

Running effective review meetings in workplace learning

With Joanne Miles and Beej Kaczmarczyk



The challenge for assessor-tutors

“Apprenticeship standards involve in-depth teaching and learning and robust, independent, end-point assessment.”

- This means positioning assessor-tutors to be able to structure learning and to teach, to be able to assess apprentices at the end of their apprenticeships according to the apprenticeship standard and assessment plan relevant to the role, or both.
- This means assessor-tutors understanding the relationship between formative and summative assessment.
- This means training organisations planning for the changes to staffing structures and delivery approaches, and delivering the CPD and updating that assessor-tutors will need.
- This means changing the mindsets of not only of assessor-tutors but also their managers, and of the employers of the apprentices.



The big picture

- Identify the purpose and features of effective review meetings with learners
- Outline the skills of the assessor-tutor in preparing for and conducting review meetings
- Identify the role of questioning skills within reviews
- Share some approaches for collaboration within apprenticeship programmes



The purpose of review meetings

- What is the purpose of review meetings within the learning process?
- How are they helpful for the apprentice?
- How are they useful for the tutor-assessor?



Features of effective reviews 1

Review learners':

- attitude/motivation
- behaviour
- study habits and workload management
- vocational knowledge
- practical skills
- employability skills



Features of effective reviews 2

- ① Encourage reflection beforehand
- ② Include dialogue about progress and challenges with key criteria/standards on the programme
- ③ Tutor/assessor has prepared evidence, feedback and suggestions
- ④ Style and tone is personalised for that learner
- ⑤ Learner views are elicited
- ⑥ Lead to “feed forward” target setting together



Outstanding in Ofsted inspections

Staff check learners' understanding systematically and effectively, offering clearly directed and timely support that has a notable impact on improving learning.

Learners are eager to know how they can improve their work and develop their knowledge, understanding and skills.

Common Inspection Framework, (2017)



Outstanding in Ofsted inspections

Learners are curious, interested and keen to learn. They seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in learning sessions and use their experiences in the workplace to further develop their knowledge, skills and understanding.

Common Inspection Framework, (2017)



Reflection point

What are the benefits of getting learners to think about their levels of knowledge, skill or motivation before a learner review meeting?

How do you encourage this reflection in practice with your learners?



- e-Memoir.co.uk**
Real solutions for FE and Skills Sector professionals

Skills of the tutor-assessor: The meeting

- ① Asking for the learner's views and evidence
- ② Probing the evidence for deeper understanding
- ③ Getting the learner to analyse and evaluate
- ④ Being honest, direct and constructive in feedback
- ⑤ Eliciting next steps/"feed forward" targets



The role of questioning

- ✓ To encourage learners to recall key information
- ✓ To check understanding of facts, processes, concepts
- ✓ To help learners find links or patterns between different aspects of knowledge or skills
- ✓ To help learners connect on and off the job knowledge and skills
- ✓ To stretch learners further, to maximise potential



Levels of questioning

Analysis

Detailed examination of elements or structure:

What is the relationship between....?

Why did occur?

Synthesis

Use and collation of ideas or information to form something new or come to an opinion:

What evidence do you have to support the view that...?

What other reasons could there be for.....?



Levels of questioning

Evaluation

Making a judgement about something:

What makes this successful?

Which of these two is better and why?

Application

Transferring knowledge or skills learned in one context to another:

Do you know another instance at work where this would apply?

In which situations at work would this communication skill be useful?



Review dialogues with learners



Reflecting on progress: Questions for learners

Thinking about tasks, standards, assignments, practical skills development, managing workload, study and communication skills:

- *What have I done well since the last review and how?*
- *Where have I made progress since the last review and how?*
- *What has been challenging and why?*
- *How have I tackled those challenges?*



- ## What is the benefit of this approach?

Action setting in learner review meetings

- *Which skills do you need to develop further before the next review?*
- *Which tasks do you need to complete and to what standard?*
- *What do you need to do in the next week/fortnight/month? (action steps)*
- *What will show us you are making progress? (evidence to bring to next review)*
- *Who can support you? (on and off the job)*



Pitfalls of learner review processes

- Review is a snapshot, not part of embedded reflection
- No time or structure for the learner's preparation
- Not enough motivating focus on progress and potential
- Targets imposed, not formed collaboratively
- Lack of balance between talking about course content and “the whole learner”
- Lack of collaboration with others delivering on the programme to see the whole picture



Tips for collaboration

- Build dialogue with the employer and college/training provider about how they can contribute to learner reviews
- Plan with learners how to seek feedback from clients/customers/manager/colleagues to bring to their review meeting
- Where possible, have a shared online platform for storing feedback and review records; use technology for reminders and prompts



Reflection questions for tutors-assessors

- How can you improve your preparation for review meetings?
- How can you encourage learners to be more engaged in this process?
- What change can you make to improve your execution of review meetings?
- How can you collaborate more effectively with others delivering on the programme?



Professional development for tutor-assessors: Recommendations for providers

- Identify assessor-tutors' development needs in terms of skills and knowledge – learning theory and pedagogy
- Plan programme of bespoke CPD e.g. target setting and feedback skills, methods of checking learning, motivational dialogue techniques
- Make links with colleges/training providers to tap into useful teaching and learning resources, events and expertise



Useful reading

<https://joannemilesconsulting.wordpress.com/2012/10/10/effective-conversations-about-learning/>

<https://joannemilesconsulting.wordpress.com/2012/10/31/smart-just-isnt-smart-enough/>

<https://joannemilesconsulting.wordpress.com/2012/09/30/developing-self-and-peer-assessment-skills-for-teachers-and-learners/>



Further support

Follow Joanne on Twitter: @JoanneMiles2

Connect with Joanne on Linked In

Read or Follow her blog:

<http://joannemilesconsulting.wordpress.com/>



Other webinars in this series

- Effective target setting in workplace learning –21 February, 11.00 – 12.00 noon
- Effective feedback and review –1 March, 9.45 – 10.45 am
- How to prepare apprentices effectively for end-point assessment - 1 March, 3.00 – 4.00 pm with NCFE
- Running effective review meetings - 13 March, 11.00 – 12.00 noon
- Supporting the employer through the gateway process – 27 March, 11.00 – 12.00 noon with NCFE
- Quality tutoring in apprenticeships – date and time tbc
- Effective coaching and mentoring of apprentices – 15 March and 17 April, both at 11.00 – 12.00 noon



Many thanks

Please feel free to contact us. Don't forget to ask us about the e-Memoir subscription service.

Beej Kaczmarczyk

beejkacz@gmail.com

07921 587443

e-Memoir.co.uk

info@e-Memoir.co.uk

e-Memoir.co.uk
Real solutions for FE and Skills Sector professionals

