

<b>Observation of Training, Learning and Assessment Policy and Procedure</b>	<b>Version:</b>	2.1
	<b>Status:</b>	Final
	<b>Date:</b>	18/1/21

## 1. Approval Record

Name	Role	Date
Rebecca Clarke	Head of People	1/8/20
Gemma Higham	Trainer Network and Quality Assurance Lead	1/8/20

## 2. Version History

Version	Date	Author	Description (nature of change/update)
0.1	01/6/20	Rebecca Clarke	Initial Creation – Document design proposal
2.0	1/8/20	Rebecca Clarke	Final
2.1	18/1/21	Rebecca Clarke	Annual review and version control update

## 3. Related Documents

Document Title	Location	Version Number
Internal Quality Assurance Policy and Procedure	HR System	2.1

## 4. Review and Distribution List

Name	Role	Review Required
Gemma Higham	Trainer Network and Quality Assurance Lead	Contributor
Rebecca Clarke	Head of People	Contributor
All staff		For information Only

## 5. Regulatory Requirements

This policy will comply with the requirements of OFSTED and any Awarding Organisation standards.

## 6. Introduction

### 6.1 Purpose

The observation and quality assuring of training, learning and assessment is a key process in maintaining and improving our training standards, in measuring the overall quality of training, learning and assessment.

The observation framework, and associated processes, are in place to help We are Digital to identify what we need to develop in order to achieve improved learner experience and

outcomes, providing clear feedback to staff to support them in this. The framework reflects the requirements of Ofsted and We are Digital’s strategic priorities.

The observation process will:

- inform individual development
- inform provision of professional development at curriculum level
- inform the dissemination of good practice
- provide a cross contract view on the quality of training, learning and assessment
- improve the quality of training, learning and assessment

This framework details a wide variety of observation activities and the protocols associated with each of them.

## 6.2 Scope

This policy applies to all employees, subcontractor trainers or associated partners who are delivering learning content on behalf of We are Digital.

## 7. Roles and Responsibilities

RACI	Role	Role Holder(s)	Key Responsibilities
Responsible	Process SME	Rebecca Clarke	<ul style="list-style-type: none"> <li>• Ensuring process document accurately reflects current practice</li> <li>• Contributing to process changes and improvements, as and when identified</li> </ul>
Accountable	Process Owner	Gemma Higham / Rebecca Clarke	<ul style="list-style-type: none"> <li>• Overall ownership and accountability for process definition and execution</li> <li>• Leading change for improving the process</li> <li>• Approval point for any changes/update to the process definition</li> <li>• Ensuring that any changes are properly documented and communicated</li> <li>• Ensuring that ongoing monitoring is in place and carried out</li> </ul>
Consulted	Trainer & Quality Assurance Lead	Gemma Higham	<ul style="list-style-type: none"> <li>• Monitoring adherence to agreed process through periodic quality reviews</li> </ul>
Informed	All Staff	All Staff	<ul style="list-style-type: none"> <li>• Read and accept document</li> <li>• Adhere to all elements of policy</li> <li>• Follow any procedures</li> </ul>

## 8. Instruction

### 8.1 Core Principles

There are a number of fundamental principles that are consistent across all observations at We are Digital, and these are outlined below:

- Judgements relating to all observation activities are focused on exploring how what has been observed has impacted learners, and how instrumental it has been in supporting their progress. Judgements about this impact will involve discussions with learners and consideration of assessed work
- All observation activity contributes to We are Digital's understanding of the quality of the training, learning and assessment that it delivers.
- We are Digital provides learning across a diverse range of settings - observation activities need to be appropriate to the different contexts being observed.
- Where aspects of good practice are identified, they will be celebrated and shared with others in a timely way so that trainers can learn from each other and encourage similar practice to be adopted across the business.
- Observing training, learning and assessment is a highly privileged activity. Providing effective feedback to staff / subcontractor trainers/partners requires high level skills and ongoing training. All observers will receive robust training reflecting the type of observation activity that they participate in so that they can perform this keyrole with confidence and courtesy.

### 8.2 Support and Development

One of the key outcomes of observation activity is that development and support can be put in place where improvement is required.

Where the support is required for a subcontractor or partner, We are Digital will provide support where able to; however, if there is cost involved this must be at the subcontractors / partners own expense.

If the trainer is identified as being someone who requires re-observation, or would benefit from development and support to further develop their practice, the observation form must be sent to the Trainer and Quality Assurance Lead and a meeting will be arranged with the relevant individuals to determine the appropriate support package based on actions identified.

During this initial meeting, the programme of support, including any follow up observations, coaching, and training and other relevant activity will be agreed along with clear timescales, and documented within a Development Plan. At the end of the process, a further meeting will be held with the trainer and the Trainer and Quality Assurance Lead to sign off the support or agree further action.

### 8.3 Types of Observation

- Formal observation linked to Training & Learning Standards
- Peer observation

### 8.4 Formal Observation

Formal observation activity provides both a snapshot of the quality of the learning experience and an opportunity to explore how key aspects of the learner experience (e.g. expectations linked to the quality of assessment) are being delivered. The Observation Action Plans that flow

from formal observations provide a key means of:

- Promoting the sharing and transfer of good practice
- Supporting the improved performance of delivery staff on their journey to good or better
- Ensuring outstanding practice remains in place

### 8.5 Planning Observation

The Trainer and Quality Assurance Team plan the observations of the training provision. Planned observations will be recorded on the Observation Schedule by the Trainer and Quality Assurance Officer, who will then follow up with progress against agreed completion dates. This will provide evidence of the standards of training, learning and assessment in all aspects of provision across all training streams and all ages, including:

- Remote Learning based activity
- Workshop based activity
- English and maths
- Learning Support
- Assessment activities for qualification-based provision

### 8.6 Frequency of Observations

All staff and subcontractor trainers linked to delivering or facilitating learning will take part in **at least** one formal observation during each calendar year.

The only exception to this is staff who are in their probationary period or new subcontractor trainers, who will have their first formal observation within their first 4 weeks of delivery and another at 18 weeks.

Where feedback from learners identifies an issue with the training delivered; this will be further investigated and may result in an ad hoc observation being scheduled.

Where staff or subcontractor trainers take on a new content topic to deliver, they will undertake a train the trainer session and then be observed delivering content before being signed as competent to deliver alone.

Partners will be selected at random for observation no more than once a year.

### 8.7 Notice Period

We are Digital has established a consistent approach to notice periods for formal observation activities that are somewhat aligned to Ofsted inspections.

Members of staff/subcontractors/partners will be given 2 working days' notice of a 2-day window of observation; the notice will be in writing via email.

With the observation of assessment in a home-based setting it may be necessary to be more flexible with formal notification in order to meet the needs of the Learner.

Formal observations will be based on at least 60 minutes of observed activity; though these 60 minutes may not always be a continuous period (e.g. it may be two parts, or even three observation periods over the course of a morning).

## 8.8 Judgements and Assessment Criteria

A judgement of 'Not yet entirely effective' or 'Little evidence or not seen' for any of the Training & Learning Standards, will result in a support and development process being put in place.

Observers are provided with a copy of the training and learning standards devised from the education inspection framework and will all have training on this as part of the training to observe process.

## 8.9 Responsibilities of the Observee

The member of staff/ subcontractor trainer being observed is expected to have read and clarified the criteria they are to be judged against prior to the observation taking place.

For formal observation, the observee is expected to provide a range of documentation relevant to the session, including:

- A class register for the session being observed (for face to face learning only)
- A lesson plan relating to the course being observed
- A learning plan and learner profile for those learners who are undertaking funded learning programmes, including evidence to show how the session has been planned to meet the individual needs of learners
- Copies of any hand-outs, worksheets, assignment material and such, related to the session

This documentation can be the members of staff's or subcontractors' own copy, accessible either electronically or hard copy, in order to prevent unnecessary duplication of paperwork. Any paperwork with learner details will not be retained by the observer after the lesson.

Where possible, and only when it does not present a disruption to the learning, it is recommended that the member of training staff briefly introduces the observer and informs learners of the purpose of the observation/learning walk when the observer arrives. During the observation the observer will talk to learners and look at their notebooks/folders/other examples of work if applicable.

## 8.10 Learner Feedback During Observations

Wherever possible, observers should elicit learner feedback during the session. This is a normal part of the observation process. This is usually done through talking to individual learners during the session. Learner progress will also be informed wherever possible by looking at learners work if applicable, in addition to tracking documentation.

## 8.11 Providing Feedback

Detailed verbal feedback should be given to the observee within 48 hours of the observation wherever possible. At this meeting the observer should notify the observee of the outcome and outline the strengths and areas for development.

The main focus of the meeting should be to discuss areas for development for improved performance and to agree the actions to be taken and any support the member of staff / subcontractor needs in order to improve or further develop their practice.

The observer and observee should therefore identify and record what action will be undertaken to achieve this aim. This could include specific staff development, peer observation,

development of resources, coaching, etc.

A copy of the observation report and actions agreed needs to be provided to the Trainer and Quality Assurance Team and will be held securely on file according to GDPR guidelines.

### 8.12 Observation Outcomes

After observation, the observer will give detailed feedback and agree outcomes/ actions with the observee, and these are also recorded on the Observation Action Plan. This could include arrangements to share good practice as well as to improve practice. Timescales are set and a review date agreed.

If a session has been judged to be 'effective' overall, i.e. all standards judged as effective or highly effective, the action plan must contain elements of sharing good practice and the observee should take responsibility for their own action plan with support from the Line Manager if applicable.

If a session has been judged as 'not yet effective' overall during observation, the member of staff will be provided with appropriate support and will be re-observed within 8 training weeks. If the next session is also judged as 'not yet effective', then the member of staff will be dealt with under the Company's Performance Improvement Procedure (PIP).

Where subcontractors are judged as 'not yet effective' We are digital will provide guidance where possible to ensure continuation of service. If there are any costs to be incurred for training subcontractors, the expectation is that these must be met by the subcontractor themselves.

In exceptional circumstances if the subcontractor is deemed to be inappropriate then We are Digital may serve notice of termination of contract.

### 8.13 Observers

Formal observations are carried out by the following groups:

- Trainer and Quality Assurance Lead
- Trainer and Quality Assurance Officer
- Essential Skills Trainers
- Office and HR Lead
- COO
- External Consultants

### 8.14 Training for Observers

We are Digital recognises that making judgement decisions linked to the quality of training, learning and assessment is a significant responsibility.

The training that observers receive will include the following:

- Exploring the criteria for the observation of training, learning and assessment, linked to the Education Inspection Framework, to ensure robustness of judgement decisions
- Joint observations with a member of the Trainer and Quality Assurance Team (or external consultant) to check that:
  - There is agreement on the evaluative judgements made during the observation, and therefore accuracy of decisions;
  - Observation reports are well written with evaluative statements that clearly

- evidence the factors that have contributed to the observation outcomes;
- Effective face-to-face feedback of observation outcomes is provided, giving them clarity in relation to the key judgements that have been made during an observation, and facilitating effective coaching conversations that underpin the development of high impact action plans that build upon observation outcomes.

Any members of staff new to observation will be required to build their knowledge and experience by shadowing an experienced observer, acquiring feedback on judgement decisions and scrutiny of the written observation report, prior to undertaking a formal observation independently.

### 8.15 Peer Observations

The opportunity to observe fellow practitioners leading learning can be a powerful vehicle for professional dialogue and development. Staff who observe their colleagues can reflect on their own practice whilst viewing the practice of their peers. We are Digital recognises the value of this practice and the Trainer and Quality Assurance Team should co-ordinate opportunities for staff to access this.

There is an expectation that staff who have delivered good or outstanding learning are open to sharing the good practice that they have developed. Giving colleagues the opportunity to view this practice has the potential to transfer that practice across the company.

Being observed as part of a peer observation is a voluntary act. In many cases reciprocal arrangements for peer observation will be established; however, there will also be occasions when observers will take part in peer observations to develop an action agreed with their line manager after a formal observation.

All staff may take part in peer observation activities as observers. It is expected that their behaviour as observers will be in keeping with the company values such that respect is shown to the staff and learners linked to the observed activity at all times. The Peer Observation Template should be used by observers carrying out peer observations.

The observer and staff member being observed will negotiate a mutually convenient timetabled session for the observation.

Copies of the observation document should be kept by both the observer and the observed staff member; and one copy should be sent to the Trainer and Quality Assurance Team.

## 9. Quality Control Log

No	Risk/Issue	Control	Control in Place Y/N
1	Failure to comply with Awarding Organisation requirements	<ul style="list-style-type: none"> <li>Regular reviews of requirements and policy.</li> <li>Regular meetings with those involved in process.</li> <li>Awarding Organisation completing EQA visits</li> </ul>	Y
2	<i>Inconsistent execution of the process by different people/departments</i>	<ul style="list-style-type: none"> <li>Regular reviews of requirements and policy.</li> <li>Regular meetings with those involved in process</li> </ul>	Y
3	<i>Reliance on key individuals (single point of failure)</i>	<ul style="list-style-type: none"> <li>Ensure Trainer and Quality Assurance Lead completes IQA training</li> </ul>	N

## 10. Glossary

Term	Description
IQA	Internal Quality Assessor
EQA	External Quality Assessor
ESFA	Education and Skills Funding Agency
AEB	Adult Education Budget