**Integrated strategy Initiative for Strengthening the supply of APPrenticeships in TEXtile sector**

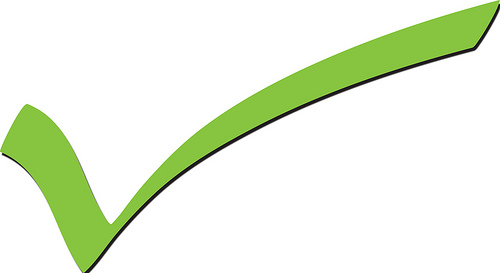
**TEXAPP - WP3.6**

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| **TASK** | **WP3.6**   * **Employer Standard Company Training Course Good Practice Guide Template** |

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| **Work Package:** | WP3.6 |
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Good Practice Guide (10)

‘Key features of effective Work Placed Learning





**Key features of effective WPL include;**

* The use of **‘You’re Learning Plans’** that include;
  + Skills scan/initial assessment results
  + An evaluation of any issues linked to learners accessing the right context for training/learning at work and any plans to support any perceived gaps
  + Any learning/knowledge/understanding or skill development needs of the learner
  + A plan to support any learning with aims and objectives to organise the process
  + Support needs – including any specialist – mathematics – FS – English (in context and focused on meeting the outcome and progression aspirations of the learner)
  + A plan for any additional training off-the-job if needed
* Planned learning sessions with aims and objectives if teaching/learning is a feature of the session
* An assessment plan, that links to learning and includes evidence of signatures of witnesses etc
* Supervisors and mentors that have been briefed about the expectations and requirements for time off if needed – their role – the nature of WPL (learning) not just assessment
* Staff that are sufficiently engaged to ensure the learning and assessment plan is understood and sufficiently planned for at work
* A clear distinction that is explained and understood between the different activities i.e. this a review? Is it a coaching session? Is it a planned learning session? Is it an assessment planning session? Make this clear and sort this out with all parties before you arrive!
* Clear instructions before and during the session with prompts and sets targets (both verbal and written communications)
* SMART targets set and agree with all parties
* Effective Q&A techniques to gauge and challenge learning, progress and any gaps in knowledge and understanding – this should help to plan for any new learning session that may be required
* Good use of techniques, other than IQA assessment, to monitor progress and skills development
* Iag as a feature of the session including the promotion of progression and the benefits of learning and success
* Evidence of contextualised mathematics, English and/or FS being promoted, challenged and developed during the WPL sessions
* Effective promotion of E&D – safeguarding – H&S with agreed minimum requirements met
* Support for the personal development of learners including study skills – critical analysis – independent learning – wellbeing etc
* Well prepared learner – supervisor and tutor. Including, where needed the use of good practice being used by the tutor for the ‘less motivated’ learner i.e. A text or email to learner and employer a week before the visit to remind them of the plan and aims and objectives of the visit – very important if teaching and learning are a feature of the visit
* Productive use of the time available linked to the planned task/visit aim i.e. learning session – review etc