



# EVALUATING THE QUALITY OF OUR APPRENTICESHIPS PROVISION

Handbook for the Apprenticeship Team  
(including Policy and Guidelines)

2023 - 2024

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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 Sub-Contractors

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

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

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

## Lifelong Learning Mission Statement

"All Wandsworth residents will have access to a wide range of high-quality learning opportunities in a safe learning environment. Provision will be responsive, 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 employment skills, career development, the quality of life and well-being of residents in the Borough, making Wandsworth a vibrant, prosperous learning community."

This Lifelong Learning Development Plan reflects the work of Wandsworth Council's Lifelong Learning service. It describes its strategy for the future, sets out measurable goals and demonstrates how it will target funding to maximise economic and social inclusion. The Plan encompasses local and national priorities and is directly linked to Wandsworth Council's corporate objectives

## Wandsworth Council Priorities

### **A fairer Wandsworth**

To make Wandsworth fairer we will:

- Work towards ensuring all local people have a genuinely affordable place to call home.
- Support residents who are impacted by the cost of living crisis and COVID-19.

### **A compassionate Wandsworth**

To make Wandsworth more compassionate we will:

- Be a compassionate Council that truly listens and is ambitious for all.
- Create safer neighbourhoods where communities feel confident and protected and victims and survivors are supported.

### **A more sustainable Wandsworth**

To make Wandsworth more sustainable we will:

- Tackle climate change by working together with our residents, businesses and communities and will be carbon neutral as a council by 2030.

# Lifelong Learning Priorities, Aims and Objectives

Priorities	Objectives
<p><b>1. To lead and manage high quality learning</b></p>	<ul style="list-style-type: none"> <li>• Develop staff, resources and infrastructure to ensure effective delivery of local and national policy objectives.</li> <li>• Continue to improve quality assurance and standards across Lifelong Learning in line with the Education Inspection Framework.</li> <li>• Continue to develop partnerships, funding, and the procurement of high-quality learning providers/subcontractors to ensure the long-term sustainability of Lifelong Learning services.</li> </ul>
<p><b>2. To increase the number of learners achieving and gaining qualifications</b></p>	<ul style="list-style-type: none"> <li>• Provide effective and relevant careers information, advice and guidance to assist learner achievement, accreditation and progression to further education, training and employment.</li> <li>• Where appropriate, expand the potential for accreditation across the curriculum, maximising use of new technologies.</li> </ul>
<p><b>3. To meet the needs of individuals, communities and employers in Wandsworth and to support effective pathways to employment</b></p>	<ul style="list-style-type: none"> <li>• Consult and involve learners, employers, providers, and other stakeholders to ensure the development of services which meet individual, corporate and community needs.</li> <li>• Work with employers to increase job outcomes in Wandsworth for young people and adults and close skills gaps.</li> <li>• Promote and provide access to English, mathematics and other essential education and training required for the workplace.</li> <li>• Encourage learners to identify key experiences and skills to make the most of their opportunities to progress.</li> </ul>
<p><b>4. To widen participation in learning</b></p>	<ul style="list-style-type: none"> <li>• Provide an inclusive, responsive, innovative and broad offer to encourage and improve learner participation - promoting Lifelong Learning to all age groups.</li> <li>• Encourage learners to remain active, engaged and fitter for longer.</li> <li>• Create learning environments where learners feel safe, respected and listened to regardless of their background or personal attributes.</li> </ul>
<p><b>5. To link adult skills and Community Learning to other key strategies and initiatives</b></p>	<ul style="list-style-type: none"> <li>• Align the work of Lifelong Learning to wider local, regional and national strategies including employability, parenting and families and well-being for all ages.</li> <li>• Contribute to the Council's work with care leavers, vulnerable families, migrants and learners with disabilities and learning difficulties.</li> <li>• Participate in area reviews and partnerships, ensuring that appropriate provision is in place for Wandsworth residents.</li> </ul>

## Delivering the Council's Values



**We will do this by working with you to:**

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

**We continuously revise and update our approach to how we evaluate the quality of our courses. We have built on our current policy and practices for observing teaching and learning and we have adapted our policy and guidelines so that they are in line with:**

- national and regional strategies that inform and influence the curriculum;
- the strategic priorities for London for adult learning and skills;
- the aims and priorities for Wandsworth Council for 2023 and beyond, and
- the objectives and priorities of Wandsworth Council Lifelong Learning

This includes using Ofsted's Education Inspection Framework 2023.

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

**Section 1: Reviewing the Content and Aims of our Courses:** (Pages 6 to 9)

**Section 3: Observations of Learning Sessions** (Pages 10 to 14)

Each section shows how you as staff, tutors and sub-contractors are involved in the review and evaluation activities and how you will receive feedback. Learners and stakeholders, such as employers and community organisers, 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 are we achieving our mission to 'improve the quality-of-life skills and employability of residents in the Borough, making Wandsworth a vibrant, prosperous 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 2023.

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 Cabinet Member for Children and other members of the group include the Head of Lifelong Learning, members of the business community and voluntary sector, a local employer 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 of apprentice 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 support needs.
- 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 from 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 priorities:

#### **A fairer Wandsworth**

To make Wandsworth fairer we will:

- Work towards ensuring all local people have a genuinely affordable place to call home
- Support residents who are impacted by the cost of living crisis and COVID-19

#### **A compassionate Wandsworth**

To make Wandsworth more compassionate we will:

- Be a compassionate Council that truly listens and is ambitious for all
- Create safer neighbourhoods where communities feel confident and protected and victims and survivors are supported.

#### **A more sustainable Wandsworth**

To make Wandsworth more sustainable we will:

- Tackle climate change by working together with our residents, businesses and communities and will be carbon neutral as a council by 2030.

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: Observations and Learning Walks of Training and Development Sessions, Progress Reviews and Professional Discussions

Wandsworth Council Lifelong Learning (WCLL) commit to observing all tutors and skills coaches 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.

For the Apprenticeship Team, learning activities include:

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

**Please note:** Managers may log-on to any online review or training/coaching session 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 the current practice and development needs of skills coaches.
- 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 Quality 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

- Ensuring the 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 through:
  - 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;

- apprentices being 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:
  - Learning and assessment activities are appropriate to the achievement of the learning objectives and relate to the apprenticeship standards.
- Use of initial assessment, scorecard or skills-scan to identify individual learning goals, build on prior learning and meet priorities for new learning.
- Flexibility of 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 for the use of resources:
  - Measuring 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 and that:
  - apprentices' understand the purpose of each activity and their role within it;
  - activities are adapted as required so that they are at an appropriate level for each apprentice;
  - all apprentices can participate and benefit from each activity, including through online or blended learning;
  - 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 by ensuring that:
  - 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 assessment and feedback relate to the skills and behaviours required for the work and not just criteria for the qualification;
  - 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.
- Promoting 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, ensuring that:
  - 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 and the difference it makes for all apprentices**

- Apprentices' progress toward 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 to simply memorise disconnected facts or complete activities 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 with 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.

### **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 and copies of handouts or notes on the relevant criteria.
- **The observer** will ask apprentices' permission before viewing 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 skills coaches and line managers

- **Observers** will provide skills coaches with a summary of the feedback within a week of the observation. This may be conducted by telephone. 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 after the professional discussion has taken place.

**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 and ensure that:
  - 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.

## 4. Learning Walks:

Learning walks support WCLL quality improvement plans and will focus on specific areas/themes. Learning walks are most effective when they have a specific focus.

### **Learning Walk Aims:**

- To gain a clear picture of what's happening across the WCLL in terms of quality of provision.
- To drill down into a particular aspect of our provision (for example, Induction, IAG, ILP's and Next Steps information).
- To identify training needs and areas for professional development.
- To help tutors and skills coaches get used to having others in the classroom, making formal lesson observations less daunting.

## **Supporting documents for session observations**

See Appendix 1 for the 2023-2024 Observation form and action plan.

See Appendix 2 for the 2023-2024 Observation Notification form.

## APPENDIX 1: Observation form and Action Plan 2023-2024

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. Withdrawn				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 &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.*

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

<b>22-23 OTLA Action Points</b>	
<b>Development Areas:</b>	<b>Progress Update on Previous Development Areas:</b>

**Development plan**

<b>23-24 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 - 2023-2024

**As part of the WCLL 2023-2024 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 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**

<b>Type of Learning Activity to be Observed ✓</b>						
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**