

Teaching and Learning Strategy

Dynamo Healthcare Training Ltd (DHCT) is dedicated to providing high quality teaching, learning and assessment to all our learners.

□ teaching and assessment methods and resources inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged, enabling them to enjoy learning and develop their knowledge, skills and understanding.

1. Each course will have a dedicated online Moodle with a range of interactive learning resources to support different learning needs; videos, handouts, interactive quizzes, audios, workbooks.
2. All courses will have a range of assignments and workbooks created to support learning and delivery.
3. Teaching, learning and assessment reviews with the tutors will be held in the learner's workplace where they can access naturally occurring examples of workplace practices to support the learning process.

□ learners are supported to achieve their learning goals, both in and between learning sessions

1. Learners are met, fortnightly, three weekly then monthly with their tutor in the workplace to ensure the learner and employer are satisfied with the learning process.
2. Learners work with their tutor to meet the learning objectives. Identifying and planning their course work, through SMART objectives. These are evidenced in the learner assessment, reviews.
3. Continually progression and completion of work is essential to satisfy the course requirements.
4. Full induction occurs discussion learner and employer commitment to the programme, with regular 2 weekly reviews occurring in the first two months to ensure the learner is on the correct programme and in line for success.

□ staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities, reflect good industry practice and meet employers' needs.

1. All assessors and tutors are occupationally competent with professional qualifications within the field they assess and teach.
2. All undertake a minimum of 30 ours CPD annually which is recorded centrally.
3. All tutors and assessors have to complete mandatory training as identified by DHCT including (manual handling, health and safety, infection control, medication administration, equality and diversity, safeguarding vulnerable adults and children, prevention training to reduce risk of radicalisation and

extremism, challenging behaviour training, first aid, mental capacity and Deprivation of Liberties training).

□ staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can.

1. Initial assessments in English and Maths are undertaken on induction.
2. All learners complete a full diagnostic assessment through the BKSB service to identify learner needs in functional skills.
3. Learners are supported to increase their English, Maths and ICT levels from their current position even if their course doesn't require it. Embedding of English and Maths is recorded during the formal review process.
4. A specialist Functional Skills Tutor supports the learners, however all tutors and assessors are expected to undertake Level 2 English, Maths and ICT training.
5. Tutors and assessors work with the functional skills tutor to ensure success for learners.
6. Where learner have specific learning needs DHCT links with the Adult Learning 'Linked into Learning' for specialist support.

□ staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress and prepare for their next steps

1. Progression opportunities are discussed at every stage of the learners journey – interviewing, induction, every 3 months during formal review and at exit interview.
2. DHCT always support their learner to progress to full time permanent employment, further training or higher education.

□ staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable

□ learners receive clear and constructive feedback through assessment and progress 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

□ employers, are engaged in planning learners' development; they are kept informed by the provider of each learners' attendance, progress and improvement, where appropriate.

1. The supervisor or employer is involved at every monthly review session to discuss progress and learner achievement.
2. Supervisors and employers are involved in the induction to complete the learner risk assessment and employer induction plan.
3. Supervisors and employers are involved at the beginning of the programme to identify the learners tasks, Job Description and Performance Development Plan which the tutor then uses with the learner to plan the course requirements.
4. Tutors and assessors recognise the importance of fully including the employer and supervisor at every stage of the learning process.

□ teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying

1. Equality, Diversity, safeguarding and prevention are fully discussed at induction.
2. Tutors revisits these concepts at the monthly review to ensure the learners fully understand any potential risks and are aware of how to respond.

□ staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for disabled learners or those with special educational needs

□ teaching promotes learners' spiritual, moral, social and cultural development

□ teaching, learning and assessment support learners to develop their skills in English, mathematics and ICT and their employability skills, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims.

DHCT teaching, learning and assessment sessions:

1. Always review previous work set and produced.
2. Assess work using the learning criteria and standards (to ensure the learners fully understand their requirements)
3. Undertake some tracking of work, using the portfolio. Make sure the portfolio is user friendly and organised and the learner has everything they need.
4. Try to sign off units where possible this will increase the learners motivation – if only a couple of questions are outstanding for a unit, complete a question and answer session there and then or a professional discussion. This can be hand written or voice recorded.
5. Make sure the learner signs and dates their evidence to demonstrate authenticity.
6. Always question the learner to ascertain their level of understanding (learning checks).
7. When moving to a new unit you should have this planned before hand.
8. You should have teaching resources with you for this unit.
9. You should utilise the moodle with the variety of teaching resources available.
10. Always go through the learning criteria with the learner to ascertain their level of understanding for the subject matter.
11. Undertake a teaching session using your resources.
 - a. provide information in a variety of formats
 - b. engage the learner through getting them to complete an activity with you
 - c. use naturally reoccurring examples in the work environment to support the session, workplace policies, practices, records you could complete with them for example.
12. Use the moodle – watch a video, complete a quiz.
13. Don't just talk at them!
14. Ask them questions through out to make sure they understand (learning check).
15. Go through the assignments, workbooks or criteria with them to make sure they know what they are doing. (**NEVER set them up to fail by not checking and sending them away**).
16. Provide constructive feedback throughout in a quiet environment.
17. Ensure you incorporate equality, diversity, safeguarding and prevention strategies within your session. Ask a question related to the sector that refers to these topics!
18. Make sure you complete comprehensive records of the discussion!
19. Ask the learner what to complete in the safeguarding, health and safety, equality and diversity section. Ask them to fill it in?
20. Gather feedback from the supervisor and check they are happy with progress.
21. Never cancel visits!
22. Always motivate and engage your learners!

23. Learners that aren't going to be successful have to be identified within the first 2 months which may lead to withdrawal.
24. Tutors and assessors will do make sure their learner are continually working, through emails, telephone, face to face visits.
25. Tutors will ensure an observation in practice has been completed within the first 3 months to ensure the learner is safe in the practice.
26. If learner cancels 2 visits in a row and or is lacking in progress the learner at risk procedure will be initiated and a meeting with be held with the tutor, manager and learner to action plan moving forward.

DHCT tutors will ensure that they follow all practices listed above to ensure that all learners receive the highest quality teaching, learning and assessment experience.