Peer review of apprenticeship provision

Background and purpose

1. The purpose of this policy is to outline the University's approach to peer review and observations of teaching and learning for its apprenticeship provision.

2. The policy content has been informed by the Ofsted Education Inspection Framework[1] and the QAA Quality Code[2].

3. This policy is designed to sit alongside the University's policy and guidance for 'Reflecting on practice with colleagues'[3]; All colleagues involved in delivering teaching and learning activities must reflect on their own practice at least once per year. The primary focus of this activity is to support continual professional development.

4. All colleagues who regularly contribute to the delivery of apprenticeship programmes (for example leading workshops, teaching on more than one workshop each year, managing the programme or a module) are required to reflect on their own practice specifically for this provision on a minimum of an annual basis. This includes any subcontractors or adjunct faculty who are regularly contributing to the apprenticeship provision, but does not include guest speakers.

5. Colleagues may choose to undertake the peer review of apprenticeship provision activity in addition to the requirements set out in the 'Reflecting on practice with colleagues' policy, or may choose to submit the peer review of apprenticeship provision activity for both processes.

6. Reflecting on one's practice will lead to the enhancement of teaching and learning more widely and to improvements in the student learning experience. This policy also outlines how outputs will be shared to highlight good practice and to identify development needs across the apprenticeship programme delivery, as an important activity that informs quality assurance and quality improvement.

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[1] https://www.gov.uk/government/publications/education-inspection-framework
[2] https://www.qaa.ac.uk/quality-code
[3] https://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/reflectingonpractice_policy.pdf and https://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/reflectingonpractice_guidance_withappendices.pdf

Process

7. Schools will operate a local structure for peer review of apprenticeship provision, and this will normally be overseen by the School Director of Teaching and Learning (SDTL), or the Head of Post-Experience and Apprenticeship Programmes for Henley Business School.

8. In line with the policy for 'Reflecting on practice with colleagues', the process may take the form of a 'direct observation' of a taught (face-to-face or online) session, or go beyond direct observation to encompass a 'teaching conversation' on any of the wide range of learning and teaching practices which relate to the Quality of Education indicators outlined in the Ofsted Inspection Framework; primarily, the, implementation of teaching and learning activities/modules/programme content, and the impact on the learner/s.

9. Normally, the Programme Director (or in the case of Henley Business School, the Quality Manager and/or the Head of Post-Experience and Apprenticeship Programmes in conjunction with the Programme Director), will act as the Reviewer(s) for the apprenticeship learning observations with the Reviewee.

10. The activity must be recorded on the apprenticeship pro-forma (Appendix 1) which has been designed to align with the Ofsted Education Inspection Framework criteria for evaluation[4]. The pro-forma will be available as an MS Form which should be completed by the Reviewer and submitted once the outcomes have been agreed with the Reviewee. The submitted forms will be available to the relevant Programme Director, the SDTL, and, for the Henley Business School, the Quality Manager and Head of Post-Experience and Apprenticeship Programmes. In Henley Business School, the pro-forma will be made available and completed forms stored via MS Teams, with strictly limited viewing access.

11. Programme Directors (or in Henley Business School, the Quality Manager in conjunction with each Programme Director, as applicable) will use the completed forms to produce an overview report identifying themes for good practice and areas for development across the apprenticeship programme delivery. The overview reports for each apprenticeship programme will be submitted to the Apprenticeship Board of Studies and Student Experience (BoSSE) during the Autumn term. The overview reports will also be submitted to the SDTL and Quality Manager (for Henley Business School only), for inclusion and consideration in the School's Apprenticeship SAR and QIP, to inform School-level priorities for staff development and for inclusion in the School's annual peer review submission to the Sub-Committee on Delivery and Enhancement of Learning and Teaching (DELT) in November.

12. Peer review for Apprenticeship Tutors will be managed by the Senior Apprenticeship Tutor, or in Henley Business School, by the Quality Manager with the People and Development Lead (Apprenticeships).

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[4] https://www.gov.uk/government/publications/education-inspection-framework

Version Control:

Version	Date Approved	Approved by	Effective from	Next Review	Keeper (responsible for Policy maintenance and review)
1	08/06/21	DELT/UBTLSE	2021/22 AY	Summer 2022	CQSD
2	14/03/2023	UBTLSE	Date of approval	Summer 2023	

Peer Review of Teaching and Learning

Once you have completed this form, please share it with the Reviewee and submit it on Teams channel allocated to your programme.

Review Details			
Reviewer Name	Click here to enter text.	Review Date	Click here to enter text.
Reviewee Name	Click here to enter text.	Reviewee School / Department	Choose an item.
Programme Name and Level		Module Name and Code	

Question	Answer
What is the focus and scope of this peer review (direct observation of workshop/coaching session, etc.)?	
Session planning and intent **Evidence of the following:** • How has the workshop tutor articulated the intent of the workshop and how it fits into the wider programme? • How is the workshop tutor demonstrating awareness of learners with disabilities, and does the tutor have a plan for responding to these learners' potentially different learning needs? • Is the workshop tutor aware of the learners' job roles, organisations,	

and professional backgrounds, and what evidence is there that the tutor has thought through how to contextualise the workshop delivery with this knowledge in mind? • Has the workshop tutor demonstrated an awareness of the apprenticeship learning outcomes (as well as academic learning outcomes) relating to this module? Has this knowledge been used in planning the workshop?	
Session implementation and teaching **Evidence of the following:** **Workshop structure and format:** • Are the desired learning outcomes articulated at the beginning of the session, and at other appropriate times during the session and set within the context of the wider programme? • Balance, pace and variety of teaching methods: presentation of content versus active learning. **Active learning** (to embed in long-term memory): discussion/debate relating to case studies or concepts; group work; application of theory to practice • Encouraging critical thinking and discussion	

- Inclusion: adapting to individual learners' questions/concerns
- Engagement levels of the group, and individuals within the group

Quality of content and delivery:

- Does the tutor's expertise and knowledge come across clearly, in a way that contributes positively to the learning experience?
- How well, and in what ways, is information communicated?
- Is the content current and relevant?
- Is the content challenging, demanding, and ambitious? For all, or some?
- Is appropriate subject specific vocabulary used and developed?
- Is the tutor making connections with previous and future learning?
- Are clear links being made between this session, the workplace and further professional development?
- What is the tutor doing differently to teach learners from different backgrounds, industries and with different levels of experience?
- How is the tutor developing maths, English and digital skills (where appropriate)?

• How does the tutor check learning in order to identify misconceptions and gaps in learning in order to provide clear, direct feedback? • What connections are being made with the wider apprenticeship context?	
Session outcome, impact and application in practice **Evidence of the following:** • Is there any evidence that learners are relating their learning to previous learning? • Are learners able to explain their understanding of the subject? • Have learners been given sufficient opportunity to apply concepts/theory to real-world, work-based challenges? • What evidence is there of the desired learning outcomes (articulated at the beginning of the session/discussed with the workshop tutor) having been met?	
Learners' attitudes and personal development **Evidence of:** ▪ Behaviour and attitudes – clear etiquette, a positive and respectful environment where all learners feel safe and	

comfortable to contribute, participate and engage in a debate etc. ■ Personal development – resilience, ability to debate, reference to physical and mental health, relationships with others, career development, etc. ■ Contextualised discussion relating to British Values – democracy, individual liberty, the rule of law, and mutual respect and tolerance ■ Are opportunities created, and taken (if appropriate), to explore equality and diversity in-depth and at an appropriate level? ■ Contextualised discussion relating to Prevent – radicalisation and extremism (in all its forms).	5

Feedback	
Strengths/good practice identified	

Areas for improvement	6
Areas for training and CPD identified	
Agreed actions and timescales for completion from the date of this review	