

Delivery of Teaching and Learning Policy

Overview

Welcome Skills is committed to delivering high quality teaching to all learners undertaking their qualifications at Welcome Skills. The development of qualifications, both nationally and within Welcome Skills enables us to further enhance, create effective opportunities for learning, stretch and enable all learners to achieve to the best of their ability. This ensures that they develop their skills, knowledge and behaviours whilst on programme.

Aim

The purpose of this policy is to ensure that the delivery of learning provided by Welcome Skills aligns with relevant legislation, regulatory and Awarding Body requirements and educational best practice.

Staff Professional Teaching Requirements

All trainers must achieve the required teaching qualification in accordance with their contract terms.

- All Assessors will be qualified to agreed national standards i.e. hold TAQA* Assessors Award or hold A1/A2 or D32/33 and have been updated to TAQA standards. They will also have or be working towards a recognised teaching qualification at level 3 or above e.g. L3 Award in Education & Training
- All Internal Quality Assurers will have the most appropriate internal quality assurance/verification/moderation qualification, such as the IQA award D34, V1, TAQA.

All staff have access to Continuous Professional Development (CPD) and needs are identified through quarterly performance review and annual appraisal.

All trainers are observed in line with the OTL process with accompanying action plans for any identified improvements quarterly through the performance review process. See Observation of Teaching, Learning & Assessment Policy, Procedure & Guidance and the Internal Quality assurance strategy and procedure. All new trainers are observed and supported by reviews during their probationary period.

Equality and Diversity informs the method of planning and delivery of learning and teaching and is monitored through observations and learner feedback. The Equality and Diversity Committee undertakes Curriculum and Staff Development projects in terms of improving identified discrepancies in performance that appear to relate to Gender, Age, Disability or Ethnicity.

Teaching and Learning staff are supported to develop a range of teaching, learning and assessment skills through mentoring, innovative teaching practices, creation of resources, delivery of staff development sessions and peer observations.

Best practice in learning and teaching is disseminated within and across team meetings and the peer observation process.

Learning is planned to identify and integrate the teaching and the development of the learner's functional skills where appropriate.

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Training

The organisation has strategies in place for training delivery and assessment for each qualification and accredited courses within the organisation's scope of registrations.

Where a qualification training contract is in place, or being negotiated, Skills Scans are completed and Individual Learning Plans are developed, documented, implemented and monitored for each learner, encompassing all relevant off-the-job training and structured workplace training. Some learning may take place in group sessions but due to the nature of the business, most off the job learning takes place on a one to one basis enabling the learning to be individual to the learner's needs.

Welcome Skills ensures that training is delivered by a tutor who:

- has all the competencies in the training and education (or has demonstrated the equivalent competencies) or who is under the direct supervision of a person with these competencies
- is able to demonstrate vocational competencies to at least the level of those being delivered and can demonstrate current industry skills relevant to the training/assessment being undertaken.

Initial Assessment and Skills Scan

Every learner will complete a Skills Scan and undertake an initial assessment and diagnostics, prior to commencing on their programme. These are held on Welcome Skills E-assessment system (OpenELMS) and is auditable.

Learning Styles:

Learners learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates various styles and reflect the Learning Styles Questionnaire completed by the learner at induction. These styles include:

- Visual
- Auditory
- Read/Write
- Kinaesthetic
- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with a tutor
- Group Sessions
- Experiential
- Experimental
- Self-motivated and Self-supported
- Active learning
- Repetition and consolidation
- Revision and recapping

Tutors may use a range of strategies in any one session.

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Schemes of Work and Learning and Development Activities

All our learner training programmes are centred around a Scheme of Work (SOW). A Scheme of Work is produced for every programme Welcome Skills offers.

Learning and Development Activities are then developed from the scheme of work, ensuring that there is structured learning and development planned for each part of the qualification. These build up throughout the programme ensuring that the learning, skills and behaviours are embedded and are revisited during the learning programme. Resources and links to materials are referenced into the Learning and Development Activity Plans.

Each Learning and Development Activity Plan contains the following:

- The Aim
- Part of the Standard covered
- Learning activity
- Formative Assessment (if appropriate)
- Links to Resources
- Equality and Diversity, Prevent and British Values (as appropriate to the learning activity)
- Mock End- Point Assessments (when appropriate)
- Expected Outcome

Planning and Feedback

Planning and feedback is individual to each learner ensuring that learning is tailored, sufficient and appropriate. This takes place on Welcome Skills OpenELMS system and is auditable.

General

This policy should not be read in isolation, but is designed to be read in conjunction with Welcome Skills's Equality and Diversity Policy, Safeguarding Policies and Safeguarding Code, Prevent Strategy and the Appraisal and Performance Review Process, Observation of Teaching, Learning & Assessment Policy, Procedure & Guidance and the Internal Quality assurance strategy and procedure.

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