**Apprenticeship Observations: Indicative Grading Matrix (Best Fit Approach)**

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| **Area** | **Outstanding** | **Good** | **Requires Improvement** |
| **Session aims** | Contextualised aims and session outcomes are devised and discussed with learners, and include clear and consistent links to the KSBs taught and how they apply to the workplace and learner role/s, where applicable. Aims are diverse and in line with course expectations, including content and level of study. If applicable, aims incorporate a focus on skills practice and application, and explicitly promote/develop qualities and behaviours linked to ‘personal development’ (see section 3), and ‘attitudes and behaviour’ (see section 9). Aims are routinely revisited at appropriate points within the session (links to checks on learning in section 8). | Aims and session outcomes are devised and discussed with learners, with links made to relevant KSBs, including references to either the workplace or learner roles. There are some missed opportunities to promote/develop qualities and behaviours linked to ‘personal development’ (see section 3), and ‘attitudes and behaviour’ (see section 9). The majority of the aims are revisited at appropriate points within the session (links to checks on learning in section 8). | Session aims may be absent, limited in scope and/or not made clear/discussed with learners. Limited links made to KSBs, the workplace and/or learner roles. Aims may be inappropriate for the level of study and course expectations. Missed opportunities, based on the session content, to incorporate skills practice/application. There is no or limited reference back to the aims throughout the session. |
| **Module and content sequencing** | The module and content clearly aligns to the planned curriculum, and is explicitly sequenced towards cumulatively sufficient knowledge and skills for future learning and the relevant workplace. Session content is consistently well planned and structured, with the lecturer/tutor clearly outlining the content to the covered, signalling transitions between different parts of the session, and undertaking appropriate reviews of ideas/recapping. | The module and content align to the planned curriculum, and there is evidence that the sequencing of content is such that it develops cumulatively sufficient knowledge and skills for future learning and the relevant workplace. Session content has been well planned and structured throughout the majority of the session. | Module appears to have limited coherence to the wider programme of study, resulting in a disconnected experience for learners that is impacting negatively the development of knowledge, skills and understanding. Session content lacks structure at times, with may be indicative of ineffective planning. As a result, learner experiences throughout the session appear to contribute weakly to the intended curriculum, and learner progress is limited and/or unclear. |
| **Intent to provide for the personal development of learners** | The session consistently and extensively maximises relevant opportunities to extend the content beyond the academic/technical/vocational and provide for learners’ broader development, through detailed session planning and/or by being responsive throughout the session. As a result, there are regular purposeful links to promote and/or develop aspects such as resilience, confidence, and physical and mental health and wellbeing. Meaningful opportunities to promote, discuss and/or develop British values within the session content and throughout learner discussions are consistently recognised by the lecturer/tutor, and where applicable, have clearly been linked to the workplace and learner roles. | The session makes good use of relevant opportunities, either through planning or by being responsive throughout the session, to extend the content beyond the academic/technical/vocational and provide for learners’ broader development. In doing so, the lecturer/tutor recognises some, but not all, opportunities to develop aspects linked to resilience, confidence and mental health and wellbeing. Meaningful opportunities to promote and/or develop British values within the session content/throughout learner discussions are mostly recognised by the lecturer/tutor, with some attempts to links these to the workplace or learner roles | Opportunities to extend the session content beyond the academic/technical/vocational and provide for learners’ broader development are regularly missed by the lecturer/tutor, either through a lack of planning or by being unresponsive throughout the session. Similarly, meaningful opportunities to promote and/or develop British values are largely unrecognised. |
| **Learner challenge and progress** | Learners are consistently stretched and challenged within the session, relative to and in line with factors including prior knowledge, level of study, and workplace role/s, resulting in clear progress being made irrespective of individual learner starting points. Opportunities to challenge learners based on specific needs are consistently recognised and maximised. For example, in group activities, individual roles may be allocated to more appropriately challenge specific learners, and higher order and extended questioning is regularly used. | Evidence of stretch and challenge at various points throughout the session, in line with either prior knowledge, level of study, or workplace roles. In a limited number of instances, a small minority of learners may appear unchallenged (comfort zone), or challenged too much (panic/confused), which temporarily impacts on learner progress. Most opportunities to challenge learners based on specific needs are recognised and successfully employed, either through adapting group work or through questioning. | Too many learners throughout the session appear unchallenged, negatively impacting their progress. Lecturer/tutor appears to have lower expectations for the learners than what would be expected for the level of study and course requirements. Limited knowledge demonstrated of learner starting points and/or existing learner knowledge, resulting in insufficient planning for, and/or adapting of activities to stretch and challenge learners. |
| **Learner engagement, participation and interaction** | Session clearly and consistently fosters an active learning environment. Learners, including those who may be less assertive, are consistently engaged via the expert use of a range of different strategies. As such, learners regularly have the opportunity to demonstrate the application of skills fluently and, where applicable, independently. Where appropriate, group work is also structured so that learners have clear and distinct roles, which maximises engagement and prevents ‘free rider effects’ throughout the session. Lecturer/tutor prompts and questions effectively facilitate discussion between learners, who regularly have opportunities to share and learn from others’ experiences from within the workplace | Active learning is evident throughout the majority of the session. Learners are engaged via good use of learning strategies which may include questioning, group activities, and/or paired work. There exists further opportunities to consistently engage all learners, particularly those who may be less assertive, either through more varied questioning or more structured group working. Teacher prompts and questions effectively facilitate discussion between learners, who have some opportunities throughout the session to share and learn from others’ experiences from the workplace, and to apply learnt skills. | Active learning is limited throughout the session, with many learners appearing disengaged and/or passive. Limited learning strategies used, which may also be ineffective in their delivery/structure. For example, questioning, if used, lacks breadth and depth and engages few and/or the same learners over and over. Ineffective group working, typified by not all learners contributing, suggests limited focus over the course of the module/programme on developing learners’ ability to work effectively in groups. Evidence of extended lecturing, which creates a teacher-centric rather than a learner-centric environment. |
| **Content is presented/communicated clearly, effectively, and free from errors** | Content is consistently presented clearly and effectively, which helps support learners understand new concepts. In presenting material, lecturers/tutors make use of a broad range of strategies such as dual coding, representing, where appropriate, content both visually and verbally. Instructional delivery also includes the use of methods such as ‘scaffolding’ and ‘chunking’, which helps learners make progress and develop their understanding throughout the session. As a result, the quantity and pacing of instruction is consistently and expertly planned and managed. Content and associated resources are presented with no spelling errors, and all references follow the appropriate format adopted by Coventry University Group. | Content is, for the majority of the session, presented clearly and effectively. Whilst there is some evidence of using strategies such as ‘dual coding’ or ‘scaffolding’, opportunities may exist to further adapt instructional delivery to support learning. The quantity and pacing of instruction is good, with very limited examples present throughout the session where content may have been delivered too slowly/too quickly, or in a way which promotes cognitive overload, making it difficult for a minority of learners to effectively understand content and make progress at times. Content and associated resources are presented with no spelling errors, and all references follow the appropriate format adopted by Coventry University Group. | Some/much of the session content is presented in a way that makes it difficult for learners to understand, interpret and engage with. For example, limited or no consideration has been given to strategies such as scaffolding/chunking, and there are frequent examples where content is presented in a format which overloads the working memory (e.g. - excessive slides/text and/or missed opportunities to explain/introduce concepts using the combined use of text and imagery. Pacing of instruction/content delivery is often too slow or too quick, which disengages and/or inhibits student understanding and progress. Content and associated resources may contain some spelling/thematic errors, and/or all/some references are inconsistent or follow an alternative format other than the formally approved Coventry University Group styles. |
| **Planning and delivery is responsive to learners and adapted based on context (workplace/learner role/s)** | Content and content delivery is consistently contextualised in response to specific cohort profile, including the workplace and learner role/s. In doing so, the lecturer/tutor demonstrates a thorough understanding of the student profile, including learner roles, support needs and prior knowledge. Delivery is highly responsive to individual learner/cohort needs throughout the session, and focused/individualised support is provided where necessary to maximise student progress. | Good evidence of content and content delivery being contextualised in response to specific cohort profile, including workplace and/or learner role/s. Evidence of responding/adapting to cohort support needs throughout the session to support progress, but a small number of opportunities missed to better respond/adapt to individual support needs throughout the session may be present. | Limited evidence of content and content delivery being contextualised to reflect the specific cohort profile, the workplace, or the learner role/s. Minimal adaptation throughout the session in response to individual learner/cohort needs, which inhibits progress, either individually or as a cohort. Limited or unclear evidence throughout the session of the lecturer/tutor understanding/being aware of the learner profile. |
| **Checks on learning and opportunities provided for recall** | Evidence of highly effective systematicchecks on learning throughout the observation, effectively using a wide variety of formative methods including a range of questioning strategies and low stakes testing/quizzing. Learner responses to tutor questioning/testing and quizzing clearly demonstrates evidence of retaining and applying knowledge from previous modules and sessions. Checks on learning consistently identifies any learner misconceptions, which are then addressed throughout the session via substantive feedback that is clear and direct.  Long term retention of knowledge is specifically supported by a range of strategies, such as dual coding, interleaving and spaced/distributed practice. | Regular checks on learning are undertaken throughout the session, with evidence of different methods used which may include questioning and/or low stakes testing/quizzing. Learner responses to tutor questioning/testing and quizzing provides some evidence of retaining and applying knowledge from previous modules and sessions. Checks on learning regularly identifies any learner misconceptions, which are mostly addressed throughout the session by the lecturer/tutor via feedback that is clear and direct. | Limited and/or ineffective checks on learning are undertaken throughout the observation, resulting in learner progress and understanding being unclear and/or negatively impacted. Some/most learner misconceptions are largely unidentified and/or unchallenged, with limited feedback provided by the lecturer/tutor which inhibits learner progress and understanding. |
| **Promotion of professional behaviours** | Learners consistently demonstrate a positive attitude and commitment to learning throughout the session, including consistently high levels of respect for each other. The learners also play a highly positive role in creating an environment that values and nurtures difference. Learners behave consistently well, and attendance and punctuality is very high. This environment is clearly facilitated by the lecturer/tutor, who sets clear expectations for behaviour and conduct within both the learning environment and workplace (industry standards). | Learners demonstrate a positive attitude and commitment to learning throughout the session, including respect for each other. The learners also play a positive role in creating an environment that values and nurtures difference. Learner behaviour, attendance and punctuality is good. Evidence of the lecturer/tutor setting expectations regarding behaviour and conduct. | A minority of learners appear to display a negative/apathetic interest in learning throughout the session, which inhibits their own and/or the progress of others. Attempts to engage the learners by the lecturer/tutor are limited in their effectiveness. Attendance and/or punctuality in the session is low, and there is limited evidence of the lecturer outlining expectations for behaviour and conduct. |
| **Expert and up-to-date knowledge of the subject/vocational area demonstrated** | Lecturers/tutors consistently demonstrate extensive and current knowledge of the subject and vocational area being taught, including, where applicable, reference to and use of a range of contemporary research. A wide range of up-to-date workplace examples are used to inform session planning, delivery and discussions. At all times, lecturers/tutors use current and subject-specific terminology, and are explicit in their expectations in requiring learners to do the same. All instances where incorrect or outdated subject-specific terminology is used by learners is appropriately recognised and addressed by the lecturer/tutor. | Lecturers/tutors demonstrate good current knowledge of the subject and vocational area being taught, which may include reference to and use of contemporary research. Evidence of up-to-date workplace examples used. Lecturers/tutors use current and subject-specific terminology throughout the session. Learners are regularly encouraged to adopt the use of appropriate subject-specific language, and in the majority of instances where this does not happen the lecturer/tutor recognises this and responds. | Lecturer/tutor occasionally demonstrates outdated knowledge of the subject/vocational area, including the use of at least some incorrect or dated subject-specific terminology. As a result, some of the workplace examples used throughout the session are inaccurate and/or lose impact and fail to satisfactorily develop learner understanding of current working practices. Limited or no reference to relevant contemporary research within session planning and delivery. There appears to be limited focus on encouraging learners to adopt the use of current and up-to-date language and terminology. |