



# Trainee Voice

**October 2023**

The term 'trainee voice' refers to ways of listening to and incorporating the views, aspirations and wishes of our trainees and using this to inform future planning, learning pathways and ongoing decision making.

By engaging young people in this way and offering autonomy over their future, The Sand Project hopes to Inspire, Motivate, Engage each and every one of its trainees, increasing confidence, improving future employment opportunities and ensuring greater sense of inclusion and belonging in their local community.

## **Involving Young People in the Forming of their own Future**

The Sand Project pays due regard to the United Nations Conventions on the Rights of the Child (UNCRC), - articles 2, 3, 6 and, in particular, article 12 which states the following:

"1. Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall, in particular, be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law."

## **Trainee and Sand Project Collaboration**

The Sand Project is set within a working environment to give trainees as much experience of employment as possible. Unlike a formal education setting, trainees are treated as employees with an emphasis on working WITH us as facilitators, to develop better understanding of expected work practice and behavior. By ensuring trainees play a major role in all decision-making processes, they take responsibility for their actions whilst on the programme; a valuable tool in the pathway to independence.

### *Curriculum Development*

The Sand Project creates learning programmes for each trainee. It does so through continually working and communicating with trainees to identify:

- interests
- aspirations
- strengths
- areas of improvement
- previous experience
- areas of support

### *Learning and Assessment*

Throughout their learning programme, trainees and facilitators work together to identify:

- Current stage of learning
- Progress achieved
- Next steps
- Formative self-assessment of performance
- Alternative learning strategies
- Flexible adaptation to change

### *Work Behaviour*

Each trainee is expected to take responsibility for the identification and implementation of their conduct around the workplace. Trainees are supported in this by:

- contributing to their own behavior policy, Code of Conduct Policy and complaints policy
- creating their own Risk Assessment forms for any activity undertaken, overseen by the facilitator
- peer mentoring others

### *Sharing Their Voice*

An important feature of our learning programme is the PROMOTION of trainee progress through social media as a way of marketing their valuable work skills to other industries. By teaching trainees how to do this themselves we believe we are giving each of them a platform to be seen and heard.