

The Apprenticeship College Standard of Teaching, Learning and Assessment – *What every learner deserves....*



Document control

Document reference:	P30V3
Document:	Teaching learning and assessment policy
Version:	Issue version – 3
Issue date:	March 2023
Review date:	February 2024
Replaces version/date:	Version 2(October 2022)
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Summary:	This policy details our strategy for teaching learning and assessment which provides the framework by which we assure the learning delivery within the organisation. It sets out the minimum that 'every learner deserves' when undertaking learning and training with The Apprenticeship College.

Authorisation

Signature:	<i>Graham D Howe</i>	Title	<i>Managing Director</i>	<i>27th February 2023</i>
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Purpose

This framework supports the ongoing developmental performance management of all delivery colleagues across the organisation. It provides a basis on which to improve, develop and maintain excellence.

It enables us to quality assure all learning delivery within the organisation, giving our employers confidence in the excellence of our product and the credibility of our provision. It also enables us to recognise individual excellence and share best practice, therefore supporting a culture of continuous improvement.

It applies to all delivery staff:

- Skills coaches
- Associate, contracted & sub-contracted trainers, and actors.

Responsibilities and accountabilities

Responsibility for the implementation of the framework and the Apprenticeship College Standard for Observations lies with the Delivery Management Team.

The Director of Quality will oversee the assurance of the framework.

Context

This framework covers seven key areas, with excellence descriptor statements in each. The Apprenticeship College Standard specifies that **every learner deserves excellence** in these areas, and this will be achieved if most of these descriptors are in evidence. Some areas may not apply. The Apprenticeship College Standard for Observations gives further detail and excellence indicators to support each statement.

Every learner deserves.....

1. Excellence in Employee Professionalism

- a. Individuals are subject specialists and take responsibility to maintain currency and occupational competency.
- b. Individuals are highly competent, effective communicators (verbal, non-verbal, digital) and deliver engaging learning.
- c. Individuals represent The Apprenticeship College and always conduct themselves professionally.
- d. Individuals have high expectations of themselves, their colleagues, and their learners.
- e. Individuals are aware of the importance of, and strive to role model correct spelling, punctuation, and grammar.
- f. Individuals are reflective practitioners and respond positively to ongoing feedback to maintain, develop, and improve.
- g. Individuals share best practice to drive organisational improvement.

2. Excellence in Planning and Preparation

- a. The curriculum is planned to meet both employer and learner needs.
- b. Learning materials are professional, varied, differentiated and current.
- c. Learning outcomes are clearly evidenced with a focus on 'the end in mind' to ensure EPA requirements are identified in the planning phase.
- d. All learning interventions are effectively timed, structured, prepared for, and planned to maximise learning.
- e. The curriculum is planned to be flexible and adaptable to the needs of the learner whilst meeting employer requirements and the requirements of the apprenticeship standard.
- f. Learning interventions are planned to take account of any additional learning needs, known individual learner objectives and prior learning and skills.

3. Excellence in Onboarding

- a. Learners attend an information session so that they are fully prepared and understand the content of the programme ahead.
- b. Learners complete a range of initial assessment activities prior to starting their programme which inform their suitability for the programme and the results are used to establish their start point and the basis for their training plan.
- c. Learners attend an onboarding session and produce an individual training plan that is used as a working progress tool throughout the programme.
- d. All learners attend programme induction, which provides clear expectations, motivation for learning and clear next steps.

4. Excellence in Wider Learning

- a. High standards of provision and care are maintained.
- b. Additional learning needs are identified, and appropriate support is offered.
- c. Maths and English are continually developed and embedded to advance learner confidence with spelling, grammar, and numbers.
- d. Inappropriate behaviour and attitudes are challenged appropriately.
- e. Career aspiration and development is supported and explored to enable learners to make informed decisions and consider long term career goals.
- f. High levels of attendance and punctuality are expected and managed.
- g. Learners are supported to accelerate and widen their confidence and learning with access to a range of learning materials additional to those focused on their apprenticeship programme.
- h. Learners are supported to feel safe and develop their understanding of their role as a citizen within their communities and how they navigate life in modern Britain as a continual development throughout their programme.

5. Excellence in Delivery

- a. The learning environment is appropriate to subject matter and learner cohort.
- b. Learners are motivated and engaged, and any non-engagement is effectively addressed.
- c. Checking of learning is consistent and effective in relation to the skills knowledge and behaviour requirements of the apprenticeship standard.
- d. Pace, level, and challenge meets learner needs, session outcomes and is adapted as appropriate.
- e. Take-aways are clearly defined and, where appropriate, linked forward to future learning.
- f. All learning resources are utilised innovatively and creatively to inspire and maximise learning.
- g. Varied teaching and learning strategies are effectively used to stretch and challenge all learners and maximise learning.
- h. Delivery style is creative, inspirational, dynamic, and engaging.

6. Excellence in On Programme Progress

- a. Learners develop new knowledge, skills, and behaviours.
- b. Learners can demonstrate application of new knowledge, skills, and behaviours to evidence consolidation of learning and impact on business.
- c. All feedback / feed forward is constructive and supports learners to develop. It is personalised and supportive of stretch & challenge. It is timely and prompts reflection and independent learning.
- d. Learners are challenged to achieve their maximum potential relative to their individual starting points and formal review of progress against starting point takes place throughout their programme.
- e. Non-attendance to learning or non-adherence to submission dates is challenged and fed-back to the employer via Account Manager.
- f. Employers are engaged and are informed of individual learner progress throughout the programme from onboarding to achievement.

- g. Learners make consistent, expected progress against targets and any variation in progress is challenged and addressed.
- h. Learners are encouraged to maintain a positive, independent attitude to learning and become reflective practitioners.
- i. Learners are encouraged to establish habits of retrieval practice so that the repetition of recalling prior knowledge creates opportunities for them to elaborate on their learning and understanding.
- j. Learners understand the link between their curriculum learning and the requirements of End Point Assessment (EPA) so that they enter the gateway phase of their programme ready, prepared, and confident.

7. Excellence in Post Programme Progress

- a. Learners achieve on first attempt in most instances.
- b. Learners are informed of choices and opportunities for next steps.
- c. Learners are encouraged to reflect on how the learning achieved can be considered as part of their career planning, aspirations, and goals.
- d. Learners and employers can recognise the impact of learning on individual and business.