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 learning for apprenticeship provision.

2. It 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 reflection activity is individual 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 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 quality assurance activity.

Process

7. Schools will operate a local structure for peer review of apprenticeship provision, and this will normally be overseen by the SDTL, or the Programme Area Director for Henley Business School.

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\(^1\) [https://www.gov.uk/government/publications/education-inspection-framework](https://www.gov.uk/government/publications/education-inspection-framework)

\(^2\) [https://www.qaa.ac.uk/docs/qaa/quality-code/revised-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781_8](https://www.qaa.ac.uk/docs/qaa/quality-code/revised-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781_8)

\(^3\) [http://www.reading.ac.uk/web/files/qualitysupport/Reflectingonpractice_policy.pdf](http://www.reading.ac.uk/web/files/qualitysupport/Reflectingonpractice_policy.pdf) and [http://www.reading.ac.uk/web/files/qualitysupport/Reflectingonpractice_guidance_withappendices.pdf](http://www.reading.ac.uk/web/files/qualitysupport/Reflectingonpractice_guidance_withappendices.pdf)
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. For example, design and planning of learning activities/modules/programmes (intent); design of learning materials (implement); design of assessment tasks/criteria or assessment feedback (impact).

9. Normally, the Programme Director will act as the ‘Facilitator’ for the apprenticeship learning observations/teaching conversations with the Practitioner.

10. The activity should be recorded on the apprenticeship pro-forma (Appendices 1) which has been designed to align with the Ofsted Education Inspection Framework criteria for evaluation\(^4\). The pro-forma is available as an MS Form which should be completed by the Facilitator and submitted once the outcomes have been agreed with the Practitioner. The submitted forms will be available to the relevant Programme Director, the SDTL and the Programme Area Director (for Henley Business School only).

11. Programme Directors 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 Programme Area Director (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 DELT in November.

12. Reflecting on practice with colleagues for Apprenticeship Tutors will be managed by the Senior Apprenticeship Tutor.

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APPENDICES 1: Apprenticeship Peer Review Pro-forma

1. Practitioner Name

2. Facilitator Name

3. Review date

4. Programme name and level

5. Focus and scope of peer review. (eg: direct observation of lecture/workshop, review/design session of module material/assessment). Include module name and code.

The Practitioner and Facilitator should use the boxes below to comment on specific elements of the reflection activity. It is not necessary to comment in every box, this will depend on the focus of the review.

When completing the Form, you may also want to consider the following areas for comment (where appropriate). How the Practitioner uses their teaching to:

a) Develop apprentices’ English and maths skills

b) Extend apprentices’ understanding of Safeguarding, British Values and Prevent

c) Extend apprentices’ understanding of equality and diversity.
6. Strengths and good practice identified

7. Areas for training and CPD identified

8. Session planning and intent

9. Session implementation and teaching

10. Session outcomes, impact and application in practice

11. Learners’ attitudes and personal development

12. Actions agreed by the Practitioner and Facilitator