



NTIA

Teaching, Learning and
Assessment Policy

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Teaching, Learning and Assessment Policy

1.0 Purpose

The purpose of the policy is to set out the Teaching, Learning and Assessment strategy for NTIA and to outline our commitment to providing high standards of education and training that meets both employers and individual needs as well as NTIA's own strategic priorities and the desire to embed a culture which is focused on providing high quality learning opportunities in a supportive environment.

2.0 Aim

Our aim is to provide a good-quality learning experience that encompasses personalised learning, effective methods of assessment, and the use of technology that increases flexibility and opportunities for individual progression. This will be achieved by fostering positive working relationships with learners and apprentices in a safe learning environment which is conducive to learning to meet their career aspirations.

3.0 Scope

This policy applies to all learning, teaching and assessment delivered under the auspices of NTIA.

The teaching, learning and assessment policy will aim to ensure that:

- All trainers, tutors and assessors are appropriately qualified and experienced in their occupational specialisms that they teach and assess in.
- Active and inclusive learning encompassing Equality and Diversity ensuring the needs of individual learners and apprentices are quickly identified, and information captured is used to inform learning approaches to aid progress and attainment and if required additional support.
- Reasonable adjustments will be made to help to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation.
- Information learning technology is used effectively to enrich the learning experiences and working practices.
- Assessment of learners and apprentice's performance and progress is timely, fair, consistent and reliable.
- Learners and Apprentices receive regular constructive feedback on their progress, and they know how they might improve their performance with clear and measurable targets being set to challenge and extend learning. All opportunities to stretch and challenge learners and apprentices at all levels are taken.
- Learners and Apprentices receive help to develop their functional skills which is an integral element of the traineeship programme and the apprenticeship standards.
- Teaching, Learning and assessment promote equality and diversity and enrich the learning experiences.
- Learners understand how to keep themselves safe from relevant risks such as radicalisation and extremism.
- British values, Prevent Strategy and Equality and Diversity will be exemplified and actively promoted and embedded within the curriculum ensuring that learners understand how to keep themselves safe from relevant risks such as radicalisation and

extremism and learners can thrive together understanding that difference is a positive and that individual characteristics make people unique.

4.0 Key responsibilities and expectations

Planning effective learning

- Learning should be carefully planned and prepared for all training and assessment sessions, tutorials, master classes, workshops and for any learning that may take place within the workplace. All planned activities must include clear and realistic learning outcomes that are recorded using the agreed standardised documentation.
- Training and assessment plans including planned outcomes **must** be explicitly shared with learners and apprentices and where appropriate, employers.
- Learning outcomes should be differentiated and appropriate for individual learners and apprentices.
- Training and assessment staff should be well prepared and should undertake appropriate staff development activities, further professional qualifications to ensure that their subject knowledge and training/ teaching skills are up-to-date, relevant and, where appropriate linked to the programmes that they are delivering.
- Embed and exploit opportunities to address equality of opportunity and diversity issues in the planning and delivery of learning.
- Provide staff development focused on equality and diversity within teaching, learning and assessment especially in relation to the promotion of British Values.
- Ensure all trainers/tutors and assessors are working to reduce any achievement gaps between different groups of apprentices on their programmes and to take action to address these gaps.

5.0 Managing learning the environment

- All training sessions must start and finish promptly.
- Registers must be taken at the start of each master class training or teaching/training session.
- Sessions should have a clear structure and follow a well-documented scheme of work /learning, apprenticeship training plan (where applicable), lesson plan and group profile
- Training/teaching should be creative, energising, motivational, varied and appropriate for the intended learning outcomes.
- Training sessions should build upon the learners / apprentice's knowledge and skills and include recaps from the previous sessions.
- Each session or lesson should include regular learning checks using a wide range of strategies to reinforce learning at regular intervals.
- Trainers /Tutors must create an atmosphere of mutual respect and trust that promotes anti-discriminatory practice.
- Trainers / Assessors must ensure that their materials and resources are not discriminatory or stereotypical.
- Opportunities for the promotion of equality and diversity should be celebrated and integrated accordingly into training and teaching sessions including all assessment practices.
- Managing behaviour effectively to ensure a good and safe learning environment

- Staff members should present themselves to learners as outstanding role models and experts in their field and be the driving force which motivates learners to be the best they can be within their aspirations.
- Learners' progress should be reviewed regularly, and new and challenging targets set to ensure a high level of pace and progress with their learning.

6.0 Focusing on improving teaching, learning and assessment

- Provide an effective observation process that is supportive and developmental based on the day to day experience of our learners/ apprentices and employer's needs.
- Promote a culture of sharing and implementing best practice through structured learning sessions, peer observation and reviews and by showcasing best practice as part of CPD forums.
- Develop a focused staff development programme that supports good quality teaching, learning and assessment practices.
- Ensure that all staff recruitment processes focus on appointing high calibre staff that can promote high quality learning and assessment practices to challenge and enrich learning.
- Ensure performance management systems explicitly link directly with the staff appraisal system so that it supports the continuous improvement in teaching, learning and assessment.

7.0 To provide effective personal support and careers support to help learners and apprentices achieve and to make progress.

- To set high expectations and standards so that all learners and apprentices are stretched and challenged within their studies to achieve, make progress and succeed in their career aims.
- To provide customised and differentiated teaching, learning and assessment material to match each learners and apprentice's needs and interests.
- Support the development of employability skills, personal, learning and thinking skills including independence in learning within the traineeship and apprenticeship standards including the core behaviours within the apprenticeship standards.
- Provide appropriate additional learning support to enhance progress and attainment.
- Ensure all learners /apprentices where necessary, gain access to and achieve good quality English and maths and ICT qualifications as part of their training.
- Provide one to one tutorial support to help trainees and apprentices to achieve their learning goals.
- Every learner will have an Individual Learning Plan (ILP) clearly identifying ambitious learning targets set at the beginning of the programme of study. Planned review sessions should provide opportunities for all learners and apprentices to have their progress assessed and new and additional targets set throughout the programme of study. ILP's should identify personal development targets as well as targets to achieve their qualification.

8.0 Monitoring and review

- The Senior Management Team will be regularly updated with the quality of teaching, learning and assessment and associated quality improvement planning and activities to ensure a consistently high standard of service is maintained in all areas.
- It is the responsibility of the Head of Teaching, Learning & Assessment to review and monitor this policy on an annual basis and bring about change where necessary.