



EVALUATING THE QUALITY OF OUR APPRENTICESHIPS

Handbook for the Apprenticeship Team
(including Policy and Guidelines)

2021 - 2022

Working to improve the quality of life skills and employability
of residents in the Borough, making Wandsworth a vibrant,
prosperous learning community

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Handbook September 2021 for Staff, Skills Coaches and Subcontractors

Evaluating the quality of Wandsworth Lifelong Learning's Apprenticeships.

(There is a separate handbook for the evaluation of our ACL provision)

Introduction

Wandsworth Council Lifelong Learning, part of Wandsworth Council, caters for over 8,000 learners each year across over 650 courses.

Our mission is "All Wandsworth residents will have access to a wide range of high-quality learning opportunities in a safe learning environment. Provision will be demand-led, flexible and held at times and in places designed to meet the needs of learners, employers and the local community. The Lifelong Learning team aims to improve the quality of life skills and employability of residents in the Borough, making Wandsworth a vibrant, prosperous learning community."

To meet this mission, we all need to work together to ensure that every apprentice on every course benefits from good quality provision that supports their development and enables them to achieve their development and career goals.

We will do this by working with you to:

- identify and share good practice across the provision
- provide support and training to develop everyone's training and coaching skills and the learning resources you use to the same high standards.

We have revised our approach to how we evaluate the quality of our apprenticeships. We have built on our current policy and practices for observing training, learning and assessment and we have adapted our policy and guidelines so that they are in line with:

- national and regional strategies inform and influence the curriculum
- the strategic priorities for London for adult learning and skills
- the aims and priorities for Wandsworth Council - for 2020 and beyond
- the objectives and priorities for us at Wandsworth Council Lifelong Learning

This includes using Ofsted's new inspection framework the Education Inspection Framework 2019 and its revised inspection methodology.

The activities to evaluate the content and the quality of our apprenticeships and the difference they make to the people of Wandsworth are:

Section 1: Reviewing the content and aims of our courses (Pages 5 to 10)

Section 2: Focused reviews on the following specific themes: (Pages 11 to 18)

1. the purpose and content of courses
2. developing learners' skills, knowledge and behaviours
3. preparing all learners for their next step and/or enabling them to achieve their development and career goals
4. ensuring all learners are safe
5. identifying the impact of our apprenticeships.

Section 3: Observations of training coaching and progress reviews (Pages 19 to 23)

Each section shows how you as a member of the apprenticeship team are involved in the review and evaluation activities and how you will receive feedback. Apprentices and employers are also involved.

SECTION 1: Reviewing the content and aims of our apprenticeships

Planning and implementing Wandsworth Council Lifelong Learning provision

The planning cycle

1. Mission/Vision/Values

Our mission determines decisions about the courses we provide, why we provide them and what difference we want to make.



2. Strategic priorities

The mission statement is the overarching strategy. Key strategic influences include national strategies for adult learning and skills, regional priorities led by the GLA, and Wandsworth Council's corporate objectives. WCLL interprets the strategies to implement up-to-date and relevant provision at a local community level.



3. Our curriculum offer

We use our strategic priorities and what we intend to achieve to agree the courses and apprenticeships that we offer each academic year. We consider who they are for and what difference they will make to individuals and local communities, including employers, and how will they contribute to meeting Wandsworth Council's priorities for social and economic development.



4. Teaching, learning and assessment

In implementing our curriculum offer, we need to make sure that all our staff, tutors and apprenticeship team members have the up-to-date expertise and experience in their specialist subject and in teaching, coaching and supporting learners and apprentices. This is why we subcontract some of our ACL courses to specialist providers.



5. Evaluating the outcomes

What's the impact of our provision? What difference do our courses and apprenticeships make to our learners and apprentices and to our communities and local employers, in Wandsworth? How well are we achieving our mission to 'improve the quality of life skills and employability of residents in the Borough, making Wandsworth a vibrant, prosperous learning community'?

What Ofsted says about the content and the aims of provision

The Ofsted 'Further education and skills inspection handbook' is based on the Education Inspection Framework 2019 (updated April 2021).

This section is on the evaluation of the Intent of the Curriculum:

The evaluation focuses on factors that contribute to learners receiving education and training that enables them to achieve highly. These factors are listed below.

- Leaders and managers have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment. In this way, it can powerfully address social disadvantage.
- It is clear what the curriculum is preparing learners for. It is also clear what learners will need to be able to know and do at the end of their learning or training programmes.
- Leaders, managers and teachers have planned and sequenced the curriculum so that learners can build on previous teaching and learning and develop the new knowledge and skills they need.
- The curriculum offers learners the knowledge and skills that reflect the needs of the local and regional context.
- The curriculum intent takes into account the needs of learners, employers, and the local, regional and national economy, as necessary. Curriculum planning takes account of delays and gaps that arise as a result of the pandemic.
- The curriculum ensures that all learners benefit from high academic, technical and vocational ambitions. This means that the curriculum should be ambitious for disadvantaged learners or those with SEND, including those who have high needs, and should meet those needs.

www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook (paragraph 223)

Note: although Ofsted has not amended Part 2 of its Inspection Handbook for FE and Skills since the start of the coronavirus pandemic, it has made it clear that inspectors will explore how the curriculum has been adapted to take into account the impact on local communities. We shall do the same in our curriculum focused reviews.

How Wandsworth Council Lifelong Learning reviews and evaluates the intent of its provision

1. Reviewing our mission/vision/values

Lifelong Learning Development Group (LLDG)

The work of the Lifelong Learning Development Group (LLDG) feeds into the Lifelong Monitoring and Advisory Group (LLMAG). The LLDG is chaired by the Head of Lifelong Learning. Consisting mainly of education and training providers, the LLDG has an operational focus and has an essential role in influencing service plans, ensuring that local managers and practitioners have the opportunity to shape local provision.

2. Reviewing our strategic priorities

Wandsworth Council's Corporate Objectives

Lifelong Learning Monitoring and Advisory Group (LLMAG)

This strategic group is chaired by the Council's Deputy Leader and Cabinet Member for Employment, Skills and Business Development and other members of the group include the Assistant Director of Education (Early Help), the Head of Lifelong Learning, members of the business community and voluntary sector, a mental health specialist and an education and skills quality champion. Members of the Group are responsible for bringing support and challenge to the Lifelong Learning Management Team to ensure they deliver the highest standards and quality learner experience. The Lifelong Learning Management Team is present in an advisory capacity.

The focus of the group includes all aspects of governance and service improvement with a particular focus on the following statutory governance requirements:

- Ensuring Safeguarding is effective
- Monitoring of Health and Safety arrangements, including adherence to the Government's requirements for Covid-19- related safety procedures.
- Adherence and compliance to General Data Protection Act
- Promotion of Equal Opportunities
- Ensuring government funding is spent with probity
- Overview of the strategic direction of the service

In addition, group members focus on monitoring performance by reviewing:

- All aspects of participation rates on all apprenticeships
- Achievement rates at the end-point assessment or of frameworks, of additional qualifications, including functional skills in English and mathematics, where applicable.
- Apprentices' profile information
- Progression data on all apprenticeships, including promotion and other measurable benefits
- The number of apprentices who are Wandsworth residents/non-Wandsworth residents
- How well the service meets the needs and priorities of Wandsworth and travel-to-work communities, including additional needs and priorities caused by the pandemic
- Learner satisfaction and feedback

- How well the service has supported local residents to continue their learning since the start of the pandemic, especially those who may have disengaged when lack of digital skills or technology prevented them for participating in online learning.

The purpose of our apprenticeships is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- progress towards formal learning or employment and/or
- improve their health and well-being, including mental health and/or
- develop stronger communities.

Your role in reviewing the strategic priorities

WCLL Senior managers are keen to have your views about the needs of local communities and local employment opportunities and skills shortages.

3. Evaluating and reviewing our curriculum offer

The work of Lifelong Learning links to the council's corporate objectives, with a particular emphasis on **Providing the best start in life, helping people get on in life and Encouraging people to live healthy, fulfilled and independent lives:**

- **Providing the best start in life** - By investing in early years' provision, family support, school improvements, mentoring, apprenticeships and skills training
- **Greener, safer, better neighbourhoods** - By working with our community to combat climate change and improve our environment and our neighbourhoods – keeping them green, clean and safe
- **More homes and greater housing choice** - By delivering a range of homes to suit different needs for people who live or work in the borough, particularly for those on lower incomes, while providing more help and support to people who rent either from the council or privately
- **Helping people get on in life** - By helping people secure new job opportunities and encouraging investment in the borough
- **Encouraging people to live healthy, fulfilled and independent lives** - By helping young and old stay safe, active and in control of their lives
- **Value for money** - By maintaining the lowest possible council tax, making every pound go further and ensuring that we live within our means

The management team already carries out the following activities to evaluate and review the appropriateness of the apprenticeships we offer and how well they contribute to our strategic priorities:

- review of data on recruitment of apprentices, according to learners' gender, ethnicity, age, wards
- review of data on retention, progress and completion of the standards or framework
- apprentice/staff surveys
- employer/line manager surveys

Focused reviews introduced from September 2020 are based on specific themes.

The themes are:

1 Course intent and content. (See section 2, page 11)

- review of how well the apprenticeships standards meet the needs of the needs of the apprentices, employers, including Wandsworth Council
- focus group meetings with apprentices and employers and council department heads
- informal meetings with members of the apprenticeship team.

Your role in reviewing our curriculum offer

It is important that you are clear about how the apprenticeships fit in with our overall strategic priorities for apprenticeships.

As a member of the apprenticeship team, you (and your apprentices) are involved in the focused reviews on the purpose and content of apprenticeships and all relevant documents are also included in the review (i.e. skills scan, off-the-job training plans, ILPs, etc.) (See section 2, page 11)

4. Evaluating the quality of teaching, learning and assessment

Every member of the apprenticeship team will participate in a full observation of one of their off-the-job coaching sessions and/or progress reviews by trained manager. This will normally take part once a year. The aim of this activity is to give every Skills Coach feedback on their strength and agree an action plan on how to share good practice across the provision and/or how to address any identified areas for improvement. (See section 3, pages 19 to 23).

The following focused themes will include evaluating the quality of teaching, learning and assessment:

- 1. developing apprentices' skills, knowledge and behaviours (see page 12)**
- 2. preparing all apprentice for their next step in their careers (see page 14)**
- 3. ensuring all apprentices are safe (see page 15)**

Your role in evaluating the quality of teaching, learning and assessment

As a member of the apprenticeship team, it is important that you keep an up-to-date record of your experience and expertise, including any qualifications, a) in your specialist subject, b) in training, coaching and assessing, and c) in safeguarding and Prevent, and that you share this with your line manager (CPD Log).

As a member of the apprenticeship team, you (and your apprentices and their employers) are involved in each of the above focused reviews. (See section 2)

All Skills Coaches will be involved in the full observations of training or coaching sessions or progress reviews at least once a year. (See section 3)

5. Evaluating the outcomes

Focused review **‘5. identifying the impact of apprenticeships’** (see page 16) will involve gathering evidence on the difference our apprenticeships make to all our apprentices. Although data on learners’ achievement of qualifications and certificates is a useful indicator of their achievement, greater focus is now on capturing:

- the skills, knowledge and behaviours all learners have developed to enable them to achieve their personal goals
- their progress from their starting points
- how their learning has enabled them to progress to the next steps in their careers or achieve their personal goals.

Your role in evaluating the outcomes.

Staff and Skills Coaches will be expected to complete the processes required for focused review 5, such as the ILP, skills scan and progress review documents.

Subcontractors will have a list of information that they are required to provide in their service level agreements.

You and your apprentices will be involved in the other activities for this focused review, including at subcontracted providers.

SECTION 2:

Focused reviews on the following five specific themes

1. The Intent and content of our apprenticeships
2. Developing apprentices' skills, knowledge and behaviours
3. Preparing all apprentices for the next step in their careers and/or enabling them to achieve their personal goals
4. Ensuring all apprentices are safe
5. Identifying the impact of our apprenticeships.

Focused review 1: The purpose and content of apprenticeships

This review focuses on identifying:

- How relevant are our current apprenticeships in each strand of to WCLL's strategic objectives?
- How well do they align with policies and priorities for Wandsworth?
- How well do they align with policies and priorities for London?
- Are our apprenticeships reaching the intended target groups?
- Is the purpose (intended impact or endpoints) of each apprenticeship clear? Do potential (and current) apprentices know the aims of their apprenticeship and how they will support career plans? Do they understand how the course will enable them to achieve their personal goals?

Activities for Focused Review 1. The purpose and content of courses

WCLL managers sample provision for each review under this theme. This may be according to: apprenticeship standards/frameworks or vocational areas; location of provision, such as Council departments, or areas of the Borough etc. The activities include:

- Review of data on recruitment, attendance and retention
- Interviews/surveys with department managers and local employers etc. to explore their awareness of the relevant WCLL apprenticeships and their views on how well the current offer of apprenticeships meet local needs etc.
- Review of documents on the aims and intended outcomes (e.g. marketing information) and on apprentices' learning goals and/or intended next steps (e.g. in ILPs or similar documents).
- Interviews or focus groups with the apprenticeship team on their understanding of how the apprenticeship standards relate to the needs of the relevant sector, local employers and/or council departments and the intended outcomes for these stakeholders and for individual employers.
- Focus group/individual interviews or surveys with apprentices on how they found out about their apprenticeship, why they have enrolled for their specific standard and what they intend/hope to achieve.

- Individual interviews or surveys with apprentices' line/department managers or employers and local employer networks on the difference they hope WCLL's apprenticeships will make for their department or sector.

Note: interviews and surveys may cover more than one focus review. Focus groups and interviews with members of the apprenticeship team, apprentices and employers may be carried out through conference calls, online platforms or during pre-arranged visits to apprentices' workplace.

How you will be involved in Focused Review 1. The purpose and content of courses

All members of the apprenticeship team are expected to understand how the apprenticeships meet the needs of the sector and or department or employer and share this with their apprentices.

Where your provision is included in the sample, you will be invited to engage in a professional discussion with WCLL about the extent to which the apprenticeship/s you work on contribute/s to meeting our overall strategic priorities, the challenges, any good practice or aspects for further development.

You will be asked to support any arrangements for gathering apprentices' or employers' views, including through focus groups or surveys.

Feedback on each focus review on the purpose and content of courses

WCLL managers will use the findings of each review activity to report on the above questions. This will be used for: reports to the Council and the board; curriculum planning; and the services' ongoing quality improvement cycle including self-assessment; curriculum planning.

Individual members of the apprenticeship team will be expected to participate in addressing all actions raised from this process and appropriate actions taken will all be recorded.

Focused Review 2: Developing apprentices' skills, knowledge and behaviours

This review focuses on identifying:

- the extent to which each member of the apprenticeship team has expert knowledge of their subjects and expert skills in teaching, including online learning, or how they are supported to address gaps so that learners are not disadvantaged by ineffective training or coaching
- the extent to which the apprenticeship team uses the skills scan and other initial assessments to plan and sequence each apprentice's training so that they develop new knowledge and skills that build on what they already know and can do and so that learners can work towards defined end points to support their development
- how well Skills Coaches check apprentices' understanding and progress, including in collaboration with their employers or line managers, in order to inform training and development activities

- how well the resources, including technology and vocational resources, learning environments for on and off-the-job training and including online resources, support apprentices' development
- the extent to which the apprenticeship team collaborates with apprentices' employers or line managers to co-ordinate and sequence the on and off-the-job training so that each apprentice can reinforce their learning at work.

Activities for Focused Review 2. Developing apprentices' skills, knowledge and behaviours

For this focused review, WCLL managers will sample provision for each review under this theme. This may be according to: apprenticeship standards or vocational areas; location of provision or council departments etc. The provision sampled may be different from those selected for the other focused reviews.

- Managers will use prior information on tutors' backgrounds, data on apprentices' progress etc. when selecting group or individual training or coaching sessions, progress reviews or professional discussions etc. to sample.
- Managers may visit group training sessions or workshops, observe face-to-face progress reviews, assessment/observations or professional discussions. They may also listen to these visits remotely live or use recordings.
- Increasingly, online sessions or remote progress reviews will also be included, either at the time of the activity or recordings of them
- The aim of the review is to gain an overview of the quality of training and coaching specific to the above themes according to the selected sample.
- Tutors may not receive notice of these visits, and if the learning or development activities being carried out are not relevant to the themes, the manager may arrange another visit.
- Managers may use this visit to ask apprentices questions related to the above themes, or they may arrange to do this at another time. They may also want to ask you a few questions, if appropriate.
- Managers may be accompanied by another member of WCLL's team.

How you will be involved in Focused Review 2. Developing learners' skills, knowledge and behaviours

You will not need to make any specific changes to the activities during the visit or remote observation. Please continue with the activity as planned.

You may need to negotiate with the visiting manager the best time to talk to your apprentices about this theme. The manager may also want to ask you some specific questions.

Feedback on each focus review on the teaching to develop learners' skills, knowledge and behaviours

WCLL managers will use the findings of each review activity to report on the above questions. This report will be according to the selected sample and will use as for Focus Review 1 above. The relevant members of the apprenticeship team will receive brief verbal feedback against the themes. Their line manager will also be informed of the feedback given.

Focused Review 3: Preparing all apprentices for their next step and/or enabling them to achieve their career goals

This review focuses on identifying:

- the extent to which apprentices receive information and advice on how they can use the training and development throughout their apprenticeship to make progress towards their career goals, such as promotion or sustained employment, where appropriate, or moving to a higher level of apprenticeship or qualification
- the extent to which the apprenticeship team helps apprentices identify clear achievement goals that support their progress at work or to sustained employment, where applicable
- the extent to which the learning activities are relevant to enabling apprentices to achieve these goals, including learners with SEND.

Activities for Focused Review 3. Preparing all apprentices for their next step and/or enabling them to achieve their career goals.

Again, WCLL managers will sample provision for each review under this theme. according to: apprenticeship standards or vocational areas; location of provision; or council departments etc. The provision sampled may be different from those selected for the other focused reviews.

The main sources of evidence for this review will be:

- interviews/surveys with apprentices – either through visits to classes or telephone interviews about their thoughts about the end point of their course and what happens next
- reviews of apprentices' 'intended next steps' or career goals or other relevant information on ILPs or other relevant documents
- interviews with Skills Coaches about their apprentices' next steps or career goals and how they adapt their training and development activities and resources accordingly.

How you will be involved in Focused Review 3. Preparing all learners for their next step and/or enabling them to achieve their personal goals

You will need to ensure that your apprentices' ILPs or equivalent is on OneFile and is up to date.

You may also be asked to arrange for the manager to speak with your apprentices or let them know that they may be asked to participate in a telephone or online interview.

The manager may also like to have a professional discussion with you about your approaches to identifying your apprentices' next step or career goals and how you adapt your training and development activities and resources accordingly.

Feedback on each focus review on how well learners are prepared for their next step and/or enabling them to achieve their personal goals

WCLL managers will use the findings of each review activity to report on the above questions. This report will be according to the selected sample and will use as for Focus Review 1 above.

The relevant members of the apprenticeship team will receive brief verbal feedback against the themes. Their line manager will also be informed of the feedback given.

Focused Review 4: Ensuring all learners are safe

This review focuses on identifying:

- the extent to which learners feel safe and know what they need to do to protect themselves from extremism or radicalisation, including through the Internet and social media
- the extent to which learners feel protected from bullying, harassment or discrimination including through the Internet and social media
- the extent to which staff deal with any issues quickly, consistently and effectively
- how well learners understand and follow safe working practices relevant to their subjects or vocational area.

Activities for Focused Review 4. Ensuring all apprentices are safe

Again, WCLL managers will sample provision for each review under this theme. according to: apprenticeship standard or vocational areas; location of provision or council department etc. The provision sampled may be different from those selected for the other focused reviews.

The main sources of evidence for this review will be:

- interviews/surveys with apprentices and their line managers – either through visits to online training, their workplace or telephone/online interviews about how safe they feel and why
- reviews of any incidents or cases
- interviews with members of the apprenticeship team on how they ensure that their apprentices can relate safeguarding, Prevent, British values and equality and diversity to their learning and their daily lives, or at work.

How you will be involved in Focused Review 4. Ensuring all apprentices are safe

As with the other focus reviews, you may also be asked to arrange for the manager to speak with your apprentices or let them know that they may be asked to participate in a telephone/online interview. Special arrangements may be needed if your apprentices have special educational needs or disabilities or need an interpreter.

The manager may also like to have a professional discussion with you about your approaches to embedding safeguarding, Prevent, British values and equality and diversity into your work with your apprentices.

Feedback on each focus review on safeguarding learners

WCLL managers will use the findings of each review activity to report on the above questions. This report will be according to the selected sample and will use as for Focus Review 1 above. The relevant members of the apprenticeship team will receive brief verbal feedback against the themes. Their line manager will also be informed of the feedback given.

Focused Review 5: Identifying the impact of our apprenticeships.

This review focuses on identifying:

- what skills, knowledge and behaviours apprentices have learnt and the progress they have made compared with their starting points
- to what extent apprentices can use their new knowledge fluently, to develop their understanding and to gain, extend and improve their skills and behaviours relevant to the apprenticeship standards and their career goals.
- the progress apprentices have made towards their development targets and career goals
- how recent leavers have benefited from their apprenticeships
- the impact of the provision on meeting the needs of local employers and the Wandsworth council.

Activities for Focused Review 5. Identifying the impact of our apprenticeships.

These focus reviews involve three types of activities:

- a) work scrutiny during visits to training workshops or to apprentices at work, including interviews with apprentices and their line managers
- b) review of records of learners' progress and destination data
- c) interviews/surveys with local stakeholders, including apprentices' employers and line managers

WCLL managers will sample provision for each review under this theme, according to: apprenticeship standards or vocational areas; location of provision or council departments etc. They provision samples may be different from those selected for the other focused reviews.

a) Work scrutiny will involve:

- reviewing written or practical work apprentices have produced over time, including as part of their role at work
- reviewing apprentices' work in their e-portfolios and for assessment activities stored in OneFile
- talking to apprentices and/or Skills Coaches and their line managers about the work and apprentices' development and progress since beginning their programme
- asking apprentices to explain how they produced a specific piece of work or carried out an activity, how they judge it and where it sits in terms of their other work or activities.

b) The review of data and documents will involve reviewing:

- apprentices' ILPs or equivalent and records of their achievement
- data on achievement of the apprenticeship standards or framework and any additional qualifications
- destination data

c) interviews/surveys with local stakeholders will involve

- gathering the views of local employers and other local stakeholders and council departments on the contribution the sampled courses have made – i.e. this may be through an individual learner's case study or examples of support with a recruitment drive etc.

How you will be involved in Focused Review 5. Identifying the impact of our apprenticeships.

For the work scrutiny: you may be asked to arrange a suitable time for a WCLL manager to talk to your apprentices about their work and make any special arrangements as required. Your apprentices may want to bring in samples of their recent work or demonstrate their progress through a video clip or in an online meeting.

For the document review, you should have apprentices' ILPs and records of progress ready for review. This should include any tracking documents you use. The manager will let you know if these documents will be reviewed during the work scrutiny visits. You may also have information on your apprentices' progress at work or case studies of their achievements that you would like to be part of this review. The manager may give you a template to use for these.

You may like to suggest **community organisers, employers or stakeholders** that you feel would provide useful feedback relevant to your apprenticeships.

Feedback on each focus review on identifying the impact of our apprenticeships.

WCLL managers will use the findings of each review activity to report on the above questions. This report will be according to the selected sample and will use as for Focus Review 1 above. The relevant members or the apprenticeship team involved in these review activities will receive a summary of the findings for those activities.

Managers will discuss with the apprenticeship team the best way to share any good practice across the provision.

Supporting documents for Focused Reviews

A separate pack is available for WCLL managers with the templates relevant to each of the five focused reviews and guidance on how to use them.

SECTION 3:

Observations of training and development sessions, progress views, observations and professional discussions

The Wandsworth Council Lifelong Learning (WCLL) commitment is that all tutors and Skills Coaches will be observed at least once in every academic year.

The aim of observations of learning activities is to improve continuously the quality of teaching, learning and assessment for all our learners and apprentices through a professional developmental process.

These observations of learning activities will be in addition to the focused review visits (that have replaced the former learning walks) outlined in Section 2, above. You may or may not be involved in one or more focused review visits, depending on whether your courses are selected in the sample for each review.

For the apprenticeship team, learning activities include:

- online/face-to-face group training workshops
- individual coaching sessions for apprentices at work
- progress reviews with apprentices at work

Please note: Managers may log onto any online reviews or training/coaching sessions or listen to recordings.

1. The purpose of observations of learning activities is to:

- enhance all apprentices' experience of learning and support their development and progress towards their development targets and/or career goals
- ensure that the quality of training, coaching, learning and assessment is continuously improving
- promote an open-door culture in which all members of the apprenticeship team engage in professional discussion on Skills Coaches' current practice and development needs
- provide each Skills Coach with objective written feedback on how well their training, coaching and assessing skills support their apprentices; identifying good practice to share across the provision and opportunities for training, coaching and support for develop practice further, as required
- identify and share good practice across the service
- enable WCLL to be accurate and aspirational in its self-assessment of teaching, learning and assessment and areas for development, alongside evidence from the focused reviews.

2. The focus of the observations of learning activities

The criteria below will be used for all observations of learning activities, as relevant to what is observed during that session.

Please note: The criteria below apply to sessions for a group of apprentices or to a learning activity for an individual apprentice.

Intent of the learning activity - Planning of learning

- Relevance and clarity of learning aims and objectives for all apprentices in a workshop or for the individual apprentice in a coaching session or progress review
 - the clarity of learning objectives and how well they link to the specific aims of that session or how an individual coaching session/progress review will enable the apprentice to achieve/focus on a specific development target
 - that all apprentices are clear about their own learning objectives for that session or learning activity
 - the involvement of the employers to ensure that the off-the-job learning activity is co-ordinated with the apprentices' training and development at work.
- Relevance of planned learning and assessment activities
 - that the learning and assessment activities are appropriate to the achievement of the learning objectives and relate to the apprenticeship standards
- The use of initial assessment or skills scan to identify individual learning goals and build on prior learning and meet priorities for new learning.
- Flexibility in the planning to according to learners' different rates of progress
 - Skills Coaches use of initial assessments or skills scans and their understanding of each apprentice's progress and development need to plan and adapt learning activities to ensure that all apprentices will make progress towards the objectives for that learning activity
- Planning of the use of resources
 - the quality and range of learning resources and activities, relevant to the learning objectives for that session or activity, and to the apprentice's role at work

Implementation of the session – teaching, learning and assessment

- Ensuring all apprentices are engaged
 - apprentices' understanding of the purpose of each activity and their role in it
 - that the activities are adapted as required so that they are at an appropriate level for each apprentice
 - that all apprentices can participate and benefit from each activity, including through online or blended learning.
 - that additional support is planned well and provided, as required, including the use of support from a fellow apprentice or a work colleague

- Presenting concepts and skills, and checking learning and progress
 - Learning activities are sequenced, so that new knowledge and skills build on what apprentices know and can do and that apprentices can work towards defined end points, including development targets or learning milestones/objectives.
 - Skills Coaches enable learners to understand key concepts, presenting information clearly and promoting discussion.
 - Skills Coaches check apprentices' understanding effectively and identify and correct misunderstandings.
 - Skills Coaches use assessment to check learners' understanding in order to inform teaching.
 - Apprentices are clear how the assessment and feedback relate to the skills and behaviours required for the work and not just criteria for the qualification
 - Teachers ensure that learners embed key concepts in their long-term memory and apply them fluently and consistently at work or in relevant contexts relevant to their learning objectives or milestones
- The promotion of a positive learning environment
 - The learning session enables all apprentices to develop behaviour and attitudes required for their current role at work and prepares them for their next steps in their careers
- The promotion of Equality & Diversity, British Values, Health & Safety and Safeguarding.
 - All apprentices feel safe and are safe, and follow appropriate safe working practices
 - Apprentices develop their understanding of equality & diversity, British values, health & safety, safeguarding and the Prevent duty within the context of their apprenticeship and role at work, where appropriate.
- Apprentices' development of work-related English, Maths and computing skills
 - Apprentices develop the work-related English, maths and computing skills within the context of their apprenticeship, where appropriate, and to support their progress to their next step and/or for their daily lives.

Impact of the session – the difference it makes for all apprentices

- Apprentices' progress towards the lesson objectives and their personal goals
- Apprentices' development of new skills, knowledge and behaviour and their ability to apply them independently and in appropriate contexts at work
- Apprentices' development of their understanding, and the increase in their ability to gain, extend and improve their skills and behaviours and not simply memorise disconnected facts or complete activities simply to achieve specific assessment criteria

3. The process for observations of learning activities

Before the observation

- **Skills Coaches** should ensure that they are familiar with the (above) criteria used for the observations. They should contact their line managers if they have any queries.
- **WCLL senior managers** will ensure that all observers, including those at subcontractors, have the appropriate qualifications and experience to carry out observations and have successfully completed the required training.
- **The observer** will give the Skills Coach two-days' notice of the observation using the standard form.
- **The observer** should check that the group or the individual apprentice has not received a visit for a focus review within the previous week or that one is planned in the following week.

During the observation

- **Skills Coaches** are expected to continue teaching the session as originally planned. They should not prepare any documents specifically for the observation.
- **The observer** should let the Skills Coach know in advance if they will be accompanied by another manager.
- **The observer/s** should introduce themselves to the apprentice/s.
- **Skills Coaches** should ensure that the observer has access to: the register; a group profile (or similar); notes relevant to the planning of the session; copies of handouts or relevant documents from OneFile, including the information on the relevant criteria in the standards
- **The observer** apprentices' permission before looking at their ILPs, record of work, course folders/books or other documents. Alternatively, the apprentice should know which documents on OneFile the observer has reviewed before the observation or meeting.
- **The observer** will check with the Skills Coach and apprentices the most appropriate opportunity to talk to the apprentices, using the criteria (above) in this handbook.
- **The observer** will take notes using these criteria during the visit.
- **Observations** should not normally last longer than an hour.
- **The observer** and the tutor will agree a time for the professional discussion soon after the observation.

Feedback to tutors and line managers

- **Observers** should provide Skills Coaches with a summary of the feedback within a week of the observation. This may be over the phone. It will cover the overall evaluation of the session, including the strengths and development areas.
- **All Skills Coaches** will receive the completed observation form within three weeks of the observation. This will be through a one-to-one meeting. In this professional discussion, the observer and tutor will agree the categories for each of the 13 criteria on the form (as evidenced during the observation). The categories are:
 - **Exceeding expectations (E)**
 - **meeting expectations (M)**
 - **partially/not meeting expectations (P)**

Note: They will use the 'Guidelines on the session observation criteria.' The purpose of the categorisation is to enable managers to gain an overview of the quality of the provision for self-assessment, curriculum planning and to support the planning of CPD for the staff.

- **Every Skills Coach will discuss their action plan** following this professional discussion. This action plan will identify:
 - Actions that Skills Coaches and managers will take **to share the Skills Coaches' good practice** across the service – e.g. video clips, document sharing (what a good one looks like) etc.
 - Actions that Skills Coaches and managers will take **to improve the Skills Coaches' weaker practice and develop their skills** (e.g. training courses, coaching or mentoring, the adoption of different approaches or practices, peer observations of tutors who are adept at the specific aspect of teaching etc.)
 - Actions that Skills Coaches or managers will take **to address any identified gaps or deficiencies** in organisational processes or resources etc.
 - All action plans will have target dates for review/completion – to be followed up by the line managers.

Follow-up observations

- **Skills Coaches** may request a follow-up observation when they would like feedback on improvements they have made in specific aspects of their teaching or their course/s. These would be used to update the action plan.
- **Managers** and Skills Coaches may arrange for peer observations to share good practice or to pilot new approaches or resources etc.

Monitoring the quality of the session observations

- WCLL Quality Manager has overall responsibility for the quality of session observations and the role includes:
 - approving each observer as competent for the role, including at subcontractors or as in the SLA
 - moderating the quality of the observations through sampling the completed forms and action plans and carrying out joint observations with each observer at least once a year.

Supporting documents for Session Observations

See Appendix 1 for the session observation form and action plan.

A separate pack is available for WCLL managers and subcontractors with the documents required on session observations.

Observation of Teaching, Learning and Assessment



Name of Observer							
Name of Co-observer							
Name of Tutor							
Course Title & Level							
Provider Name & Site Location							
Online session details (Platform/log in details)							
Date and time of session							
Start Time of Observation				End Time of Observation			
Session Number / of				Length of stay on Programme (Apps)			
No on Register				No present at start			
No Late < 10 mins				No Late > 10 mins		No Late > 20mins	
Register <input checked="" type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Evidence of Planning <input checked="" type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Learner Profiles <input checked="" type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Course File <input checked="" type="checkbox"/> <i>(Does not impact on Teaching & Learning)</i>	Y <input type="checkbox"/> N <input type="checkbox"/>
Type of Learning Activity ✓							
Employability skills	Health & Wellbeing	Apprenticeship	Health & Wellbeing 60+	Family Learning	Community Learning	Accredited Classroom Learning	
Context of the Session <i>(including aims & objectives)</i>							
-							

Observation of Teaching, Learning and Assessment



Learning activities observed

(List the learning activities during the observation – this is so that the tutor can relate your feedback to the section of the session you observed.)

Judgement statements - Strengths

Identify which aspects of the activities worked well for all learners – and then consider why they were effective and the impact this had on the learners – this will enable you to identify the strengths. Use judgement words and a short description or example.

Judgement statements – Areas for Development

Identify which aspects of the activities that did not work well for all learners – and then consider why they were not sufficiently effective and the impact this had on the learners – this will enable you to identify any developmental areas. Use judgement words and a short description or example.

Observation of Teaching, Learning and Assessment



Please consider the list below as you make your judgements. You should cover most of the items, depending on the type of learning activities observed. Please insert + for positive feedback and – for not so positive and +/- for a mix of the two.		+/-
Clarity of the purpose of the course for learners		
Relevance and clarity of learning aims and objectives for all learners		
Relevance of planned learning and assessment activities		
Planning of the use of resources		
Flexibility in the planning to according to learners’ different rates of progress		
The use of initial assessment to identify individual learning goal and build on prior learning		
Tutors qualifications, training & subject knowledge.		
Variety of delivery, pace of the session & methods of assessment		
Presenting concepts and skills and checking learning & progress		
The promotion of a positive learning environment		
The promotion of Equality & Diversity, British Values, Health & Safety and Safeguarding.		
Learners’ development of English, Maths, ICT & employability skills		
Personal Development. Behaviour & Attitude		
Learners’ progress towards the lesson objectives and their personal goals		
Learners’ development of new skills, knowledge and behaviour and their ability to apply them		
Other (Including aspects previously identified as a development or training need):		
Please add examples of good practice		
Overall evaluation		

Observation of Teaching, Learning and Assessment



Tutor feedback comments: *Reflection statement based on comments and feedback in the professional discussion.*

20-21 OTLA Action Points

Development areas:	Progress Update on previous Development areas:

Observation of Teaching, Learning and Assessment



21-22 OTLA Action Points				
Development required	Support required	By whom	By when	Progress Update