



nebosh

LEARNING  
PARTNER

# NEBOSH Learning Partner Programme



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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 the needs of the learner 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 they receive helps them to gain the skills they need to fulfil their career aspirations. A great learning experience must add value to the learner by helping them understand and do something they 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 them prepare for their 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 the 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 these 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
Corporate*	This status is only available to organisations who deliver NEBOSH qualifications and courses to their own staff.

This document provides further guidance about the information and the documentation we require for each status.

# How do I apply for Accreditation?

## New Applicants

To become a NEBOSH accredited Learning Partner you must be able to demonstrate how you meet our principles and apply to teach at least one NEBOSH qualification.

### Step 1 – Review the learning excellence principles

Understand the learning excellence principles and evidence required. (These are outlined from page 7 of this document).

Gather evidence to demonstrate how your performance against these principles

### Step 2 – Enquiry form

Complete the online Learning Partner enquiry form [www.nebosh.org.uk/forms/learning-partner-form/](http://www.nebosh.org.uk/forms/learning-partner-form/)

### Step 3 – Initial screening and payment

An initial screening of your application will be undertaken. If this is successful we will contact you to take payment of your accreditation fee [www.nebosh.org.uk/lpfees](http://www.nebosh.org.uk/lpfees).

### Step 4 - Submit application

You will receive an e-mail from [system@creatio.org.uk](mailto:system@creatio.org.uk). The e-mail will provide you with login details to gain access to our Learning Partner Accreditation System. You will need to complete:

- Section 1 – the essential information
- Section 2 – to explain how you meet the learning excellence principles for the status applied for (Bronze/Silver/Gold)

Our Learning Partner Accreditation System guidance provides details on the system.

### Step 5 – Application review

We will review your application to determine your eligibility for a validation visit. We will be in touch with our decision and to take payment for the validation visit (£750) if this can go ahead.

### Step 6 – Validation visit

We will conduct a validation visit to verify your supporting evidence.

### Step 7 - Outcome

We will confirm the final outcome of your application.

### Step 8 – Successful applicants

We will send you your Learning Partner Agreement, certificate and provide access to your dedicated Learning Partner logo.

## Existing Learning Partners

To apply for a higher status you must be able to demonstrate performance against the principles\*.

### Step 1 – Review the learning excellence principles.

Understand the learning excellence principles and evidence required. (These are outlined from page 7 of this document).

Gather evidence to demonstrate how your performance against these principles is good or outstanding.

### Step 2 – Submit your application

Submit your evidence using the Learning Partner Status Change form specifying which status (Silver or Gold) that you are applying for.

You will receive an e-mail from [system@creatio.org.uk](mailto:system@creatio.org.uk). The e-mail provides you with log-on details to gain access to our Learning Partner accreditation system. The Learning Partner Status Change form can be accessed from this system.

Our Learning Partner accreditation system guidance provides details on the system.

### Step 3 – Application review

We will review your application to determine your eligibility for a validation visit. We will be in touch with our decision and to take payment for the validation visit (£750) if this can go ahead.

### Step 4 – Validation visit

We will conduct a validation visit to verify your supporting evidence.

### Step 5 - Outcome

We will confirm the final outcome of your application.

### Step 6 – Successful applicants

If your application to upgrade your status has been successful we will send you an updated Learning Partner Agreement, certificate and provide access to your dedicated Learning Partner logo.

\*This applies to Bronze and Silver Learning Partners only.

### How many qualifications can I apply for?

New Learning Partners are invited to apply for a maximum of two qualifications. If an applicant wants to be considered for additional qualifications, please contact the Learning Partner Quality Team on [lpq@NEBOSH.org.uk](mailto:lpq@NEBOSH.org.uk) or +44 (0) 116 482 0700.

Once the accreditation process has been successfully completed Learning Partners will be able to add new qualifications, through the Learning Partner accreditation system.

### What is the application review?

We will check that the accreditation documentation is complete and that a sufficient level of information has been submitted for each learning excellence principle.

The principles are explained in this document and on our Learning Partner accreditation system. Please ensure you have read and understood each principle before submitting your application.

If your documentation is complete and sufficient, a validation visit will be arranged.

If an insufficient level of documentation has been submitted you will be informed. You can reapply, but no appeals will be accepted.

### What is the purpose of a validation visit?

The validation visit is to confirm if the status applied for can be awarded. It gives us the opportunity to gather any additional evidence about the quality of tuition and learner support you provide. We can also be confident that your policies are put into practice and we can check the standard of your premises. In addition we can follow up on any outstanding issues from our review.

Before the validation visit we will contact you to schedule the visit and explain what will happen. We will tell you if any documentation should be prepared in advance.

Please note that you will not be provided with an outcome at the visit. This will be communicated within 5 working days of the visit. During this time we will determine your eligibility for the status applied for using our findings from the initial review of your documentation and the validation visit.

If your application has been successful you will be notified and sent the appropriate logo and certificate.

If your application has been unsuccessful we will provide you with feedback to explain why the status could not be awarded at this time. This will include suggested recommendations for improvement.

### How long will the process take?

The application review will be completed within 10 working days of receipt of all documentation.

A validation visit will be scheduled within 20 working days.

The outcome of the validation visit will be provided within 5 working days.

### Who can help you with your application?

Please contact the Learning Partner Quality Team:  
e [lpq@NEBOSH.org.uk](mailto:lpq@NEBOSH.org.uk)  
t +44 (0) 116 482 0700

### Unsuccessful applications

We reserve the right to decline accreditation applications if the required performance against the principles has not been demonstrated. It is your responsibility to show you have met the principles both in your application and at the validation visit.

If your application is unsuccessful you will receive recommendations for improvement. There is no appeals process and the decision is final. However, you are welcome to re-apply when relevant improvements have been implemented.

### Renewal and monitoring

All Learning Partners must update their details on the Learning Partner accreditation system and inform us of any changes with supporting documents when necessary.

The Learning Partner Quality Team will be implementing a range of engagement visits to help Learning Partners maintain and improve performance against the learning excellence principles.

### What are the Fees?

Learning Partner accreditation fees are detailed in the fees schedule [www.nebosh.org.uk/lpfees](http://www.nebosh.org.uk/lpfees). The accreditation fees cover your initial accreditation application.

The validation fee (£750) is for the validation visit which takes place once the initial review of your application has been completed.

Accreditation and Validation fees are non-refundable. It is therefore essential that you ensure that the evidence provided demonstrates you meet NEBOSH's learning excellence principles.

## Benefits for Learning Partners

Our Learning Partners gain a range of benefits from their NEBOSH accreditation status including advertising opportunities, marketing support and brand enhancement that results from association with NEBOSH.

Learners will know you have been assessed against our global best practice criteria. They will have assurance that tuition is high quality and that they will be supported on their learning journey.

Benefits for Learning Partners	Bronze Learning Partner	Silver Learning Partner	Gold Learning Partner	Corporate Learning Partner
Advertise on NEBOSH website "where to study"	✓	✓	✓	✓
Use of assigned Learning Partner logo	✓	✓	✓	✓
Preferential Ranking on NEBOSH website "where to study"		✓	✓	✓
Free set of course materials for new Qualifications (Please see page 6 for details)		✓	✓	✓
No initial accreditation fee for selected new NEBOSH courses (Please see page 6 for details)		✓	✓	✓
Alternative invigilation overseas		✓	✓	✓
Enhanced access to new product development and piloting process			✓	✓
Assigned NEBOSH account management			✓	✓
VIP status at selected NEBOSH events			✓	✓

A full explanation for each benefit is supplied below.

### Advertise on 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. Prospective learners use this facility to search for courses using a range of criteria including mode of study, location and Learning Partner status. This is a great lead generator for your organisation.

### Use of assigned Learning Partner logo

A unique logo will be available to download in various formats (EPS, JPEG, and PNG) from the NEBOSH website which contains the Learning Partner number. The revised logo will reflect the Learning Partner current status. The logo must be used in accordance with the guidance contained in the ‘NEBOSH Learning Partner Logo usage document’.



### Preferential Ranking on NEBOSH website “where to study”

Silver and Gold Learning Partners will be given preferential ranking on the ‘where to study’ section of the website. Reports will be presented initially by distance from the requested location and then by a hierarchy of Learning Partner status.

### Free course materials for new Qualifications

The cost of the initial licencing fee for newly launched qualifications or courses will be waived. This pack includes one course book, slides and lesson plans. This will allow Learning Partners to offer new NEBOSH offerings at minimal cost.

### Free accreditation for new Qualifications

When a new qualification or course is launched, the accreditation fee will be waived for the first 12 months. Thereafter regular charges will apply.

### Alternative invigilation overseas

NEBOSH has mandatory invigilation in certain territories around the world to offer reassurance of the integrity of the qualifications. Enhanced options maybe offered to allow Learning Partners to use a wider variety of third party invigilation organisations outside the British Council.

### Enhanced access to new product development and piloting process

Learning Partners would potentially be invited to participate at the earliest stage of the qualification and course development process, and at the pilot stage prior to formal launch.

### Assigned NEBOSH account management

Learning Partners will be allocated a dedicated point of contact within the Relationship Management team to assist with any queries, facilitate contact within NEBOSH and offer support. There will be the opportunity to have periodic individual meetings to enable an open two way dialogue.

### VIP status at NEBOSH events

Silver and Gold Learning Partners will be invited to attend certain NEBOSH events as VIPs.

## 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 and examples are provided of the type of evidence required. Learning Partners must be able to evidence all of the principles to be accredited. We understand that our Learning Partners will meet these principles in different ways but the more evidence that you provide the easier it will be to show you meet the requirements for the status applied for. For Silver and Gold Partner status evidence must demonstrate a higher level of achievement of learning excellence and examples are given below.

### 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.

The supporting evidence for this principle will include details of the information given to learners; including an explanation of the courses offered; the choice of delivery; the timescales involved; the level of commitment needed from the learner; and the level of commitment from the Learning Partner. The learner information should clearly set out what is expected from the learner and what the learner can expect from the Learning Partner. This information may be included in a 'Terms and Conditions document'.

##### 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.

## Examples of supporting evidence

	Bronze Learning Partner	Silver Learning Partner	Gold Learning Partner
<b>Learner introductory information</b>	<ul style="list-style-type: none"> <li>- clear promotional literature/brochures/media</li> </ul>	<ul style="list-style-type: none"> <li>- clear promotional literature/brochures/media; learner handbook/pre-course guidance; meeting/call with learners to help ensure they are choosing the most appropriate qualification</li> </ul>	<ul style="list-style-type: none"> <li>- clear promotional literature/brochures/media; learner handbook/pre-course guidance; meeting/call with learners to help ensure they are choosing the most appropriate qualification; assignment of learning advisor; assessment of learner's current learning needs made at point of enquiry</li> </ul>
<b>Terms and Conditions</b>	<ul style="list-style-type: none"> <li>- that are clear and transparent and include refund and deferment</li> </ul>	<ul style="list-style-type: none"> <li>- that are clear and transparent and include refund and deferment; with a disclaimer line to confirm that the learner has read and understood</li> </ul>	<ul style="list-style-type: none"> <li>- that are clear and transparent and include refund and deferment; with a disclaimer line to confirm that the learner has read and understood; session held with learner to explain terms and conditions</li> </ul>

## Examples of supporting evidence continued...

	Bronze Learning Partner	Silver Learning Partner	Gold Learning Partner
Learner support	<ul style="list-style-type: none"> <li>- evidence to show learners are provided with contact details and the NEBOSH website</li> <li>- system in place for learners to ask questions and receive a response</li> <li>- for distance and blended learning, clear guidance on how long the learner has access to learning materials and tutor support</li> </ul>	<ul style="list-style-type: none"> <li>- evidence to show learners are provided with contact details and the NEBOSH website; learner directed to syllabus guide and NEBOSH Learner Terms and Conditions</li> <li>- evidence that the system for learners to ask questions and receive a response is working efficiently</li> <li>- for distance and blended learning, clear guidance on how long the learner has access to learning materials and tutor support</li> </ul>	<ul style="list-style-type: none"> <li>- evidence to show learners are provided on contact details and the NEBOSH website; learner directed to syllabus guide and NEBOSH Learner Terms and Conditions; interactive session (online platform or face to face) covering learner support</li> <li>- evidence that the system for learners to ask questions and receive a response is working efficiently; learners are assigned a tutor/mentor for ongoing support; process to monitor the quality and timescale of responses that the tutor team provides to questions</li> <li>- for distance and blended learning, clear guidance on how long the learner has access to learning materials and tutor support</li> </ul>
Course fees	<ul style="list-style-type: none"> <li>- all fees are transparent</li> </ul>	<ul style="list-style-type: none"> <li>- all fees explained and are transparent</li> </ul>	<ul style="list-style-type: none"> <li>- all fees explained and are transparent</li> </ul>
Course details	<ul style="list-style-type: none"> <li>- course programme</li> </ul>	<ul style="list-style-type: none"> <li>- course programme with clear links to study materials and assessments;</li> </ul>	<ul style="list-style-type: none"> <li>- course programme with clear links to study materials and shows how knowledge and skills link to application; supporting discussion on learner needs including language</li> </ul>

Examples of supporting evidence continued...

	Bronze Learning Partner	Silver Learning Partner	Gold Learning Partner
Learning Partner expectations	- clearly documented	- clearly documented; charter or learner agreement in place which sets out clear expectations for both parties	- clearly documented; charter or learner agreement in place which sets out clear expectations for both parties; Learner agreement issued and co-signed with Learning Partner; the learning provider can demonstrate that they have mechanisms to encourage the learner to commit to their studies; actively monitor progress through; analysis of e-learning modules completed and prompting/reminding learners

## 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 you 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.

## Examples of supporting evidence

	Bronze Learning Partner	Silver Learning Partner	Gold Learning Partner
<b>Training facilities</b>	<ul style="list-style-type: none"> <li>- details on how a learning environment is created to encourage learning and interaction</li> <li>- photographs of training premises (if applicable)</li> <li>- comfortable training room, meeting minimum standard for access arrangements, welfare facilities, comfort and safety</li> </ul>	<ul style="list-style-type: none"> <li>- details on how a learning environment is created to encourage learning and interaction</li> <li>- photographs of training premises (if applicable)</li> <li>- comfortable training room that exceeds minimum standards and with facilities for collaborative learning</li> <li>- appropriate technologies available in classroom and online e.g. to enhance lessons with effective use of media</li> </ul>	<ul style="list-style-type: none"> <li>- details on how a learning environment is created to encourage learning and interaction</li> <li>- photographs of training premises (if applicable)</li> <li>- comfortable training room that exceeds minimum standards and with facilities for collaborative learning</li> <li>- appropriate technologies available in classroom and online e.g. to enhance lessons with effective use of media</li> </ul>
<b>Distance Learning</b>	<ul style="list-style-type: none"> <li>- details on how a learning environment is created to encourage learning and interaction</li> <li>- link to demonstration of online product</li> </ul>	<ul style="list-style-type: none"> <li>- details on how a learning environment is created to encourage learning and interaction</li> <li>- link to demonstration of online product</li> </ul>	<ul style="list-style-type: none"> <li>- details on how a learning environment is created to encourage learning and interaction</li> <li>- link to demonstration of online product</li> <li>- distance learning minimum standard as above</li> <li>- tutor interaction – e.g. available online for question and answer session, live lectures or pre-recorded lecture</li> <li>- interactive, mobile friendly eLearning platform</li> </ul>

### 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.

#### Examples of supporting evidence

	Bronze Learning Partner	Silver Learning Partner	Gold Learning Partner
<b>Accurate and up-to-date course materials</b>	<ul style="list-style-type: none"> <li>- course materials are complete, up-to-date and map to NEBOSH qualification specifications</li> <li>- evidence of internal document approval</li> <li>- evidence of license agreement if appropriate</li> <li>- maintenance and review of all course materials and timetables relating to NEBOSH qualifications</li> </ul>	<ul style="list-style-type: none"> <li>- course materials are up-to-date and map to NEBOSH qualification specifications</li> <li>- evidence of internal document approval, scheduled updates and version control</li> <li>- evidence of license agreement if appropriate</li> <li>- maintenance and review of all course materials and timetables relating to NEBOSH qualifications; action plans resulting from reviews</li> <li>- notes of tutor team meetings updating on changes</li> </ul>	<ul style="list-style-type: none"> <li>- course materials are up-to-date and map to NEBOSH qualification specifications</li> <li>- evidence of internal document approval, scheduled updates and version control</li> <li>- evidence of license agreement if appropriate</li> <li>- maintenance and review of all course materials and timetables relating to NEBOSH qualifications; action plans resulting from reviews</li> <li>- notes of tutor team meetings updating on changes</li> <li>- lesson plans allow for learners' different abilities and styles (differentiation)</li> <li>- evidence of supplementary resources that are current (blogs, news articles) to create curiosity and encourage further reading</li> </ul>

## 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.

## Examples of supporting evidence

	Bronze Learning Partner	Silver Learning Partner	Gold Learning Partner
Quality of tutors	<ul style="list-style-type: none"> <li>- tutors CVs, summary of tutor qualifications and experience</li> <li>- tutors will have workplace experience and maintain CPD</li> </ul>	<ul style="list-style-type: none"> <li>- tutors CVs, summary of tutor qualifications and experience</li> <li>- tutors will have workplace experience and maintain CPD</li> <li>- evidence of performance monitoring of each tutor</li> <li>- details of internal monitoring, including tutor pass rate performance</li> </ul>	<ul style="list-style-type: none"> <li>- tutors CVs, summary of tutor qualifications and experience</li> <li>- tutors will have workplace experience and maintain CPD</li> <li>- evidence of performance monitoring of each tutor including tutor pass rate performance and any actions taken to improve performance</li> </ul>
Teaching and training delivery	<ul style="list-style-type: none"> <li>- evidence of planning, preparation and learner interaction</li> <li>- evidence of preparing the learner for their assessment</li> </ul>	<ul style="list-style-type: none"> <li>- evidence of planning, preparation and learner interaction</li> <li>- evidence of preparing the learner for their assessment</li> <li>- evidence of a variety of different teaching methods</li> </ul>	<ul style="list-style-type: none"> <li>- evidence of preparing the learner for their assessment</li> <li>- evidence of planning, preparation and learner interaction</li> <li>- use of subject specialists where appropriate</li> <li>- tutor team will include a tutor with a qualification in Adult learning</li> <li>- the Learning Partner will use/have established processes to share both subject knowledge and the application of teaching strategies</li> <li>- bite-sized learning and the use of relevant technologies</li> <li>- design to include options for social and collaborative learning</li> </ul>
Managing the learning process	<ul style="list-style-type: none"> <li>- records of learner attendance; delivering the specification and assessments</li> </ul>	<ul style="list-style-type: none"> <li>- records of learner attendance; delivering the specification and assessments</li> </ul>	<ul style="list-style-type: none"> <li>- records of learner attendance; delivering the specification and assessments</li> </ul>

## 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.

### Examples of supporting evidence

	Bronze Learning Partner	Silver Learning Partner	Gold Learning Partner
Learners Feedback	<ul style="list-style-type: none"> <li>- mechanism to ask questions and receive a response from a tutor</li> <li>- mock examinations to provide the learners with the experience of writing answers under examination conditions and develop examination technique</li> </ul>	<ul style="list-style-type: none"> <li>- mechanism to ask questions and receive a response from a tutor</li> <li>- mock examinations to provide the learners with the experience of writing answers under examination conditions and develop examination technique</li> <li>- use of formative assessment as part of delivery, set, reviewed and returned with constructive feedback with a specified timeframe</li> </ul>	<ul style="list-style-type: none"> <li>- mechanism to ask questions and receive a response from a tutor</li> <li>- mock examinations to provide the learners with the experience of writing answers under examination conditions and develop examination technique</li> <li>- use of formative assessment as part of delivery, set, reviewed and returned with constructive feedback with a specified timeframe</li> <li>- actively monitor progress though: analysis of modules completed</li> <li>- formative assessment designed to empower the learner to identify their own knowledge gaps</li> <li>- detailed comments and feedback provided on formative assessment and mock examinations – samples of marked answers</li> <li>- evidence of turnaround times, summaries of performance in mock examinations</li> </ul>

## 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.

## Examples of supporting evidence

	Bronze Learning Partner	Silver Learning Partner	Gold Learning Partner
Course review	<ul style="list-style-type: none"> <li>- schedule</li> </ul>	<ul style="list-style-type: none"> <li>- schedule with course review meeting notes and actions</li> </ul>	<ul style="list-style-type: none"> <li>- schedule with course review meeting notes and actions; evidence of actions completed and their impact</li> <li>- course performance analysis</li> <li>- course completion figures are reviewed and the reasons for learners not completing qualifications are investigated. The findings of these investigations are used as a basis to improve policies and procedures; details of actions taken to improve learner support</li> </ul>
Tutor review	<ul style="list-style-type: none"> <li>- schedule</li> </ul>	<ul style="list-style-type: none"> <li>- schedule with meeting notes; A mechanism for monitoring the performance of each tutor</li> </ul>	<ul style="list-style-type: none"> <li>- schedule with meeting notes and actions; a mechanism for monitoring the performance of each tutor and implementing development needs; Tutor performance analysis</li> <li>- support plans and / or a commitment to relevant intervention</li> <li>- peer review</li> </ul>
Learner feedback	<ul style="list-style-type: none"> <li>- feedback forms completed</li> </ul>	<ul style="list-style-type: none"> <li>- form and analysis of completed learner feedback forms; evidence of feedback being collated</li> </ul>	<ul style="list-style-type: none"> <li>- form and analysis of completed learner feedback forms; evidence of feedback being collated and acted upon</li> </ul>

## Examples of supporting evidence continued...

	Bronze Learning Partner	Silver Learning Partner	Gold Learning Partner
Complaints	<ul style="list-style-type: none"> <li>- evidence on how complaints procedure is communicated to learners e.g. in learner handbook</li> <li>- learner complaints log</li> <li>- evidence that learners are aware of how to make an informal or formal complaint about your organisation or service (any learner that wants to make a complaint to NEBOSH will be advised to follow your complaints procedure first)</li> <li>- records kept of number of learners for each qualification</li> </ul>	<ul style="list-style-type: none"> <li>- evidence on how complaints procedure is communicated to learners e.g. in learner handbook</li> <li>- learner complaints log; log which shows how the complaint was dealt with</li> <li>- evidence that learners are aware of how to make an informal or formal complaint about your organisation or service (any learner that wants to make a complaint to NEBOSH will be advised to follow your complaints procedure first)</li> <li>- records kept of number of learners for each qualification</li> <li>- reasons recorded when learners don't complete a qualification</li> </ul>	<ul style="list-style-type: none"> <li>- evidence on how complaints procedure is communicated to learners e.g. in learner handbook</li> <li>- learner complaints log; log which shows how the complaint was dealt with and lessons learnt documented; Lessons learnt from complaints and remedial actions implemented</li> <li>- evidence that learners are aware of how to make an informal or formal complaint about your organisation or service (any learner that wants to make a complaint to NEBOSH will be advised to follow your complaints procedure first)</li> <li>- records kept of number of learners for each qualification</li> <li>- reasons recorded when learners don't complete a qualification</li> <li>- evidence of measures taken to improve course completion</li> </ul>

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 or the Learning Partner Accreditation System, please contact the Learning Partner Quality Team:

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