

**AWARD-WINNING EDUCATION**

HOPWOOD HALL COLLEGE

**QUALITY  
ASSURANCE  
FOR THE  
IMPROVEMENT  
OF TEACHING  
AND  
LEARNING  
POLICY**

**2024-2025**



## Policy Cover Sheet

Please fill in the following details:

Policy Name	Quality Assurance for the Improvement of Teaching and Learning Policy 2024-2025
Version Number	V3
Policy Owner	Alison Loughnane
Release Date	15/09/2024
Policy valid for	1 year

Documents included:

Completed Checklist (below)	X
Policy text	X
Filled in EIA	X

All policies will be available via NetConsent. Does the policy need:

To be accepted on NetConsent by staff?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Made available on the website?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

### Policy Checklist

Have you completed the following tasks:

Used the Microsoft Accessibility Checker	X
Used formatted headings	X
Used Arial 12pt font	X
Included numbered paragraphs	X
Included page numbers	X
Included alternative text for all images which accurately describe what's in the picture	X
Checked for gender neutral language e.g. remove dinner ladies, workmen, he/she and replaced with servers, contractors, they.	X
Used the full phrase instead of the acronym at least the first time	X
Used the spelling and grammar check	X
Gained feedback from colleagues to ensure the policy is clear and accurate	X
Included any legal, social or organisational changes since the last policy review	X
Reviewed the connected policies to ensure they are still active	X
Filled in the change log	X
Listened to the policy using the accessible reader	X
Reviewed the policy flowchart	X
Informed the EDI Manager of upcoming policy deadlines	X

**Sign Off: To be filled in by the named person only**

	Name	Date
SLT	Liz Duncan	15/09/2024
Corporation (if required)		
Trade Union		
EIA	Adam Carney	15/09/2024

Change log:

Version number	Changes description	Major changes? Y/N	Initiator	Rationale	Date of completion	New version number
V2	Updates to DR, TLAR and P2P obs processes. Updates to terminology e.g. Scheme of Learning, observations	N	Alison Loughnane	Updated for 2024/25	15/09/2024	V3

## CONTENTS

1. INTRODUCTION .....	4
2. SCOPE .....	4
3. ROLES AND RESPONSIBILITIES .....	4
4. IMPLEMENTATION.....	4
6. PROCESS .....	8
7. DATA COLLECTION AND REPORTING .....	14
8. PEER REVIEWS (TEACHERS ON TOUR).....	15
9. WALKTHROUGHS.....	16
10. APPEALS PROCESS .....	16
11. APPENDIX A – DEPARTMENT REVIEW EVIDENCE.....	17

## 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 outcomes 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 learning walks including those conducted as part of Department Reviews.

## 3. ROLES AND RESPONSIBILITIES

3.1. It is the responsibility of the Teaching, Learning & Assessment Strategy group (TLASG) with the support of the Head of Quality, Teaching and Learning Quality Manager and the Quality Advanced Practitioner Team (QAP) to carry out Department Reviews, conduct learning walks, classroom visits and walkthroughs, advisory, developmental, supportive and ungraded. Reports on teaching, learning and assessment and the quality assurance process will be analysed by the TLASG, SLT and Governors. The process will be led and managed by the Vice Principal - Quality with the support of the Head of 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 further development/improvement/support. Teaching, Learning & Assessment Reviews (TLARs) will assess performance holistically and not solely focus on classroom delivery. Staff will have at least 2 classroom visits, one during the Department Review and a second as part of the

TLA Review. A professional discussion will follow the TLA Review. Programme Managers will have a TLA Review that is carried out by their line manager.

4.2. **The Review Team** will have a caseload and will be allocated teaching staff, work-based tutors and instructors. During Department Reviews, Assistant Principals/Centre Directors will lead the review. All reviewers will undertake annual observation training and carry out a minimum of one joint observation annually to standardise.

#### 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 appropriately 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 EBS/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 TLAR completed by the Programme Manager and Head of Quality outside of the normal Department Review/TLA Review period.

4.3.5. Staff can contact the Quality Team through the Quality email address: [quality@hopwood.ac.uk](mailto:quality@hopwood.ac.uk).

4.3.6. **For Work Based Tutors within Training @ Hopwood** quality checks will be completed. This will consist of a learning walk (on or off campus). This will focus on teaching, learning and assessment practice. Work based tutors

must provide a training plan to the reviewer for the on/off the job element. A second learning walk will be an observation of a 1:1 progress review. Work based tutors must plan for the review and provide all associated evidence 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/Maytas, audits, monitoring of CPD and learner voice activities will be integral to the quality process. A Departmental Review may be completed in an academic year however this will be decided by Senior Management, this entails activities specified above.

4.3.7. **Progress Tutors** will have a walkthrough by the Student Experience Manager as part of the TLAR/Department Review process for curriculum teams or as a separate Quality Assurance process.

4.3.8. **Learning Support staff** will have informal, advisory and developmental walkthrough and learning walks carried out by the Learning Support Management Team.

The Learning Support in-class support staff and Management Team are guided by the 'National Occupational Standards (NOS) for Learning Support Staff'. NOS for LS Staff.pdf The NOS describe the skills, knowledge and understanding required of learning support staff. The standards will contribute to the professionalisation of the learning support workforce and support a wider recognition of the valuable role it plays in teaching and learning. The standards provide a benchmark for performance and will underpin professional development opportunities that recognise the developing skills of staff.

The Head of Learning Support will carry out Department Reviews to 'bring out the best' in inclusive and effective teaching and additional learning support in the classroom. 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. During the New Starter Induction programme, teaching staff will have an advisory learning walk conducted by the Quality Advanced Practitioner (QAP) Team. Following this, feedback will be shared with the member of staff and Programme Manager. The Programme Manager will then be asked to conduct a follow up walk through. Teaching staff who need further support following the advisory learning walk will be supported by the Quality Advanced Practitioner Team with a second advisory learning walk completed and guidance on CPD (HOW2 techniques) completion. Once the outcomes of the support have been achieved the tutor will follow the Quality Assurance process and this will contribute to the employee's probationary compliance. Should a tutor not meet the required standard during the support of the QAP Team, this will be managed in line with the probation policy to ensure the tutor is supported meeting the required teaching, learning and assessment standards. If a member of staff has moved from a non-teaching role within the college, they would not be governed by the probation policy. If they are not meeting the requirements of their role, they would be managed in line with the performance management policy.

4.3.10. **Agency staff**, dependent on their length of contract, will have a advisory learning walk completed by the QAP Team within the first 4 weeks.

4.3.11. The strengths and areas for development/improvement from the Department Review and the outcomes 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 departmental basis. This enables bespoke CPD to be identified for individual tutors using the HOW2 Platform.

5.2. CPD is informed through the walkthrough and learning walk process, Departmental Reviews, performance panels and work scrutiny.

5.3. Key roles in the Learning Support Team to support teaching and in-class support staff with the required CPD relating to SEND/EHCP and High Needs.

5.4. Evidence of teaching and learning best practice will be showcased on the HUB, NewsLink, the Quality Newsletter, the Teaching and Learning Conference and through the work with 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 Learning**, this is a working document and informs the reviewer of planning and implementation, contextualisation of English and maths, employability and careers skills, equality, diversity and inclusion, British Values and digital literacy, 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, individual support needs and requirements (adaptations and modifications to teaching and learning, learning materials), and any relevant additional comments.

### 6.2. Department Reviews

6.2.1. There are no 'themes' to Department Reviews, the aim is to review departments/curriculums holistically to identify areas of excellent practice and areas which may need further development/improvement. The key ethos of the Department Review is: '**Bringing out the best in you**'.

6.2.2. 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, Assistant Principals/Centre Directors and the Head of Learning Support).

- 6.2.3. The Assistant Principal/Centre Director will be informed of the Department Review **on Monday** and the review will take place during the following week (Monday to Friday). The Assistant Principal/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 period. Where possible, all staff will be reviewed. Learning Walks will last a **minimum of 20 minutes**. Staff will **not be graded**. The department will be provided with electronic feedback including strengths and areas for 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. Learning Walks (Microsoft Forms data)
  - 6.2.5.2. Walkthroughs, including 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 and work scrutiny.
  - 6.2.5.5. Evaluation of assessed work and assessment feedback including a review of progress monitoring on Markbook.
  - 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, individual learner support plans and/or a learners' EHCP (ProMonitor), EQA/SV/EE reports, learner feedback etc.).
  - 6.2.5.10. Interviews with Assistant Principals/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 (SLT, Assistant Principals, Centre Directors and Head of Team), Programme Managers and external inspectors (e.g. Pioneers Trust). Some members of the review team may undertake learning walks or be 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 AP/CD on a nightly basis of any themes that are coming through. On 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 Assistant Principal/Centre Director, Programme Manager, Head of Quality, the Head of Learning Support, 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 either a Full Review or a Short Review (this will be dependent on the previous academic years review and the focus of the quality assurance cycle for the current academic year).

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 Assistant Principal/Centre Director will be informed of the Short Review on Monday, and it will take place 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 (SLT, Assistant Principals, Centre Directors and Head of Team, Programme Managers and external inspectors (e.g. Pioneers Trust). The Lead Reviewer will meet with the Programme Manager and Assistant Principal/Centre Director 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 consider evidence as outlined in Appendix A.

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

6.5.4. The Assistant Principal/Centre Director and Programme Manager will review the departments/curriculums 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 Vice Principal Quality, Higher Education and Student Experience, Head of Quality and Teaching and Learning Quality Manager.

## 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. Before commencement of the TLARs, the TLAR matrix will be sent to PMs to share at a team meeting. 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 lesson visit.
- 6.6.1.2. Student voice (as part of the lesson visit or independent e.g. group discussion).
- 6.6.1.3. Markbook completion (or alternative system e.g. OneFile/Maytas).
- 6.6.1.4. Marked work /Learner file scrutiny.
- 6.6.1.5. Schemes of Learning and sequencing documentation.
- 6.6.1.6. Adaptations and modifications to teaching and learning and learning materials to meet individual learning support needs (SEND/EHCP).
- 6.6.1.7. Attendance, punctuality and retention figures (registers).
- 6.6.1.8. 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. Feedback will be made available to staff and will outline any actions which tutors need to address. An outcome from the lesson visit (either 'Above Expected Standard'(AES), 'At Expected Standard' (ATES)' or if not meeting expected standards, 'Quality Support Required' (QSR)) will be recorded however this will not appear on the TLAR profile. Quality 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 Assistant Principal/Centre Director. Support to improve will include (but not limited to):

- 6.6.2.1. Action Plan
- 6.6.2.2. Peer observations
- 6.6.2.3. Tailored HOW2s
- 6.6.2.4. Regular 1:1s with Quality Advanced Practitioner Team and Programme Manager
- 6.6.2.5. Tailored CPD (may include specialist advice and guidance from the Learning Support Team relating to SEND).
- 6.6.2.6. Support from the Teaching Technologist about the use of digital technology.

**6.6.3. Lesson 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' skills, knowledge and behaviours will be gathered including lesson visits of theory sessions, observation of learners/apprentices at work or during practical training sessions.
- 6.6.3.4. During this, the reviewer will find a chance to talk to the tutor and learners about the learning experience's quality. If there isn't an opportune moment in the session to speak to the learners, 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, target setting, SEND needs/requirements, 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 TLAR profile. The feedback will be shared with the reviewer to confirm that all data populated is correct. On receipt of confirmation from the reviewer, the feedback will be made available to the tutor (and their direct line manager).
- 6.6.4.2. The reviewer will meet with the tutor to provide verbal feedback within 5 working days of receiving the tutor's TLAR profile. The TLAR profile is to be shared with the tutor during the feedback session and via email.
- 6.6.4.3. A Quality Advanced Practitioner from the Team will contact the tutor following verbal feedback from the reviewer to provide support and guidance. Quality Advanced Practitioners will support tutors in navigating the HOW2 system to identify techniques which support the actions from their feedback. The Learning Support Team will support

tutors and enable them to meet individual learning needs relating to SEND/EHCP via high quality, inclusive teaching and learning.

- 6.6.4.4. Where a lesson has positive exemplary practice, the Programme Manager and the Quality Advanced Practitioner Team will ensure the tutor disseminates the best practice via the Teaching & Learning Champions.
- 6.6.5. Should the reviewer identify poor practice as part of the TLA review, such as low-level behaviour i.e. unchallenged inappropriate use of language, unwanted physical contact with others or a health and safety risk i.e. not wearing correct Personal Protective Equipment (PPE), unsafe use of equipment or tools in a workshop, the reviewer may intervene or report immediately to the Programme Manager and Assistant Principal/Centre Director. Intervention and support will be offered through the Action Plan linked to the TLAR process.
- 6.6.6. Should a member of staff be absent or on long term sickness (including mental health problems), the Head of Quality will discuss with the Programme Manager the best way in which to support individuals.
- 6.6.7. Staff who had an outcome of 'Above Expected Standard' (AES) in their TLAR 23/24 will be exempt from the TLAR process for 24/25.

## 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 Assistant Principal/Centre Director).
- 7.2. Following the reviewer feedback, the tutor will be assigned HOW2 techniques based on areas for improvement and departmental focuses. The Quality and QAP Team will measure the tutor's progress. The Learning Support Team will support tutors and enable them to meet individual learning needs relating to SEND/EHCP via high quality, inclusive teaching and learning.

7.3. The QAP Team will meet with Programme Managers and review HOW2 techniques and help Programme Managers plan training to cascade best practice.

7.4. The QAP 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 techniques.

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 peer reviews, these will be planned as part of the quality assurance cycle.

8.2. All staff will carry out at least 2 peer observations. One is to have a focus on contextualised delivery of English and maths, and one is to focus on general teaching practice across another curriculum area. If the tutor delivers Higher Education, the second peer observation should be a HE lesson.

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

8.4. Coordination of the peer review process will be undertaken by the QAP 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 QAP and Quality Teams regarding the process prior to the start of peer reviews.

8.5. All staff and roles in the Learning Support Team carry out peer observations twice a year and complete the template provided to record their peer review. This will be monitored by the Learning Support Management Team.

## 9. WALKTHROUGHS

- 9.1. There will be regular 'walkthroughs'. These will be carried out by Senior Leaders, Assistant Principals/Centre Directors, Programme Managers, the Learning Support Management Team and the Quality and QAP Teams. Walkthroughs will be themed based on the Model for Teaching Excellence Strategy.
- 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, they should, in the first instance, ask the reviewer to provide another feedback session to explain how they arrived at the summary. The Head of Quality 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 Vice Principal Quality, Higher Education and Student Experience to organise moderation of the feedback/profile at the next available TLASG moderation panel.
  - 10.1.3. Please contact the Head of Quality 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 A – DEPARTMENT REVIEW EVIDENCE

Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management
<p><b>Curriculum intent and implementation review</b></p> <ul style="list-style-type: none"> <li>- Discussions with Programme Manager(s) and Assistant Principals/Centre Director</li> <li>- Review of SAR/QIP</li> </ul> <p><b>Teaching, Learning and Assessment</b></p> <ul style="list-style-type: none"> <li>- <b>Learning Walks</b> – effective implementation of digital learning blended with physical delivery,</li> <li>- Tutors abilities to support and apply knowledge and skills</li> <li>- Integration of BV / EDI / Employability</li> <li>- <b>Outcomes for learners/apprentices</b> – 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?</li> <li>- <b>Evaluation of assessed work and assessment feedback</b> – Review of feedback, feed forward, progression and signposting to gaps in skills and knowledge</li> <li>- <b>Destinations data</b> – Review of data in relation to learner destinations following the completion of a programme</li> </ul>	<p><b>High expectations</b></p> <ul style="list-style-type: none"> <li>- <b>Learning Walks</b> – Attendance, punctuality, setting targets and meeting individual needs for SEND/EHCP outcomes.</li> <li>- <b>Departmental sweeps</b> – Punctuality, attitude and behaviour in and around Centre/department (general conduct)</li> <li>- <b>Learning walks</b> – Punctuality, attendance, preparedness for lessons</li> <li>- <b>SAR/QIP review</b> – PM and AP/CD</li> <li>- <b>Learner survey</b> – distance travelled from previous academic year</li> <li>- <b>Learner focus groups</b> – feeling safe and supported in subject Centres/departments</li> <li>- <b>Meeting with Progress Tutor/Attendance Coach</b> – Centre/department issues how these are being addressed</li> <li>- Impact on their role</li> </ul>	<p><b>Beyond the curriculum</b></p> <ul style="list-style-type: none"> <li>- <b>Individual Learning Plan (ILP)</b> – Review aspirations/goals and targets</li> <li>- <b>SOL audit</b> – Promotion of EDI and BV - is this integrated into the curriculum on a regular basis?</li> <li>- <b>Meeting with Careers and WEDOs</b> – review of department, update on Connect usage work experience. Confirmed placements</li> <li>- <b>Meeting with Enrichment &amp; Engagement Co-ordinator</b> – How do the Centre/department engage with the EC/C and planned college activities</li> <li>- <b>Meeting with Progress tutors</b> – Review tracking and monitoring data linked to individualised learner progress and development.</li> <li>- <b>Meeting with key staff in the Learning Support Team</b> e.g. LSO or LSC. Review learners/apprentices in terms of a review and Support Planning.</li> <li>- <b>Meeting with the Student Support Team- PSW</b> – Review learners/apprentices at risk.</li> <li>- <b>Destinations data</b> – Review of data in relation to learner destinations following the completion of a programme</li> </ul>	<p><b>Vision</b></p> <ul style="list-style-type: none"> <li>- <b>Staff and learner surveys</b> – distanced travelled, comparisons cross-college.</li> <li>- <b>Departmental sweeps</b> – Centre/department environment e.g. posters including successes, careers and progressions, celebrations of competitions e.g. GM Skills comps, national awards etc.</li> <li>- <b>SAR/QIP review</b> – meeting college expectations</li> <li>- <b>CPD</b> – HOW2s, mandatory, courses promoted, compliance, SEND/EHCP CPD and courses.</li> <li>- <b>Staff focus groups</b> – Staff workload and staff support</li> <li>- <b>ProMonitor audit</b> inc. progress reviews, enrichment, markbook set up, targets set/reviewed</li> <li>- <b>Destinations data</b> – Review of data in relation to learner destinations following the completion of a programme</li> </ul>