

APPRENTICESHIP

WORKFORCE DEVELOPMENT

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Enhancing Teaching and Training Skills – Template Action Plan

The following exemplar action plan provides some suggestions as to the issues you might want to include in your action plan based on your learnings from the **Enhancing Teaching and Training Skills (22-2)** course. Your action plan will be a working document which you will want to add to and amend. It is, however, helpful to include some initial dates so that you can monitor your progress and amend accordingly.

TO NOTE: The roles identified in this action plan and the dates included are for illustrative purposes only. It is important that you work collaboratively across your organisation to identify who has the accountability, capacity, and capability to undertake the actions required.

Planning and maintaining High Quality Teaching and Training – Template Action Plan

Action	Issues/ gaps identified from AWD course/ session	Proposed actions I commit to undertaking following this course	By whom	By when	Status
1.	Skills scans and INA are not routinely used to make informed decision for content of delivery	To work with the onboarding process to understand the starting point of each apprentice, so that the content of the session is relevant and meaningful.	Managers and Leaders Course team, tutor, and coaches	01/4/24	Complete
2.	Need to improve communications and relationships with employers to plan content that is relevant to the workplace	To be actively involved with the team that build relationships with employers so that the curriculum design is deliverable through module content and maps to the KSB's.	Apprenticeship team, manager, leaders Course teams tutors	12/04/24	Complete
3.	Staff development and Peer observation is not effective	To reflect on current practice for peer observation and to redesign and reposition with all stakeholders. Conduct 'peer observation of teaching' through effective annual monitoring and review processes using the feedback to enhance the quality of teaching providing feedback To make it a collaborative process that encourages tutors to share best practice and support those with new ways of teaching and engaging apprentices in the classroom. Ensure all staff involved in apprenticeship training, delivery assessment and review are trained themselves for their role and	Leaders and managers Tutors and teachers	01/05/24	In Progress

Action	Issues/ gaps identified from AWD course/ session	Proposed actions I commit to undertaking following this course	By whom	By when	Status
		receive feedback in module evaluations, or surveys to improve			
4.	Sector experts don't always have the skills to 'teach'	introduce peer review sessions with sector experts or practitioners and to support them to enhance teaching skills.	Course team, external staff development and CPD	12/06/24	In Progress
5.	Tutors did not always consider the experience and knowledge of apprentices when they start their qualification. As a result, apprentices do not benefit from a training plan that is personalised to them.	Prepare for the specific needs of each apprentice, ensuring that tutors/teachers know what is in each Individual Learning Plan, English & Maths Plan, Additional Learning Support Plan and have considered how to best manage the teaching to respond to those needs		01/07/24	In Progress
6.	Tutors don't always differentiate their teaching with consideration for those with neurodiverse or SEND - needs. Ensure that their teaching is inclusive	Provide apprentices with useful scaffolding and support that helps them work towards learning challenging new knowledge and skills. These could include models, frameworks, checklists, resources, or prompts. These supports should be temporary and can be removed as apprentices become more confident and independent	Tutor's teachers	12/07/24	In Progress
7	Tutors can sometimes lack sophisticated IT skills the to deliver dynamic and engaging material online	Development for tutors and teacher to integrate dynamic learning online	Course teams tutors	31/7/24	Not Started

Action	Issues/ gaps identified from AWD course/ session	Proposed actions I commit to undertaking following this course	By whom	By when	Status
8	Leaders and manager don't always use data to identify risk	- Track the key components of apprenticeship compliance –attendance, off the job learning, and intervene after any absence and identify where quality of teaching are impacting - Use data sources to monitor and report on KPIs, identifying themes and potential risk	Leaders managers and governance	31/7/24	Not Started

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