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QUAL4T

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Quality culture through effective instruments for Teachers and trainers

Research report United Kingdom

WP5 – Needs Analysis

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1. Introduction

The aim of the EU project QUAL4T is to enhance quality management, assurance and particularly quality culture. Within VET Institutions quality management is often initiated by the management. Partly teachers, trainers and teams are involved in quality assurance, development and improvement. The quality management system is sometimes not related to the needs of teachers and trainers and leads to the situation that quality management and assurance is seen as a burden or an obstacle to their work and teaching. Therefore, the idea of the project is to develop and test tools that support the development of a culture of quality that reaches and influences the actions of teachers and trainers so that they can improve the quality of learners’ experiences in VET.

The aim of the project is to provide a toolkit and a practical guide in partner languages, with ready to use instruments for teachers, trainers, quality staff and mentors, to improve the quality of education. Therefore, we intend to:
- develop a quality improvement culture in line with the recommendations of teachers and trainers in VET
- learn from partners’ proven quality culture instruments and adapt them for other consortium organisations
- connect management and teachers through a management brochure
- provide an approach with supporting products that can be used by VET providers across the EU to improve outcomes of learners.

The aim of the report is to get an insight into the different quality approaches of the partner countries and institutions. The report provides basic information on the development of the toolkit products. These products will be based on the needs and best practices that the teachers describe in the case studies.

In the first part of this report the general situation of quality assurance in VET education in the partner country will be described. Different quality approaches used in the VET organisations in the partner country, the initiatives to use EU quality tools and the best practices within the country will be described. In addition to the general description of the situation in the country, the results of the case studies conducted in the partner institutions will be described. These partner institutions are four centres for vocational education, one body responsible for systems and policies, one university and one body providing guidance, counselling and information services relating to lifelong learning. This chapter will contain their perspective on quality assurance in their organisation, the strengths, weaknesses, opportunities and threats of institution’s quality assurance/culture by teachers’ perspectives, best practices used by teachers and recommendations from teachers’ perspective for development of quality. As a conclusion the report will give recommendations on the development of the toolkit products following the results of the report.

This national report describes the situation of VET in the United Kingdom and the different quality management systems that are used in VET. The Case study was conducted within a VET provider: Westminster Kingsway College. 25 questionnaires were distributed to teachers in January 2014. These teachers were identified as contributing positively to their teams and / or who have been observed delivering good or outstanding lessons. 19 of these questionnaires were returned. 2 questionnaires were also completed by cross college managers: the Quality Manger and the Professional Development Manager; and these 2 questionnaires were supplemented by interviews.

The interview guide and questionnaire for the data collection consisted of questions concerning quality culture of the respective institutions, the quality management and assurance within each institution, the trainers’ or teachers’ individual methods to assure and develop quality and their recommendations for quality management. Additionally, sociodemographic data like gender, age and taught subjects were collected. The findings of case studies conducted between December 2013 and January 2014 will be provided in this report.
This report is a product of the Project “Quality culture through effective instruments for Teachers and trainers”. The project is funded in the Lifelong Learning Programme LEONARDO Transfer of Innovation from 01.11.2013-31.10. 2015. Lanstede Group in the Netherlands is the project coordinator. The project partners are Politeknika Ikastegia Txorierri in Spain, Westminster Kingsway College in the United Kingdom, Stichting ECABO in the Netherlands, Julius-Maximilians-University in Germany, CIOFS-Formazione Professionale in Italy and IDEC SA – Consultants – high technology applications – Training in Greece.

2. General Situation of Quality Assurance and quality culture in vocational education and training in the UK

In the UK the inspectorate for mainstream education services is the Office for Standards in Education, Children's Services and Skills (Ofsted). Ofsted has different models of inspection for nurseries, schools, sixth forms, colleges, and prisons and the model for each is the most important factor in determining the quality assurance / culture for that part of the sector. The majority of publicly funded vocational education and training in the UK is undertaken by the Further Education (FE) sector, largely in General and Further Education (GFE) colleges. GFE Colleges are inspected by Ofsted using the Common Inspection Framework for further education and skills (CIF), the most recent version of which was published in September 2012\(^1\).

The 2012 CIF outlines the methodology of inspection and the criteria used to evaluate the quality of the provision. It is supplemented by a more detailed inspectors’ handbook which is publicly available\(^2\). In essence, two working days’ notice of inspection is given to a GFE College. An inspection team will work in the college for up to five days to evaluate three key areas: outcomes for learners; quality of teaching, learning and assessment; and the effectiveness of leadership and management. An evaluation of Overall Effectiveness will be made taking these three factors into account. All three areas, and Overall Effectiveness, will be graded as either: outstanding (1); good (2); requires improvement (3); or inadequate (4); and grading criteria are explicit in the CIF. The inspection team will: conduct lesson observations; review learners' work; analyse performance data on qualifications, learners' progress and destinations; and interview learners, staff and managers during the inspection. Alongside some contextual information about the college and the grades awarded in the inspection, the inspection report presents the strengths and areas for improvement for each of the main themes and highlights what the college can do to improve.

In previous versions of the CIF the quality of outcomes for learners, i.e. how well learners achieve their qualifications, has been the most important determinant of an inspector’s judgement. In the September 2012 CIF the significance of the teaching, learning and assessment theme has increased dramatically. It is possible for the outcomes, and leadership and management aspects, of a college’s work to be judged as ‘requires improvement’, but if the teaching, learning and assessment theme is graded as ‘inadequate’, the overall effectiveness of the college may also be ‘inadequate’.

The CIF contains some assumptions about how teachers and colleges work and these are embedded into the quality assurance culture of the sector.

For a teacher these assumptions include:

- the production of a Scheme of Work and a series of Lesson Plans to support the effective planning and delivery of teaching, learning and assessment
- the importance of setting individual targets, meeting each learner’s needs, and of stretching and challenging each learner to reach their targets

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• the need to develop learners’ skills, especially in English and maths, throughout their learning alongside the extension of knowledge and understanding
• the importance of assessment to support learning, to record progress and to inform learners of what they need to do to improve
• the importance of promoting equality and diversity throughout the curriculum
• the importance of ensuring that each learner is safe.

For a college these assumptions include:
• the central role of Self Assessment in the quality framework to identify the strengths, areas for improvement and actions for improvement within an area and across the college
• the production of an annual Self Assessment Report (SAR) and a Quality Improvement Plan (QIP) to record actions and monitor progress and impact
• the collation of performance data relating to qualification success rates, progression and destinations of learners
• the use of a lesson observation scheme to evaluate the quality of teaching and learning and to support improvements
• the use of a professional development programme to improve the quality of the provision and especially the quality of teaching, learning and assessment
• the use of a performance management framework to support the management of staff and to improve the quality of teaching, learning and assessment
• the importance of listening to learners, parents / carers and employers to improve the provision, specifically the quality of teaching, learning and assessment.

Each year the Chief Inspector publishes an annual report. Sir Michael Wilshaw published the annual report for 2012/13 in December 20133. The main themes for the FE sector include:
• criticism that the system is failing those students with most needs and the importance of the FE sector in rectifying the impact of deprivation in schools
• colleges have improved their good or outstanding inspection grades by 7% largely as a result of improving the quality of teaching, learning and assessment; 69% of teaching, learning and assessment is now good or outstanding and there are improvements to success rates in the retakes of English and maths GCSEs and Functional Skills qualifications, although results remain too low
• some poor careers guidance identified and the need to get more employers involved in apprenticeships
• some criticism of apprenticeship quality and the lack of connection between the supply and demand of skills training
• the need for destination measures to become more complete.

In March 2013 the Commission on Adult Vocational Teaching and Learning produced a summary report entitled ‘It’s about work....... Excellent adult vocational teaching and learning’.4 This report stated that there are four characteristics of excellent adult vocational teaching and learning:
1) a clear line of sight to work on all vocational programmes
2) ‘dual professional’ teachers and trainers who combine occupational and pedagogical expertise, and are trusted and given the time to develop partnerships and curricula with employers

4 It’s about work...... Excellent adult vocational teaching and learning. CAVTL http://repository.excellencegateway.org.uk/fedora/objects/eg:5937/datastreams/DOC/content
3) access to industry standard facilities and resources reflecting the ways in which technology is transforming work
4) clear escalators to higher level vocational learning, developing and combining deep knowledge and skills.

It also identified eight distinctive features of vocational pedagogy:
1) through the combination of sustained practice and the understanding of theory, occupational expertise is developed
2) work-related attributes are central to the development of occupational expertise
3) practical problem solving and critical reflection on experience, including learning from mistakes in real and simulated settings, are central to effective vocational teaching and learning
4) vocational teaching and learning is most effective when it is collaborative and contextualised, taking place within communities of practice which involve different types of ‘teacher’ and capitalise on the experience and knowledge of all learners
5) technology plays a key role because keeping on top of technological advances is an essential part of the occupational expertise required in any workplace
6) it requires a range of assessment and feedback methods that involve both ‘teachers’ and learners, and which reflect the specific assessment cultures of different occupations and sectors
7) it often benefits from operating across more than one setting, including a real or simulated workspace, as well as the classroom and workshop, to develop the capacity to learn and apply that learning in different settings, just as at work
8) occupational standards are dynamic, evolving to reflect advances in work practices, and through collective learning, transformation in quality and efficiency is achieved.

The quality assurance culture in VET in the UK is driven by Ofsted and its main focus is currently the quality of teaching, learning and assessment as highlighted by the Commission on Adult Vocational Teaching and Learning. Much of the professional development on offer to the sector now reflects this focus, especially in VET. Networks of professionals and the main sector associations continue to work to tackle this theme. Improving teaching and learning is set in the broader context of the government’s agenda to improve the skills of the future and current workforce.

3. Quality approaches in Westminster Kingsway College

3.1. General information on quality systems and quality approaches in Westminster Kingsway College

In Westminster Kingsway College the quality systems and approaches have been designed by the Quality Unit. The Quality Unit is made up of a Head of Quality, a Quality Manager and a part time administrator. The Quality Unit is accountable to the Director of Strategy and Performance and works across the college to help managers use the Quality Framework and to report on progress with improvement priorities. The Quality Framework applies to the whole college and it outlines the strategies used for evaluation and improvement, the evidence that curriculum and business teams maintain and the data for review (appendix 1). It is supported by a Quality Cycle and a Quality Calendar which show the main elements of the Framework and the timings of these during the year (appendix 2 and 3). There is also a Quality Policy which describes the main elements of the Framework (appendix 4). Each of the main elements of the Framework has more detailed information and, where applicable, documentation to support the process. All of this information is held on the College’s intranet site and is not issued to staff in hard copy. It is intended mainly for college managers to use with their teams.
The Quality Framework has been developed to support rigorous evaluation of the quality of the work of the college and effective improvement planning. It is based on the expectations of Ofsted and the requirements of the CIF. Self assessment is therefore at its core with teams participating in: annual self assessment against a set of criteria drawn from the CIF; quality improvement planning and the setting of targets; regular reviews of progress towards these targets; and the updating of, and adjustments to, plans as necessary. In some colleges in the UK an audit approach is used to drive quality. This tends not to be the approach at Westminster Kingsway College where review and evaluation is preferred. To support the overarching Self Assessment process there are a number of mechanisms that set expectations, provide data for evaluation, and support improvement as detailed below:

**Data for evaluation**

Historical and ongoing data are available for teachers and teams to evaluate. Data are collated relating to learners’ attendance to classes, their targets, their progress towards these, remaining on their programme (retention), achievement of their qualification (achievement) and ultimately their success (retention x achievement). Increasingly, data are collected relating to progression onto further qualifications both within the college and into appropriate destinations after leaving college, whether that be into work or Higher Education. Data are collated by age, gender, ethnicity, learning difficulty or disability and by different types of qualification or subject. Data are also viewed against national averages and over time to support evaluation.

**Teaching and Learning Policy** (appendix 5)

There is an overall college Teaching and Learning Policy that establishes expectations of teachers in relation to teaching and learning. It states that teachers need to ensure:

- they understand the learner and his/her prior experiences and learning
- they plan for learning so as to provide a supportive and dynamic learning experience
- learners progress through systematic and varied formative and summative assessment
- they provide opportunities for learners to grow in independence
- they reflect upon and develop their teaching
- they help vocational learners to develop their English and maths as they learn their main subjects, and to think, talk and write in styles appropriate to the vocational subject.

Each bullet point in the policy is expanded, making expectations clear. However, curriculum managers are expected to work with their teams to agree a local Teaching and Learning Policy which meets the needs of their specific learners and the local curriculum. It is in this local Teaching and Learning Policy that teams should agree how they will gather the learner voice in addition to the student survey, for example, and also agree on the templates they will use to plan learning. Minimum expectations (appendix 6) and templates (appendix 7) are available but teams are at liberty to develop their own templates to use to best meet local needs.

**Assessment Policy** (appendix 8)

There is an overall college Assessment Policy that establishes expectations of teachers and teams in relation to formative and summative assessment. It states that teams need to meet minimum standards in relation to the following assessment processes: planning; initial assessment; provision of assessment information; making decisions; feeding back to learners; monitoring and reporting of learners’ progress; and reviewing the assessment programme. Again curriculum managers are expected to develop local Assessment Policies with their teams to ensure consistency of approach in the local area that meets local needs. The Assessment Policy is supported by further policies on Malpractice and Appeals and by
the Assessment Review process. The Assessment Review process is designed to ensure that assessment programmes and the reviews of them are carefully planned, that internally designed assessments are appropriate, that assessment decisions are accurate and that feedback to learners is supportive and developmental so that they know how to improve (appendix 9). Teams implement these processes locally; wider standardisation processes and the sharing of good practice occurs through the actions of the Lead Internal Verifiers for principal subject areas and in the termly cross college Assessment Committee.

Lesson observation and Review Weeks
Each member of teaching staff is observed annually using the criteria and the grading scale in the CIF. Observers are usually line managers and they are trained in observing lessons and applying the criteria appropriately. Observations result in developmental feedback to the teacher and an agreed action plan for improvement which may include the sharing of good practice. Observations inform the annual appraisal process and personal objectives and plans are monitored in 1-1 support and supervision meetings. Lesson observations are conducted in two ways. In two years of every three, teachers will receive two weeks' notice of a specific lesson in which they will be observed. In the third year, teachers will receive six weeks' notice of a 3.5 day window in which their observation will take place, as part of a broader Review Week. Review Weeks are of a curriculum department and review the quality of teaching, learning, assessment, tutorial and support, and leadership and management actions to support these processes. Review Weeks use parts of the CIF to evaluate the quality of the provision, and are supported by an external lead, to ensure national standards are applied and good practice from the sector is brought into the area. There are many documents to support Lesson observations and Review Weeks which can be made available.

Surveys
The college conducts surveys of all of its learners twice a year to determine satisfaction ratings across a variety of topics. The survey is run from software that facilitates online completion and reporting, and the comparison of responses to external benchmarks and changes over time. The survey gives detailed quantitative information for teams, is used to explore issues with learners, and to inform improvement actions. Teams and teachers often deploy surveys with their students on local issues, to monitor progress and inform improvement actions. External surveys are also used with employers and by the funding bodies, the results of which can be accessed by the college and the general public.

Performance Management and Professional Development
These aspects of the College’s work are not managed by the Quality Unit but are an integral part of improving quality. Each member of staff has an annual appraisal where individual objectives and development plans are agreed. Progress with these objectives and plans are formally monitored twice a year but regular 1-1 support and supervision meetings between managers and their staff also monitor and support progress. Appraisal objectives tend to be based on the improvement priorities identified from the SAR and QIP processes, and the professional development programme is designed to address individual and team needs following self assessment. Within the current context of quality assurance / culture in the UK the main focus for professional development is improving teaching and learning. However, through the SAR and QIP processes, this has also been identified as the main improvement priority for Westminster Kingsway College in particular: success rates are ‘good’ but the quality of teaching and learning has been evaluated as ‘requires improvement’. All curriculum quality improvement plans have improving teaching and learning as their top priority and, supported by the professional development team, a range of strategies have been deployed to achieve this improvement. These strategies are extensive and can include: training sessions; peer and informal observations and feedback; 1-1 coaching and mentoring; and supported experiments for example. However, to increase the momentum to
improve teaching and learning further, additional resources have been allocated for 2013/2014.

**Year of Learning**

2013/14 has been identified as a Year of Learning at Westminster Kingsway College. AoC Create, the professional development arm of the sector’s national association, has been commissioned to work with the college to improve the quality of teaching and learning. A variety of strategies are being deployed and to date these include: intensive training for curriculum managers; training for an identified group of teachers to become teaching and learning coaches; and extensive 1-1 coaching for teams and individual teachers. Plans for the rest of the year include: further management and coaching training; visits to other colleges to see good practice; and the provision of webinars to explore particular themes in teaching and learning.

**3.2. Quality in our teams**

Within a team there is no single team member who is responsible for quality. All of the quality processes are designed to apply to a team rather than to a particular course, qualification or business support function. Managers are responsible for driving quality improvement in their teams and all team members are expected to contribute. It is not clear to the Quality Unit how well individual staff members play this role.

**3.3. Initiatives to use EU-quality tools**

EU quality tools are not used at Westminster Kingsway College, nor are they used widely across the UK FE sector as the focus of the quality culture is driven by Ofsted. However, there are two quality standards that the College has been awarded. The college renewed its ‘Matrix’ standard in May 2013 which shows that the College has met standards in relation to the support and guidance of its learners. In the previous year the College also renewed its ‘Investors in People’ standard showing that the college has appropriate management and development processes for its staff.

**3.4. Best practices / instruments that work for quality improvement in teams**

A number of cross college best practice instruments have already been described in this document:

- Teaching and Learning Policy with local versions (appendix 5)
- Guidance on minimum standards in Schemes of Work and Lesson Planning (appendix 6)
- Sample templates for Schemes of Work and Lesson Plans (appendix 7)
- Assessment Policy with local versions (appendix 8)
- Assessment Review process and supporting documentation (appendix 9)

There are further best practice instruments being used locally in the college. For example:

- The managers of the ESOL and Employability provision issue learners with an online survey using Survey Monkey at the end of each term. As each class is taught by a different teacher it enables feedback to be collated about learners’ experiences in lessons during a term and about each teacher. The feedback about specific lessons is discussed in 1-1 support and supervision meetings with teachers and generic feedback is used to support development activities and discussion and action planning in team meetings. (appendix 10)
- The Business and IT team in Victoria use ‘module monitoring’ where the teacher gathers feedback from learners at the end of a unit and set this in a broader context
of measures for the module. This supports the module leader to reflect on the success of the module and to consider changes for future delivery (appendix 11).

- The development of a lesson ‘roadmap’ for learners to complete before, during and after the lesson to maximise and support their learning and to provide a structure for note taking (appendix 12). Each roadmap is tailor made to reflect the structure and particular tasks in the specific lesson for which it is prepared.

4. Case studies

4.1. Teachers’ perspective on quality assurance and quality culture in Westminster Kingsway College

25 questionnaires were allocated to teachers in January 2014. These teachers were identified as contributing positively to their teams and/or who have been observed delivering good or outstanding lessons. 19 of these questionnaires were returned. 2 questionnaires were also completed by cross college managers: the Quality Manager and the Professional Development Manager; and these 2 questionnaires were supplemented by interviews.

In the questionnaires teachers remarked that the quality assurance culture in Westminster Kingsway College is ‘very important’ (5x), ‘very high’ (3x), and ‘rigorous’ (4x). There were comments about it being both consistent and inconsistent and teachers from ‘outstanding’ areas of the college wrote about feeling ‘collective pride’ in the quality culture. However, the cross college managers from the Quality Unit and the Professional Development Team were the only respondents who really considered the quality culture within a cross college context and who showed they understood how the different elements worked together to provide a Quality Framework. Only one other respondent mentioned the Self Assessment process which is central to the Framework. The part of the Quality Framework that has the most direct impact on teachers is the Lesson Observation scheme and this was referenced in 8 questionnaires.

Teachers focused most on the strategies currently being deployed this year to improve the quality of teaching and learning. The aspects of the quality culture that were mentioned the most frequently in the questionnaires therefore were: coaching and mentoring (10x); the Year of Learning (9x); sharing good practice (9x); team and 1-1 meetings (6x); Teaching and Learning Coaches (4x); and peer observations (3x).

There were individual comments relating to how the Quality Unit works within the College, and how respondents would like systems to change, but no overall themes emerged here. The factors quoted that support teachers in delivering high quality teaching were varied but included positive comments about the physical environment as well as: autonomy and a supportive manager; moodle (the virtual learning environment); team working, sharing and collaborating; and resources including the Learning Resources Centres. The factors quoted as not supporting teachers in delivering high quality teaching were also varied and sometimes in direct contradiction of the positive factors other teachers quoted. The most frequently quoted responses were: unreliable or out of date IT equipment and systems (7x); lack of time (6x); and general facilities (4x). Other responses included: uneven job roles; challenging student behaviour; lack of support from managers; poor resources or workspaces; and generic approaches to quality not meeting local needs.

4.2. Strengths, Weaknesses, Opportunities and Threats of Westminster Kingsway College’s quality assurance and quality culture from teachers’ perspectives
Strengths
Across a number of questions teachers reported that they see the strengths of the quality assurance culture to include:

- ‘A driving force for improvement’ (UK4)
- ‘A framework and roadmap to support continuous improvement’ (UK1)
- ‘... the need for everyone to be working towards a common goal and have consistency of quality’ (UK12)
- ‘Identifies strengths and areas for improvement’ (UKa)
- ‘An insight into the expectations of Ofsted’ (UKb)

Teachers reported other positive aspects including: provision of feedback and a prompt for reflection (4x); clarity of expectations and a guide of what to do (3x); reliable processes which generate accurate findings (2x); good access to internal and external training (2x); and access to data and information to improve quality (2x).

Some teachers reported that the quality processes had helped them to understand the importance of: learning rather than teaching; assessment standardisation; the development of learners’ skills; learners’ attendance; and the need to set SMART targets.

Weaknesses
The key weaknesses with the quality assurance culture that emerged from the teachers’ questionnaires are:

- Teachers perceive the quality processes to be too removed from teachers and teaching and to have a top down approach. Some teachers do not think the processes are relevant to them at all (3x) and more state they do not have the time to use them to improve quality (6x). UK13 requested that the Quality Unit undertake all quality processes on the teachers’ behalf.
- The Ofsted model is too restrictive and may be too generic to work well in all circumstances. For example, learners learn differently from each other and at different paces, and the model may not recognise that (3x). One respondent reported that departments work differently and noted how this can have a significant impact on workloads that the Framework does not acknowledge (UK3).
- The quality assurance culture may not be understood, used or communicated well (4x).
- Out of date, poorly integrated, labour intensive processes may give inaccurate data or may be difficult to use (4x).

(Other) Teachers may feel that lesson observation is ‘daunting’ and so may not do their best when observed (UK1) or ‘scared’ about getting things wrong which does not support sharing (UK3).

Opportunities
The main opportunities provided by the quality assurance culture that teachers identified include: the encouragement to review, reflect and explore improvements; risk taking; and support to do this. All respondents identified at least one example of access to good quality training, support and sharing good practice opportunities. Examples included: the Professional Development Programme; Planning and Development Days; team meetings; 1-1 support and supervision meetings; team and individual coaching; peer / informal observations and feedback; use of moodle / sharing materials; and informal joint working.

‘ in the department that I work within we are encouraged to develop ourselves continually and are also continuously involved in initiatives to help us develop.’ (UK18)

Threats
From the feedback received via the questionnaires and interviews it is clear that the threats to the quality assurance / culture at Westminster Kingsway College from the teachers’ perspective include:
• The quality assurance culture is not used or not used properly. This can generate unreliable or incomplete findings.
• Inaccurate data or unreliable access to data for evaluation. This can also generate unreliable or incomplete findings.
• Teachers feel they have insufficient time: to reflect and improve; to explore new ways of working; to share ideas and good practice; and / or to research and plan good quality lessons and assessments.
• Poor resources, physical accommodation and / or unreliable IT systems with slow speed can also impact negatively on the quality of lessons.
• A framework that is based on Ofsted criteria may be too restrictive, may not support risk taking and experimentation, and may also not meet the needs of all areas of the College.

4.3. Best practices used by teachers

Learner Feedback
Nine teachers reported on using feedback from their learners to improve quality. Sometimes this is a paper-based survey, sometimes it is online, and sometimes it is an email to the teacher.
For example:
UK3 – ‘Learner feedback is the most important thing to me. Each week as homework learners email me what they enjoyed, what they struggled with, what they need me to do to help them and what they want more of. This then helps me to plan the next lesson.’
UK17 – ‘all students are asked for anonymous feedback on the course as a whole every 6 weeks through Moodle. At the end of each module they are asked to reflect what and how they have learnt and if it could be done differently.’

Using IT
Nine teachers gave examples of using IT in some way to support good quality teaching, learning and assessment. Examples included: uploading lessons onto Moodle (3x); online blogs to support group work and / or individual reflection (UK13); interactive tools such as Padlet and Quizlet (UK7); and using YouTube clips (4x). UK15 asked for a database of free interactive resources for teachers to use.

Independent or Flipped learning
Six teachers stated they use independent or flipped learning where learners are tasked to study independently before a lesson to establish the content. During the lesson that content is then analysed and applied to scenarios or questions to confirm and extend learning.

Relating learning to the vocational context
Six teachers quoted relating learning to the vocational context including: the use of vocational scenarios and case studies; linking to industry standards and practice; and using speakers from industry. Teachers from the Hospitality sector quoted the example of using industry based competitions to motivate and extend learning. UK13 also cited the importance of ‘sharing stories’, both learner and teacher stories based on their experiences in the industry.

Assessment for learning
Six teachers quoted regular checks on learning as their best practice and UK5 gave the example of supplying the wrong answers to questions and asking the students to work out why they are wrong. Not only does this check understanding for students and the teacher but it also develops learning, problem solving and thinking skills.
Active Learning

Four teachers gave examples of active learning: paired activities where students teach / explain to each other (UK8); exciting and different starters to lessons including games, videos, the use of traffic lights to identify levels of understanding or progress and questioning (UK4); matching cards, crosswords, word searches, board games (UK9); and games such as Smartie Drop and Blockbusters, formative quizzes and buzz groups (UK7). Three more also said they used active learning techniques and a further three stated the importance of variety in lessons.

Teachers also quoted:
- Taking risks and reflection (2x)
- Planning to meet individual needs (2x)
- Flexibility (2x)
- Clear objectives and recapping (2x)
- Consistency (2x)
- Teaching in bite sized chunks where content or skills development is broken down into small steps (2x)
- Continual updating (2x)
- Balancing stretch and challenge with support (UK5)

4.4. Recommendation from teachers’ perspectives for development of quality

Share practice
All respondents suggested sharing good practice with peers in some form. Examples included: informal and structured sessions; planning with others; discussion of problems, sharing ideas, strategies and solutions; peer observations of lessons, or of a specific strategy in a lesson, followed by discussion and feedback; visits to other colleges and to employers; team teaching and job shadowing. Some teachers also commented that they do not have the time to participate in sharing practice.

Participate in Professional Development
Thirteen respondents suggested participating in some form of professional development other than sharing practice. Three suggested discussing this with the line manager first. Four suggested contacting the Professional Development team directly. Two suggested specific events that have been held in the college. Supported experiments were quoted and there were five mentions of coaching/mentoring/Teaching and Learning Coaches.

Ask students for feedback
Four respondents suggested asking students for feedback to improve the quality of lessons in this section although more quoted using this strategy earlier in their questionnaire. Some learner voice strategies have been outlined previously.

Be prepared and be flexible
Four respondents stated how important it is to be very well prepared, to do the research beforehand, to anticipate questions, but also to be flexible and open-minded. Two recommended changing the plan during the lesson if it is in the learners’ best interests to do so.

Other Recommendations included:
- Ensure variety and student centred activities (3x)
- Take risks (2x)
- Create an atmosphere that facilitates learning (UK2)
5. Recommendations for designing the toolkit products following the research outcomes in the UK

Products need to be:
- directly relevant to teachers’ immediate working lives – related to teaching, learning, assessment, student support
- very straightforward, clear and easy to use – teachers will not use them if they do not meet these criteria
- time efficient, if not time saving – teachers see time as their most valuable and scarce resource
- flexible – to meet the needs of different types of students, curricula, awarding bodies and inspection regimes
- supportive of reflection, creativity, innovation and joint working – teachers want to do their best and are keen to explore and take risks, working collaboratively where they can
- modern and interesting – teachers have embraced new technologies and use a variety of active strategies in their lessons. These products need to do the same
- supportive of good planning – teachers recognise that this is a key factor in delivering good quality teaching and learning
- supportive of developing learning strategies and developing learners’ skills – teachers know their subjects. They want help with, and are interested in, how to develop learning and skills.

Tools that could be included in the toolkit are:
- expectations of teachers in relation to teaching, learning and assessment. See the WKC Teaching and Learning Policy and the Assessment Policy to determine underlying principles
- expectations of teachers in terms of planning. See the WKC minimum standards guides and sample formats
- suggested approaches to joint working which support risk taking and save time – teachers like to work together and to try new things, but are wary of the time this will take
- a description of types of learner feedback to teachers and when they may be best used – many teachers use learner feedback to improve and a variety of methods to collate feedback could be presented
- an example of a module monitoring process – to support teachers reflect on the success of a module and identify future improvements
- a mechanism for learners to record and reflect on feedback received and to support them identify what they need to do to improve
- the ‘lesson roadmap’ to support learners’ independent learning, self assessment and note-taking skills
- some examples of games or tasks that are supportive of skills development or checks on learning
- a listing of resources or IT applications that may be useful to teachers or learners
# Westminster Kingsway College Quality Framework

## Strategies for evaluation and improvement

- Self-assessment and quality improvement planning
- Reviewing ongoing performance against plans and targets
- Ongoing updating and monitoring of QIPs
- Feedback from validation panels and reviews
- Feedback on individual and team performance from Review Weeks; lesson observations; performance appraisals; learners; staff; employers; other stakeholders
- Standard setting for teaching and learning, and assessment
- Identification and monitoring of inadequate or underperforming areas
- Performance management - appraisals; formal and regular 1-1 support and supervision meetings
- Professional development programme

## Evidence of curriculum activities

**Curriculum Departments:** Budgets; course file info and future changes to the curriculum

**Curriculum Departments and Programme Teams:** attendance records, historical and projected success rates against targets; quality of teaching and learning, assessment, tutorial, and learner involvement; performance management information; and, progress with QIPs

**Tutorial:** Group tutorial scheme of work; individual tutorial scheme; performance records of individual learners against targets; records of support; enrichment, and work experience activities and involvement

## Evidence of business activities

- Budgets
- Feedback from users / audit reports
- Performance against key performance indicators and key activities of area
- SAR and progress with QIP

## Data for review

- Attendance data, historical retention, achievement and success against national average and targets (and by types of learner); minimum levels of performance; value added; and high grades
- Enrolment against target / course plan
- Budgets
- Projected success rates identified in tutorials based on learner progress against targets, punctuality, attendance; and effort
- Feedback from learners: college surveys and local feedback mechanisms - focus groups, surveys and feedback in lessons
- Feedback from employers and other stakeholders
- Lesson Observation grade profiles and key themes
- Review Week reports
- Internal progression and external destination data
- Performance management information: utilisation; sickness; performance appraisals; and 1-1 support and supervision meetings
Appendix 2

Quality Cycle 2013-14

Spring Term

January
Assessment Committee

February
Programme Team Reviews

March
Departmental Reviews
College wide student survey
Review appraisals

Autumn Term

December
College wide student survey

November
SSA Validation Panels
Programme Team Reviews
Appraisals completed
College SAR validation

October
Departmental Reviews
Assessment Committee

September
Finalising and analysing data for previous year
Business Department validation

ONGOING PROCESSES

Teaching and Learning Strategy

Assessment Policy
Assessment Review
Review Weeks
Learner Involvement
Staff Involvement and Feedback
Employer Involvement and Feedback

Summer Term

May
College wide learner survey

June
Departmental Reviews
Assessment Committee

July
Initial SARs and QIPs
<table>
<thead>
<tr>
<th>Week of</th>
<th>Curriculum Activities</th>
<th>Centre / X College / Other</th>
<th>Assessment</th>
<th>Lesson Observations Review Weeks</th>
<th>Business Activities</th>
<th>Support</th>
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<tbody>
<tr>
<td>19 and 26 Aug 2 Sep 9 Sep</td>
<td>Advice, Info, Interviews Enrolment Induction</td>
<td>4 Sep: Induction / Teaching starts</td>
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<td>16 Sep</td>
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<td>23 Sep</td>
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<td>lesson observations schedules agreed</td>
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<td>30 Sep</td>
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<td>Assessment Cttee: 4 Oct</td>
<td>2 weeks notice for ‘Notified’ lesson observations</td>
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<td>7 Oct</td>
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<tr>
<td>14 Oct</td>
<td>Departmental Review Meetings</td>
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<td>21 Oct</td>
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<td>23.10.13: A-EAP Standardisation @RP; A-FLE Formative Assessment Access &amp; HE Group Coaching</td>
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<tr>
<td>28 Oct</td>
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<td>Half term</td>
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<td>4 Nov</td>
<td>SSA Validation Panels</td>
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<td>11 Nov</td>
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<tr>
<td>18 Nov</td>
<td>College SAR Validation</td>
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<td>25 Nov</td>
<td>Update to Inspection Plans and Preparation</td>
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<tr>
<td>2 Dec</td>
<td>Appraisals finalised</td>
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<tr>
<td>9 Dec</td>
<td>Review meetings and QIP Updates</td>
<td></td>
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<tr>
<td>16 Dec</td>
<td>P &amp; D and Staff Conference: 20 Dec</td>
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**Term 1 Quality Calendar 2013-2014**

**General**

**PTR/DR/SAR Reviews**

**ESOL**

**Lesson Obs / Review Weeks**

**Assessment**

**Learner Voice**

**HR Appraisal /P&D**

**Notes:**
- Lesson observations schedules agreed 6 weeks notice for the H-BTT and old A-VIC Review Week observations.
- Business Area Validation Panels
- Notified lesson observations start
- H-BTT Review Week Old A-Vic Review Week observations
- Update to Inspection Plans and Preparation
- Appraisals finalised
<table>
<thead>
<tr>
<th>Week of</th>
<th>Curriculum Activities</th>
<th>CENTRE / X College / Other</th>
<th>Assessment</th>
<th>Lesson Observations</th>
<th>Business Activities</th>
<th>Support</th>
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<tbody>
<tr>
<td>6 Jan</td>
<td>6 Jan: Teaching starts</td>
<td></td>
<td>10.01.14: BTEC Hospitality – cross marking &amp; standardisation 10.00 am @Victoria</td>
<td>H-COM and A-EAPs Review Week</td>
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<td>13 Jan</td>
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<td>20 Jan</td>
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<td>Assessment Cttee: 24 Jan</td>
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<td>27 Jan</td>
<td>Enrol for ESOL semester 2</td>
<td></td>
<td>29.01.14 A-EAP Standardisation @RP A-FLE X-college Edexcel ESOL exams week @ Victoria &amp; KX; LIV Science 29.01.14 Access – X-College AR3 assignment grading &amp; developmental feedback, 2 – 5 pm @KX</td>
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<td>3 Feb</td>
<td></td>
<td></td>
<td>A-FLE X-college Standardisation Edexcel ESOL &amp; AR3 @Victoria or KX</td>
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<td>10 Feb</td>
<td>Update to Inspection Plans and Preparation</td>
<td>10 Feb: ESOL Sem 2 starts P &amp; D Day: 14 Feb</td>
<td>A-FLE SV visit with LIV Edexcel ESOL; BTEC PJE &amp; L3 LIV</td>
<td>All lesson observations completed Update to Inspection Plans and Preparation</td>
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<td>17 Feb</td>
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<td>24 Feb</td>
<td>Review meetings and QIP Updates</td>
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<td>3 Mar</td>
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<tr>
<td>17 Mar</td>
<td>Appraisal Review</td>
<td>Enrolment for ESOL term 3 starts</td>
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<td>Appraisal Review</td>
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<td>24 Mar</td>
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<td>Week of</td>
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<td>Centre / X College / Other</td>
<td>Assessment</td>
<td>Business Support Activities</td>
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<td>21 Apr</td>
<td>22nd April: Teaching starts</td>
<td>25.04.14 Culinary Arts = X-college Validation @ Victoria; Business; H&amp;S, T&amp;T, Science L1-3 LIV</td>
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<td>28 Apr</td>
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<td>2.05.14 A-EAP Standardisation @RP Y-CSI City &amp; Guilds Standardisation</td>
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<tr>
<td>5 May</td>
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<td>Students Survey</td>
<td>Y-CSI OCN L2 &amp; 3 Visit</td>
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<td>12 May</td>
<td>Update to Inspection Plans and Preparation</td>
<td>14.05.14 Access X-college AR3 assignment grading &amp; feedback 2 – 5 @ KX</td>
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<td>Update to Inspection Plans and Preparation</td>
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<td>19 May</td>
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<td>Assessment Cttee: 23 May</td>
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<td>Departmental Review Meetings</td>
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<td>2 June</td>
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<td>9 June</td>
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<td>23 June</td>
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<tr>
<td>30 June</td>
<td>Initial SAR meetings</td>
<td>3rd July: Teaching ends P&amp;D activities</td>
<td>1.07.14 Access External Moderation @ Victoria &amp; KX 4.07.14 4.7.14 A-EAP standardisation @RP A-FLE X-college Edexcel ESOL exams week @ Victoria &amp; KX</td>
<td>Initial SAR meetings</td>
<td></td>
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<tr>
<td>7 July</td>
<td></td>
<td>12th July: ESOL teaching ends</td>
<td>8.07.14 Access Awards Board @KX</td>
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<tr>
<td>14 July</td>
<td>End of Year Appraisal Review</td>
<td>ESOL P&amp;D days: 15/16 July</td>
<td>A-FLE X-college Standardisation Edexcel ESOL and AR3</td>
<td>End of Year Appraisal Review</td>
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<tr>
<td>21 July</td>
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<td></td>
<td>A-FLE SV visit with LIV Edexcel ESOL</td>
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Appendix 4

Quality Policy

The primary aim of Westminster Kingsway College is to support all of its students in realising their ambitions as learners within a diverse and fully inclusive educational community. We aim to maximise the potential for learning of each student whether the student is deemed to be a ‘home’ or international student. In addition to providing a high standard of education and training we will ensure that these standards remain high and continuously improve. This will be done by continually monitoring the work we do with a set of quality improvement arrangements.

The college’s processes have been designed:
- to create straightforward and manageable systems to which all members of staff can contribute
- to meet the external requirements of the funding bodies, the inspection regimes and the awarding bodies
- to reflect best practice in the sector

Key features

We carry out self assessment every year involving students, employers and staff. We identify our strengths and areas for improvement accurately. Self assessment leads to college improvement priorities which, together with local priorities, inform quality improvement plans for each Department and Team. These plans link to the college strategic and operational plans.

The following help to inform the self assessment and quality improvement planning processes:
- Each department works towards its annual targets / statements of service which identify the resources the department has to deliver, agreed targets and performance indicators.
- Each department and programme team has a termly review meeting in which progress with achieving its targets and the objectives in the quality improvement plan are reviewed.
- The success rates of learners on each qualification are monitored and we look at trends over the last three years by age, gender, ethnicity, disability and learning difficulty and by duration and level of qualification.
- Data relating to learners’ attendance, punctuality, in year retention, progress and achievement are monitored regularly against individual learner, team and departmental targets: interventions are made where learners are at risk of not achieving their targets.
- Direct interventions are made for teams that are underperforming in relation to targets and benchmarks.
- Each team has a local Teaching and Learning strategy and a local Assessment strategy through which teams aim to meet learners needs and provide high quality teaching, learning and assessment experiences. To support this teachers and teams undertake a planned programme of development which includes peer observations and assessment standardisation activities.
- There is a 3 year cycle of Reviews Weeks for each curriculum department where the quality of teaching and learning, assessment, support and aspects of leadership and management are reviewed, strengths and areas for improvement identified, and suggested actions for improvements made. The college's formal lesson observations occur during Review Weeks: each teacher is observed, the lesson is graded, feedback is given and has an agreed action plan for improvement.
- In the years in which departments are not having a Review Week, teachers are observed in a notified lesson. All lesson observations, whether they are conducted in a Review Week or a notified lesson, result in an action plan for improvement. These plans are used locally to support the development of teachers, but are also collated and evaluated centrally to inform the professional development strategy.
- We set standards for assessment processes in the assessment policy and we carry out assessment review to ensure that assessment is fair and rigorous.
• The learner involvement strategy ensures the learner voice is an integral part of quality improvement processes: ongoing informal methods of communication with learners are supplemented by two learner surveys each year to gain feedback on experiences of induction to the college and the quality of the provision.
• Employer surveys are also held to ensure that we are meeting needs.
• All members of staff have access to the Professional Development Programme and participate in annual performance appraisal, the setting of personal objectives and access to development opportunities. Regular 1-1 support and supervision meetings with line managers monitor progress towards achieving personal objectives.

In addition, for subcontractor(s) / partners(s):
• We issue sub-contracts, signed by the Chief Executive/Principal of both organisations, which confirm: responsibilities; payment terms; effect of termination; details of expected outcomes; success rates; payment rates and schedules; milestones and evidence requirements.
• A consortium / steering group is established and each partner is required to appoint a Project Manager. Training and induction sessions on quality processes are major agenda items at the early meetings.
• Monitoring visits, as well as contract review meetings, are scheduled for the period of the contract. Some of these are unannounced. At these visits we evaluate arrangements for the observation of learning and/or review progress with actions and recommendations in latest EV reports. We review the adequacy of programme monitoring in terms of learner progress and each learner is monitored to check on progress towards completion. Visits can also include paired observations with college observers, scrutiny of assessed work and meetings with learners.
• The periodic contract review meeting focuses on the achievement of targets and outcomes as detailed in the sub contracts. Any shortfall in activity by partners is offered to high performing partners.

The purpose of these processes is to support all staff to enhance further the service provided to learners. The processes help staff: to reflect on their practice; to work collaboratively with colleagues; to share good practice; and to address any areas for improvement.
Appendix 5

Teaching and Learning Policy

It is the view of the College that everyone’s enthusiasm and capacity for learning can be enhanced. This policy, therefore, aims to identify the key features that can enable students to enjoy their learning and perform to the best of their ability through a culture of excellence, innovation and inspirational teaching.

Westminster Kingsway College is, therefore, committed to raising the quality of the teaching and learning of students. It is our aspiration to enable active and personalised learning in a supportive environment which is best achieved by a process of self reflection and positive feedback. (This policy is to be read in conjunction with the Assessment Policy; Learner Involvement Strategy and also the E-Learning Entitlement)

The policy aims to ensure:
- that there is agreement on the key features of excellent teaching and learning practice
- that continuous improvement is central to excellent teaching and learning
- it is used actively to identify individual and departmental targets for Appraisal.

We will reach this by:
- Using this Policy to help encourage individual teachers to self reflect on their teaching and the learning of their learners. This will identify and inform appraisal targets.
- A programme of peer observation where teachers can explore teaching and learning techniques with one another.
- Introducing Supported Experiments to encourage increased discussion in team meetings on teaching and learning.
- Facilitating Learning Circles to stimulate discussions and encourage further innovation.
- Providing supportive and developmental observations to enable continuous improvement
- Involving employers in either providing real or simulated work environments/ informing schemes of work and supported training.
- Providing an online resource where teachers can read and share techniques to improve their practice.
- Encouraging and collecting student feedback about their experience of teaching and learning.

Teachers/tutors need to ensure:

| They understand the student and their prior experiences and learning |
| --- | --- |
| Through: | |
| Identifying students’ needs and aspirations and matching them to the courses offered | |
| Knowledge of outcomes of initial assessments and prior learning and any additional needs to identify support that can be given both outside and inside the classroom | |
| Getting to know their students over time, so as to understand their starting points and work with them to ensure they make good progress and that lessons are planned to take account of the characteristics and aspirations of the group | |
Teachers/tutors need to ensure:

**They plan for learning so as to provide a supportive and dynamic learning experience**

Through:
- Taking the time to identify the students’ prior attainment to ensure the content is appropriately pitched, referring to learning targets set in ILPs as appropriate
- Using this knowledge to produce a dynamic and responsive *Scheme of work*
- **Well planned lessons**
- Creating opportunities for all students to make leaps in understanding
- Fully exploiting the potential of ILT
- Creating the pre-conditions for learning, such as agreed conventions of behaviour and collaboration
- Listening and responding to students’ feedback and adapting accordingly

**Learners progress through systematic and varied formative and summative assessment**

Through:
- Good use of formative assessment methods, such as peer, group and individual assessment, and approaches such as questioning to assess student understanding and progress
- Developmental feedback addressed to individuals that highlights specific actions for improvement
- Using outcomes of formative assessment to adapt the course of the lesson
- Students’ empowerment to act on feedback information and thereby increase their own progress
- Use college [*Assessment Review Policy and processes*](#)

**They provide opportunities for learners to grow in independence**

Through:
- Helping them learn how to evaluate their own work, research information, analyse data and solve problems
- Supporting students to question received views, develop concepts beyond the syllabus/specification, follow their own lines of enquiry, be creative and use their initiative
- Providing interactive resources and online communication instruments for independent study
- Encouraging collaboration and mutual support amongst learners, eg support groups and clubs designed to extend learning
- Working in tandem with LRC and other support staff to provide opportunities for students to consolidate learning

**They reflect upon and develop their teaching**

Through:
- Thinking about their own lessons and using insights to inform planning
- Listening and responding to students (e.g. *Learner Involvement Strategy*)
- Evaluating outcomes from previous cohorts, e.g. results, value-added indicators, and using to adapt courses and lessons
- Dialogue with colleagues inside and outside the immediate team; sharing resources and ideas; learning from peer observation
- Maintaining currency as subject specialist and vocational practitioners where appropriate, eg through industrial placements and planned use of self-directed days
- Drawing on all available resources, eg expertise within the team, Support and Supervision meetings, post-
observation discussions and opportunities for funded CPD

They help vocational students to develop their English and Maths as they learn their main subjects, and to think, talk and write in styles appropriate to the vocational subject

Through:
- Building English and Maths in to schemes of work, with advice from specialist colleagues if required
- Liaising with Functional Skills teachers to ensure mutual reinforcement of topics / skills where possible
- Directing students to additional sources of help outside lessons, eg LRC staff
- Building study skills modules or sessions in to courses, and (eg) modelling and giving students practice in taking notes
- Using information about individual students’ language / maths / study needs when planning lessons
- Modelling and guiding students on appropriate levels of formality, and how to achieve them, in speaking / writing in the vocational context
- Modelling and guiding students into thinking and expressing themselves like members of their chosen profession
- Giving clear guidance in marked assignments on punctuation and spelling, presentation and the appropriateness of the style for the task.
Appendix 6

**WKC guidance on schemes of work**

- Schemes of work record a teacher’s medium and long term planning for the development of learning through a subject / module / unit within a required timescale

- They help teachers to plan:
  - how the specification of the awarding body for the course or programme will be covered in lessons, through a range of group activities, outside the classroom and through independent study including preliminary reading and thinking
  - the order in which the specification will be covered and how they can best help students to learn
  - the incremental development and practice of learners’ skills and understanding to support achievement, progression and employability

- The scheme of work can also form the basis of a learning contract between the teacher and students

- In writing the scheme of work, it may be helpful to think about the key college priorities for teaching and learning and the strategies that will be used: attendance and punctuality; stretch and challenge; independent learning; embedding English and maths; promotion of equality and diversity; and the use of Moodle

- It is recommended that the scheme of work is reviewed and modified once the teacher has established the learning needs of their group, and subsequently to take account of the needs and progress of the group. Teachers are also advised to keep an ongoing record of work completed and notes on how to improve the scheme of work for future use

- Formats for schemes of work may vary and reflect what the teacher and the team find most helpful.

**Suggested elements of schemes of work**

- Expected behaviours of both the teacher and the students for the scheme to be successful. This can include agreed expectations of attendance, punctuality, independent learning, homework and assessment expectations, submission and feedback arrangements and deadlines and behaviours during lessons.

- Introductory information including: title of the programme / course; the qualification aim (where applicable); relevant characteristics of likely students (age range; range of prior attainment etc)

- Learning outcomes: knowledge; understanding; skills for major topics or sections

- Opportunities for personalisation: use of learners’ backgrounds, interests and skills and greater challenge / extension work for some students

- Timescales / dates: for each major topic or section and for each significant assessment

- Teaching and learning strategies to ensure: contextualisation, activities that enhance learning, links between theory, practice and employability

- Independent learning: opportunities for students to work independently (especially on topics and skills that will not be covered in the classroom) and how the learning will be checked

- Resources: including Moodle and vocational resources such as work experience, simulations, trips, visits, and guest speakers that will be used to support learning

- Embedding English and maths: opportunities for embedding these skills naturally throughout the scheme of work

- Promotion of equality and diversity: examples of how equality and diversity will be promoted within topics

- Assessment / checks on learning: to confirm that learning outcomes are met successfully before moving on
WKC guidance on lesson planning

Lesson Plans

- Lesson plans expand the planning recorded in the Scheme of Work
- They can help teachers to:
  - think about what their students need to learn next and how they can best help them to learn it
  - think about the suitability of the environment, resources and equipment that will be used during the lesson
  - build in systematic and individual checks that learning has taken place, clarifying what students and the teacher need to do next to extend learning further
- In planning, it may be helpful to also consider the key college priorities for teaching and learning which are: attendance and punctuality; stretch and challenge; independent learning; embedding English and maths; promotion of equality and diversity; and the use of Moodle
- Formats for lesson plans may vary and should reflect what the teacher and the team find most helpful

Suggested elements of lesson plans

- Learning outcomes: what will students (all, most, some) learn from this lesson?
- Environment, resources, equipment: are these suitable? What adjustments do you need to make to your lesson to ensure student safety and maximum learning?
- Outline timescale: this need not be a minute by minute plan for the session but an identification of the main stages of the lesson. This will help the teacher to balance the time given to different activities in the lesson.
- Strategies to promote good attendance and good punctuality: exciting, rewarding starts to the lesson. Plan to minimise disruption to learning if students are late.
- A range of student activities and up-to-date resources: designed to achieve the learning outcomes, enjoyable, stimulating and build and maintain students’ interest.
- Stretch and challenge: opportunities for all students to exceed expectations.
- Personalisation: an indication of how the needs of individual students will be met e.g. initials of students with particular needs; ILP targets etc. How the in-class ALS teacher or LSA will support students.
- Contextualisation: a vocational or realistic context for student work. Are the links between theory and practice clear? Are links with employability clear?
- Independent learning: opportunities for students to develop independent learning skills, both in and outside the classroom. How will Moodle resources be used to support learning?
- Embedding English and maths: development and practice of these skills during the lesson as appropriate for the content and context.
- Promotion of equality and diversity: how will equality and diversity be actively promoted within the content of the lesson? How will you use the variety of students’ backgrounds and experiences to promote learning?
- Planned checks on learning and feedback at significant stages of the lesson.
- Time built in for reflection with students about whether outcomes have been achieved
- Follow-up work for independent study / preparation for next lesson / tasks or assignments
- Teacher reflection post-lesson: used to inform future planning
Appendix 7: Example Scheme of work 1

<table>
<thead>
<tr>
<th>Unit / Module / Subject:</th>
<th>Qualification Aim / Programme:</th>
<th>Teacher:</th>
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<tbody>
<tr>
<td>Learner profile:</td>
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**Agreed learning behaviours**

<table>
<thead>
<tr>
<th>The teacher will:</th>
<th>The learners will:</th>
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<tr>
<th>Timescale / date</th>
<th>Learning objectives</th>
<th>Teaching strategies + learning</th>
<th>Stretch + Challenge</th>
<th>Skills Development esp English and maths</th>
<th>Assessment Independent Learning</th>
<th>Resources Vocational context</th>
<th>Record of Work</th>
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*Opportunities for promotion of Equality and Diversity*

Appendix 7: Example Scheme of work 2
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<th>Qualification Aim / Programme:</th>
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### Topic / Section / Assessment:

### Learner Profile:

### Agreed Learning Behaviours
- **By Teacher**
- **By Learners**

### Timescale

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<thead>
<tr>
<th>Learning Objectives</th>
<th>Teaching and learning activities</th>
<th>Assessment + Learning checks/ Independent Learning</th>
<th>Skills Development – especially English and maths</th>
<th>Resources / Vocational context</th>
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### Stretch and challenge:
- **Promotion of Equality and Diversity**
- **Record of Work**

### Appendix 7: Example Lesson Plan

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<tr>
<th>Date:</th>
<th>Time:</th>
<th>Topic:</th>
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</table>
Context of lesson: Learning Outcomes – by the end of the session the student/s should be able to:

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<tr>
<th>Teaching and Learning Methods</th>
<th>Resources</th>
<th>Assessment Strategies</th>
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<tr>
<td>Whole class teaching</td>
<td>Using white board/flip chart</td>
<td>Question and Answer</td>
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<tr>
<td>Coaching and instruction</td>
<td>Using computers or IT</td>
<td>Revision Exercises</td>
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<tr>
<td>Working in pairs/small groups</td>
<td>Using the internet</td>
<td>Individual Learner review</td>
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<td>Individual project work</td>
<td>Practical exercises</td>
<td>Student led discussions</td>
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<td>Case Study work</td>
<td>Practical demonstrations</td>
<td>Self or peer assessment</td>
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<td>Student / teacher presentation</td>
<td>Taking notes</td>
<td>Group/Individual presentation</td>
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<tr>
<td>Differentiation</td>
<td>Work sheets or Task sheets</td>
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<tr>
<td>Flip learning</td>
<td>Group discussion</td>
<td>Completed tests or exercises</td>
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<tr>
<td>Other</td>
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<td>Assignment/Homework</td>
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<tr>
<td></td>
<td></td>
<td>Giving and receiving feedback - teacher or student</td>
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</table>

English & Maths | Equality & Diversity | Stretch and Challenge | Independent learning | Vocational context |
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Time/Phase | Content and Skills Learning Objectives: | The teacher will: | The learners will: | Resources needed: | How learning is assessed: |
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Appendix 8

Assessment Policy

The policy aims to ensure:

- the suitability and rigour of assessment
- that assessment is used to plan learning and to monitor learners’ progress
- that the arrangements for assessment, including recording, reporting and management of assessment processes are appropriate.

- This policy outlines the main assessment processes and what teachers and teaching teams need to do. It is a generic statement of policy that needs to be applied in context to programmes at a local level. Based on this, teams are to develop a Local Assessment Policy to meet the needs of learners in the area.

- The policy will apply to all types of formal assessment, whether this is formative or summative, coursework or assignments. Where appropriate it will apply to the ongoing marking of learners’ work, which may include homework, as well as to the more formal assessment which learners will undertake at intervals during their programme of study.

- An Assessment Malpractice Policy is appended.

- The Assessment Appeals Policy and Procedures are appended.

Note: Those programmes that are subject to External Verification or Moderation will also use the Assessment Review process and documentation.

<table>
<thead>
<tr>
<th>Assessment Processes</th>
<th>Programme Managers need to ensure that teams:</th>
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<tbody>
<tr>
<td><strong>Assessment Planning</strong></td>
<td><strong>Before the programme starts:</strong></td>
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<td></td>
<td>• Agree the implementation of a common system of assessment practices to include assessment design, marking and feedback. Agree how grading will conform to the requirements of the awarding body and, where appropriate, use the same scale as the relevant qualification (e.g. A – E grades; Pass; Merit; Distinction).</td>
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<td>• Agree a common approach to ensure that assessment procedures discourage and identify malpractice.</td>
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<td>• Design documentation for assessments that records the management information needed and provides a format in which learners can be accredited with outcomes demonstrated in their work. This is for all parts of the programme including relevant skills.</td>
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<td>• Design an assessment programme that flexibly meets learners’ needs and supports personalised assessment, as well as awarding body criteria. It should cover all elements of the programme and:</td>
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<td>• be challenging to learners</td>
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<td>• be varied in approach</td>
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<td>• contribute to the development of learners’ skills and</td>
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<td></td>
<td>• support personalised assessment including the linguistic and cultural diversity of learners.</td>
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<td></td>
<td>• Ensure that the assessment programme is manageable for learners</td>
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<td>• in relation to the spread of deadlines</td>
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<td>• where whole unit assessments are broken down into smaller elements, with deadlines for each element.</td>
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<td>• Agree the extent of on-line assessment and feedback, and how this will be increased over time.</td>
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<td>• Agree how Moodle and Gradebook will be used to support assessment and to meet the E-Learning entitlement. (e.g. how and when grades are recorded on Gradebook)</td>
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<tr>
<td>Assessment Processes</td>
<td>Programme Managers need to ensure that teams:</td>
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<tr>
<td><strong>Initial Assessment</strong></td>
<td><strong>At the beginning of the programme:</strong></td>
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<td>• Use initial assessment outcomes to determine learners’ support needs.</td>
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<td>• Feedback to learners and subject teachers the outcomes of these assessments within 2 weeks.</td>
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<td>• Amend, if necessary, the assessment and learning programme to cater for the identified needs of learners.</td>
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<tr>
<td><strong>Provision of Assessment Information</strong></td>
<td><strong>At the beginning of the programme:</strong></td>
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<td>• Provide information to learners via Moodle and other sources on the assessment regime of the programme including the Assessment Malpractice Policy and Assessment Appeals Policy.</td>
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<td>• Provide a plan for learners on how and when they will be assessed throughout the programme.</td>
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<td></td>
<td>• Provide a course outline on how teaching and learning will be progressed for all areas of the programme that shows how learning will be developed.</td>
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<tr>
<td></td>
<td>• Populate Moodle with appropriate assessment information.</td>
</tr>
<tr>
<td></td>
<td>• Induct learners on how to access assessment information via Moodle and Gradebook.</td>
</tr>
<tr>
<td><strong>Assessment Decisions</strong></td>
<td><strong>During the programme:</strong></td>
</tr>
<tr>
<td></td>
<td>• Assess learners’ work based on explicit criteria that have been specified in advance to the learners. Learners to be aware that grades are subject to ratification by Awarding Bodies.</td>
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<td>• Recognise and record all evidence in the learners’ work, and where appropriate, for other elements of the programme.</td>
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<td>• Record learners’ achievements onto Gradebook as agreed within the Local Assessment Policy and advise or copy records to learners’ tutor(s) in a timely way.</td>
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<td>• Participate in standardisation exercises with other teachers at least twice a year.</td>
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<tr>
<td><strong>Feedback to learners</strong></td>
<td><strong>In response to work submitted for assessment:</strong></td>
</tr>
<tr>
<td></td>
<td>• Use principles embedded in Assessment for Learning.</td>
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</tbody>
</table>
|                      | • In relation to work submitted for formal assessment, feedback to learners in an appropriate format, eg electronic, orally or in writing, within 10 working days.  
  o This time limit may be extended, in consultation with the Programme Manager, if the work submitted is a substantial piece of coursework.  
  o It is recommended that interim feedback is given throughout the assessment under these circumstances.  
  o Learners should be given a date when they will receive feedback if it is to be beyond the 10 working days standard.  
  o Where appropriate, similar timeframes will be applied to other work, including homework submitted by learners. |
|                      | • Provide written feedback to learners on their achievements and the ways in which improvements can be made. |
|                      | • Feedback needs to be linked to previous assessments and the progress that’s been made, and to pose challenges for future assessments. |
|                      | • Whenever possible, teams should encourage learners to submit work on-line, and should provide electronic feedback |
| **Monitoring and reporting of learners’ progress** | **Throughout the programme:** |
|                      | • Review outcomes of cohort. Write progress reviews for each learner. |
|                      | • Feedback to learners on their progress, and set specific and measurable targets for improvement at least three times a year. |
|                      | • Review learners’ progress within the teaching team at least once each term. |
|                      | • Feedback on learners’ progress to tutors, at least once each term. |
|                      | • Feedback on learners’ progress to sponsoring employers and/or consortium partners twice each year. |
|                      | • Where the learner is under 18, feedback on learners’ progress to parents/guardians or carers at least once each year. |
| **Review of the Assessment Programme** | **Throughout the programme:** |
|                      | • Participate in the review of assessment design, processes and outcomes, based on a range of evidence, to ensure continuous improvement. |
|                      | • Store key learner records for period required by awarding body |
Appendix 9

Assessment Review 2013-14

Introduction

This sets out the responsibilities of curriculum staff in meeting national standards for assessment of learners work.

- Assessment Review is the College scheme for Internal Verification/Moderation
- It is used on programmes that design assessments and/or assess learners’ work for internally and externally accredited qualifications
- Assessment Review has been particularly successful in leading to improvement where it has been implemented as a team responsibility

Essential Features

- Assessment Review is a continuous process and not an activity merely undertaken at the end of the year. Its purpose is to ensure that:
  - the quality of the learners’ assessment experience is appropriate
  - assessment is consistent and to national standards
  - the requirements of the awarding bodies and the Common Inspection Framework are met
- Each programme has an assessment plan before teaching starts (AR1). This may be modified before it is issued to learners.
- Where an assessment is designed in College, it is checked by a third party before it is issued to learners (AR2).
- Every assessor on a programme has their assessment decisions and feedback reviewed over the course of the year (AR3).
- The sample for review is a minimum of one piece of work from three different learners for each assessor.
- The College recommends that each unit is reviewed on a three year cycle. Some awarding bodies require that every unit on a programme is reviewed each year, and this requirement must be satisfied in addition.
- It is recommended that teams approach Assessment Review Processes collectively at team meetings. This allows teams to assess work together and to discuss the outcomes of this. This process assists with consistency of assessment across the programme and is of particular help to new or inexperienced assessors for the programme.
- Programme teams agree their approach to assessment reflecting the requirements of the relevant awarding body and incorporating the Assessment Policy. This includes the assessment approach, processes and documentation for the programme e.g. front sheet, recording mechanisms for outcomes achieved, feedback to learners etc.

Assessment Committee

The cross-college Assessment Committee meets once each term. The committee is made up of: relevant Curriculum Managers, the Head of Quality, and the Quality Manager.

Terms of Reference

1. To identify and share good practice in assessment
2. Ensure consistency of assessment across programmes and to national standards
3. Review assessment policy, processes and standards for the College
4. Review the uses of assessment in providing feedback to learners
5. Identify common areas for improvement
6. Make recommendations about assessment to be included in the College’s Self Assessment Report
7. Provide support and development for staff involved in implementation of Assessment Review.
Roles for the Assessment Review process:

Programme Managers (PMs). **Programme Managers ensure that all assessment they are responsible for meets national standards. They do this by leading programme teams through the process of assessment review and are responsible for the associated documentation. For NVQ programmes they need to have the appropriate D or V units. Good practice has resulted where teams approach Assessment Review collectively at team meetings.***

Heads of Teaching and Learning (HoTL). Their role is to monitor and report on all assessment review activity in the Department. They are the point of contact in the Department to answer queries and to offer guidance.

Vice Principals (VPs). Their role is to ensure the effective implementation of Assessment Review within their area. For Edexcel QCF programmes they identify Lead Internal Verifiers for each Principal Subject Area, in consultation with the Quality Unit.

Lead Internal Verifiers (LIVs). LIVs are responsible for each Principal Subject Area within the College (e.g. Business). They will verify that assessment decisions are sufficient to enable certification of learners’ work. BTEC LIVs undertake an on-line assessment to gain accreditation for this role. It is recommended that the practice and final assessment activities are undertaken as a team exercise.

Processes and Documentation

There are 3 documents for the process of Assessment Review.

<table>
<thead>
<tr>
<th>To be completed by the Programme Manager</th>
<th>Copy to</th>
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<tbody>
<tr>
<td>AR1: Assessment and Review Plan</td>
<td>Programme team and HoTLs. Learners receive an amended version</td>
</tr>
<tr>
<td>This is to be completed at the beginning of programmes to identify the dates of assessment and review, including the assessment review sample. It may be adapted if necessary and issued to learners.</td>
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<tr>
<td>AR2: Assessment Brief – Checklist for Quality</td>
<td>Designer(s), and HoTLs</td>
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<tr>
<td>This is to determine that an assessment is appropriate before it is issued to learners.</td>
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<tr>
<td>AR3: Feedback on Assessor’s Performance</td>
<td>Assessor, and HoTLs</td>
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<tr>
<td>This is to feedback to assessors and to recommend any further action needed.</td>
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<td>AR3a: Feedback on Assessor’s Performance in Direct Observation</td>
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<tr>
<td>This is to be used for NVQ programmes in addition to the AR3 above.</td>
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In addition ...

| Assessment Review in the Self-Assessment Report | Programme team, HoTLs, VPs and Quality |
| Programme teams review the quality of assessment in the Self-Assessment Report. Improvements made in assessments; good practice; areas for improvement; and actions required are recorded. Actions for improvement are recorded in the Quality Improvement Plan (QIP). |

| Assessment Review update in Quality Improvement Plans | Programme team, HoTLs, VPs, and Quality |
| Programme Managers update quality improvement plans each term when teams carry out curriculum team review. HoTLs update departmental QIPs as a result. The impact of actions and further actions required to improve the quality of assessments are recorded. |
## AR1: ASSESSMENT AND REVIEW PLAN 2013/2014

### PROGRAMME:

### DEPARTMENT:

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>MEETINGS + REPORTS</th>
<th>UNIT/MODULE</th>
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### NOTES

Please identify on the plan:
- each unit/module
- each assessor
- when each assessment is to be issued and its deadline for completion
- when Assessment Brief – Checklist for Quality (AR2) will occur (before the assessment is issued to students)
- when Feedback on Assessor’s Performance (AR3) will occur (once the assessment decisions have been reached)
- how the elements of the programme will be assessed

Please note:
- Assessment Review (AR) must apply to every assessor over the course of the year.
- The sample should be a minimum of one piece of work from three different students for each assessor.
- The sample for the programme should be from as wide a range of students as possible.
- The Lead Internal Verifier/Reviewer cannot review their own work. Another reviewer needs to be arranged.
- Individual schedules may need to be designed if students have particular learning needs or disabilities.
<table>
<thead>
<tr>
<th>Weeks</th>
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<td>7 Apr</td>
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</tr>
</tbody>
</table>

**Notes**

Please identify on the plan:

- each unit/module
- each assessor
- when each assessment is to be issued and its deadline for completion
- when Assessment Brief – Checklist for Quality (AR2) will occur (before the assessment is issued to students)
- when Feedback on Assessor’s Performance (AR3) will occur (once the assessment decisions have been reached)
- how the elements of the programme will be assessed

**Please note:**

- Assessment Review (AR) must apply to every assessor over the course of the year.
- The sample should be a minimum of one piece of work from three different students for each assessor.
- The sample for the programme should be from as wide a range of students as possible.
- The Lead Internal Verifier/Reviewer cannot review their own work. Another reviewer needs to be arranged.
- Individual schedules may need to be designed if students have particular learning needs or disabilities.
Please identify on the plan:
- each unit/module
- each assessor
- when each assessment is to be issued and its deadline for completion
- when Assessment Brief – Checklist for Quality (AR2) will occur (before the assessment is issued to students)
- when Feedback on Assessor’s Performance (AR3) will occur (once the assessment decisions have been reached)
- how the elements of the programme will be assessed

Please note:
- Assessment Review (AR) must apply to every assessor over the course of the year.
- The sample should be a minimum of one piece of work from three different students for each assessor.
- The sample for the programme should be from as wide a range of students as possible.
- The Lead Internal Verifier/Reviewer cannot review their own work. Another reviewer needs to be arranged.
- Individual schedules may need to be designed if students have particular learning needs or disabilities.

<table>
<thead>
<tr>
<th>Term 3 Meetings + Reports</th>
<th>UNIT/MODULE</th>
<th>UNIT/MODULE</th>
<th>UNIT/MODULE</th>
<th>UNIT/MODULE</th>
<th>UNIT/MODULE</th>
<th>UNIT/MODULE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ASSESSOR</td>
<td>ASSESSOR</td>
<td>ASSESSOR</td>
<td>ASSESSOR</td>
<td>ASSESSOR</td>
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</tr>
<tr>
<td>21 Apr</td>
<td></td>
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<td>19 May</td>
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<td>23 Jun</td>
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<td>30 June</td>
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</tr>
</tbody>
</table>
AR2: ASSESSMENT BRIEF – CHECKLIST FOR QUALITY 2013-2014
To be completed by the Lead internal verifier or representative with advice from the Skills and ALS specialists as appropriate. Ideally this should be a team activity. Ensure completion before assessment is issued. Copy to assessment author and the Programme Manager.

<table>
<thead>
<tr>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Award Unit/Module</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment author/Reviewer(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHECKLIST</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are accurate unit/module/programme details shown?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Are clear deadlines for assessment given?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Is this assessment for whole or part of a unit?</td>
<td>W/P</td>
</tr>
<tr>
<td>Are the assessment criteria to be addressed listed? Does each task show which criteria are being addressed?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Are these criteria actually addressed by the tasks?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Are English, maths and other skills appropriately integrated?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Is it clear what evidence the student needs to generate and that work must be authentic?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Is there a scenario or vocational context?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Are the activities appropriate?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Are opportunities to promote equality and diversity exploited?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Is the language and presentation ‘student friendly’?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Are the timescales appropriate?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Will the conduct of the assessment be valid and reliable?</td>
<td>Y/N*</td>
</tr>
<tr>
<td>Overall is the assessment fit for purpose?</td>
<td>Y/N*</td>
</tr>
</tbody>
</table>

* If "No" is recorded and the Reviewer recommends remedial action before the brief is issued, the Assessment Author and the Reviewer should confirm that the action has been undertaken (PTO)
<table>
<thead>
<tr>
<th>Actions required:</th>
<th>By whom</th>
<th>By when</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions taken:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment author signature</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(when actions completed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewer signature</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(confirmation of satisfactory completion of actions)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AR3: FEEDBACK ON ASSESSOR’S PERFORMANCE 2013-2014
To be completed by the Lead Internal Verifier/Reviewer or representative. Ideally this should be completed as a team activity. Copy to the Assessor and the Programme Manager.

<table>
<thead>
<tr>
<th>Programme team</th>
<th>Programme team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award</td>
<td>Assessor</td>
</tr>
<tr>
<td>Unit(s)/Module</td>
<td>Assessment title</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students’ names:</th>
<th>Criteria awarded</th>
<th>Grade awarded</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Do the criteria awarded match those targeted by the assessment brief? Y/N* Details
Is the standard of students’ work appropriate? Is the work authentic? Appropriately referenced? Y/N* Details
Is all evidence specified on the assessment brief provided and has the work been assessed accurately? Y/N* Details
Have ‘skills’ been assessed where appropriate? Spelling/grammatical errors corrected? Y/N* Details
Does feedback to students identify opportunities for improved performance? Is feedback constructive and linked to the grading criteria? Y/N* Details
Has relevant documentation been completed? Y/N* Details
Does a grading decision need amending? Y/N* Details

* If "No" is recorded and the Reviewer recommends remedial action, the Assessor and the Reviewer should confirm that the action has been undertaken (PTO)
<table>
<thead>
<tr>
<th>Actions required</th>
<th>By whom</th>
<th>By when</th>
<th>Monitoring</th>
</tr>
</thead>
</table>

**Actions taken**

**Assessor signature**  
(when actions completed)  

**Reviewer signature**  
(confirmation of satisfactory completion of actions)
Appendix 10
ESOL/ A-FLE Class Survey

Victoria 10/01/2013

Q1. What is your name? (Optional)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
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<tbody>
<tr>
<td>answered question</td>
<td>54</td>
</tr>
<tr>
<td>skipped question</td>
<td>204</td>
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</table>

Q2. What is your class?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
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<tbody>
<tr>
<td>AFLE: VC S1-3E2-FS Eng</td>
<td>7.8%</td>
<td>20</td>
</tr>
<tr>
<td>AFLE: VC S1-3E3-FS Eng</td>
<td>6.6%</td>
<td>17</td>
</tr>
<tr>
<td>AFLE: VC S1-3L1-FS Eng</td>
<td>5.8%</td>
<td>15</td>
</tr>
<tr>
<td>AFLE: VC S1-9E1b-Ext</td>
<td>7.0%</td>
<td>18</td>
</tr>
<tr>
<td>AFLE: VC S1-9E2b-Ext</td>
<td>7.4%</td>
<td>19</td>
</tr>
<tr>
<td>AFLE: VC S1-9E2c-Ext</td>
<td>3.5%</td>
<td>9</td>
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<tr>
<td>AFLE: VC S1-9E3a-Ext</td>
<td>0.4%</td>
<td>1</td>
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<tr>
<td>AFLE: VC S1-9E3b-Ext</td>
<td>5.8%</td>
<td>15</td>
</tr>
<tr>
<td>AFLE: VC S1-9L1-FS Eng</td>
<td>3.9%</td>
<td>10</td>
</tr>
<tr>
<td>AFLE: VC T1-11E3-Exp</td>
<td>7.0%</td>
<td>18</td>
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<tr>
<td>AFLE: VC T1-12L1-Exp</td>
<td>4.7%</td>
<td>12</td>
</tr>
<tr>
<td>AFLE: VC T1-1E1-Exp</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>AFLE: VC T1-9E2.1-Exp</td>
<td>0.4%</td>
<td>1</td>
</tr>
<tr>
<td>AFLE: VC T1-9E2.3-Exp</td>
<td>4.7%</td>
<td>12</td>
</tr>
<tr>
<td>AFLE: VC T1-TE2.1-Exp</td>
<td>2.3%</td>
<td>6</td>
</tr>
<tr>
<td>AFLE: VC T1-TE2.3-Exp</td>
<td>7.0%</td>
<td>18</td>
</tr>
<tr>
<td>AFLE: VC T1-TE3.1-Exp</td>
<td>6.6%</td>
<td>17</td>
</tr>
<tr>
<td>AFLE: VC T1-TE3.3-Exp</td>
<td>4.7%</td>
<td>12</td>
</tr>
<tr>
<td>AFLE: VC T1-TL1-Exp</td>
<td>7.4%</td>
<td>19</td>
</tr>
<tr>
<td>AFLE: VC T1-TL2-Exp</td>
<td>7.4%</td>
<td>19</td>
</tr>
</tbody>
</table>

Comments

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
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</thead>
<tbody>
<tr>
<td>answered question</td>
<td>258</td>
</tr>
<tr>
<td>skipped question</td>
<td>0</td>
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</table>
Q3. Teaching and learning - In class do you do 'too much', 'just the right amount' or 'not enough' of the following?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Too much</th>
<th>Just right</th>
<th>Not enough</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>13</td>
<td>200</td>
<td>26</td>
<td>2.05</td>
<td>239</td>
</tr>
<tr>
<td>Writing</td>
<td>33</td>
<td>177</td>
<td>29</td>
<td>1.98</td>
<td>239</td>
</tr>
<tr>
<td>Speaking</td>
<td>37</td>
<td>156</td>
<td>46</td>
<td>2.04</td>
<td>239</td>
</tr>
<tr>
<td>Listening</td>
<td>27</td>
<td>158</td>
<td>54</td>
<td>2.11</td>
<td>239</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>26</td>
<td>159</td>
<td>54</td>
<td>2.12</td>
<td>239</td>
</tr>
<tr>
<td>Grammar</td>
<td>28</td>
<td>172</td>
<td>39</td>
<td>2.05</td>
<td>239</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>29</td>
<td>171</td>
<td>39</td>
<td>2.04</td>
<td>239</td>
</tr>
<tr>
<td>Working in groups</td>
<td>59</td>
<td>174</td>
<td>6</td>
<td>1.78</td>
<td>239</td>
</tr>
<tr>
<td>Working in pairs</td>
<td>41</td>
<td>187</td>
<td>11</td>
<td>1.87</td>
<td>239</td>
</tr>
<tr>
<td>Using computers in class</td>
<td>16</td>
<td>161</td>
<td>62</td>
<td>2.19</td>
<td>239</td>
</tr>
<tr>
<td>Talking to the teacher about your progress</td>
<td>16</td>
<td>165</td>
<td>58</td>
<td>2.18</td>
<td>239</td>
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</tbody>
</table>

325 1880 424 answered question 239 skipped question 19

Q4. Teaching and learning - Do you agree or disagree with the following statements?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>No!!</th>
<th>No!</th>
<th>Not sure</th>
<th>Yes!</th>
<th>Yes!!</th>
<th>Rating Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>We do a variety of different activities in class</td>
<td>3</td>
<td>6</td>
<td>17</td>
<td>171</td>
<td>40</td>
<td>4.01</td>
</tr>
<tr>
<td>The materials we use are useful and interesting</td>
<td>1</td>
<td>4</td>
<td>30</td>
<td>168</td>
<td>34</td>
<td>3.97</td>
</tr>
<tr>
<td>I am given the correct amount of homework</td>
<td>1</td>
<td>5</td>
<td>26</td>
<td>169</td>
<td>32</td>
<td>3.97</td>
</tr>
<tr>
<td>My teacher has shown me how to use Moodle</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>144</td>
<td>81</td>
<td>4.24</td>
</tr>
<tr>
<td>I use Moodle regularly</td>
<td>11</td>
<td>51</td>
<td>40</td>
<td>119</td>
<td>16</td>
<td>3.33</td>
</tr>
<tr>
<td>I like using Moodle</td>
<td>7</td>
<td>20</td>
<td>40</td>
<td>132</td>
<td>36</td>
<td>3.72</td>
</tr>
<tr>
<td>I feel I am in the right class</td>
<td>2</td>
<td>1</td>
<td>28</td>
<td>138</td>
<td>69</td>
<td>4.14</td>
</tr>
<tr>
<td>I am enjoying my class</td>
<td>0</td>
<td>3</td>
<td>12</td>
<td>133</td>
<td>89</td>
<td>4.3</td>
</tr>
</tbody>
</table>

27 95 200 1174 answered question 397 skipped question 19
Q5. Have you started an online Individual Learning Plan (ILP) on Moodle?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46.4%</td>
<td>111</td>
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<tr>
<td>No</td>
<td>53.6%</td>
<td>128</td>
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</table>

answered question 239
skipped question 19

Q6. Online ILP - Do you agree or disagree with the following statements?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>No!!</th>
<th>No!</th>
<th>Not sure</th>
<th>Yes!</th>
<th>Yes!!</th>
<th>Rating Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>The online ILP helps me plan my learning.</td>
<td>2</td>
<td>1</td>
<td>23</td>
<td>72</td>
<td>13</td>
<td>3.84</td>
</tr>
<tr>
<td>I use comments from my teacher to write learning targets.</td>
<td>2</td>
<td>6</td>
<td>14</td>
<td>77</td>
<td>10</td>
<td>3.8</td>
</tr>
<tr>
<td>Using an ILP online is better than having one on paper.</td>
<td>4</td>
<td>5</td>
<td>39</td>
<td>55</td>
<td>8</td>
<td>3.52</td>
</tr>
<tr>
<td>The online ILP is easy to use.</td>
<td>1</td>
<td>2</td>
<td>21</td>
<td>75</td>
<td>11</td>
<td>3.85</td>
</tr>
<tr>
<td>I like using the online ILP.</td>
<td>2</td>
<td>3</td>
<td>18</td>
<td>69</td>
<td>16</td>
<td>3.87</td>
</tr>
</tbody>
</table>

Comments

Q7. Teaching and Learning - What do you like about your classes?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>236</td>
</tr>
<tr>
<td>skipped question</td>
<td>22</td>
</tr>
</tbody>
</table>

Q8. Teaching and Learning - What don't you like/ what could be improved in your classes?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>236</td>
</tr>
<tr>
<td>skipped question</td>
<td>22</td>
</tr>
</tbody>
</table>
### Module Leader Report for 2013 - 14

<table>
<thead>
<tr>
<th>Module Title:</th>
<th>Course Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code:</td>
<td>Credit Weighting:</td>
</tr>
<tr>
<td>Module Leader:</td>
<td>Number of Students:</td>
</tr>
</tbody>
</table>

Reflect and comment on the delivery of the module taking into account the strengths and weaknesses identified from student feedback and by the module team:

Comment on any changes to the module structure, content or assessment made in the previous year and the effect this has had on the reception of the module:

Evaluate student performance on the module – statistical and explanatory (this should include no. of students passing module %, average grade, range of grades and standard deviation):

Identify enhancements for implementation before the module is next delivered:

(a) Action proposed by the module leader:

(b) Action which might have to be taken at a more general level, eg within the course structure

Appendix 12 Example Lesson Roadmap: <course name>, <module / unit> <topic>, <date>
## Preparatory work

Have you completed the <reading / tasks> for this lesson?

What were the key learning points?  
What did you not understand?

How does this topic affect people of different cultures and customs, of different ages, gender, ethnicity or those with a learning difficulty of disability?

What questions do you have?

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## A task to check current knowledge and understanding

What is on Moodle to support you?  
What classroom notes from previous lessons can support you?  
How can the preparatory work help you?

What are the key learning points?  
What do you not understand?

What questions do you have?

---

## A reading activity to extend learning

Read the text twice. Read it once to get the gist. Read it a second time for carefully. Underline any words you do not understand.

What are the key learning points?  
What do you not understand?

What questions do you have?
### A group task to apply content to a scenario

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your contribution to the group work?</td>
<td>What have others contributed?</td>
</tr>
<tr>
<td>How will the ideas be collated and shared?</td>
<td>What are the key learning points?</td>
</tr>
<tr>
<td>What do you not understand?</td>
<td>What questions do you have?</td>
</tr>
</tbody>
</table>

### A presentation

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the information for?</td>
<td>What are the key points you wish to get over?</td>
</tr>
<tr>
<td>Can you use pictures, diagrams, charts, words?</td>
<td>What do you need to remember about your tone and body language?</td>
</tr>
</tbody>
</table>

### A writing task

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the format of this piece of writing?</td>
<td>What are the key features of this format?</td>
</tr>
<tr>
<td>What are the key points you want to get over?</td>
<td>Do you need examples or quotes to support your points?</td>
</tr>
<tr>
<td>What order should you present them in?</td>
<td>What do you need to write at the beginning, in the middle and at the end?</td>
</tr>
</tbody>
</table>

Carefully check your writing for correct spellings, grammar and punctuation. Carefully check your writing for clarity. Does your piece of writing answer the question or task?

### A numeracy task

Read the question(s) very carefully. What equipment or method do you need to use?

<table>
<thead>
<tr>
<th>Task</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimate your answers</td>
<td>Present your work clearly and show all your workings</td>
</tr>
<tr>
<td>Check your answers</td>
<td>If necessary, ask for help.</td>
</tr>
</tbody>
</table>
**Checks on learning**
Complete the task to check your learning. What do you understand well?

<table>
<thead>
<tr>
<th>What do you feel less sure about?</th>
<th>How can you tackle that?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you need help with?</td>
<td>How will you get it?</td>
</tr>
</tbody>
</table>

**Further work**
What homework has your teacher asked you to do?

What further work do you need to do to help you feel confident with this lesson?

What further work will you do to extend your learning?

(a range of activities to choose from or to add to)