploma qualifications that can be studied online or in small groups. You can enrol at any time and work through programmes at your own pace at times that suit you.

## Recognition of prior learning and experience

If you have previously completed units from an NVQ qualification that can be matched to units on your current qualification, then you may be eligible for RPL. RPL is method of assessment (leading to the award of credit) that considers whether a learner (you) can demonstrate that they can meet the assessment requirements for a unit through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning. It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be both valid and reliable. We will discuss your prior achievements and experience before you start your learning programme and your individual 'My Learning Journey' document will reflect the areas of training that you will receive.

## How does it work?

Most courses run over a 12-18 month period. You will be assigned a personal tutor who will agree a regular series of tutorials with you that will take place each month at an agreed company location. You 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 your Learning Journey and you will be assessed using a variety of methods including practical observations, producing a portfolio of evidence and assignments with some formally examined elements. Although you will not be required to attend a college for day release, we recommend that you should review your 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 your working time.

### 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 your skills, competence and ability to perform within your 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 you to complete your 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 you better understand your subject, sector, role, etc.
- Practical training teaching 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 your apprenticeship.
- It could include familiarisation training on a process or new process and or equipment that you may not have used previously that is required to demonstrate knowledge, skills for your 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 you 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.
- Team meetings, team briefings, huddles that are relevant and support your development 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 your 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.

# The Learning Journey

We have summarised below, key elements, documents and activities undertaken during the Learning Journey which is useful for you to 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 your programme. It is an ongoing live document that is prepared before your induction and updated throughout every learning programme. The document also contains a Commitment Statement that both you and your manager must sign to confirm your commitment to undertaking the programme. The document also contains a training plan section that is developed from the information provided by you during the application process with our information, advice and guidance team. This process, establishes what prior learning and experience you have and what impact this has on the training that is required to be completed as part of your apprenticeship. It also your programme end date.

## **The Launchpad**

The launchpad is where we 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 you have reached the end of your practical training period and are ready to be end point assessed.

## **VQ Manager**

VQ Manager is the name for our e-portfolio system. This is an online system that is used to collate the evidence that you provide for your apprenticeship programme. You are able to see at a glance the progress you are making, run reports on work to be completed, send evidence directly to your tutor and see feedback from your tutor.

## **Action Learning Plans**

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

## **The Gateway**

On an apprenticeship programme, when you have completed your 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 (you, your employer, your tutor) are required to sign off that you have reached/achieved the gateway and are ready for your End Point Assessment (see below).

## End Point Assessment (EPA)

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 you will have sight of EPA Toolkits or resources that confirm exactly what you will need to cover at the end of your programme.





## I • A few things you can do for us ...

### Ensure your training is secure and effective.

To make sure your learning programme runs smoothly and gets you to where you want to be there are a number of things we need you to do:

- Maintain courteous and professional behaviour
- Observe the conditions of the award you're undertaking
- Keep us informed of changes in your employment circumstances
- Help set a reasonable timetable for progress in your programme
- Ensure your 'My Learning Journey' is up to date
- Discuss any concerns over the programme content or timetable
- Work towards achieving the competencies in the training plan
- Ask for help if you need it
- Allocate sufficient time for study
- Undertake training, attend courses if required, keep records, prepare for assessments and carry out the work required in order to achieve your qualification.
- Be as punctual if you can and let the tutor know about relocation, shift changes or leave in plenty of time
- Conform to Health and Safety arrangements in your workplace

For further information, ask your tutor

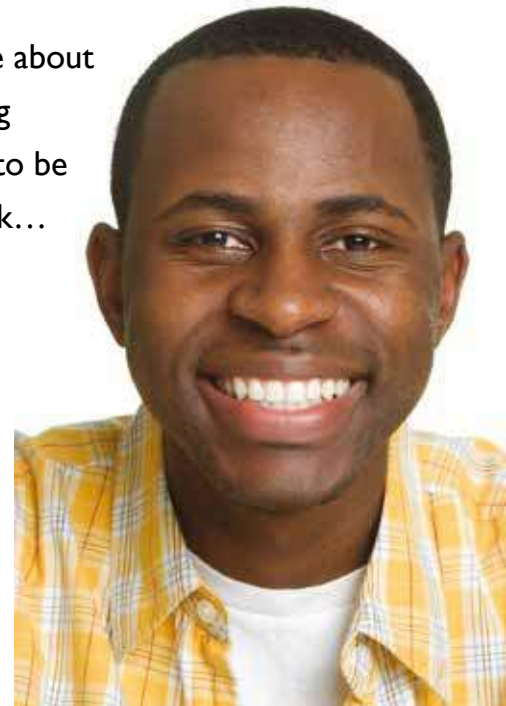
## Work at developing learning skills

Our programmes give you an opportunity not only to learn more about your job, they also give you scope to develop yourself as a ‘lifelong learner’. 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.

**Talk to your tutor about simple methods you can use to deepen your understanding and expertise without additional teaching/learning.**

For further information, ask your tutor

# I • Safeguarding your welfare

Our Number One priority is your health, safety and welfare.

*Our daily lives contain a variety of hazards:*

**Listen!**  
**This is important**

If you don't feel safe, discuss the situation with your tutor.

*(Incidentally, If you are under 18 or have particular health or social support needs your tutor has a duty to report concerns to our Safeguarding Officer who will deal with the issues sensitively).*

If you can't talk to your tutor, please contact our Safeguarding Officer on:

**07583 876 858**

*Your call will be received by our voicemail service.*

*Please leave a message, giving your name and contact number and you will be contacted within 24hrs.*

## Risky things



## Risky activities



## Risky people



We expect our tutors to ensure that you are familiar with the risks in your workplace and that both you and your tutor are familiar with the policies and procedures that are in place to protect your physical health and safety.

**STAY SAFE!**

Risky activities aren't limited to extreme activities. Working long hours over a long period is as risky to your emotional safety as ignoring safety advice is to your physical safety.

**STAY SAFE!**

Risky people come in all shapes and sizes. There are those who exploit or exclude you, colleagues who give you a hard time, family or acquaintances who take advantage of you and those people who don't care about your safety.

**STAY SAFE!**

For further information, ask your tutor

## 2 • You have a right to complain ...

We're not perfect, we make mistakes and if we do, you should let us know. The first thing to do is to tell your tutor. You have a right to a quick response to any problem you've got with our service. If your tutor can't fix it, or your tutor is the problem, we'll do everything we can to sort the matter out immediately.

Should you have a complaint please see our Complaints Policy which explains the process involved. This can be located by clicking on our website by clicking the following link:

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

Alternatively here's a number to call if you have a complaint:

**0118 984 4638**

This is the telephone number of our Customer Services Team. If they can deal with your concern immediately, they will. If they can't, they will take the matter to someone who can.



For further information, ask your tutor

## 3 • Don't stand for any bullying

In TSP we are opposed to any kind of bullying. It's not acceptable and may actually be illegal.



### How to respond to bullying:

The problems associated with bullying will be discussed as part of your personal and professional development within your programme.

Once again, if you experience any issues relating to bullying, please alert your tutor. If you can't speak to your tutor, line manager or a mentor, please alert us using the Safeguarding line on page 8.

### Bullying takes many forms. Have you come across any of these?

#### Cyber bullying

Using the internet, email, mobiles or social networking sites to cause distress, embarrassment or fear in others etc.

#### Pressure bullying

For example, colleagues come under stress at work and take their anger out on others by shouting, swearing, or being intimidating.

#### Corporate bullying

For example, threatening employees with the sack if they don't work unreasonable hours or complain about pay/conditions.

#### Sexual harassment

For example, unwanted - and often offensive - remarks, looks, suggestions, invitations or physical contact etc.

#### Humiliation

For example excluding a certain person from activities which would normally involve them, deliberately making unnecessary problems for a certain person etc.

For further information, ask your tutor

## 4 • 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 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. If your tutor can't help you, you can consider making a formal complaint. You can find the details of how to complain on page 9.



For further information, ask your tutor

# Assessment Appeals Procedure for learners (non-apprenticeship standards)



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, IWFM), within 20\* working days (\*NCFE 30 working days) of the decision being communicated to you by TSP Learn.

For further information, ask your tutor

- \* For NCFE, TSP will act on your behalf where an appeal needs to be submitted to them.
- \* For 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 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 Tel: 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**

Make sure you fully complete actions at each stage before you move on to the next one.

Keep a written record of everything.



## 6 • Plagiarism

Please ensure you a familiarise yourself with the statements below.

- Your responsibility is to ensure that all the work you submit is your own. Any text or image which has been copied must be accurately referenced to the original source.
- Copied and unreferenced text 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 does not demonstrate your understanding.

## 7 • Protecting information we hold about you



### Protecting your privacy

#### *The Data Protection Act 2018 and General Data Protection Regulation*

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](http://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, funding agency and Ofsted.

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

For further information, ask your tutor

# 8 • 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 your qualification is part of the delivery of our training. However, we need your help to plan it.

When you are starting with us, we will give you a form like this one to fill in:

**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		Individual Health Risk Assessment *	
	Yes (tick)		Yes (tick)
1 My mobility is restricted	<input type="checkbox"/>	1 I am taking prescribed drugs for a medical condition that could affect my performance	<input type="checkbox"/>
2 I find maths difficult	<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"/>
3 My eyesight is not too good	<input type="checkbox"/>	<b>The following questions need only be answered by those enrolling on Exercise &amp; Fitness programmes</b>	
4 I have a lot of other things on my mind	<input type="checkbox"/>	3 I have been diagnosed with a heart condition and/or recommended to limit my physical activity	<input type="checkbox"/>
5 My hearing is not as good as I would like	<input type="checkbox"/>	4 Physical activity sometimes causes me chest pain	<input type="checkbox"/>
6 I have special cultural/religious needs which must not be ignored. Please specify below	<input type="checkbox"/>	5 Sometimes I lose my balance through dizziness	<input type="checkbox"/>
7 I find it difficult to remember what I learn in formal training	<input type="checkbox"/>	6 I have a bone or joint problem that could be worsened by a change in physical activity	<input type="checkbox"/>
8 I have a diagnosis of dyslexia or dyscalculia	<input type="checkbox"/>	7 There are other reasons why I should not do physical activity. Please specify below	<input type="checkbox"/>
9 I have difficulties in planning routine tasks and getting them done	<input type="checkbox"/>	8 I am or may be pregnant	<input type="checkbox"/>
10 I feel nervous about embarking on a course. I've not done well with them before	<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.	
11 I might need to finish up on my reading/writing/language (possibly because English is an additional language)	<input type="checkbox"/>	<b>Confidentiality:</b> The only people who will see this information are your tutor, senior involvement staff and our Additional Support Managers. 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.	
12 I think I might encounter other problems but I will discuss this privately with my tutor	<input type="checkbox"/>	Candidate statement: Learning Support/Health/Welfare:	
13 Other welfare requirements. Please specify below	<input type="checkbox"/>	Tutor statement: Action to be taken:	

**Further Information**

Do you have access to a computer with internet access at home?  Yes (tick)

Do you have access to a computer with internet access at work?

Is there anything that you are required to notify us of by law?

**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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- You 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

For further information, ask your tutor

## 9 • And what about your personal development?

Alongside your main programme, TSP will provide you with an additional award which will demonstrate you are competent in these three key social and workplace skills:

*Unit 1* Health and Safety

*Unit 2* Equality and Diversity

*Unit 3* Safeguarding Vulnerable People

*Unit 4* E Safety



The Health and Safety Executive's aim is to prevent death, injury and ill health in Britain's workplaces. You can contact them on their Infoline 0845 345 0055 or visit [www.hse.gov.uk](http://www.hse.gov.uk)

### TSP Personal and Professional Development Award

TSP cares about the welfare of all its learners and staff, which is why we have developed the Personal and Professional Development programme.

**We think it is important for everyone to:**

- Adopt a healthy lifestyle – and we provide advice and resources to support this
- Understand how to keep yourself and those around you safe
- Enjoy learning and gain the qualifications you need
- Understand your role in the workplace and community, respecting yourself and others and valuing diversity
- Develop skills and knowledge that will benefit you in the future



For further information, ask your tutor