



Professional Training  
Solutions

# Our Learner Welcome Pack



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# Your Learner Handbook

This booklet is intended to give you important information about Professional Training Solutions and completing a Qualification or Apprenticeship with us. A copy of this booklet, along with your Induction Presentation will be attached to your e-portfolio (Onefile) or will be emailed to you if you do not have an e-portfolio. You should keep it safe and refer to it throughout your course as the information contained will support you through your learning journey.

## Our Mission

### “Inspiring Tomorrow’s Workforce”

by

- ▶ Delivering outstanding and inspirational teaching
- ▶ Developing partnerships with learners, employers, and stakeholders
- ▶ Investing in and developing our people

## Our Vision

To be recognised as an outstanding provider at the forefront of education and training, enabling all learners to achieve their full potential.

## Our Values

- A**spire to inspirational learning
- C**elebrate and reward success
- H**elp staff and learners to achieve their full potential
- I**nvolve employers, learners, and staff
- E**nsuring professional delivery and support
- V**alue and appreciate staff and learners
- E**quality of opportunity for all



## Information, Advice and Guidance (IAG)



Here at PTS, our aim is to support you to achieve your goals.

We will work with you to find out what your aspirations are and help you implement a plan to get there.

If you don't yet know what you ultimately want to do, that's not a problem!

We are here for you at every step, to give you options and open your eyes to the opportunities available to you.

Information, Advice and Guidance (IAG) is at the heart of our delivery to ensure you:

- Access the most appropriate learning
- It's the right time, right place
- Remain engaged in your chosen course of learning
- Confirm if needs, goals and aspirations have changed
- Progress & achieve the relevant standard to enable you to fulfil your dreams, reach your potential and pursue your career aspirations

PTS, provide a comprehensive IAG service for careers, learning and skills, which is accredited to the Matrix Quality Standard.

PTS aim to support individuals in their choice of career, learning, work, and life goals

Our staff are trained to give our learners and stakeholders the very best guidance and tailor this to your needs. Our service is continually reviewed, and staff are constantly updated to ensure the guidance we provide is industry relevant, current, and informed. Although we want you to learn with us, we recognise that we may not always be able to offer you the course that is right for you and therefore the IAG that we give will always be impartial, allowing you to be equipped with a full range of options to make an informed decision about the path you wish to take

### Our Information, Advice and Guidance Service Follows These Main Stages:

#### Initial Contact:

Our Sales and Marketing teams will generally be the first people you meet at PTS. They have all the information about the various courses we have to offer and the eligibility requirements for each. The team are available on the phone or via email but can also be booked in for a meeting, should you want a longer discussion to explore your options.

#### Industry Expert Discussion:

Once you think you know the course you would like, and after initially ensuring you are eligible, you will have a 1-1 discussion with an industry expert, who will discuss your job role (if applicable), your personal and career aspirations, your current knowledge, skills and behaviours and work with you to advise the best possible way to achieve your goals. This will result in an Individual Learning Plan (ILP) and Personal Development Plan (PDP).



### Industry Expert Tutor Support:

You will have regular reviews of your progression to ensure any changes/further support/training options are identified. Your ILP and PDP will be reviewed to see if you are meeting your planned goals and you will be encouraged and supported to set new ones as you progress. Your tutor will also encourage you to complete enrichment courses alongside your main qualification or apprenticeship and this will be recommended to meet your needs and support you in wider life skills.

### Next Steps:

Upon completion of your course, an in-depth review will take place and decisions formed regarding your next steps. This will involve supporting you to plan your next goals and us guiding you how you can achieve these. We will also support you with interview skills, CV writing and job searching techniques should this be needed.



## What Can You Expect From Our IAG Service and How Will it Benefit You?



We want to know about you.

What are your goals, personal & professional?  
Career Aspirations? Hobbies?

How do you like to learn? What are your strengths?  
How can we help you grow?

The more information you give us about you, the more we can help guide and support you in achieving your goals and access the tools and resources to do so.

The sessions will be integrated into your monthly tutor sessions. They will be conducted in a friendly and welcoming manner, so you feel encouraged to engage fully in the process.

- You'll be told about different resources, websites, people, and organisations that can help you with your education and career plans.
- You'll be told about possible training qualifications, workshops and resources relating to your current job role and needs and you'll have the opportunity to complete additional enrichment courses and workshops.
- You'll be guided on the best route for you as an individual.
- You'll be given honest information about the commitment needed to complete the chosen course and the workload included, to enable you to confirm that you can commit to completing the entire course.
- You'll be given details of your support network and how you can get advice and guidance throughout your learning and beyond
- You'll be encouraged to contribute to, and develop your learning plan with us so we can guide you onto future training opportunities.



## Course Information

We deliver a wide range of courses from Apprenticeships to online short courses and stand-alone qualifications. Here you can find out the difference between the different types of courses.

You can check out all the courses we offer at any time on our website, follow the link here or ask your tutor.

Visit our [website](#) or follow our social media channels @protrainuk.

We offer qualifications in the following sectors:

- ▶ Accountancy and Finance
- ▶ Adult Care
- ▶ Business Administration
- ▶ Early Years Education
- ▶ Employability Skills
- ▶ English and Maths
- ▶ Events and Spectator Safety
- ▶ Emergency First Aid, Paediatric First Aid and Mental Health First Aid
- ▶ Healthcare
- ▶ Leadership and Management
- ▶ Residential Childcare
- ▶ Teaching Assistant and Specialist Teaching Assistant

### Apprenticeships:

Apprenticeships are highly rated by employers and enable you to get a fully funded qualification and real work experience whilst being paid.

- ▶ All apprenticeships last a minimum of 12 months. Most average between 12-24 months to complete but some higher levels will take longer.
- ▶ To undertake an apprenticeship, you will need to be in a role where you need to gain new knowledge, skills and behaviours in order to progress. We can support you to find a role if you are currently not employed, or working in another sector.
- ▶ Each apprenticeship has a set of standards that have been written by employers and industry professionals. These standards are a set of Knowledge, Skills, and Behaviours that you will learn and will need to demonstrate you have met them by passing an End Point Assessment (EPA).
- ▶ You will spend 20% of your working hours per week learning. This is referred to as “Off the Job Training” (OTJT) This can include attending workshops, attending 1-1 sessions with your tutor, completing training with your work, researching and self-study.
- ▶ Learning is delivered via a blended approach of remote delivery via Microsoft Teams or face to face at either your workplace or PTS training centre.
- ▶ If you have not previously passed and achieved Maths and English qualifications, then you will need to complete these with us alongside the rest of your learning. These are delivered via separate online workshops, and you will take exams at the end of the course. These qualifications are called Functional Skills, and a pass at Level 2 Functional Skills is the equivalent to a GCSE Grade C.
- ▶ You may also need to complete a mandatory qualification as part of the apprenticeship, such as a Diploma and/or First Aid certificates. Your Tutor will advise of this before you start the course.

## Online Distance Learning

These courses are accessed completely online, with all learning being done via videos, workbooks and online resources.

- ▶ They are very flexible. You can learn at your own pace and complete the work at a time that suits you.
- ▶ You will still have a designated tutor who will support you via email and phone and will give you feedback on your work.
- ▶ We have a range of courses in different areas, and most are free if you are eligible.

## Standalone Qualifications:

- ▶ There are some qualifications that are not subject to government funding and therefore need to be privately funded. Examples of these are further education teaching and assessing qualifications.
- ▶ However, some qualifications can be funded through Adult Education Budgets.
- ▶ It is possible to do Diplomas, Certificates and Awards such as First Aid and Functional Skills as standalone qualifications. This works best for some people when they feel an Apprenticeship is not the right fit for them.
- ▶ Offers a more flexible type of learning but does not give the in-depth Knowledge, Skills and Behaviours as a full apprenticeship programme.
- ▶ Learning will take place either online via Microsoft Teams or face to face at your work.



## Wellbeing

### Tips for a healthy Work>Study>Life Balance:

Having such a wide range of different delivery options means that hopefully we can find the right style of learning that will meet your needs as well as fitting in with your other commitments, to ensure you have the ideal work – study – life ratio.

Life is a balancing act, and when you are studying as well as working and trying to maintain family and social life, you need to become master acrobats in order to navigate the many tasks and roles that you have. Between your learning sessions, self-study, work, family, friends, and maintaining a social life, there's a lot to keep track of each week.



### How to Recognize if you are Out of Balance:

Having a good balance in your life could not only make you happier and healthier but in the long run you could accomplish more and do better.

If you generally feel happy, contented, healthy, and well rested then you're probably already doing a pretty great job at the whole balance thing. Of course, there will be times when you don't feel great like exam stress, or trying to juggle multiple assignments, working extra shifts to earn more cash, or periods of illness – that's normal.

However, if you often feel tired, low, or that every day is a struggle, then it could be time to reassess your priorities and manage your time a bit better. If you don't feel like the problem is going away, or if you have any concerns about your mental health, then please see a professional or speak to our Safeguarding Team.

#### Signs to look out for:

- ▶ You wake up tired.
- ▶ You find it hard to get to sleep.
- ▶ You often get sick.
- ▶ You're missing your friends/family/hobbies.
- ▶ You no longer enjoy learning or study.
- ▶ You often feel anxious, stressed or miserable.
- ▶ Boredom is an issue for you.

#### The impacts could include:

- ▶ Burnout.
- ▶ Loss of motivation.
- ▶ Lack of 'thinking' time.
- ▶ Mental health issues.
- ▶ Physical health issues.





## How to Get Back in Balance:

Here are some top tips for maintaining a healthy balance. Watch this helpful video made by a student and hear how she manages her balance whilst studying:



[HOW TO MAINTAIN A WORK-LIFE BALANCE AS A STUDENT 🎓 | 7 tips - YouTube](#)

There's no 'one-size fits all' solution to finding balance in your life. The amount we need to work, rest, and play depends on how you operate – in other words, you need to find the right balance for your life, not what you think you're supposed to be doing.

If you're not feeling in balance, then there are a couple of things you can try:

### Tip 1 – Work out what is **NEEDED**, what you would **LIKE** and what you **WANT**:

- ▶ Make a list of what really needs to get done (homework or revision).
- ▶ What you would like to get done (less urgent).
- ▶ And what you want to do (perhaps exercise or seeing friends).

For example, you might include:

- Sleep.
- Housework – laundry, house cleaning, gardening, washing the car, taking the bins out, washing up, cooking, caring for children.
- Homework / revision / other study.
- Sports and other extra-curricular commitments.
- Hobbies.
- Social – time spent with family and friends.
- Life admin – this includes things like eating your meals, essential shopping, washing yourself, paying bills, reading emails.
- Time spent on your phone or other device – you can find out your average daily screen time on an Android or Apple.

You don't have to go into that much detail, but the more you work out, the more wiggle room you might find. Then think about the number of hours you spend doing these things and jot them down.

### Tip 2 – Work out What Your Week Looks Like:

Once you've worked out how you're spending your time, the next step is to think about how you would like your week to look. You've got **168 hours in a week**.

Look at this example to help you work out your own balance.

Start with essentials and things that can't be moved (NEEDS):

- Sleep = 8 hours a day x 7 days a week = 56 hours.
- Work = 8 hours a day x 5 days a week = 40 hours.
- Travel to and from work = 1 hour a day x 5 days a week = 5 hours.
- Life admin = washing, cooking, eating, day to day housework, = 2 hours a day x 7 days a week = 14 hours.
- Study time = 8 hours a week.

This leaves 45 hours a week left.

These 45 hours can now include your LIKES and WANTS. If you find that you do not have free time left after the NEEDS or not enough time to allow some likes and wants then you need to address your balance, and we can support you to do that so please ask your tutor.

### Tip 3 – Keep a Diary or Planner and Be Strict with Your Commitments:

Now you have to make the changes in order to redress the balance and lead the life you want.

Here are some suggestions that could help you to achieve your end goals:

- Use a planner, calendar, diary or app to write down your new timetable, it could help you stay in check and create new habits instead of slipping back into the old routine.
- Set goals and then break them down into manageable milestones and give them dates.
- Incorporate time limits into your schedule. If you want to play games or go through social media, do it. Just set an alarm to remind you it's time to hop off. Got lots of study to do? Set a timer and if you haven't got it done, speak to your tutor about an extension or some help.
- Speak to your family. If there's high expectations of you at home, working out exactly what needs to be done and figuring out a schedule could really help.
- Work out which activities on your list you can get rid of on a daily or weekly basis. If you volunteer but it's taking up too much time, ask if you can help out on a more casual basis. If you're doing lots of extra-curricular stuff, is it time to drop something for a bit?
- Be flexible – some days or weeks you might have less study work or other commitments, some days you might feel more exhausted, so it's always OK to change your schedule around.
- Take breaks.
- Get enough rest and look after your body.
- Unplug from social media and other screens from time to time (after a little while, you seriously won't miss it).
- Practice mindfulness which includes being grateful, being present, helping out around home or with friends, spend more time making better connections with people who make you feel good.
- Be active.
- Learn to say "no" (nicely).
- Ask for help if you need it.

**Getting balance in your life is well worth it and is a great skill to use throughout life.**





# Safeguarding and Your Welfare

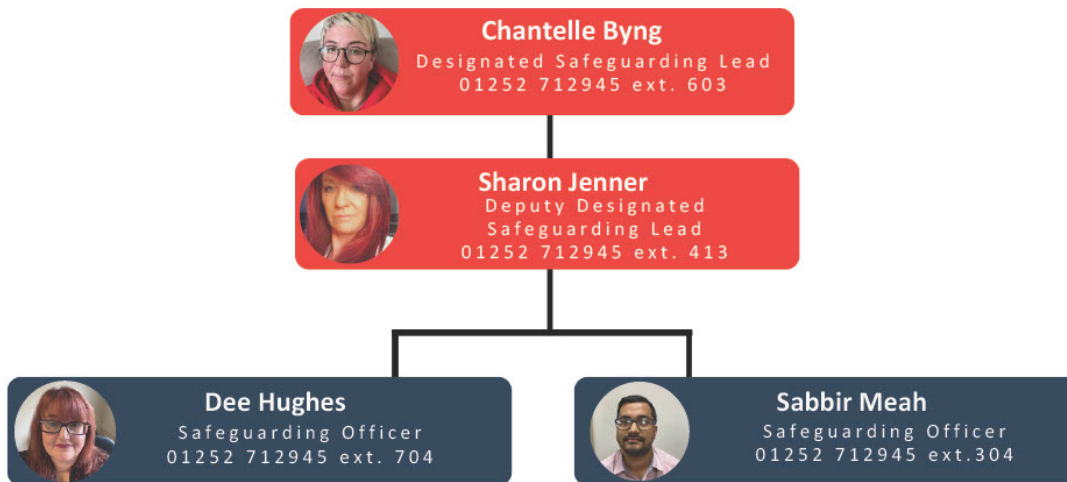
At PTS, we understand that safeguarding is essential for everyone. Throughout your course, we'll guide you on various safeguarding concerns, including sexual harassment, radicalisation, extremist behaviours, and mental and physical health issues. Our goal is to empower you to stay safe, identify concerns, and confidently report them.

**Designated Safeguarding Team**

PTS has a dedicated Safeguarding Team, detailed below. Feel free to contact them at any time, and your communication will remain confidential. If information needs to be shared with relevant authorities, you will be informed. Additionally, you can approach any trusted responsible person (preferably an adult) to support you in reporting concerns.



## PTS Safeguarding Team



**Do you have a concern surrounding a safeguarding issue?**  
Report to one of our Designated Safeguarding team, or email [safeguarding@protrain-solutions.co.uk](mailto:safeguarding@protrain-solutions.co.uk).



## Key PTS Contacts

Who	What do they do?	How to contact
Your main PTS Tutor/Assessor	<ul style="list-style-type: none"> <li>• Help plan your learning delivery to include when this will be done, by who and how.</li> <li>• Provide training, mentoring and guidance.</li> <li>• Assess you using a range of evidence methods, including observation and questioning.</li> <li>• Review and judge your work against the national standards.</li> <li>• Give you feedback on your evidence and progress and support your development.</li> <li>• Record your results and update your assessment plans.</li> <li>• Conduct progress reviews (where applicable) and monitor your progress against your goals.</li> <li>• Set you tasks and give you timescales to complete work.</li> </ul>	<p>During Induction you will be given your tutors Name Email and Telephone number</p> <p>Their details are also on your Onefile portfolio and you can message them through Onefile.</p>
Functional Skills Tutor/Assessor	<ul style="list-style-type: none"> <li>• If you need to complete Maths and/or English with us, because you do not already have the required level of Maths and English qualifications, you will be booked on a functional skills course and emailed the start dates.</li> <li>• You will access the lessons via Microsoft Teams and the tutor will teach you and set you work to do.</li> <li>• They will support you to achieve the exam at the end of the course.</li> </ul> <p><b>If you are only doing a functional skills qualification then this will be your main tutor</b></p>	<p>During Induction you will be given your functional skills tutors Name Email and Telephone number</p> <p>Their details are also on your Onefile portfolio and you can message them through Onefile.</p>
Internal Quality Assurers	<p>Each sector has a team of Quality Assurers lead by a Lead IQA.</p> <p>They will do the following:</p> <ul style="list-style-type: none"> <li>• Oversee the teaching, learning and assessments taking place.</li> <li>• They will sample work done, feedback given and ensure you are experiencing the very best training possible.</li> <li>• Your IQA may contact you to see how you are getting on with your training and you may see them observe one of your training sessions.</li> <li>• They will deal with any appeals made against assessment decisions</li> </ul>	<p><b>Lead IQA's:</b> Angela Surmon – Education, Childcare and Employability a.surmon@protrain-solutions.co.uk</p> <p>Amanda Main – Functional Skills, Business and Accounts a.main@protrain-solutions.co.uk</p> <p>Chantelle Byng – Health, Social Care and Residential Childcare c.byng@protrain-solutions.co.uk</p> <p>Your specific IQA's details will be on your portfolio or on your workbook.</p>





## Key PTS Contacts

<p>The workplace Mentor / coach</p> <p><b>(Apprenticeships only)</b></p>	<ul style="list-style-type: none"><li>• Your workplace will assign someone to support you with your training at work so you can practice what you have learnt in your PTS lessons.</li><li>• They will work with you and the PTS tutor to ensure you are making the correct progress.</li><li>• They will carryout 1-1's with you (normally monthly) and give you feedback on your progress at work and on how well you are doing with your training.</li><li>• For apprentices, they will take part in progress reviews with your PTS tutor as well.</li></ul>	<p>Their contact details will be on your Onefile portfolio.</p>
<p>Compliance and Exams Team</p>	<p>The Assessment Centre Co-ordinators &amp; Administrators:</p> <ul style="list-style-type: none"><li>• Ensure that registration and results are promptly processed.</li><li>• Liaise with the Awarding Organisations and End point assessment Organisations to ensure the process runs smoothly.</li><li>• Provides all required paperwork needed for assessors.</li><li>• Sets up your Onefile portfolio (where applicable).</li><li>• Conducts eligibility checks to ensure you meet the entry requirements of the course.</li><li>• Send out vital information about your course, portfolio and any updates or changes.</li><li>• Will support you with queries about your portfolio use, issues with log in information and queries about exams and certificates.</li></ul>	<p>Email: <a href="mailto:admin@protrain-solutions.co.uk">admin@protrain-solutions.co.uk</a></p> <p><a href="mailto:exams@protrain-solutions.co.uk">exams@protrain-solutions.co.uk</a></p> <p>Phone: 01252 712945</p>
<p>Enrolment Coordinators</p>	<p>We have two designated Enrolment Coordinators. One who deals with Apprenticeships and another who deals with Adult Education qualifications and privately funded courses.</p> <ul style="list-style-type: none"><li>• You will have already met your enrolment coordinator but they are responsible for:</li><li>• Managing your enrolment from enquiry to your first day in learning</li><li>• Ensuring your paperwork is all completed and that you complete all stages of your enrolment</li><li>• Booking the various meetings needed through your enrolment</li><li>• Carrying out your Induction</li></ul>	<p>Apprenticeships: <b>Tamsin Yates</b> Email: <a href="mailto:t.yates@protrain-solutions.co.uk">t.yates@protrain-solutions.co.uk</a> Phone: 01252 712945 ext 317</p> <p>-</p> <p>Adult Education and Commercial Courses <b>Carly Woods</b> Email: <a href="mailto:c.woods@protrain-solutions.co.uk">c.woods@protrain-solutions.co.uk</a> Phone: 01252 712945 ext 611</p>



## Key PTS Contacts

Programme Mangers	<p>Each sector has a specified Programme Manager. They are responsible for:</p> <ul style="list-style-type: none"><li>• Overseeing the delivery of all the courses in that sector</li><li>• Supporting and managing the tutors and assessors</li><li>• Working with employers to ensure excellent delivery</li><li>• Supporting with disputes, issues and lack of progress concerns</li></ul>	<p>Programme Managers:</p> <p><b>Childcare &amp; Education - Ann O'Rourke</b> a.orourke@protrain-solutions.co.uk</p> <p><b>Functional Skills and Business – Amanda Main</b> a.main@protrain-solutions.co.uk</p> <p><b>Health, Social Care and Residential Childcare – Chantelle Byng</b> c.byng@protrain-solutions.co.uk</p>
Quality Manager	<p>The Quality Manager oversees and manages the overall quality of the education provision delivered by PTS. They work with all departments to make sure the service given is excellent from beginning to end. They directly manage the quality assurance team and lead the implementation of quality assurance processes.</p>	<p>Ann O'Rourke</p> <p>a.orourke@protrain-solutions.co.uk</p>
Head of Delivery	<p>The Head of Delivery oversees the entire delivery team including Sector Programme Managers and the Quality assurance team. You should contact this person if you have any feedback or concerns around the delivery or quality of your learning. They can be contacted should you have a compliment or complaint you wish to discuss.</p>	
Managing Director	<p>The Managing Director has overall responsibility for the centre. Along with the board of directors they oversee all activity conducted by the centre and direct the decisions for company growth and structure.</p>	<p>Jackie Denyer</p> <p>j.denyer@protrain-solutions.co.uk</p>



## Course Expectations and Code of Conduct

These are our general terms and Code of Conduct. This sets out our expectations of what we expect from you.

You, the learner agrees to:

- ▶ Participate in an initial induction process at the start of the programme and complete initial assessments to establish your entry status and possible support needs.
- ▶ Attend relevant workshops and other training events.
- ▶ Ensure that you attend agreed appointments with your assessor / tutor or give reasonable notice should you need to cancel and rearrange.
- ▶ Work with your assessor to plan how to do your work and agree a timetable for doing so.
- ▶ Collect evidence and organise this in a structure that meets the below guidance.
- ▶ Commit to the level of hours needed to complete your work to the required standard.
- ▶ Commit to the agreed timescales and understand that if you fall behind and are not engaging with your studies, we may implement our Lack of Progress Policy and this could result in withdrawal from the course.
- ▶ Treat tutors, PTS staff and other learners with courtesy, kindness and respect and always uphold PTS values.
- ▶ Arrive to your sessions on time and be fully prepared and equipped for the session taking place.



It is unacceptable to:

- Refuse to work or co-operate with members of PTS staff.
- Abuse members of PTS staff or other learners verbally or physically.
- Influence others to conform to your own beliefs and values.
- Behave in a manner to demean a fellow learner or member of staff or act in a way that puts others at risk.

**Any of the above behaviour or similar will be dealt with in line with our Code of Conduct Policy and may result in withdrawal from the course.**



## Your assessor/tutor agrees to:

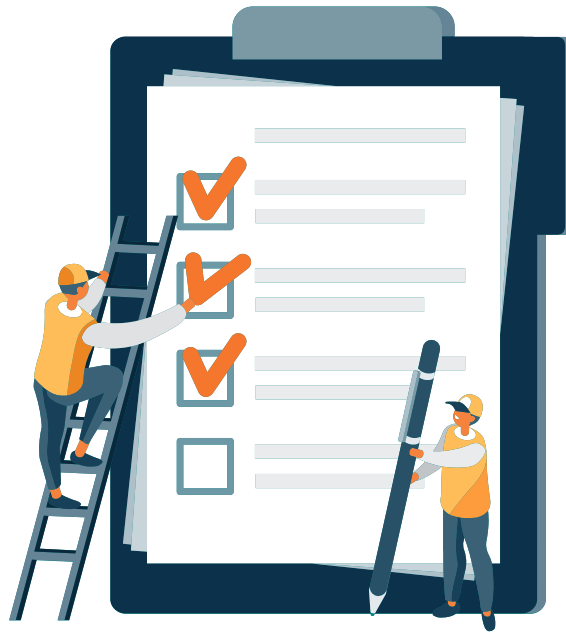
- ▶ Arrange regular contact with you to plan your assessments and learning plan and assist you with collection of evidence and portfolio building.
- ▶ Undertake observation and questioning as appropriate.
- ▶ Review your evidence and work and support you in analysing whether it meets the skills and knowledge required.
- ▶ Provide you with developmental feedback on your competence and suggest ways in which you might develop your skills and knowledge.
- ▶ Respond to concerns or complaints that you may have and support you to escalate these if needed.
- ▶ Liaise with your manager to facilitate your on and off the job learning and plan your minimum 6 hours per week of the job training is allocated and supported (apprentices only).
- ▶ Keep accurate and up to date records of the teaching you receive, your targets and timeframes and all feedback and assessment decisions ready for internal quality assurers to sample at any time.
- ▶ Support you to prepare for any exams or End Point Assessment (EPA) as applicable.
- ▶ Support you to compile a portfolio of evidence and see you through gateway to your end point assessment (apprentices only).
- ▶ Clearly explain your criteria and give you access to guidance information, so you are aware of the standard you need to meet and what evidence is needed to do this.
- ▶ Treat you fairly, kindly and respectfully and ensure you are supported to equal access of learning and assessment.

Your internal quality assurer agrees to:

- ▶ Support the assessor to meet the requirements of the Centre.
- ▶ Undertake observations of the assessor conducting various stages of the learning journey to support the maintenance of standards across the centre.
- ▶ Assist and support assessors and share information with them.
- ▶ Sample learner's portfolios checking that the assessor is maintaining records and assessing fairly and consistently as well as giving impartial support to develop the learner.
- ▶ Provide assessors with developmental feedback and further help and advice in order to maintain high quality assessment.
- ▶ Respond to a learner's complaint about assessment (See Assessment Appeals procedure)
- ▶ Keep proper accurate and up to date records.
- ▶ Submit claims for certificates to the Exams team for processing.
- ▶ Support tutors/assessors to enable learners to be fully ready for exams and End Point Assessments (EPAs), providing training where needed.



## What Happens During An Assessment?



To gain a qualification or apprenticeship a learner must produce evidence which is assessed against national standards for occupational competence. These standards cover:

- ▶ Technical skills and behaviours.
- ▶ Planning and problem-solving skills.
- ▶ Ability to deal with unexpected events.
- ▶ Ability to work with other people.
- ▶ Ability to apply knowledge and understanding that underpin overall competence.

### The Teaching, Learning and Assessment Process:

The key purpose of assessment is to confirm competence. Within gaining a qualification this is achieved through the process of collecting and judging evidence against the standards.

Within an apprenticeship it is about the End-point Assessment where judgements on your learning and understanding will be made by a third party after you have completed your learning.

Assessment is the process, by which a learner is able to show the assessor or end-point assessor, that they can work to the competencies relevant to the work role. This assessment is:

- ▶ Centred on actual performance.
- ▶ Individual to each learner.
- ▶ Includes feedback which is designed to help learners work towards achieving competence against all the standard criteria.

## Key Principles of Assessment:

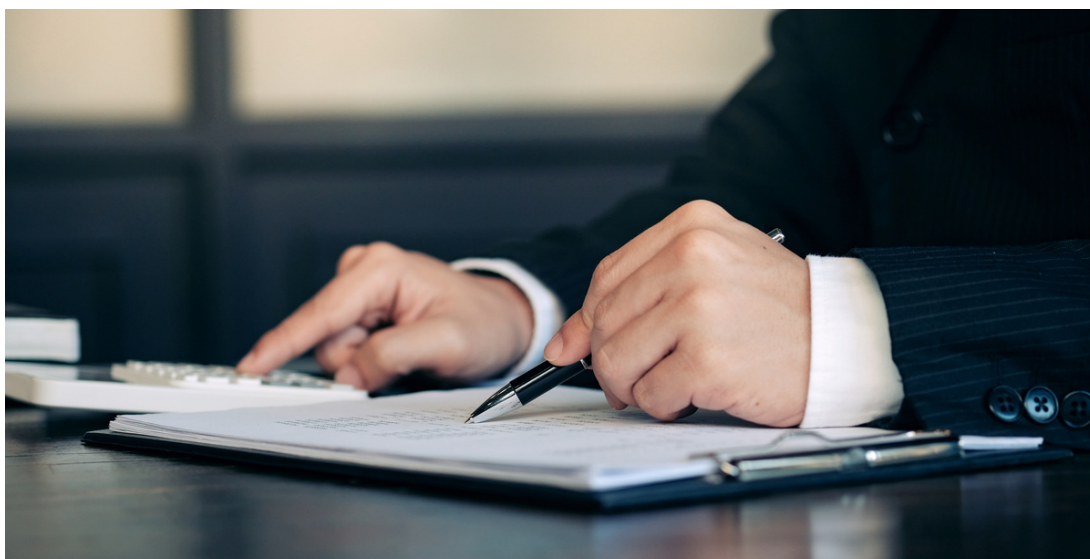
- ▶ All standards must be assessed and evidence should be sufficient to cover the criteria outlined in the standards.
- ▶ Evidence supplied by learners should relate clearly and directly to specified standards.
- ▶ Assessment will be based on an individual's evidence not on comparison or contrasts between learners.
- ▶ The assessment process will be open to quality assurance.
- ▶ The assessment process will be free of overt or covert discriminatory practices with regards to all protected characteristics - age, disability, gender reassignment status, marriage and civil partnership status, pregnancy (maternity/paternity), race, religion or belief, sex or sexual orientation.

## End Point Assessment (EPA):

- All apprenticeships include an End-point Assessment. This is carried out by an Independent End-point Assessor who has had no input into your training or assessment during your programme.
- Your PTS tutor will support you to understand what you need to do to pass your EPA and will carry out mock assessments with you, as well as give you access to helpful resources, so you can prepare.
- PTS will enrol you with your EPA centre and will provide you with your results and support you with any feedback you are given.

**Each standard has different tasks for EPA. Some tasks you may need to do are listed here:**

- Complete a portfolio of evidence (this will be gathered whilst you are on programme and your tutor will help you).
- Professional Discussion.
- Multiple Choice Question Paper.
- Observation.
- Situational Judgement Test.
- Exam.





## Your Portfolio



 **Onefile**

A portfolio is the means by which you demonstrate all your evidence against standards and reflect your learning and understanding.

PTS uses an online e-portfolio system called Onefile which provides an integrated system of uploading and storing learning journals, assignments and evidence that has been produced.

There is a short training session on how to use the system and it requires you to be able to have basic computer skills in attaching documents to the web site and your portfolio. The centre and assessor will talk to you about this system as part of your induction.

Some qualifications lend themselves to using a workbook style of portfolio. These are not on Onefile and will be emailed to you and you can complete them using Microsoft Word or print them and complete by hand.

## Presenting Evidence

The following points give general guidance on presentation. Some of them are very obvious and will certainly include points that you are aware of, however, it is amazing how often the most basic things can be forgotten in the final stages of presentation.





## A Guide to Referencing

- ▶ Make sure your Full Name is on all the relevant forms and evidence. Check you have signed in all the correct places.
- ▶ Each document should be identified and placed in the order given in the contents page.
- ▶ Technical terms/ jargon are either explained or avoided.
- ▶ Hand written documents are legible.
- ▶ Evidence drawn from work documents is clear and legible.
- ▶ Items are clearly identified and pages numbered.
- ▶ Evidence relating to standard procedures or documents is clear to outsiders.
- ▶ Scanned evidence is up the right way and is straight on the page and readable.
- ▶ Referencing is clear and correctly formatted using guidance from your assessor.
- ▶ All work is your own, written in your own words and not copied from others or from online/book sources. (See Plagiarism Policy).

### Where to Find Resources:

- **Onefile portfolio has a large resources section and your tutor will guide you to where to access the resources that will help you.**
- **You will be provided with a copy of all standards and qualification criteria in the form of a qualification handbook.**
- **Your tutor may provide you with additional resources that are either emailed to you or attached to your Onefile tasks.**
- **Your tutor may also provide a reading list or list of useful website to support you.**





## A Guide to Referencing

As per PTS's Malpractice and Plagiarism policy, as a learner you understand and agree the following:

"In all assessed work, learners should take care to ensure that the work presented is their own and that they fully acknowledge the work and opinions of others."

"Although learners are encouraged to show the results of their research by referring to and quoting from works within the subject area, copying from such sources without acknowledgement is deemed to be academic irregularity and will not be accepted by PTS."

This means that the learner must make it clear which words and ideas are theirs and which have come from elsewhere, using quotation marks as well as in-text citations, where necessary and bibliographies."

Referencing and acknowledging your sources of information within your work can be confusing and difficult and at PTS we will support you to learn this skill alongside supporting your wider "soft skills" such as:

- Effective research techniques.
- Time and work management, including how to prioritise tasks.

Why do you need to reference?

When you research a topic to compile your assessment work, you will probably use many different types of resources to gain the information that you need. You may get information from:

- Presentations, handouts, textbooks or work sheets given to you by your tutor.
- Books, Magazines or news articles.
- Websites.
- Law or legislations.
- Information from your colleagues, friends, family or other learners.

There are 2 main reasons why you need to reference your sources of information:

1. To ensure that the author of the work gets their credit for compiling it originally.
2. To allow the reader of your work to get more information about where you have researched and gained your information.

Both reasons above will ensure that you do not breach our plagiarism policy. ([www.neilstoolbox.com](http://www.neilstoolbox.com), n.d.)

How Can You Reference Correctly?

There are several systems that can be used to cite your sources of information. The 4 most common in the UK are Harvard, Oxford, MHRA and Modern Languages Association (MLA). (Varsity Online, n.d.)

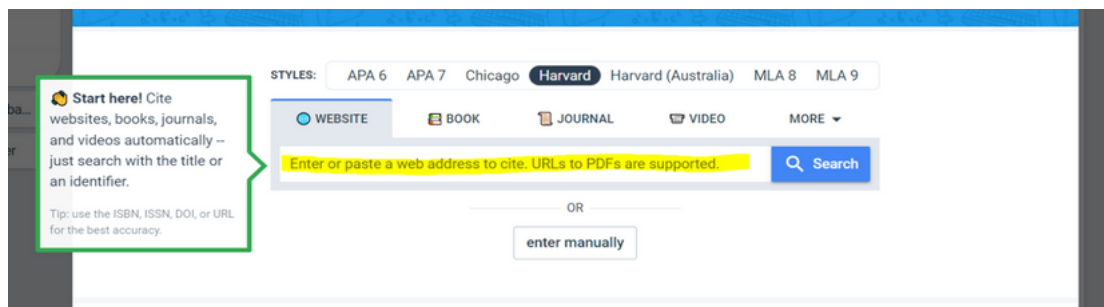
There is no right or wrong system to use, however each system lends itself more easily to certain types of writing and context.

PTS encourage learners to use The Harvard referencing system. We find this system broadly works across all our sectors and is a more straightforward technique to understand and learn.

# Harvard Referencing

Here we will look at how to use: <https://www.mybib.com/tools/harvard-referencing-generator>  
We encourage you to use this link to support you to reference your sources.

1. Copy and paste the website address into the tool bar that is highlighted yellow in the picture below and press search.



2. It will give you options of which website it looked at; the example used below is the EYFS framework. Sometimes a few options may appear.



3. Click on the correct one. And it will bring up the reference that you need, as shown in the picture below.



4. You can then copy this text and put it at the end of your document. This is what it should look like:  
Department for Education (2021). Statutory Framework for the Early Years Foundation Stage Setting the Standards for learning, Development and Care for Children from Birth to Five. [online] Gov.uk, Department for Education, p.8.  
Available at:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf).



## Harvard Referencing

5. Below the yellow box is also the in-text citation (Department for Education, 2021).

This is used in the body of your work after your quotes or information gained from a website or book. There are 2 ways of doing this.

- You can give a direct quote like this:

“There are seven areas of learning and development that must shape educational programmes in early years settings” (Department for Education, 2021).

- Or you can use the information but rephrase it in your own words to show greater depth of understanding, like this:

The EYFS framework states that early year’s settings must use the 7 areas of learning and development, which are communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world and expressive arts and design. Doing this will shape all their educational programmes which in turn will lead into the early learning goals (Department for Education, 2021).

### PLEASE REMEMBER

All statements from books, websites or other means must be referenced regardless of, if it’s a direct quote or rephrasing. If you have got the information from somewhere it needs to be referenced.

### **Compiling your bibliography**

At the end of your piece of work, you should include a bibliography. This will be a list of the full references of all of your information sources.

To compile your bibliography, you would copy and paste the long Harvard reference source that you gained by using the above tool. For example:

#### Bibliography

The National Archives (2023). Equality act 2010. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/2010/15/contents>.

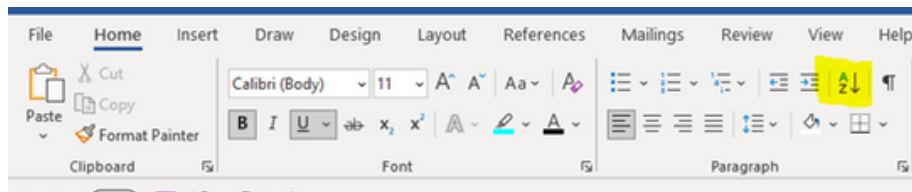
Sage.com. (2019). Business Cloud Accounting Software Online | Sage UK. [online] Available at: <https://www.sage.com/en-gb/sage-business-cloud/accounting/>.

Ann Craft Trust. (n.d.). Six Principles of Adult Safeguarding - ACT. [online] Available at: [https://www.anncrafttrust.org/resources/six-principles-adult-safeguarding/?gclid=EAlaIQobChMIInpzNhdykgQMVCLztCh0JQqrOEAAyAAEgIkSvD\\_BwE](https://www.anncrafttrust.org/resources/six-principles-adult-safeguarding/?gclid=EAlaIQobChMIInpzNhdykgQMVCLztCh0JQqrOEAAyAAEgIkSvD_BwE).

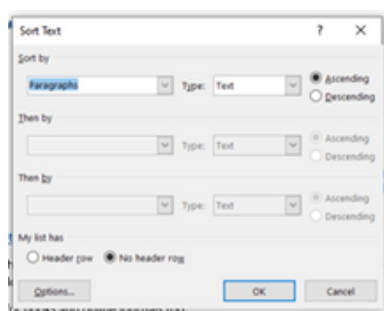
# Alphabetising Your Bibliography

It is more professional and easier to find a reference if you alphabetise your references.

1. To put your references in alphabetical order, highlight all references at the bottom of your work, then click on the button at the top of the toolbar on word, this is highlighted in the picture below.



2. This box then appears, click ok, this will then put the references in alphabetical order. Remember to do this each time you add a reference or at the end of the assignment before submitting it.



Your alphabetised bibliography now looks like this:

Ann Craft Trust. (n.d.). Six Principles of Adult Safeguarding - ACT. [online] Available at: [https://www.anncrafttrust.org/resources/six-principles-adult-safeguarding/?gclid=EAlaIqobChMIInpzNhdYkgQMVCLztCh0JQQR0EAAAYAAEgIkSvD\\_BwE](https://www.anncrafttrust.org/resources/six-principles-adult-safeguarding/?gclid=EAlaIqobChMIInpzNhdYkgQMVCLztCh0JQQR0EAAAYAAEgIkSvD_BwE).

Sage.com. (2019). Business Cloud Accounting Software Online | Sage UK. [online] Available at: <https://www.sage.com/en-gb/sage-business-cloud/accounting/>.

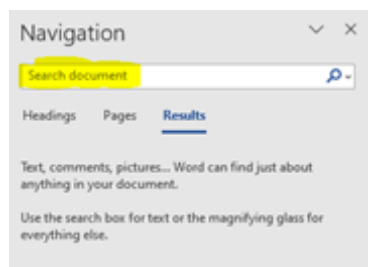
The National Archives (2023). Equality act 2010. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/2010/15/contents>.

## Finding Information Quickly In A Web Page Or Word Document

If you need to find the relevant information in a word document or online, without having to read the whole document, you can press the ctrl and F keys together.

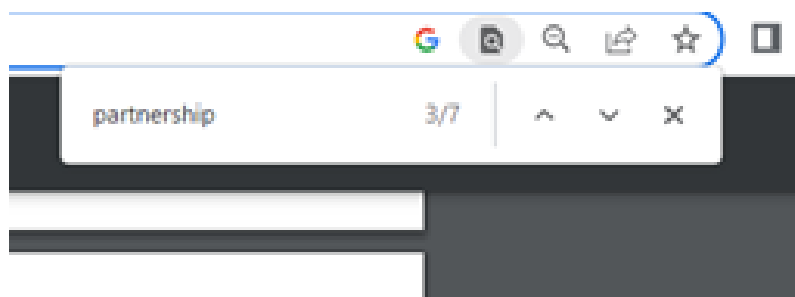
On a word document this box will come up.

Type in the word/s or phase into the box (see highlighted area on picture) and it will highlight where it is in the document.



# Alphabetising Your Bibliography

For a website such as the EYFS document or other reputable sites, if you press the ctrl and F keys together, it will bring up this box at the top right of the webpage.



You again then type in the word or phrase and it will tell you where in the document or webpage it is as well as how many times, as seen in the section of text below taken from the EYFS. To navigate you can use the arrows in the box.

## Section 1 – The learning and development requirements

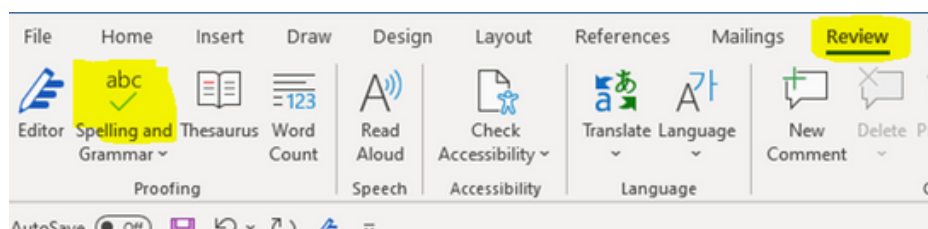
1.1. This section defines what providers<sup>5</sup> must do, working in **partnership** with parents and/or carers, to promote the learning and development of all children in their care, and to ensure they are ready for year 1. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.

### Spell, Punctuation And Grammar Checks

It is important that your work has been checked for correct English spelling, punctuation, and grammar.

If you would like some support to check that your work is accurate, Word has a checking service to help you.

On the review tab at the top of your word document you can click on the spellcheck button and it will show you any errors that need correcting, this is for spelling, punctuation and grammar. You will then have the option to change them to the word suggestion or keep it as is.



## Glossary - Assessment Terms



<b>Analyse</b>	Break the topic down into separate parts and examine each part. Show how the main ideas are related and why they are important.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Critically Analyse</b>	Examine in detail, consider the similarities and differences and identify the positive aspects and limitations.
<b>Demonstrate</b>	Apply skills in a practical situation or show an understanding of the topic.
<b>Describe</b>	Write or speak about the topic or activity giving detailed information.
<b>Discuss</b>	Give a detailed account including a range of views or opinions.
<b>Evaluate</b>	Review evidence from different perspectives and come to a valid conclusion or reasoned judgement.
<b>Explain</b>	Make clear detailed information giving reasons, and showing how or why.
<b>Identify</b>	Recognise, list, name or otherwise characterise - source.
<b>Illustrate</b>	Give clear information or description with examples (e.g.: spoken, written, pictures, diagrams).
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Listen</b>	Hear what is said.
<b>Reflect</b>	Learners should look at their actions, experiences and learnings and think about how this could inform their future action, learning or practice.
<b>Summarise</b>	Give the main ideas or facts in a concise way.



## Policies and Procedures

Please ensure that you familiarise yourself with these policies and procedures. It is essential that you understand them and that you know how they affect you and how to follow them properly. Your tutor will support you to do this and they can be located on our website here: [www.protrain-solutions.co.uk](http://www.protrain-solutions.co.uk)



- ▶ Anti-Corruption and Bribery Policy.
- ▶ Assessment Appeals Procedure.
- ▶ Bullying and Harassment Policy.
- ▶ Child Protection and Safeguarding Policy.
- ▶ Complaints and Concerns Procedure.
- ▶ Equal Opportunities Policy.
- ▶ Equality, Diversity and Inclusion Policy.
- ▶ E-Safety Policy.
- ▶ GDPR Policy and Storage Procedures.
- ▶ Health and Safety Policy.
- ▶ Information, Advice and Guidance Policy.
- ▶ Lack of Progress Policy.
- ▶ Learner Code of Conduct.
- ▶ Malpractice and Plagiarism Policy.
- ▶ Preventing Radicalisation and Extremism Policy.





## Other Useful Contacts



PTS Head Office: 01252 712 945

PTS Safeguarding Helpline:  
Chantelle Byng  
email: [safeguarding@protrain-solutions.co.uk](mailto:safeguarding@protrain-solutions.co.uk)

ESFA: [Education and Skills Funding Agency \(ESFA\) enquiry form - Customer type - DFE Online Forms](#)  
Telephone: 0370 000 2288

Onefile: [OneFile : Support](#)  
Telephone: 0161 638 3876

Male Domestic Abuse: [Domestic Abuse Helpline for Men | Men's Advice Line UK \(mensadvice.org.uk\)](#)

Self Harming: [Self Injury Support](#)

Female Domestic Abuse: [Refuge Against Domestic Violence - Help for women & children.](#)

Support with Benefits, Housing, Laws, Debt and Money, Health, Immigration, Work: [Citizens Advice](#)

FGM: [FGM: Organisations offering advice and support - Womankind Worldwide](#)

Online Safety: [What is Online Safety? | National Online Safety](#)

Social Media and online Dating Safety: [Catfish scams: How to spot a catfish | Age UK](#)

Depression, Anxiety, Low self image: [Home | Mind, the mental health charity - help for mental health problems](#)

# PROFESSIONAL TRAINING SOLUTIONS

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