

Quality Assurance Processes for
the Improvement of Teaching
and Learning
2022/2023



Change log

Version number	Changes description	Major changes? Y/N	Initiator	Rationale	Date of completion	New version number
N/A	Updated onto new template and updated key terms	N	Ashley Austin	Updated for 2022/23	10/08/2022	V1

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1. INTRODUCTION

1.1. The quality assurance improvement process will assess the effectiveness of the teaching and learning that is taking place and the quality of our learners'/apprentices' experience will highlight best practice and staff development needs and contribute to the overall performance management of employees. The quality assurance of teaching, learning and assessment grades will inform both departmental and the College's self-assessment grades.

2. SCOPE

2.1. This procedure covers the work of all staff that support teaching, learning and assessment. It applies equally to internal, line-management, advisory, walkthroughs and graded observations and observations/walkthroughs conducted as part of Department Reviews.

3. ROLES AND RESPONSIBILITIES

3.1. It is the responsibility of the cross-college team (TLASG) with the support of the Head of Quality, Quality Assurance Lead and the Advanced Practitioner Team (AP) to carry out department reviews, conduct observations, learning walks, classroom visits and walkthroughs, advisory, developmental and ungraded. Reports on teaching, learning and assessment and the quality assurance process will be analysed by SLT and Governors. The process will be led and managed by the Assistant Principal Quality with the support of the Deputy Principal Curriculum and Quality.

4. IMPLEMENTATION

4.1. The quality assurance cycle will consist of two differing focuses. Department Reviews aim to review departments holistically to identify areas of excellent practice and areas which may need for further development/improvement. TLA Reviews will assess performance holistically and not solely focus on classroom delivery. Staff will have a minimum of 2 classroom visits, one during the Department Review and a second as part of the TLA Review. Professional discussions will follow the TLA review.

4.2. **The Review Team (TLASG)** will have a caseload and will be allocated teaching staff, work-based tutors and instructors. During Department Reviews, Centre Directors will lead the review. All reviewers will undertake annual observation training and carry out at least one joint observation annually to ensure standardisation.

4.3. Preparation

4.3.1. At the start of the year, staff should inform learners/apprentices of staff members who will/ may attend their teaching and learning sessions. Learners/Apprentices will be asked questions during an observation, teaching staff should provide guidance on how learners/apprentices should respond.

4.3.2. Staff should welcome the reviewer into the session and at an appropriate time hand over or direct the reviewer (if electronic) to any planning documentation.

- 4.3.3. It is the **responsibility of the staff member** to inform the MIS Team, and their Programme Manager, in plenty of notice of changes to their timetable such as room changes, guest speakers, student teachers, external visits etc. Staff must complete an external visitor's form prior to any external speakers attending sessions. It is crucial that the MIS Team are aware of these changes so that a learner's timetable is up-to-date and accurate on the Hopwood Life App.
- 4.3.4. Failure to inform the MIS Team, and Programme Manager, of any changes, resulting in a classroom visit/walkthrough not being completed as part of a Department Review or TLA Review, will result in the staff member having a full observation completed by the Programme Manager and Head of Quality outside of the normal Department Review period.
- 4.3.5. Staff can contact the Quality Team through the Quality email address: **quality@hopwood.ac.uk**
- 4.3.6. **For Work Based Tutors within Training @ Hopwood** quality checks will be completed. This will consist of an observation (on or off campus). The observation will focus on teaching, learning and assessment practice. Work based tutors must provide a learner journey to the reviewer for the on/off the job element. A second observation will be an observation of a 1:1 progress review. Work based tutors must plan for the review and provide all associated paperwork to capture the learner's progress and achievement in all aspects of the apprenticeship framework/standards and clearly evidence targets to meet timely and overall achievement. Alongside the observation, OneFile, audits, monitoring of CPD and learner voice activities will be integral to the quality process.
- 4.3.7. **Progress Tutors** will have an informal learning walk by the Student Experience Manager within the 1st 6 weeks. A further learning walk will be captured either as part of the Department Review process for curriculum teams or as a separate Quality Assurance process.
- 4.3.8. **Learning Support staff** will have a formal walkthrough carried out by the Learning Support Management Team. Should a learning support staff member be present during a vocational observation the reviewer will refer to this on the TLA form and in their feedback.
- 4.3.9. **Newly appointed staff** who have a teaching role (lecturing staff) should have a teaching qualification at the start of employment, or they are contractually required to obtain the qualification within 2 years. All newly appointed teaching staff will complete the college's induction process as outlined in the College Probation Policy New Starter Induction Rota. During the New Starter Induction programme, teaching staff will have an advisory observation conducted by the Advanced Practitioner (AP) Team. Successful completion of the New Starter Induction Programme will result in the teaching staff member being 'signed off' (Stage 4 – Induction Completion) by the AP Team, Programme Manager, and a Quality representative. Teaching staff who need further support following the advisory observation will be supported by the AP Team with a second advisory observation completed and guidance on CPD (HOW2 solutions) completion. Once the outcomes of

the support have been achieved the tutor will then be in scope for the formal observation process and this will contribute to the employee's probationary compliance. Should a tutor not meet the required standard during the support of the AP Team, an extension of the probation/induction process may occur to ensure the tutor is supported meeting the required teaching, learning and assessment standards.

4.3.10. **Agency staff**, dependent on their length of contract, will have a supportive observation completed by the AP Team within the first 4 weeks.

4.3.11. The strengths and areas for development/improvement from the Department Review and the observation grade from the TLA Review will be considered as part of the final annual performance review and in the continuous professional development (CPD) and performance management of employees.

5. CPD

5.1. Following the reviews, best practice is identified and forms part of the celebration activities in college development sessions. Reviews will inform CPD requirements which are considered on a department basis. This enables bespoke CPD to be identified for individual tutors using the HOW2 system.

5.2. CPD is informed through the observation process, departmental reviews, performance panels and work scrutiny.

5.2.1. Evidence of teaching and learning best practice will be showcased on the HUB, NewsLink, the Teaching and Learning Conference and through the Teaching & Learning Champions.

6. PROCESS

6.1. All staff are expected to have the documentation they would normally prepare for a teaching and learning session. This includes:

6.1.1. Detailed **Scheme of Work/Learning**, this is a working document and informs the reviewer of planning and implementation, embedding of English and maths, employability and careers skills, equality and diversity, British Values and digital literacy (inc. DST, self-study and blended learning).

6.1.2. **Topic Outline**, this document outlines the sequencing of topics/units and will support the reviewer in understanding the learner's progress to date (learner journey).

6.1.3. PowerPoints, handouts and resources.

6.1.4. A completed **Group Profile** (on ProMonitor) will inform the reviewer of initial assessment results, support needs and any relevant additional comments.

6.2. Department Reviews – Two-Year Cycle

6.2.1. There are no 'themes' to Department Reviews, the aim is to review departments holistically to identify areas of excellent practice and areas

which may need for further development/improvement. The key ethos of the Department Review is: '**Bringing out the best in you**'.

- 6.2.2. Department reviews will take place in term one (September to December 2021). Centres/departments will be scheduled based on size (staff cohort), activity within the Centre (e.g. external exams/assessments), self-assessments and availability of staff (e.g. Programme Managers and Centre Directors).
- 6.2.3. The Centre Director will be informed of the Department Review on the Monday and the review will take place during the following week (Monday to Friday). The Centre Director will inform the team (a pre-department review briefing (DRB) will be produced to explain the department review process).
- 6.2.4. Learning walks in each Department Review will be conducted within the review week. Where possible, all staff will be reviewed. Observations will last a **minimum of 20 minutes**. Staff will **not be graded** and will be provided with electronic feedback including strengths and areas to development. A departmental grade will be assigned to the department for the Quality of Education (as well as Behaviour and Attitudes, Personal Development and Leadership and Management).
- 6.2.5. The Quality Team will plan the schedule for the Department Review to include:
 - 6.2.5.1. Lesson observations (Microsoft Forms data)
 - 6.2.5.2. Walkthroughs, including but not limited to, aspects such as attendance and punctuality
 - 6.2.5.3. Departmental sweeps – reviewing the environment in and around the Centre/Department e.g. displays
 - 6.2.5.4. Work-based assessment
 - 6.2.5.5. Evaluation of assessed work and assessment feedback (previously referred to as Marked Work Audit)
 - 6.2.5.6. Meetings/discussions with students (formal/informal)
 - 6.2.5.7. Meetings with staff
 - 6.2.5.8. Analysis of resources (learner environment, VLE, ProMonitor, registers, student support)
 - 6.2.5.9. Review of reports (including SARs, SAR development plans, Performance Panels, previous internal review reports or additional audit reports, teaching and learning development plans, EV reports, learner feedback etc.)
 - 6.2.5.10. Interviews with Centre Directors and Programme Managers
 - 6.2.5.11. Review of Performance Data

6.2.6. The review team will consist of members of the TLASG (observation team), Programme Managers and external inspectors (e.g. Pioneers Trust). Some members of the review team may undertake lesson observations or given specific responsibility for analysing an aspect of the Departmental Review (based on the Education Inspection Framework).

6.3. During the Department Review

6.3.1. The Lead Reviewer will have regular meetings with the review team and will update the PM and the CD on a nightly basis of any themes that are coming through. On the Friday morning the Lead Reviewer will meet with the team to discuss and finalise the outcomes of the week.

6.4. Following the Department Review

6.4.1. A meeting will be scheduled at the end of the Department Review week (Friday PM) to include the Centre Director, Programme Manager, Assistant Principal and Quality Team. Initial feedback for the review will be provided and a preliminary grade awarded for each aspect of the Education and Inspection Framework based on the evidence collected.

6.5. Department Review Cycle

6.5.1. A department will have a Full Department Review and in the following year will have a Short Department Review. The Short Department Review will follow up on and close the loop on progress to date on the themes of good practice and areas of development from the full review.

6.5.1.1. A Short Review will take place over two days and will be led and managed by the Quality Team.

6.5.1.2. The Centre Director will be informed of the Short Review **on the Monday** and the review will take place during the following week (Monday to Friday). The Centre Director will inform the team and meet with the Programme Manager.

6.5.1.3. The review team will consist of members of the TLASG. The Lead Reviewer will meet with the Programme Manager and Centre Director and discuss progress to date and plan the themes to explore. Throughout the review the Lead Reviewer will coach and mentor the Programme Manager through joint classroom visits and learning walks, will provide a daily update and provide feedback on the Friday afternoon of the review week.

6.5.1.4. Following the review, the Quality Team will plan an individualised department CPD programme.

6.5.2. A **Department Review Report** will be produced outlining the main findings. This report will be available within 7 working days from the end of the Department Review week. The report will take into consideration evidence as outlined in Appendix A.

6.5.3. Areas for development/improvement which centre around **Quality of Education** (predominantly teaching, learning and assessment), will be summarised and guidance to Centre Directors/Programme Managers about HOW2 solutions provided (this will form part of tutors CPD).

6.5.4. The Centre Director and Programme Manager will review the 20-21 Quality Improvement Plan (QIP) and amend/update based on feedback received. The resulting improvement, based on the QIP, will be monitored via Performance Panels and meetings with the Deputy/Assistant Principal.

6.6. Teaching, Learning and Assessment (TLA) Review

6.6.1. TLA reviews aim to assess the performance of individual tutors in relation to teaching, learning and assessment. TLA Reviews will assess performance holistically and not solely focus on classroom delivery. TLA Reviews will capture data in relation to the below:

6.6.1.1. A minimum of a 30-minute classroom visit

6.6.1.2. Student voice (as part of the classroom visit or independent e.g. group discussion)

6.6.1.3. Markbook completion (or alternative system e.g. OneFile)

6.6.1.4. Marked Work Audit/Learner file scrutiny

6.6.1.5. Schemes of Work/Learning and sequencing documentation

6.6.1.6. Attendance, punctuality and retention figures (registers)

6.6.1.7. CPD logs & the use of HOW2s

6.6.2. Tutors will receive feedback which outlines how they are performing in relation to the above data. The feedback will provide a summary of whether staff are **'meeting expectations'** in terms of TLA or **'not fully meeting expectations'**. Feedback will be made available to staff and will outline actions which tutors need to address. Advanced Practitioners will support tutors to address their actions, however the responsibility for the completion of actions will lie with the tutor, the Programme Manager and Centre Director.

6.6.3. Classroom visits (as part of the TLA Review):

6.6.3.1. Staff will not be informed of the lesson the reviewer will attend but will be made aware of when TLA Reviews are taking place.

6.6.3.2. The visit may be at the start, middle or towards the end of the session.

6.6.3.3. The visit will last a minimum of 30 minutes. Scrutiny of learners'/apprentices' skills, knowledge and behaviours will be gathered including observations of theory sessions, observation of learners'/apprentices at work or during practical training sessions.

- 6.6.3.4. During this the reviewer will find an opportunity to talk to both the tutor and learners/apprentices about the quality of the learning experience. If there isn't an opportune moment in the session to speak to the learners/apprentices, the reviewer will ask the tutor to leave the session and question the whole class.
- 6.6.3.5. The reviewer will provide a summary and evidence of strengths and areas for development. Judgements are recorded onto a tutor's scorecard.
- 6.6.3.6. The reviewer will follow a learner, through tracking attendance, punctuality and their progress on ProMonitor.

6.6.4. **Following TLA Reviews:**

- 6.6.4.1. Following confirmation that a TLA Review has taken place, the Quality Team will populate the relevant data onto the tutor's scorecard. The feedback will be shared with the reviewer to confirm that all data populated is a correct. On receipt of confirmation from the reviewer, the feedback will be made available to the tutor.
- 6.6.4.2. The reviewer will book a session with the tutor to provide verbal feedback.
- 6.6.4.3. An Advanced Practitioner from the Quality Team will contact the tutor following verbal feedback from the reviewer to provide support and guidance. Advanced Practitioners will support tutors in navigating the HOW2 system to identify solutions which support the actions from their feedback.
- 6.6.4.4. Where a lesson has positive exemplary practice, the Programme Manager and the Advanced Practitioner Team will ensure the tutor disseminates the best practice via the Teaching & Learning Champions.

6.7. Should the reviewer identify poor practice as part of the TLA review, poor behaviour or a health and safety risk be identified during the learning walk, the reviewer may intervene or report immediately to the Programme Manager and Centre Director. Intervention and support will be offered through the implementation of the Performance Improvement Process.

7. DATA COLLECTION AND REPORTING

- 7.1. Review records and agreed grades will be completed by the reviewer and uploaded onto the central college system and made available to all relevant parties (inc. Programme Manager and Centre Director)
- 7.2. Following the reviewer feedback, the tutor will be assigned HOW2 solutions based on areas for improvement and departmental focuses. The Quality and AP Team will measure the tutors progress.
- 7.3. The AP Team will meet with Programme Managers and review HOW2 solutions and help Programme Managers plan training to cascade best practice.

7.4. The AP Team will compile an end of year report (college level) outlining the support provided to departments throughout the academic year. The report will also include analysis of the uptake and completion of HOW2 solutions.

7.5. A selection of learning walks will be moderated to confirm standards and consistency of feedback. The Teaching, Learning & Assessment Strategy Group (TLASG) will moderate reports on a rolling programme of moderation panels throughout the year.

8. PEER REVIEWS (Teachers on Tour)

8.1. The College will encourage all staff to participate in a peer review, this will take place during the second term.

8.2. All staff will carry out a peer observation either within their own department or across another curriculum area.

8.3. Staff will be provided with a template to record their peer review; this will be monitored by the AP and Quality Teams.

8.4. Coordination of the peer review process will be undertaken by the AP and Quality Teams. A system for notifying staff members that a peer review can/can't take place will be put into place. Centre/Departments will receive guidance from the AP and Quality Teams regarding the process prior to the start of peer reviews.

9. WALKTHROUGHS

9.1. In addition to this quality assurance process there will be regular 'walkthroughs'. These will be carried out by Senior Leaders, Centre Directors, Programme Managers, the AP and Quality Teams.

9.2. The feedback from walkthroughs will be used to develop individuals and inform Senior Management of any key themes and trends.

9.3. Walkthroughs are on-going and will happen throughout the academic year.

10. APPEALS PROCESS

10.1. Appeal based on disagreement with feedback provided

10.1.1. If a tutor does not agree with the feedback, he/she should, in the first instance, ask the reviewer to provide another feedback session to explain how they arrived at the summary. The Assistant Principal/Quality, Standards and Compliance Manager can be invited to act as a moderator at the meeting.

10.1.2. If there is still no agreement, then the tutor can request the Assistant Principal to organise moderation of the scorecard at the next available TLASG moderation panel.

10.1.3. Please contact the Assistant Principal if you want to take up any of the above options.

10.1.4. **FAILURE TO ENGAGE IN THE PROCESS COULD LEAD TO DISCIPLINARY ACTION FOR NON COMPLIANCE**

11. APPENDIX

11.1. Appendix A

Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management
<p>Curriculum intent and implementation review</p> <ul style="list-style-type: none"> - Discussions with Programme Manager(s) and Centre Director - Review of SAR/QIP <p>Teaching, Learning and Assessment</p> <ul style="list-style-type: none"> - Lesson observations – effective implementation of digital learning blended with physical delivery, use of learning support - Tutors abilities to build and apply knowledge and skills - Integration of BV / EDI / Employability - Outcomes for learners/apprentices –Achievement data for previous year, learners/apprentices progress to date (from starting point), learner voice – what can you do now that you couldn't do before? - Evaluation of assessed work and assessment feedback – Review of feedback, feed forward, progression and signposting to gaps in skills and knowledge - Destinations data - Review of data in relation to learner destinations following the completion of a programme 	<p>High expectations</p> <ul style="list-style-type: none"> - Lesson observations – Attendance and punctuality - Departmental sweeps – Punctuality, attitude and behaviour in and around Centre/department (general conduct) - Learning walks – Punctuality, attendance, preparedness for lessons - SAR/QIP review – PM and CD - Learner survey – distance travelled from previous academic year - Learner focus groups – feeling safe and supported in subject Centres/departments - Meeting with Progress Tutor/RIO – Centre/department issues how these are being addressed - Impact on their role 	<p>Beyond the curriculum</p> <ul style="list-style-type: none"> - Individual Learning Plan (ILP) – Review aspirations/goals and targets - SOW audit – Promotion of EDI and BV - is this integrated into the curriculum on a regular basis? - Meeting with Careers and WEDOs – review of department, update on Connect usage work experience. Confirmed placements - Meeting with Enrichment & Engagement Co-ordinator – How do the Centre/department engage with the EC/C and planned college activities - Meeting with Progress tutors – Review tracking and monitoring data linked to individualised learner progress and development. - Meeting with the Student Support Team- PSW – Review learners/apprentices at risk. - Destinations data - Review of data in relation to learner destinations following the completion of a programme 	<p>Vision</p> <ul style="list-style-type: none"> - Staff and learner surveys – distanced travelled, comparisons cross-college. - Departmental sweeps – Centre/department environment e.g. posters including successes, careers and progressions, celebrations of competitions e.g. GM Skills comps, national awards etc. - SAR/QIP review – meeting college expectations - CPD – HOW2s, mandatory, courses promoted, compliance - Staff focus groups – Staff workload and staff support - ProMonitor audit inc. progress reviews, enrichment, markbook set up and Alps - Destinations data - Review of data in relation to learner destinations following the completion of a programme