



# EVALUATING THE QUALITY OF OUR APPRENTICESHIPS

Handbook for the Apprenticeship Team  
(including Policy and Guidelines)

2022 - 2023

Aiming 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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Name originator/author:	Paul Brimecome - Quality Assurance Manager of Lifelong Learning
Contact details:	paul.brimecome@richmondandwandsworth.gov.uk T: 020 8871 87639   M: 07989 223060
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# Handbook for Staff, Skills Coaches and Subcontractors

Evaluating the quality of Wandsworth Council Lifelong Learning's Apprenticeships.

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

## Introduction

Wandsworth Council Lifelong Learning (WCLL), 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 as 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 2021 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. Focused Review 1 - Safeguarding
2. Focused Review 2 - Quality of Education

**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 Apprenticeship 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. 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

Thorough evaluation of the impact of our provision and the difference courses and apprenticeships make to our learners, our communities and local employers, including Wandsworth Council, allows us to assess how well we are achieving our mission to 'improve the quality-of-life skills and employability of residents in the Borough.

## 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 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 Apprentices the knowledge and skills that reflect the needs of the local and regional context.
- The curriculum intent takes into account the needs of Apprentices, employers, and the local, regional, and national economy, as necessary.
- The curriculum ensures that all Apprentices benefit from high academic, technical and vocational ambitions. This means that the curriculum should be ambitious for disadvantaged Apprentices or those with SEND, including those who have high needs, and should meet those needs.

## 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 Learning 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:**

- Participation rates on all programmes
- Achievement rates on accredited and unaccredited programmes with a focus on the performance of English and Mathematics
- 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 WCLL 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 Apprentices' gender, ethnicity, age, wards
- Review of data on retention, progress and completion of the standards or framework
- Apprentice/staff surveys
- Employer/line manager surveys



## SECTION 2: Focused Reviews on the following two specific themes

### 1. Safeguarding

### 2. Quality of Apprenticeship Provision

#### Focused review 1: Safeguarding

##### **This review focuses on identifying:**

- The extent to which Apprentices feel safe and know what they need to do to protect themselves from extremism or radicalisation.
- The extent to which Apprentices feel protected from bullying, harassment or discrimination.
- The understanding of Apprentices regarding who they speak to and where to go if they have a safeguarding concern.
- How staff deal with and report any safeguarding concerns quickly, consistently and effectively.
- Safeguarding practices, understanding and training of staff within the place of learning.
- How well Apprentices understand and follow safe working practices relevant to their subjects or vocational area.
- The reporting mechanisms used to monitor, record and report safeguarding concerns with a WCLL Apprentice.
- Staff Safeguarding, online safety and Prevent CPD and what impact has this had for the provider.
- Monitoring and safeguarding data how this is managed and used to identify any patterns or areas to address/monitor.
- How learners are informed about safeguarding and who to contact. What media format is used to educate Apprentices and how effective is this method used.
- The number of referrals made to external services to support learners The impact and outcome of safeguarding action when taken.
- Any feedback given following safeguarding action and the use of reflective practice.
- The number of serious case reviews. Any disciplinary action taken in relation to safeguarding actions policies or procedures.

##### **Activities for Focused Review 1. Safeguarding**

WCLL managers will sample provision for each review under this theme, according to subjects or vocational areas, location of provision, subcontractor etc. The provision samples may be different from those selected for the other focused review.

The main sources of evidence for this review will be:

- Interviews/Wellbeing surveys with Apprentices – either through visits to classes, the workplace or telephone/online interviews about how safe they feel and why.

- Reviews of any incidents or cases, especially at subcontractors.
- Review all Safeguarding recording procedures/records.
- Interviews with tutors and skills coaches, on how they ensure that their Apprentices can relate to Safeguarding, Prevent, British values and equality and diversity to their learning and their daily lives, or at work.
- Apprentice access to the WCLL Learner Handbook. Review staff CPD records relevant to Safeguarding and what impact has this training had for the provider and Apprentices.
- Request and review reports of all safeguarding instances related to WCLL, actions taken and outcomes.
- Maintaining a complete single Central Register Ensuring that:
  - DBS is in place for all teaching/required staff and records recorded with WCLL
  - The Designated Safeguarding Lead (DSL) has attended training in the current year.
  - Staff members and learners are aware of who the DSL is and how to contact them
  - Mandatory annual Safeguarding and Prevent training has been completed/planned
  - Managers have completed Safer Recruitment training
- Monitoring and addressing:
  - Safeguarding incidents with Apprentices since August 22
  - Safeguarding referrals to children/adult services, or external agencies
  - Allegations against staff
  - Site safety concerns been raised
  - Awareness of County Lines and FE/HE Prevent News
- Updating your safeguarding policy last updated and ensure it includes details regarding
- Prevent and addresses issues arising due to increased digital provision.
- Ensuring that there is clear guidance on professional responsibilities and relationships with learners.
- Ensuring that staff are aware that they are responsible for disclosure of any criminal offences after completion of DBS and that they are requested annually to disclose any offences to the organisation.

### **Activities for Focused Review 1. Safeguarding**

WCLL managers will sample provision for each review under this theme, according to subjects or vocational areas, location of provision, subcontractor etc. The provision samples 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/online interviews about how safe they feel and why
- reviews of any incidents or cases, especially at subcontractors
- interviews with tutors 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 1. Safeguarding**

In this Focused Review, you may be asked to arrange for your manager to speak with your Apprentices or let them know that they may be asked to participate in a telephone interviews. 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 course/s.

### **Feedback on the focused review on safeguarding Apprentices**

WCLL managers will use the findings of each review activity to report on the above points. This report will be according to the selected sample and information gathered. Feedback and, if required, an action plan will be discussed and implemented following the review with the manager and or Designated Safeguarding Lead/Team.

Tutors will receive brief verbal feedback against the themes from their line managers and/or Safeguarding Team.

## **Focused Review 2: Quality of Apprenticeship Provision**

**This review focuses on identifying:**

### **Intent of Apprenticeships:**

- How relevant are our current standards are in each strand of provision to WCLL's strategic objectives?
- How well they align with policies and priorities for London. The clear purpose (intended impact or endpoints) of each course. and the understanding of
- Potential and current Apprentices of the aims of the course and what their next steps could be in enabling them to achieve their personal goals.

### **Implementation of Apprenticeships:**

- The extent to which tutors and skills coaches have expert knowledge of their subjects or how they are supported to address gaps so that Apprentices are not disadvantaged by ineffective teaching and assessment.
- Tutors' continuous professional development especially in their subject area is appropriate,
- Current and recorded. How well tutors and skills coaches check Apprentices understanding in order to inform teaching, assessment and personal learning activities
- How well the resources, including technology and vocational resources, and learning environments support Apprentices' development
- How well tutors and Skills Coaches support Apprentices to embed and use knowledge fluently, to develop their understanding, and to gain, extend and improve their skills relevant to the standards, skills, knowledge and behaviours and their individual personal goals

**Impact of our Apprenticeship provision:**

- The extent to which Apprentices receive information and advice on how they can use their learning to achieve their personal goals, where needed
- The extent to which tutors and skills coaches help Apprentices identify clear achievement goals that support their progress to further learning or employment, or enable them to be more independent in their communities
- What (skills, knowledge and behaviour's) Apprentices have learnt and the progress they have made compared with their starting points
- The progress Apprentices have made towards their personal goals
- How recent leavers have benefited from their learning
- The impact of the provision on local communities.

**Activities for Focused Review 2. Quality of Apprenticeship Provision**

WCLL managers sample provision for each review under this theme. This may be according to subjects or vocational areas, location of provision, subcontractor etc. The activities include:

- How relevant our current courses are in each strand of to WCLL's strategic objectives.
- How well they align with policies and priorities for Wandsworth.
- How well they align with policies and priorities for London.
- Reviewing whether our Apprenticeships reach the intended target groups. Reviewing the clear purpose (intended impact or endpoints) of each course. and the understanding of potential and current learners of the aims of the course and what their next steps could be in enabling them to achieve their personal goals.
- Review of data on recruitment, attendance and retention. Review of data on recruitment, attendance and retention
- Interviews/surveys with community organisations and local employers to explore their awareness of the relevant WCLL Apprenticeships and their views on how well the offer of our Apprenticeships meets local employment needs etc.

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

All Skills Coaches will be involved in full observation of one of their off the-job coaching sessions and/or progress reviews by trained manager at least once a year. (See section 3, page 18).

Subcontractors will follow the arrangements for full observations as agreed in their service level agreement.

Review of Apprenticeship documents on the programmes aims and intended outcomes (i.e., in schemes of work, sequencing documents) and on Apprentices' personal learning goals and/or intended next steps (i.e., in ILPs or similar documents).

Interviews or focus groups with Apprenticeship staff on how they identify the overall course aims and intended outcomes.

Focus group/individual interviews with Apprentices or surveys on how they found out about their Apprenticeship, why they have joined this particular standard and what they hope to achieve.

Note: Interviews and surveys may cover more than one focus review. Focus groups and interviews with staff and Apprentices are conducted during pre-arranged visits to learning centres or workplaces

### **How you will be involved in Focused Review 2. Quality of Apprenticeships**

Apprenticeship staff are expected to record the overall aims and intended outcomes of their Apprenticeship standards, including those with subcontractors. These should be available to WCLL managers on request.

If your programmes are included in the sample, you will be invited to engage in a professional discussion with WCLL about the extent to which your Apprenticeship/s 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' views, including through focus groups or surveys

### **Feedback on the focused review on the Quality of Apprenticeships**

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, the board, curriculum planning and the service's ongoing quality improvement cycle, including self-assessment and curriculum planning.

Subcontractors, employers and Apprenticeship staff will be expected to participate in addressing all actions raised from this process and appropriate actions taken will be recorded.

## **Supporting documents for Focused Reviews**

A separate pack is available for WCLL managers and sub-contractors with the templates relevant to recording the results and actions from each of the focused reviews.

## 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 session observations is to continuously improve the quality of teaching, learning and assessment for all our Apprentices through a professional developmental process.

These observations of learning activities will be in addition to the focused review visits (which 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-on to 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;
- Identify opportunities for training, coaching and support to develop practice
- 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.

**Please note:** The criteria below apply to sessions for groups 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 the session or how an individual coaching session or progress review will enable the apprentice to achieve a specific development target.
  - That all Apprentices are clear about their learning objectives for that session or learning activity.
  - The involvement of the employers to ensure that the off-the-job learning activity is coordinated 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, scorecard or skills-scan to identify individual learning goals, build on prior learning and meet priorities for new learning.
- Flexibility in the planning, according to Apprentices' different rates of progress
  - Skills Coaches use of initial assessments, scorecard or skills-scans and their understanding of each apprentice's progress and development needs.
  - To plan and adapt learning activities to ensure that all Apprentices 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 well planned and provided, 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 Apprentices existing knowledge and that Apprentices can work towards defined end points, including development targets or learning objectives.
  - Skills Coaches enable Apprentices 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 Apprentices' 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 Apprentices embed key concepts in their long-term memory and apply them fluently and consistently at work or within contexts relevant to their learning objectives or milestones.
- The promotion of a positive learning environment
  - The learning session enables Apprentices to develop the behaviour and attitude required for their current role at work and prepares them for the next steps in their careers.
- The promotion of Equality & Diversity, British Values, Health & Safety and Safeguarding.
  - All Apprentices feel and are safe, and follow the 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 and to support their progress to their next steps 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 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** will check that the group or 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** will let the Skills Coach know in advance if they will be accompanied by another manager.
- **The observer/s** introduce themselves to the Apprentice(s).
- **Skills Coaches** will 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 notes on the relevant criteria.
- **The observer** will ask Apprentices' permission before looking at their ILPs, record of work, course folders/books or other documents. Alternatively, the apprentice will be advised which documents the observer has reviewed before the observation or meeting.
- **The observer** will agree with the Skills Coach and Apprentices the most appropriate opportunity to talk to the Apprentices, using the criteria in this handbook (above).
- **The observer** will take notes using the 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** will 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:** Observers 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 discussion. The action plan will identify:
  - Actions that Skills Coaches and managers will take **to share the Skills Coaches' good practice** across the service – e.g. videos, document sharing 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 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 for feedback on improvements they have made in specific aspects of their teaching or their course(s). These will 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

- The WCLL Quality Assurance Manager has overall responsibility for the quality of session observations and the role includes:
  - Approving each observer as competent for the role, including those with sub-contractors or as stated 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 2022-2023 Observation form and action plan.

See Appendix 2 for the 2022-2023 Observation Notification form.

See Appendix 3 for the Skills Matrix criteria

## APPENDIX 1: Observation form and Action Plan 2022-2023

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			
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 &amp; Learning)</i>	Y <input type="checkbox"/> N <input type="checkbox"/>
<b>Type of Learning Activity ✓</b>							
Employability skills	Health & Wellbeing	Apprenticeship	Health & Wellbeing 60+	Family Learning	Community Learning	Accredited Classroom Learning	
<b>Context of the Session</b> <i>(including aims &amp; objectives)</i>							

**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. 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. 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.

**Please add examples of good practice**

**Overall evaluation**

**Tutor feedback comments:**

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

# Wandsworth Council Lifelong Learning (WCLL)



**Name of staff:**

**Mentor:**

E = Exceeds expectations; M = Meeting expectations; P = Partially meets expectations;  
 N = Not meeting expectations N/A

Aspect	Expectations	Codes			
Clarity of intent	Purpose of the course fits in with the WCLL priorities, the GLA and Council drivers and learners' needs.				
Planning learning objectives	Every lesson is planned so that learners know what they will learn, in line with the course intent and their own goals (ILP) and what success looks like.				
Planning learning activities	Tutors use learners' starting points and their personal goals (ILP) to plan and sequence each learning activity				
Learning resources and activities	Learning activities and resources are appropriate for adults and are set in contexts relevant to learners' interests and goals (ILP), and do not over rely on published materials.				
Checking all learners' understanding	At every stage of the session, tutors make sure that all learners 'get it', know what they need to do to achieve a learning objective or to take part in an activity, why, and what is expected of them.				
Making sure all learners make progress.	Tutor reshapes tasks and explanations to tackle any misunderstanding and increase learning. Additional tasks challenge learners who have already completed main task.				
Setting and achieving appropriately high standards	The quality of learners' work prepares them to achieve to standards required for their next step (ILP).				
Embedding employability/ Personal Development	Learning activities develop learners' skills for their next step, including digital skills, English and Maths and employability skills (problem solving, team working etc.)				
Learners' engagement	Learning activities challenge all learners and enable them to develop skills, knowledge and understanding. They can relate the activities to their own lives.				

## Wandsworth Council Lifelong Learning (WCLL)



Aspect	Expectations	Codes			
Approaches to teaching	Tutors enable learners to develop their own strategies for learning and independence by cutting down own their tutor talk time.				
Handing over the knowledge and skills	Tutors provide/ elicit ideas and tips for learners to develop skills knowledge and behaviours.				
Learning outcomes	Learners can explain clearly the difference the session is making, what they are learning how they will apply their learning.				
Safeguarding, Equality and Diversity and British values	When appropriate, opportunities are used to promote – Safeguarding, E&D and BV and these are embedded naturally into learning activities				
Other – relevant to the subject area					

Please add in Development areas that were agreed last year: If the tutor is new to WCLL then just put N/A

21-22 OTLA Action Points	
Development areas:	Progress Update on previous Development areas:

**Development plan**

<b>22-23 OTLA Action Points</b>				
<b>Development required</b>	<b>Support required</b>	<b>By whom</b>	<b>By when</b>	<b>Progress Update</b>



## APPENDIX 2: Observation Notification - 2022-2023

**As part of the WCLL 2022-2023 Observation policy, please accept this as 2 days’ notice for your observation.**

The aim of lesson/session observation is to continuously improve teaching, learning and assessment. The ethos of lesson observation is developmental, and lessons are not graded. The process involves an emphasis on self-reflection on professional practice from tutors and assessors and a coaching approach from observers, to elicit productive, analytical discussion that leads to strong, useful development plans.

Feedback should be given by the observer at the end of the observation. If this is not possible, a phone or Teams meeting will be scheduled within 5 days of the observation. The meeting takes the form of a Professional Discussion in which the observer uses coaching techniques to encourage the tutor/assessor to reflect productively on how their practice impacted on learning and progress within the session. The Tutor/Assessor will have a chance to reflect and comment on the process.

<b>Name of Observer</b>	
<b>Observer contact details (email/phone numbers)</b>	
<b>Name of Co-observer</b>	
<b>Name of Tutor</b>	
<b>Tutor contact details (email/phone numbers)</b>	
<b>Course Title &amp; Level</b>	
<b>Provider Name &amp; Site Location</b>	
<b>Date and time of session</b>	
<b>Delivery method</b>	
<b>For online delivery, list the learning platform used and joining instructions here</b>	
<b>Please can you email the observer the following documents prior to your observation. (Session plan/group profile/sequence of work document and any lesson documents)</b>	

**Note: If possible, the observer would like to talk to the learners at a convenient time within the observation**

**Type of Learning Activity to be observed ✓**

Employability skills	Health & Wellbeing	Apprenticeship	Health & Wellbeing 60+	Family Learning	Community Learning	Accredited Classroom Learning

**I am very much looking forward to meeting you and observing your session.**

**APPENDIX 3: Skills Matrix - 2022-2023**

Name of staff:

Mentor:

E = Exceeds expectations; M = Meeting expectations; P = Partially meets expectations;  
N = Not meeting expectations N/A

Aspect	Expectations	Codes			
Clarity of intent	Purpose of the course aligns with the WCLL priorities, the GLA and Council drivers and learners’ needs.				
Planning learning objectives	Every lesson is planned so that learners know what they will learn, in line with the course intent and their own goals (ILP) and what success looks like.				
Planning learning activities	Tutors use learners’ starting points and their personal goals (ILP) to plan and sequence each learning activity				
Learning resources and activities	Learning activities and resources are appropriate for adults and are set in contexts relevant to learners’ interests and goals (ILP), and do not over rely on published materials.				
Checking all learners’ understanding	At every stage of the session, tutors make sure that all learners ‘get it’, know what they need to do to achieve a learning objective or to take part in an activity, why, and what is expected of them.				
Making sure all learners make progress.	Tutor reshapes tasks and explanations to tackle any misunderstanding and increase learning. Additional tasks challenge learners who have already completed main task.				
Setting and achieving appropriately high standards	The quality of learners’ work prepares them to achieve to standards required for their next step (ILP).				
Embedding employability/ Personal Development	Learning activities develop learners’ skills for their next step, including digital skills, English and Maths and employability skills (problem solving, team working etc.)				

# Observation of Teaching, Learning and Assessment



Aspect	Expectations	Codes			
Learners' engagement	Learning activities challenge all learners and enable them to develop skills, knowledge and understanding. They can relate the activities to their own lives.				
Approaches to teaching	Tutors enable learners to develop their own strategies for learning and independence by cutting down own their tutor talk time.				
Handing over the knowledge and skills	Tutors provide/ elicit ideas and tips for learners to develop skills knowledge and behaviours.				
Learning outcomes	Learners can explain clearly the difference the session is making, what they are learning how they will apply their learning.				
Safeguarding, Equality and Diversity and British values	When appropriate, opportunities are used to promote – Safeguarding, E&D and BV and these are embedded naturally into learning activities				
Other – relevant to the subject area					

Development Plan					
Date	Priorities for development	Action agreed	Review date	Updates	Comments

# Observation of Teaching, Learning and Assessment



Development Plan					
Date	Priorities for development	Action agreed	Review date	Updates	Comments