**OTLA standardisation meeting 12th January 2023**

# New Year – new structure

HCC have restructured skills and participation which HA is part of our department name will now be Participation and Lifelong Learning, with slight changes to our logo.

We will be updating all documents with the new logo, and this will be announced in the following update (once completed).

We have a new email address that reports should be sent through to: [participation.lifelong.learning@hants.gov.uk](mailto:participation.lifelong.learning@hants.gov.uk)

# Reminders

Length of observation: please ensure you include the start and end times. As a general rule observations should not be longer than an hour. If you are there for longer then please let WS know the reason (such as first session and waited to see delivery start) so it is not queried.

Submission of reports – please make sure these are sent through to [participation.lifelong.learning@hants.gov.uk](mailto:participation.lifelong.learning@hants.gov.uk) and not directly to WS, unless you have a question about the report.

Supportive Process – when writing your report please make sure that wherever possible you take a positive approach as our focus is on developing tutors, rather than a critique.

# Observing thrives/wellbeing elements

Common practice: passing comments about wellbeing, only asking general question ‘how are we all this week?’

Best Practice: ideally there should be a LO relating to wellbeing.

Tutors can be assessing against this LO with

* Weekly checkins/reflection, assessment at start of session and then at end of the session – could use poll features/smiley face
* Check what done in week to support
* Use of 16c to describe benefit of activity
* Ask 2-3 people each week to say how course has helped them

# Action Categories.

Discussion and agreement on any additional categories to apply to reports

New categories:

* curriculum planning (& implementation)
* Separate H&S
* Other

# Standardisation activity: SLW

The following questions were asked for each of the reports

* Does the report contain judgemental language with supporting evidence?
* Is the report written in a supportive manner?

**Report 1**: this report was supportive in places but started with a negative. The report had judgemental language, however, was buried within the narrative.

**Report 2**: this was a supportive report. Most agreed that it was written with judgemental language, however some felt there could have been more judgemental language in places.

**Report 3:** this report gave a positive read and was set out clearly. Most agreed that it used suitable judgemental language

# Standardisation activity: HL25

The following questions were asked for each of the reports

* Does the report contain judgemental language with supporting evidence?
* Is the report written in a supportive manner?
* Does the narrative support the identified strengths and action areas?
* What outcome would you give based on the information in the report?

**Report 1**: the report was supportive but had some positive judgemental language missing in places. Opportunity was missed to reference BV within the reports. It should also have picked up that the learning objectives were a ‘to do’ list.

The majority felt the tutor required support to meet minimum standards, this related to the lack of a risk assessment. However there was an up-to-date risk assessment available on-line, this was clarified by the provider.

**Report 2** This was agreed as supportive by majority of those present. The report was missing the what and why (depth) and could have had more details on the positive elements. Most agreed that there was insufficient judgemental language.

All agreed that the tutor met or exceeded our minimum standards.

**Report 3** this report could have had clearer judgements on the quality of education, as judgements were often implied. All agreed that it met or exceeded our minimum standards.

# Preparing for Ofsted

Ofsted inspectors will interrupt lessons and speak with learners, as well as ask tutors questions

Your role will be to help prepare all by making sure you speak to learners, using the style of questions that Ofsted might be using.

**Examples: key questions to learners**

1. Why are you here and why are you doing the course? What is your intention?
2. How will the course prepare you for your intention?
3. Tell me about your work and your interests?
4. What have you learnt since you've been here? What will you learn next in the course?
5. Are you on track to complete? How do you know this?
6. What feedback do you get?
7. How have your skills improved since starting the course?
8. Do you do work experience? How does this help your course work?
9. What are you doing after the course? What is your next step?
10. How well are you developing to be successful at your next step?

**Examples: key questions to staff**

1. How much freedom do you have to shape the curriculum?
2. Tell me about this lesson - why is it relevant?
3. How does this lesson link to other lessons? What will you do next week?
4. What are the overall aims of your learners?
5. How do you use this information to plan learning activities?
6. What skills/qualifications do you have that are appropriate to the course?
7. What professional updating have you done?
8. Do you still practice professionally?
9. What CPD have you had?
10. How to you keep in touch with Industry knowledge?

# Accredited courses

* Where a course is credited externally then RARPA does not needed to be in place
* However observers should be looking for
  + Assessment of learners,
  + That the course meets and accommodates individual learner needs
  + Clear planning and logical sequencing
  + Full implementation of safeguarding and promotion of BV

# Any other business - none

**Date of next meeting:**

**19th April 1-3 PM at Winchester EII Denning Room (SO22 8UG)**

(Park and Ride recommended for parking)