

## **TEACHING AND LEARNING POLICY**

### **Introduction and Statement of Intent**

Learning and teaching are interactive. It is important that we teach apprentices how to “learn to learn” in order to become independent learners and develop skills for life-long learning.

Apprentices of all abilities trained by Youthforce will be given equal opportunities to learn in order to achieve their full potential.

Self-evaluation is the key to ensuring improvement. It is the responsibility of all staff, apprentices and employer-partners to evaluate their own performance; thus securing progress.

We believe:

- Apprentices should be taught to learn and how to reflect on their learning
- Training must be structured and clearly delivered to promote active learning and progress
- All training must be consistently well planned, incorporating opportunities to develop the maths, literacy and information technology skills of all learners
- All groups of learners should be provided with both support and challenge
- Learners should be actively engaged in the structuring of their training
- Effective assessment and feedback is mandatory
- Underachievement must be identified and effectively addressed
- Learners must be effectively informed and advised in order to facilitate their career goals or in order for them to form them

#### 1. Scope and applicability

This policy applies to all Training & Talent Acquisition staff

#### 2. The Policy

This policy conveys the minimum requirements expected to deliver effective learning and teaching.

##### Talent Acquisition

Youthforce is committed to a recruitment process with integrity. Candidates should be matched with employers in a mutually beneficial context. In this setting it is essential the candidate is challenged and yet also ready to embark on the successful completion of framework qualifications and develop their professional experience.

“ Our trainers must be ‘superhuman’,  
teaching with passion, loving assessment  
and brilliant employer collaboration. ”

### Teaching and Training

Qualifications must be delivered engagingly, and trainers must have the experience and passion to contextualise the subject matter for the learner and their workplace. A range of teaching and study methods should be employed, with learners actively engaged such that their needs and learning styles are supported. Learners should be challenged to stretch themselves in their development of knowledge and capabilities. Through our influence, learners must be 'equipped for life' with independent study skills to facilitate personal and professional objectives.

### Curriculum

Qualifications must be chosen in compliance with apprenticeship frameworks and, no less importantly, must be contextually relevant to supporting the development of learners in their new apprenticeship roles. This must be considered alongside the needs of employers as we respond to the requirements of both the science and education sectors. This has the result of ensuring young people experience a curriculum of relevance to their chosen career path.

### Assessment

Assessors must be qualified to assess vocational skills, knowledge and understanding, and occupational competence in the work environment.

Evidence used for assessment, both summative and formative, must be:

- Judged against set criteria
- Valid
- Reliable
- Evidenced
- Authentic
- Sufficient
- Current
- Objective
- Fair
- Transparent

### Feedback

Learners can expect the highest quality of feedback carefully designed to inform and support their progress.

Feedback must be:

- Timely
- Clear
- Judged against set criteria
- Objective
- Fair

### Tutoring

All Youthforce trainers are responsible for the pastoral care of their learners and this role must be no less valued. Youthforce tutoring must be for the best interests of the learner, it must be supportive and encouraging. A tutor must act as a 'critical friend' for their tutee, communicating expectations and progress emphatically with a clear motivation to 'equip young people for life' that learner to develop their professionalism and professional capabilities.

#### Mentoring

Youthforce must choose employer-partners with due diligence in order for learners to be thoroughly supported, encouraged and driven in the workplace. Tutors and mentors must collaborate in order to best facilitate the development of learners' vocational knowledge and skills.

#### 3. Responsibilities

Staff must ensure they follow this protocol and it is the responsibility of the line managers to ensure full implementation.

All trainers and leaders are responsible for the monitoring and evaluation of teaching and learning at Youthforce.

Programme Leaders must ensure monitoring of learning, teaching, tutoring and mentoring is carried out regularly.

All staff are required to take part in implementing the Quality Improvement Plan as it relates to this policy.