



# Introduction

## Welcome

We are delighted that you have chosen to further your learning and enhance your career prospects by enrolling on a programme with TTA.

This handbook explains what you can expect from us and what we expect from you. We hope that you find it helpful.

Whichever course you are attending, we hope that it is beneficial and that your learning experience is enjoyable.

Our role is to ensure that you receive the training, assessment and support that you need to successfully complete your course within the timescale that you have agreed with your training coordinator/ tutor.

## Who are we?

TTA is an independent training provider offering specialist learning and training across Wolverhampton, Birmingham and Bristol. We support the individuals and employers to access training and provide first class information, advice and guidance.

We are proud of what we do and want to offer the best service to the communities that we work with. We recognize the diversity of our multi-cultural society and strive to promote equal opportunities for all.

## Our commitment to you

We are committed to promoting learning and identifying suitable progression routes.

### We aim to:

- Extend the range, appeal and access to learning and employment
- Make learning more inclusive
- Promote equality
- Eliminate discrimination

### We will achieve this by:

- Promoting access to learning and developing provision to meet the diverse needs of our local community
- Providing skills for life and vocational opportunities
- Challenging discrimination and harassment in all their forms
- Providing a safe, healthy and supportive learning environment
- Embedding quality improvement in all aspects of our service







<b>Critically Analyse</b>	As per 'analysis' but questioning and testing the strength of your and others' analyses from different perspectives; often means using the process of analysis to make the whole essay an objective, reasoned argument (an overall case)
<b>Critically Assess</b>	As per 'assess' but emphasising the scrutiny from different perspectives of arguments made by others about the assessed quality; often means making the whole essay an objective, reasoned argument (an overall case), based on your assessment
<b>Critically Evaluate</b>	As per 'evaluate' but showing how judgements vary from different perspectives and how some judgements are stronger than others; often means creating an objective, reasoned argument (an overall case) based on the evaluation from different perspectives
<b>Criticise</b>	Review a topic or issue objectively and weigh up both positive and negative points before making a decision
<b>Describe</b>	Say or write what something is like (its relevant qualities); depending on the nature of the task, descriptions may need to be brief or they may need to be very detailed
<b>Define</b>	Clearly explain what a particular term means and give an example, if appropriate, to show that you mean
<b>Demonstrate</b>	Provide several relevant examples or related evidence which clearly support the arguments you are making. This may include showing practical skills
<b>Design</b>	Create a plan, proposal or outline to illustrate a straightforward concept or idea
<b>Draw Conclusions</b>	Use the evidence you have provided to reach a reasoned judgement
<b>Evaluate</b>	Review the information then bring it together to form a conclusion. Similar to 'assess', often with more emphasis on overall judgement of something i.e. explaining the extent to which something is effective/ useful/true etc. Evaluation is thus sometimes more subjective and contestable than some kinds of pure 'assessment'
<b>Examine</b>	Look closely at something, thinking and writing about the detail, and questioning it where appropriate
<b>Explain</b>	Set out in detail the meaning of something, with reasons. More difficult than describe or list; it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why' OR provide details and give reasons and/or evidence to clearly support the argument you are making









## Prior learning & achievement

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You may have already completed qualifications that offer a direct exemption from parts of your course. For example, you may have already achieved GCSE grades in English, mathematics and/or ICT that provide exemption from Functional Skills, or you may have evidence of competence gained from qualifications that you completed at school or college.

Any parts of the course from which you are exempt are shown in your Individual Learning Plan. To ensure that you do not duplicate parts of the course that you have already achieved, you will need to provide your assessor/trainer or tutor with original certificate(s). This may help you progress to a higher level in some parts of your course such as English for example.

## Reviews

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To ensure that you are progressing well with your qualification(s) and that you are receiving the support that you need to complete your course, your assessor/trainer or tutor will set up regular progress reviews. Your employer or work experience mentor will be asked to contribute to the review meetings.

The purpose of the reviews is to:

- Review your progress to date against the planned progression identified in your Individual Learning Plan
- Support your welfare and help you with any problems you may be facing
- Record Off the Job Training that you have completed and that is planned for the coming months
- Work with your employer to support your development, progress and successes
- Review progress with short - medium term targets set at your previous review
- Discuss any barriers to your success
- Agree targets and objectives for the next review period to ensure that you remain on track to achieve your qualifications by your planned completion date











**Reasonable adjustments** to accommodate particular assessment requirements must be approved prior to the assessment taking place. Requests should be submitted in strictest confidence to the Apprenticeship Manager. Learners have the right to appeal any decision not to accommodate the proposed adjustment. The Appeals Procedure should be followed to appeal any decision made in relation to a request.

## Appeals procedure

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If you are unhappy about an assessment decision, you have the right to appeal. The appeals procedure has three stages. To make an appeal you must start with the first stage and only progress through the other stages if you are not satisfied with the outcome of each one in turn. The three stages are as follows:

- 8 Discuss your concern with your training coordinator/tutor who will provide you with an explanation of their assessment decision. If you remain dissatisfied with the assessment decision, you should make a formal appeal. Your appeal should be in writing and should include details of the assessment decision that you wish to appeal and the grounds for your appeal. Your training coordinator/tutor will provide you with a written response within 7 days of receiving your letter
- 9 If you are still not satisfied with the outcome of the first stage of the Appeals Procedure, the appeal should be submitted to the Internal Quality Assurer/Verifier for your qualification. The IQA will confirm the outcome of the appeal within 14 days
- 10 If you are not satisfied with the outcomes of the second stage of the Appeals Procedure, the final stage in the appeals procedure will be to submit the appeal to the awarding body with which you are registered. The Quality Manager will provide you with details of who to write to and where to send your letter of appeal. The Quality Manager can be contacted on **03301137123**

## Confidentiality

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The personal data and information that you provided us with on your application form and Individual Learner Record (ILR) will be processed and held in accordance with the Data Protection Act 1998. In order to register you with the awarding body for your qualification (e.g. City & Guilds, BTEC, NVQ, etc) we will need to provide this third party with your full name, date of birth, gender and in some cases contact details including your email address. The data recorded on your ILR will be accessed by the Education and Skills Funding Agency (ESFA) for funding purposes. If you have any questions relating to confidentiality or your personal data, please contact our Data Protection Manager on **03301137123**.



## Code of conduct & behaviour policy

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To ensure success on your course, you are expected to agree to follow our code of conduct. We want you to succeed in life and to become a productive and valued member of society and we think these points are a good start.

1. Attend and be punctual for training and/or classes.
2. Follow all health and safety instructions, policies and procedures.
3. Report any concerns or worries concerning Radicalisation
4. Follow the employer's Accident Reporting Procedure and report all accidents or incidents to TTA.

## Behaviour policy

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TTA takes the behavior and the attitude of its learners very seriously. Our mission is to prepare and support you in both the classroom workplace and to provide opportunities to reach your aspirations. To do this, we insist on modeling positive behavior by;

- Treating you with courtesy, dignity and respect
- Provide support to meet your individual needs
- Keep your personal information about you safe and confidential
- Listen to your concerns and ensure your welfare
- Explain all options, plan your learning with you
- Monitor and assess your progress and challenge you to achieve more
- Provide you with a range of support to meet your needs
- Ensure you have your say
- Create a safe and fair learning environment

The learner code of conduct clearly sets out our expectations of you. (See your individual learning plan) Led by our core value of respect, everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Aim of the behaviour policy.

- To create a culture of excellent behavior
- To ensure that all students are treated fairly, shown respect and to promote good relationships
- To refuse to give students attention and importance for poor conduct
- To help students take control over their behavior and be responsible for the consequences of it
- To build a community which values kindness, care, good humor, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behavior is a minimum expectation for all

All staff will treat learners with respect, engagement with learning is always the primary aim. We have a clear procedure in place to manage unacceptable behaviour. We will provide encouragement and remind you of the agreed code of conduct and classroom expectations when your behavior begins to overstep the boundaries.



However, the following behaviour will lead to a strike;

- Lateness to class
- Not submitting your work on time
- Inappropriate dress
- Rudeness
- Disruptive behaviour in class that impacts on the rest of the class or college

When you have been given a strike, you will be informed privately. Should you reach 3 strikes, you will be asked to attend a formal meeting to discuss your continuation with the programme. Depending on the behaviour you may have an agreed action plan to which you must adhere to or you will be asked to leave the programme.

## Gross misconduct

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The following behaviours are deemed as gross misconduct and will lead to a fixed term or instant exclusion from the programme;

- Theft
- Sexual misconduct
- Assaults or fighting
- Bullying, including cyber bullying
- Wilful damage to property
- Endangering other students
- Bringing the college into disrepute
- Possession of offensive weapons
- Aggressive/threatening behaviour
- Intimidating/discriminatory language and behaviour
- Malicious communications, including those sent electronically or via social media
- Possession (or being under the influence) of any substance that impairs judgement or decision making or is being used against its intended purpose (i.e. illegal drugs, legal substances, alcohol, non-prescribed medication, aerosols)

The above list is not exhaustive and other issues may be judged to be equivalents. There will be no right to appeal on breaches of misconduct. Where appropriate we will always seek to put measures in place to support the learner to achieve their qualification. Regard will be and must be given to the safety of everyone and creating a safe and respectful learning environment. The Disciplinary Procedure will be followed where behaviour or commitment fails to meet the requirements of the Code of Conduct. Learners will be informed of concerns in writing, invited to a disciplinary meeting, informed of their right to be accompanied and informed of the right to appeal any disciplinary decisions.

### The stages of the procedure are as follows:

1. Verbal Warning
2. Written Warning
3. Final Written Warning
4. Termination from the programme

The company may proceed to proposing withdrawal from the programme where a serious breach to the Code of Conduct has occurred, particularly in instances relating to health and safety, theft or equality of opportunity.

## Malpractice & its prevention

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Information on malpractice will be discussed at your induction. Any reasonable grounds for suspicion that either a learner or a member of staff has committed malpractice will be thoroughly investigated by the Quality Manager.

Learners that are found to have committed malpractice will be withdrawn from their programme. Staff that are found to have committed malpractice will be withdrawn from teaching the course and will be the subject of a disciplinary hearing which may result in dismissal.

## Learner feedback

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We want to know what you think of us and how we can be better! We will ask for your feedback during your training through questionnaires and Learner Forums plus you can tell your tutor or assessor/trainer what you think.

Once you have finished your training with us, we would like to keep in touch to see how you are developing and if there is anything else we can help you with.

## Complaints & compliments

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If you are unhappy about any aspect of our service, please give us the opportunity to resolve the problem quickly by discussing it with your assessor/trainer, tutor or a member of the management team. We will do our best to settle your complaint promptly.

If you are unhappy about any aspect of your programme, please contact our Quality Manager on **03301 137123**, who will make a record of and investigate your complaint. If you are not satisfied with the response you receive, your complaint will be passed to the Director, who will contact you within 5 working days. We will keep you informed of what is happening and of the outcome.

## Good luck!

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Whatever your training goals are, the team at TTA are here to support you. Whether you are training as part of your first job or looking to improve your skills and develop with your employer, we hope that you enjoy your time with us and we wish you well for your future.



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# Contact Us

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