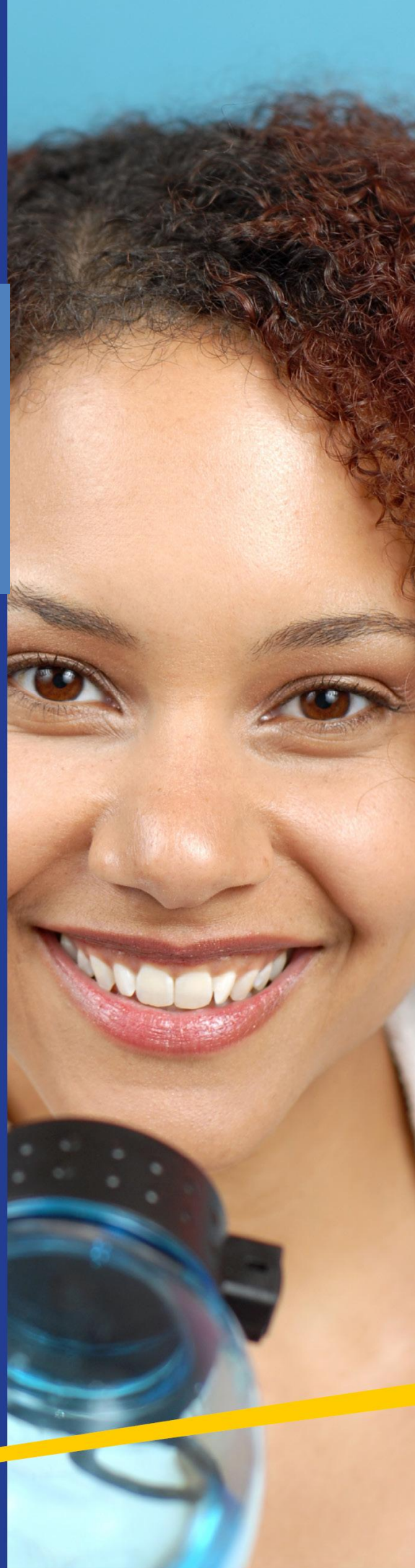


LEARNER INDUCTION PACK



2 Achieve

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Welcome!

Dear Learner,

Welcome to **1st2Achieve Training**, we are delighted that you have chosen to study with us. The program that you are undertaking is designed to work with your existing role and responsibilities at work. Under the supervision and guidance of your Program Manager, you are responsible for providing us with the evidence required to successfully meet the pass criteria. This may include minutes of meetings you have attended, documents you have prepared or allowing us access to observe you at work. Therefore, your commitment, full support from your supervisor and employer is essential to your success!

Your Program Manager is the person who will be with you every step of the way, providing help and support to ensure your success. Your Program Manager will contact you within the next four weeks to set up an initial meeting. During this first meeting we will ask you to take an initial assessment, this will help to determine your current academic level. This information allows us to identify any learning support you may need and determine the correct program for you.

Between now and meeting with your Program Manager please familiarise yourself with the contents in this pack. In it you will find details about building your portfolio, what to expect from us and what we expect from you. Take time to complete the 'Candidate Profile' on the next page and the 'Learning Styles Self-Assessment Questionnaire'. This information will help us, help you by tailoring learning and assessment styles to your individual needs.

On the day of your meeting please provide your Program Manager with the following documents:

1. An up-to-date Curriculum Vitae (CV)
2. Original copies of **all** your qualifications
3. Original certificates of any training undertaken
4. Personal Profile (pro forma enclosed)

Without this information you will not be able to enrol or start your program.

We look forward to working with you!

The 1st2Achieve Team

Candidate Profile

Please insert picture here

Candidate Name:	
Address:	Course Title:
Date of Birth:	Telephone No & Email Address:
Any known learning difficulties, physical disabilities/difficulties or medical issues including medication:	
Job Title and Brief Description of Duties:	
Name and Address of Employer:	Employers Telephone Number:
Supervisors Name and Job Title:	Supervisors Contact Details:
Please provide details of supervisors experience: <i>(e.g. current role and responsibilities, previous industrial experience)</i>	
Learner Career Aims:	Learner Voluntary Work and Interests:

Learning Styles Self-Assessment Questionnaire

It is important before you begin your program to identify your preferred learning style as this will help your Program Manager to tailor your learning and assessment program to your individual needs and preferences. It will also help you identify effective learning methods and tools, increasing your chances of an enjoyable and timely success.

There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.

Instructions: *Once you have read the question in blue, circle the answer that most represents how you generally behave.*

Question	Visual	Auditory	Kinaesthetic/Physical
1. when operating new equipment for the first time I prefer to	read the instructions	listen to or ask for an explanation	have a go and learn by 'trial and error'
2. When seeking travel directions I..	look at a map	ask for spoken directions	follow my nose or maybe use a compass
3. To teach someone something I..	write instructions	explain verbally	demonstrate and let them have a go
4. I tend to say..	"I see what you mean"	"I hear what you are saying"	"I know how you feel"
5. I tend to say..	"show me"	"tell me"	"let me try"
6. I tend to say..	"watch how I do it"	"listen to me explain"	"you have a go"
7. Complaining about faulty goods I tend to..	write a letter	phone	go back to the store, or send the faulty item to the head office
8. Choosing a holiday I..	read the brochures	listen to recommendations	imagine the experience

9. Learning a new skill	I watch what the teacher is doing	I talk through with the teacher exactly what I am supposed to do	I like to give it a try and work it out as I go along by doing it
10. When listening to a band	I sing along to the lyrics (in my head or out loud!)	I listen to the lyrics and the beats	I move in time with the music
11. When concentrating I..	focus on the words or pictures in front of me	discuss the problem and possible solutions in my head	move around a lot, fiddle with pens and pencils and touch unrelated things
12. I remember things best by..	writing notes or keeping printed details	saying them aloud or repeating words and key points in my head	doing and practising the activity, or imagining it being done
13. I feel especially connected to others because of	how they look	what they say to me	how they make me feel
14. When I revise for an exam, I..	write lots of revision notes (using lots of colours!)	I talk over my notes, to myself or to other people	imagine making the movement or creating the formula
15. When explaining something to someone, I tend to..	show them what I mean	explain to them in different ways until they understand	encourage them to try and talk them through the idea as they try
16. Most of my free time is spent..	watching television	talking to friends	doing physical activity or making things
17. I first notice how people..	look and dress	sound and speak	stand and move
18. If I am very angry..	I keep replaying in my mind what it is that has upset me	I shout lots and tell people how I feel	I stomp about, slam doors and throw things
19. I find it easiest to remember	faces	names	things I have done

Totals- How many circled in each section	Visual=	Auditory=	Kinaesthetic/Physical=
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Results:

Most people have a main preferred learning style, but usually this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles. When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you.

Someone with a **Visual** learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

Someone with an **Auditory** learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!

Someone with a **Kinaesthetic** learning style has a preference for physical experience - touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

Candidate Comments: How will the result affect your learning and assessment?

Program Manager Comments:

Initial Assessment Questionnaire

What do you want to achieve out of completing this program?

In the past have you struggled with any aspect of learning? (for example meeting deadlines)

Are there any aspects of your work that you currently struggle with? (for example cashing up, communicating with colleagues)

Is there anything that you think may prevent you from achieving your qualification? (for example travel costs)

What do you think is expected from you on this program?

What do you expect from us? How can we help you achieve?

Personal Development Plan

Area for Improvement?	How will this be improved?	Who will support you?	Date of Completion	Outcome of Development

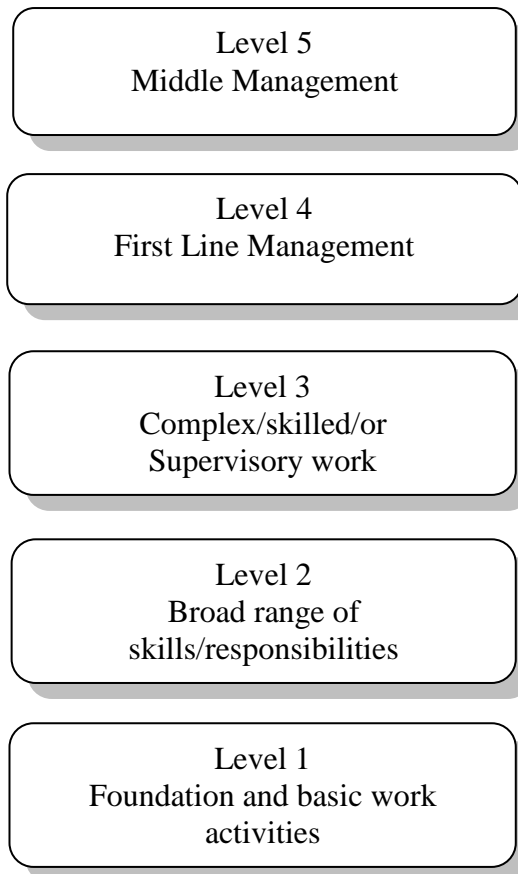
What are NVQ's and Work Based Diploma's?

National Vocational Qualifications (NVQ's) and Work Based Diploma's are work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a job effectively, and show that a candidate has the practical skills to be competent and employable in the work place.

NVQ's and Diploma's are based on national occupational standards. These standards are statements of performance that describe what competent people in a particular occupation are expected to be able to do.

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There are 5 levels to the NVQ & Diploma framework:



Demonstrating Your Competence – What is Evidence?

There are various types of evidence you can use to demonstrate you perform competently.

Examples of your work activities: Documents you have produced or worked on e.g. letters, reports, session plans, job specifications etc. You may wish to use photographs, videotapes to record activities, displays that you have been involved in as part of your work.

Explanation and verification of the way you carry out work activities: The examples of your work activities (e.g. above) will need to be explained in your own 'personal reports'. These may need to be supported by witness testimonies from colleagues that have observed your performance, assessor observation of you at work, or audio/video recordings etc.

*You will find further guidance about how to compile and present evidence in the section of the pack entitled **Portfolio Building**.*

Portfolio Building

Section 1- Introduction to the portfolio

Your Portfolio must include:

- Table of contents / index
- Your CV with contact details
- Your contract of employment (*if employed or voluntary*)
- Your job description and your most recent appraisal document (*if employed or voluntary*)
- An organisation chart showing who you are responsible to, and what for
- Brief details of your organisation, its background and the nature of its business
- Contributor information (witness status list)

Section 2- Personal Reports

For each element of the NVQ/Diploma, you should include a Personal Report. A Personal Report explains to your assessor:

- What you did
- How you did it
- Why you did it
- How you might do it differently next time and why
- What the outcomes were

There is no right or wrong way to write a personal report and everyone develops his or her own style.

Section 3- Mode of Assessment and Evidence

A large proportion of the units will be assessed via unobtrusive observation of performance whilst conducting your job role. Where this is not possible suitable realistic simulation is acceptable for example; dealing with an emergency. Observational assessment will normally be carried out more than once for each unit, to demonstrate learners can perform consistently to the standard required. Observations are usually recorded on camera and photographs may be taken.

Several assessment methods are usually required for each unit element to ascertain that learner has the practical skills and underpinning knowledge to be knowledgeable and competent.

Other Assessment methods include:

- Setting assignments or tasks
- Written work conducted by the learner
- Questioning in written or oral form
- Professional Discussions

Other Evidence may include:

- Learners Prior Achievements such as copies of relevant qualifications
- Witness Testimonies
- Appraisals
- Minutes from meetings attended
- CPD Records

Learner Charter

As an learner with 1st2 Achieve Training you have the right to:

- ✓ An initial assessment of training needs
- ✓ A named Program Manager who will be responsible for your learning and development
- ✓ An individual learning plan which details the learning program that you are on and level you are aiming to achieve; when you plan to complete it and what you will need to do to achieve your aim
- ✓ A formal review of progress with your Program Manager every 12 weeks
- ✓ A safe and healthy learning and practice environment
- ✓ Equality of opportunity in the assistance and support we provide to help you achieve your learning aims and goals
- ✓ Training from experienced and qualified staff together with access to resources that you need to help you achieve your learning plan
- ✓ A written policy which sets out clearly the Framework you are working towards
- ✓ Equal Opportunities Policy and Candidate Appeals Procedure

This is what we will expect from you:

- ✓ Demonstrate a positive and willing attitude towards achieving your qualification
- ✓ Attend accordingly to agreed meetings and assessments on time
- ✓ Agree to use safe working practices and not to endanger yourself or others at any time
- ✓ Treat everyone you work or learn with fairly, equally and without discrimination
- ✓ Take good care of any equipment or materials provided

Government Inspection by or other regulatory bodies:

1st2 Achieve will be subject to inspections by OfSTED and associated regulatory bodies. The purpose of this is to ensure the highest standards of quality and excellence are delivered on our programmes. This may involve you and your employer being asked questions on the learning you are receiving and also on the topic areas covered in the induction process. This will not be without prior warning and as soon as 1st2 Achieve are aware of an impending inspection you will be advised by your Program Manager.

Equal Opportunities Policy

1st2 Achieve operates an Equal Opportunities Policy that applies to all candidates who wish to access its programmes for NVQ/Diploma's and all staff employed by 1st2 Achieve.

1st2 Achieve provides and promotes equality of opportunity for learners and employees so that each can maximise their achievements irrespective of age, race, religion, disability, socio-economic background, learning difficulties or sexuality. In effect, the only criterion for entry to the awards is your ability to generate the necessary evidence from your working environment.

At induction, any equal opportunities, disability and learning difficulties are identified and are included on registration forms and in all further Action Planning with you. This informs the assessor of your learning needs. Where issues arise, all information will be kept confidential between you, your tutor/ assessor and 1st2 Achieve.

Throughout your learning, you do have access to assessment on demand and certification will take place at the earliest realistic opportunity after completion of the assessment and verification process. 1st2 Achieve encourages unit accreditation where this is appropriate.

Within reason, candidates are not constrained by the imposition of a time scale but you will be encouraged to produce and update your learning plan via your action plans

Policies are regularly reviewed and updated on a minimum of an annual basis or as often as required. The issue of equal opportunities is a standing item on the agenda of the 'standardisation' meetings, held approximately every 12 weeks, and any issues arising from candidate's experiences are regularly monitored and reviewed at these meetings.

Statistics arising from our equal opportunities monitoring are compiled for the Company's Board and external verification purposes. With the need for confidentiality, individual details are not identifiable from this data.

Health and Safety

1st2 Achieve has a responsibility to all its learners to take reasonable steps to ensure that they have a safe place to work and learn. Throughout the process of recruitment, induction and for the duration of your learning programme, 1st2 Achieve will monitor your health and safety in the workplace by conducting Health and Safety checks on your place of work which will be reviewed on a minimum of an annual basis.

However, **you** also have a legal responsibility for your own safety and that of others under the Health and Safety at Work Act (1974). You must ensure that you are familiar with the health, safety and fire procedures relating to your work place and to the learning program you are on. Under health and safety legislation, all learners, whether employed or not employed are treated as employees, and as such have the consequent duties for health, safety and welfare for themselves and others.

Safety legislation is criminal law, this means that if you break the law by infringing health and safety you could be prosecuted. Prosecutions can result in fines and/or imprisonment.

Legally- under the Health and Safety at Work Act 1974:

Your employer has a duty to:

- Make your workplace a safe environment and without risks to health
- Ensure plant and machinery are safe and systems of work are set and followed
- Ensure articles of substance are moved, stored and used safely
- Provide adequate welfare facilities
- Providing you with the information, instruction and supervision necessary for your health and safety

Your responsibilities include:

- Taking reasonable care for your own health and safety and that of others who may be affected by what you do or don't do
- Cooperate with your employer on health and safety issues and requirements
- Correctly use work items provided by your employer, including personal protective equipment in accordance with training and instruction
- Not interfere with or misuse anything provided for your health, safety or welfare
- Report and accidents to your assessor or employer immediately

If you disobey, disregard or knowingly breach health and safety rules and procedures you will be withdrawn from the program with immediate effect without notice or warning.

Standards of Conduct

You are expected at all times to be honest, polite and considerate to others and to do as well as you can. If you do not meet the standards of conduct required, the action which is taken will depend on the seriousness of your misconduct. Some examples are given below to help you understand how the disciplinary procedure might be used and the consequences of poor conduct.

Minor Misconduct:

This will usually involve a form of disciplinary such as a verbal warning that will at the discretion of your employer or assessor either be officially logged or informal. An example of such an offense's are:

- Arriving late without an acceptable explanation
- Disruptive behaviour in the workplace or during training, including using mobile phones

Gross Misconduct:

Will result in a disciplinary interview and could result in instant termination from the learning program. Examples of gross misconduct are:

- Breaches of health and safety regulations
- Criminal conduct
- Bullying and harassment
- Wilful damage to property
- Breach of confidentiality
- Repetition of Minor Misconduct

Individual Learning Plan

Whilst on your learning program, your Individual Learning Plan (ILP) is a key document which reflects your progress against your learning aims and objectives. You will devise an ILP with your Program Manager. Your ILP will set out details of your learning agreement and the support which will be provided to help you achieve your aims. The ILP is a working document which will be amended and be adjusted should your circumstances or learning needs change including the length of time you expect to be on programme to achieve your qualification. The ILP will be reviewed at regular progress reviews held approximately every 12 weeks.

Supported Learning:

Key Skills are core components of your apprenticeship programme. Additional training can be provided to improve your basic skills. For example, you might like extra tuition either on a one-to-one basis or in a group to help you gain your qualification. Or you may need more time to complete tasks such as workbooks or exams. Your Program Manager will discuss this with you and explain what is available.

Review and Assessment of Progress:

Throughout your time on learning programme your progress will be regularly reviewed and assessed by a member of the 1st2 Achieve team (usually your Program Manager in conjunction with your line manager at work). This will enable you to see the progress you are making. Assessment includes the 'initial assessment' at the beginning of your programme (interviews and aptitude tests) and regular discussions with your tutor and Line Manager.

Complaints:

Should you at any time become dissatisfied with the lack of progress of the training you are receiving, please contact your Program Manager. Alternatively, you can address your complaint(s) using the Complaints Form (appendix A) and send directly to:

Georgia Massey
1st2 Achieve
46 Elmwood Close
Cannock
Staffordshire
WS11 6LX

Candidate Appeals Procedure

It is important to recognise that during assessment you may disagree with your assessor's decision regarding the evidence you submit. If this situation occurs you must follow the procedure below. Candidates will have the right of appeal against an assessor's decision if:

1. You are dissatisfied with the way the assessment was carried out
2. You disagree with the assessment decision set against the NVQ/Diploma performance criteria
3. You are unhappy about the number of opportunities offered to demonstrate competence
4. You feel you have experienced discrimination in the assessment process

Procedure

Step 1: If you think that any of the above applies, you should firstly discuss this with your assessor. Your assessor will make a record that the decision was appealed against. You will be given a clear explanation regarding the decision and issues relating to your evidence.

Step 2: Should you remain dissatisfied, then you must formally submit an appeal in writing within 7 days of receiving the assessor's decision about your competence. The appeal must be made on the Appeals Form (Appendix A). This should be sent to the Quality Director: Georgia Massey, 1st2 Achieve, 46 Elmwood Close, Cannock, Staffordshire, WS11 6LX. The candidate will receive an acknowledgement in 7 working days

If, in the opinion of the Quality Director, there are sufficient grounds to doubt the validity of the candidate's assessment, an independent assessor will be appointed to verify the decision. The verifier will speak to you, the learner about your complaint, and to the assessor about their decision.

You will be informed of the result of your appeal within 20 working days of 1st2 Achieve receiving the report from the verifier.

Possible outcomes of the Appeals Procedure:

- The candidate is re-assessed
- Evidence is re-appraised
- Request for additional evidence

Step 3: If you have followed the procedures above and are still unsatisfied you may appeal to the Awarding Bodies:

Appeal to Awarding Bodies.

Awarding bodies will only consider an individual learner's appeal after the centre's internal appeals procedure have been fully utilised. In the case of Edexcel, an appeal

concerning an individual learner must be made through the learner's centre and submitted by the Head of Centre not from the learner directly.

Edexcel Conditions of appeals

Edexcel will only consider an appeal if the following conditions have been met:

1. the appeal is submitted to Edexcel in writing by the Head of Centre and includes the grounds for appeal and any supporting document
2. an appeal is submitted to Edexcel once the centre's own internal appeals procedures have been exhausted
3. the individual learner remains dissatisfied at the outcome of the centre's internal appeals procedures and wants to pursue the appeal further with Edexcel. In such case the appeal must be submitted to Edexcel in writing by the Head of Centre/Principal and include the grounds for appeal and any supporting documents
4. the appeal is submitted to Edexcel within 14 calendar days of the receipt, by the appellant, of the Edexcel decision under question
5. a centre notifies Edexcel within 14 calendar days (of the receipt, by the appellant, of the Edexcel or centre decision under question) that an appellant has lodged an appeal with the centre's internal appeals process.

During an appeal, the centre must retain all evidence relating to the appeal case. If the appeal involves the work of a learner(s), the centre must retain the work of the complete cohort. Edexcel will keep all documentation regarding an appeal for a minimum of 18 months. Centres must also keep documentation relating to a centre appeal or an appeal to Edexcel for a minimum of 18 months.

For Technical Certificates: 1st4sport.

For 1st4sport issues, the Program Manager will ensure that the candidate completes 5.5.3 Evaluation of the Effectiveness of Access Arrangements Report Form and forwards it to the 1st4sport Quality Management Team. For all other awarding bodies the Program Manager will identify and help the candidate complete the relevant forms.

All records relating to the application, relevant evidence and monitoring forms are securely retained for five years.

Stage 2

All Stage 2 complaints should be sent to:

The Complaints Officer

Georgia Massey

1st2 Achieve

46 Elmwood Close

Cannock

Staffordshire

WS11 6LX

Stage 3

If candidates have followed Stage 1 and/or 2 of the complaints procedure and are still dissatisfied with the outcome, they have the right to take their complaint to the awarding body within 20 working days of the decision being communicated to them by recognised centre.

All Stage 3 **1st4sport complaints** should be sent to:

Address: Quality Management Team
FAO: Quality Assurance Officer
1st4sport Qualifications
Coachwise Ltd, Chelsea Close
Off Amberley Road
Leeds LS12 4HP
Email: qmt@1st4sportqualifications.com

All Stage 3 **Equestrian Qualifications GB Ltd** complaints should be sent to:

Address: Equestrian Qualifications GB Ltd
c/o The British Horse Society
Abbey Park
Stareton
Kenilworth
Warwickshire
CV8 2XZ

All Stage 3 **EDEXCEL** complaints should be sent to:

Address: Georgia Massey
46 Elmwood Close
Cannock
Staffordshire
WS11 6LX

Appendix A

Appeals and Complaints Form: Stage 1

Candidates Name:		Telephone Number:	
Assessor's Name:			
Assessment Site:			
Assessment Method:		Assessment Date:	
Verifier's Name (if known):			
Program of Study and Level:			
Unit(s) of Competence forming subject of appeal			
Date appeal notified to assessor			
Reason for Appeal or Complaint (<i>attach supporting evidence as required</i>):			
Assessors Decision and Outcome:			
Candidates Signature:		Date:	
Assessor Signature:		Date	

Return to: Georgia Massey, 1st2 Achieve, 46 Elmwood Close, Cannock, Staffordshire, WS11 6LX

Appendix B

Appeals and Complaints Form: Stage 2

Candidates Name:		Telephone Number:	
Assessor's Name:			
Assessment Site:			
Assessment Method:		Assessment Date:	
Verifier's Name:		Telephone Number:	
Program of Study and Level:			
Unit(s) of Competence forming subject of appeal			
Date appeal notified to VERIFIER			
Date, time, location of meeting with candidate:			
Date, time, location of meeting with assessor:			
Verifiers Decision:	Original assessment decision upheld or overturned (delete as appropriate)		
Reason for Verifiers Decision:			
<p>To be completed by the candidate:</p> <p>I agree with / wish to appeal against the Verifiers decision (delete as appropriate)</p>			
Candidates Signature:		Date:	
Verifiers Signature:		Date	



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