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LEARNING
PARTNER

NEBOSH Learning Partner Programme Guidance for Learners



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Introduction

NEBOSH recognises that great learning experiences equip learners to make a difference to health, safety and the environment in the workplace. We are therefore committed to ensuring that our qualifications and courses offer the best learner experience by putting your needs first.

What is the NEBOSH Learning Partner Programme?

Our learners value the career benefit our qualifications bring and we need to ensure that the learning experience you receive helps you to gain the skills you need to fulfil your career aspirations. A great learning experience must add value to you by helping you understand and do something you couldn't do before.

We rely on our global network of Learning Partners to provide excellent learning and support to our learners and to help you prepare for your assessments. Our Learning Partner Programme is a quality assurance programme that aims to recognise those Learning Partners who can prove that they meet the principles that represent global best practice in the provision of course tuition and support. We are committed to working in partnership with our Learning Partners to continually improve the learning experience.

Aims of the Learning Partner Programme

The Learning Partner Programme will formally recognise our partners and provide a platform to develop our relationship to further enhance a learner's journey. The scheme specifically aims to:

- Encourage and support Learning Partners to commit to continuous improvement against a set of learning excellence principles;
- Recognise the value of excellent learning by only accrediting Learning Partners who can demonstrate performance against the learning excellence principles;
- Award Silver and Gold Learning Partner status to those partners who exceed against the learning excellence principles.

The Learning Partner Programme introduces a standard that must be met by all Learning Partners and we also ask our Learning Partners to commit to continuously improving the learner experience. Learning Partners can meet the required standard by different modes of study, including face to face, distance and blended learning. This will allow us to recognise our leading Learning Partners for their quality tuition, innovative delivery and excellent learner support.

What are the Learning Excellence Principles?



What are the Learning Partner Programme Statuses?

All Learning Partners must commit to meeting the 6 learning excellence principles. NEBOSH will award Silver and Gold Learning Partner status to Learning Partners who can demonstrate they exceed these principles.

Accreditation Status	Learning Excellence Principles
Bronze	Meets
Silver	Exceeds
Gold	Greatly exceeds

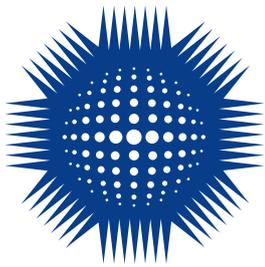
Learning Partner advertising and logos

NEBOSH website "where to study"

A Learning Partner has the ability to upload their future course schedule on the 'where to study' section of the NEBOSH website. You can use this facility to search for courses using a range of criteria including mode of study, location and Learning Partner status. Learning Partners will use their assigned logo.

Learning Partner logo

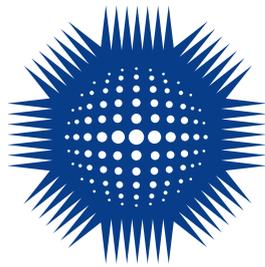
The logo will reflect the Learning Partner current status.



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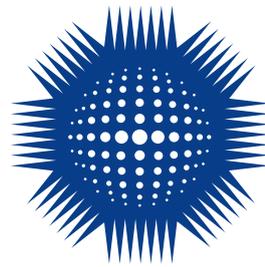
GOLD



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SILVER



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BRONZE

Commitment to Learning Excellence

NEBOSH Learning Partners are asked to commit to our learning excellence principles and provide evidence to demonstrate how each principle is achieved. Together these principles create a rewarding and imaginative learning experience that inspires learners.

Each principle is explained below. Learning Partners must be able to evidence all of the principles to be accredited.

Principle 1

Ensure all learners understand what is expected of them and what they can expect from their Learning Provider

We want our Learning Partners to commit to supporting every learner throughout their NEBOSH experience; from helping them to choose the right course, supporting them with questions during their study, assisting them to book assessments and follow-up with any support needed after the assessments. Learners must be clear about what they can expect from their Learning Partner and what is expected from them in return. We must be assured that the expectations of learners will be managed at all times.

Learner Introductory Information

Promotional materials should not make any misleading or unsubstantiated claims and must be legal and honest.

At the point of initial enquiry, Learning Partners need to guide learners by advising which qualification is right for them. This may involve assigning a Learning Advisor to the learner, utilising diagnostic testing to identify what support the learner may require to be successful and an assessment of language ability if the learner does not speak English as a first language but will be studying and/or sitting assessments in English.

Learners must be given all the appropriate information about their chosen course before a commitment and payment is made.

Learners should also be directed to relevant NEBOSH resources, including the course syllabus and the NEBOSH Learner Terms and Conditions.

Terms and Conditions

We expect Learning Partners to produce Terms and Conditions that are clearly written and transparent with no hidden policies that learners should be aware of. Terms and Conditions should be issued to learners and include information about:

- Refunds – It should be clear under what circumstances a learner can claim a refund for a course they have paid for or if it is policy not to issue refunds.
- Deferments – It should be clear under what circumstances a learner can defer a course they have paid for to a later start date. If policy is not to allow any deferment then this should be included in the Terms and Conditions.

We would also expect Learning Partners to obtain confirmation from learners that they have read and understood the Terms and Conditions.

Learner Support

Learning Partners need to provide clear guidance to learners on the support available to them and how to get in touch, including advice on how and when they can make contact. Information must be current and there must be a transparent and efficient mechanism for answering any questions that learners have. Learners should also be given advice on how to access the NEBOSH website and the support materials available.

Course Fees

Learning Partners need to provide fees that clearly state what is included in the service. If access to services are time limited, these timescales should be specified to learners.

Course Details

Learners need full details on their programme of study, including a detailed breakdown of the course into sessions. Learners should be aware of the topics that will be covered with reference to study materials. Where appropriate this should include formative assessment points and summative assessment to highlight when revision is needed. It is also important that learners understand how the learning outcomes in the syllabus help them apply their knowledge and skills to what is expected of them in the workplace.

Learning Partner Expectations

The Learning Partner will set out what commitment is required from the learner to complete the course programme and achieve their qualification. As a minimum Learning Partners must draw the learner's attention to NEBOSH's recommended entry requirements. A learner agreement may be provided.

Principle 2

Create a learning environment that is engaging and encourages interaction that is appropriate for the course and type of delivery

We want to know how Learning Partners create an environment that is learner focused and appropriate for the mode of delivery, course type and encourages interaction. Learning Partners need to demonstrate that their facilities reach a minimum standard in order to provide a comfortable, safe and healthy training environment that enables learners to complete training and work towards the successful award of a qualification.

Training facilities (face to face courses)

For face to face delivery secure premises are required and the validation visit will include checking the premises are fit for purpose.

Ideal standards include the following; an adequate size of building and rooms for the number of users; health, safety and environment signage clearly displayed in relevant areas; sufficient overhead lighting; heating; ventilation; air conditioning equipment; first aid equipment in good working order; appropriate areas for staff and tutors to work in when not training; sufficient and safe equipment and furniture; sufficient safe power supply to the room; adequate seating appropriate to the length of time used; non slip flooring in good working order and clean; secure premises, secure entry to/from buildings; lockable rooms within the building; CCTV camera coverage, externally; secure storage for learners personal information; appropriate equipment required for training; appropriate welfare facilities kept clean and in good working order; appropriate facilities for prayer/reflection/rest areas and located in a safe area that enables easy access to the training facilities.

Distance and blended Learning (including Online platforms)

For distance and blended learning we expect to see a demonstration of the learning platform provided to learners. We will require login details and access to view the level of teaching and learning.

The course should not just contain subject matter information but also resources designed to develop and reinforce understanding and application. This may include relevant industry examples, exercises and quizzes, online forums or discussions;

The tutor to learner ratio must be sufficient so that learners can have access to a tutor and receive a personalised response within a reasonable timeframe.

Principle 3

Provide accurate course materials and continually update and improve them

Learning Partners must ensure that all course materials (including lesson plans, presentation slides, workbooks, course notes and timetables) are up-to-date and map to the latest syllabus. The Learning Partner must have a quality management system that includes the regular review

of learning materials; ensuring version control and that copyright is not infringed. Learning Partners should seek to actively improve course material. Hard copy materials should be enhanced with videos, graphics, interaction and virtual reality.

Principle 4

Ensure tutors are qualified, knowledgeable, competent and engaging

Tutors need to create an innovative learning experience using a range of methods and technology. They must engage with learners to make the learning process effective and enjoyable.

The effectiveness and quality of teaching and learning includes how successful tutors are at delivering courses to the learners. To have maximum impact on the learner relevant and current learning must be delivered in a planned and structured way by knowledgeable, experienced and innovative tutors.

Quality of tutors

Learning Partners need to demonstrate that their tutors have the necessary subject knowledge, experience and qualifications appropriate to the subjects they teach. Tutors should not be teaching qualifications beyond their own qualification level. Tutors should also have the necessary skills to deliver engaging training sessions; this may be through a teaching qualification or through experience. Tutors should demonstrate awareness of and plan for individual learner needs in teaching and training sessions and provide effective support, including making reasonable adjustments for learners who have educational needs and/or disabilities.

Learning Partners will also be required to monitor tutor performance to ensure quality and consistency and provide the necessary support and development opportunities to develop tutors. Monitoring of tutors should include analysis of pass rates of all learners within their class.

Teaching and training delivery

Learning Partners need to demonstrate that tutors show authority and expertise in their subjects; plan and prepare delivery of well-structured training sessions; preparing all the necessary resources in advance of the session; learners of different abilities and learning styles are catered for; tutors are frequently checking on learners understanding throughout lessons; tutors ensure theory and practice are integrated and referred to where possible; learners are encouraged to make appropriate use of modern technology, such as use of internet and Virtual Reality; tutors manage the lessons with an appropriate pace keeping learners interested and challenged; lessons are delivered consistently by a range of teaching methods, which might include; collaborative learning forums, case studies, the use of relevant technology, quizzes, formative assessment; there is evidence that individual lessons build on learners' prior knowledge where possible.

Delivery should be consistent and Learning Partners need also to evidence how they standardise delivery between tutors and share feedback/experiences.

Managing the learning process

There is good management and monitoring of attendance and punctuality; evidence of late attendance management without disrupting lessons; there is evidence of an orderly, purposeful atmosphere with appropriate learner behaviour established; there is evidence of good interaction between learners and tutors; clearly stated objectives that are understood by learners throughout the training material; it is clear that learners understand the link into the specification and key dates for assessments.

Principle 5

Give learners feedback on their progress and provide appropriate support

Tutors must be able to provide feedback to learners on their progress and support them as necessary. Tutors need to assess each learner's progress and level of performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable. Learners must receive clear and constructive feedback through formative assessment, mock examinations, peer reviews and/or during personal tutorials so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential.

We want Learning Partners to evidence individual learning to demonstrate that learners understand the topics being taught; for example the learner questions the tutor to extend the subject; learners are sufficiently challenged and motivated; the quality of learner work produced during the lessons throughout the program is of a good standard; learners contribute appropriately to the lesson and ask relevant questions; learners understand how theory is linked to practical, current practice and/or issues; there is evidence that individual learners know how well they are progressing and what they need to do to continue to develop knowledge and skills.

Principle 6

Review course delivery and learner feedback and action as necessary

We want to see a commitment to continuous improvement in learning excellence. This includes the regular review of course delivery and analysis of learner feedback.

Course review

Learning Partners need to evidence how they review the quality of course delivery. Review should include course structure and delivery mechanisms, course completion rates, learner performance and pass rates. Reviews should be documented and we expect that you will investigate issues and trends with a view to creating an action plan for improving your tuition provision.

Tutor review

Learning Partners need to evidence how they review tutors, this can include peer review.

Learner feedback

Learning Partners are required not only to respond to complaints, but to also actively seek feedback from learners and use this information to improve their tuition and services.

We require Learning Partners to provide details of how learner feedback is actively sought, reviewed and acted on as appropriate.

Learner feedback questionnaires should include questions on the learning environment, tutor performance, course materials, course content and delivery.

Learning Partners should proactively identify trends and analyse learner feedback, implement improvements and evaluate the impact of improvements.

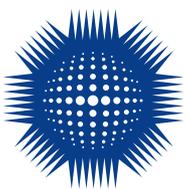
Complaints procedure

Learning Partners are required to have a formal, transparent complaints procedure in place for learners. Evidence is required to demonstrate that complaints are investigated thoroughly and promptly within a specified timeframe. We understand your policy will be unique to your organisation but we expect that there is clear information on how to raise a complaint, how long the complainant can expect to wait for acknowledgement of their complaint and to receive a response and how complaints will be treated. Complainants should also know who will be involved in the review, that the review will be treated confidentially, and if there is a right to appeal.

We believe that the Learning Partner Programme will help ensure that all learners' have a positive NEBOSH experience. Every learner matters and can make a difference to health, safety and the environment in the workplace.

If you have any queries or feedback on this document, please contact Customer Experience:

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