



NCG Evaluation of Teaching, Learning and Assessment Policy

Date approved: 19 September 2017
Approved by: Group Executive Board
Review date: *Annual (September 2018)*
Responsible Managers: Divisional lead for Teaching and Learning
Executive Lead: Group Director of Quality and Standards
Accessible to Students/Customers: Yes

1. Consultation

Consultation undertaken with:-

<input type="checkbox"/> Newcastle College:	Yes
<input type="checkbox"/> Newcastle Sixth Form College:	Yes
<input type="checkbox"/> West Lancashire College:	Yes
<input type="checkbox"/> The Intraining Group:	Yes
<input type="checkbox"/> Rathbone Training:	Yes
<input type="checkbox"/> Kidderminster College	Yes
<input type="checkbox"/> Carlisle College	Yes
Lewisham Southwark College	Yes

2. Applicability of Policy to Organisation

This policy applies to:-

<input type="checkbox"/> Newcastle College:	Yes
<input type="checkbox"/> Newcastle Sixth Form College:	Yes
<input type="checkbox"/> West Lancashire College:	Yes
<input type="checkbox"/> The Intraining Group:	Yes
<input type="checkbox"/> Rathbone Training:	Yes
<input type="checkbox"/> Kidderminster College	Yes
<input type="checkbox"/> Carlisle College	Yes
Lewisham Southwark College	Yes

3. Scope and Purpose

This policy is applicable to all Divisions listed above. It is the responsibility of all Heads of Division to actively promote and adhere to the principles identified and ensure that the policy informs their divisional policies and procedures at a local level. The policy encompasses all programmes and applies to any member of staff in any teaching, learning, and assessment situation, including learning support officers, instructors and assessors. For the purposes of this document, the term 'teacher' includes any member of staff involved in the delivery of teaching, learning and assessment and the term 'learner' includes all learners, clients etc who access our programmes. Similarly, divisions are responsible for ensuring that sub-contractors are fully conversant with the content of this policy and adhere to its principles, where applicable.

Each Divisional Head should then ensure that they have divisional policies and procedures which are in line with the NCG Policy and takes account of the minimum standards to be incorporated into divisional policies and procedures identified in Appendix A.

Purpose

The NCG Evaluation of Teaching, Learning and Assessment (ETLA) Policy

- Identifies key principles which underpin the organisation's commitment to providing excellent learning opportunities for both learners and staff and the creation of a culture dedicated to the continual improvement of teaching, learning and assessment for all.
- Outlines how the evaluation of TLA will contribute to a culture of improvement and innovation.
- Identifies fundamental standards upon which divisional policies will be developed.
- Identifies key responsibilities for the implementation of the policy.

A number of frameworks and standards have been used to inform this policy. These include:

- ✓ ESTYN Common Inspection Framework
- ✓ The Ofsted Common Inspection Framework 2015
- ✓ HMiE Scotland
- ✓ QAA UK Quality Code and UKPSF for teaching and supporting learning in HE
- ✓ The HE Teaching Excellence Framework
- ✓ Professional Standards for Teachers and Trainers in Education and Training – England

4. Linked policies and procedures

Each Division will identify and reference the following documents. These will be reviewed and updated in line with standard quality procedures.

Divisional Observation/Evaluation of Learning and Assessment Policy and Procedure
NCG Capability Policy and Procedure
Self-Assessment Procedure
Learner Engagement Policy
IT Acceptable Use Policy

5. Policy Statement

NCG believes wholeheartedly in the creation of an exciting learning culture which galvanises managers, staff and learners around a shared vision to consistently provide 'outstanding' learning experiences which lead to success and significantly contribute to improving the life chances of all. The breadth of provision delivered by the divisions of NCG require a Teaching, Learning and Assessment policy framework which inspires a culture of excellence, which drives forward continuous improvement whilst recognising and celebrating the uniqueness and wealth of expertise in each separate division. Consequently, the policy identifies key principles and aims for the group as a whole, which are in turn contextualised at a divisional level ensuring that local objectives and enhancement plans are met.

6. The 10 key principles

10 key principles have been identified as key to achieving this culture and working towards securing an 'outstanding' learning experience for both staff and learners. These principles with detailed objectives appear in Appendix B.

7. The evaluation of teaching, learning and assessment contributes to the culture of improvement in the following ways.

- Evaluates each aspect of the learner experience and identifies areas which need to improve to ensure that all learners achieve their full potential.
- Provides teachers with professional feedback on different aspects of their role and identifies individual training and development needs.
- Provides a means to identify good practice and innovative teaching approaches as well as strategies which have impacted positively on learner performance which can then be shared across divisions.
- Encourages a culture of professionalism which recognises and promotes continuous pedagogical and subject specialist expertise and supports action research.

- Encourages ownership and responsibility for each member of staff's contribution to the learner experience and informs and supports staff appraisal.
- Provides opportunities to track and evaluate the impact of specific areas for development e.g. English and Maths, Equality and Diversity, Employability etc.
- Provides data and supporting information for internal and national benchmarking, Quality Review and the Self-Assessment process.

8. Implementing the Policy and Principles

Fundamental standards which should inform all divisional policies are included in Appendix A. Detailed objectives for achieving the key principles are included in Appendix B. Responsibility for the implementation of the Policy is included in Appendix C. An induction checklist identifying the expected content of induction programmes can be found in Appendix D

9. Auditing and reporting on the Policy

The following quality assurance procedures will apply:

Divisional Teaching and Learning Leads will:

- Ensure that progress against the Group and divisional Policy and procedure is reported on at a local level and at Group monthly Quality Performance Meetings.
- Evaluate through the self-assessment process the impact that the policy has made on the quality of teaching and learning in their division, using a variety of information sources.

The Divisional lead for Teaching and Learning will:

- Ensure that divisional policy and procedures are in line with the NCG Policy Framework.
- Produce interim and final reports on implementation and impact of the policy for the HE LTA Committee.
- Produce a final report for the divisional local board which reviews the effectiveness of the divisional policy, shares examples of excellent practice and identifies any modifications for the next academic year. This will also inform both the SAR and HE Annual Review.

7. Equal Opportunities Statement

An Equality Impact Assessment was completed in September 2016

8. Location and Access to the Policy

The Evaluation of Teaching, Learning and Assessment

The Policy is located as follows:

- NCG Intranet: Group Services: Group Policies and Procedures.

9. Person Responsible for the Policy

Director Quality & Standards

Appendix A – Fundamental standards to be included in Divisional Policies and Procedures

Divisions within NCG will develop a local policy and procedure for evaluating and assessing the quality of Teaching, Learning and Assessment which is approved at divisional SMT level in line with the NCG Evaluation of Teaching, Learning and Assessment Policy, and agreed with unions where appropriate.

These policies and procedures should:

1. Be designed to link in effectively with existing quality procedures which encompass self-assessment and performance management to reduce duplication and ensure that targeted improvement strategies are put in place and monitored closely.

- Progress will be tracked through QQR, QIP, SAR, HE course review, appraisals and 1:1 meetings
- Observation processes must ensure that:
 - ✓ Feedback and actions from the previous observation(s), together with in year KPIs (attendance, retention, learner feedback and learner progress) will be reviewed prior to the observation process. This will allow observers to target specific aspects of the session, focus action planning and provide a more holistic assessment of the impact of TLA on outcomes.
 - ✓ Observations will be conducted across NCG with a notice period in accordance with Ofsted practice including HE.
 - ✓ A meeting to discuss the findings of the observation between observer and observee will be arranged as soon as possible following the observation, within a maximum of 5 working days.
 - ✓ All observations will be recorded on the agreed proforma and uploaded into Pro-observe or the divisional recording system within 5 working days of the observation. A copy of the feedback and agreed action plan will be sent electronically to the observee for their records.
 - ✓ Following an observation, an action plan will be agreed between observer, observee and line manager. It is the responsibility of the line manager to ensure that appropriate support is put in place and actions in the action plan are completed. (Action plans will need to be reviewed at sub-divisional level and reported to divisional SMT through Quarterly Quality Review)

- ✓ Lessons which do not clearly demonstrate learners' engagement and progress will require support prior to re-observation within 4 weeks as a minimum and maximum within 12 weeks. The requirement for re-observation will be flagged in Pro-observe or the divisional recording system and monitored for timeliness.

The outcomes of the observation and an holistic evaluation of the quality of TLA will contribute to the annual appraisal review, interim appraisal and probationary review resulting in clear targets for improved performance and sharing of best practice being agreed. Staff who have demonstrated significant expertise in assessed areas will have an appraisal target to share best practice and this will be reported on through Pro-observe or the divisional recording system.

The 'Areas for review' tab in Pro-observe or the divisional recording system will be used to identify strengths and areas for development with progress against these areas allowing managers to identify whether staff have taken advice on board and/or whether the support measures they have put in place have been effective.

- Monitoring and Management of the process must ensure that:
 - ✓ Moderation of assessment decisions and the quality of feedback will take place at divisional level on at least a quarterly basis . The use of externals to moderate will be a divisional decision and responsibility.
 - ✓ Moderation of the quality and impact of the action plans is carried out on a sample basis and tracked through Pro-observe or the divisional recording system.
 - ✓ Experienced observers are identified to conduct joint lesson observations (JLOs) across a representative sample to ensure the validity of the process .
 - ✓ Divisional T and L leads take responsibility for all observations being completed in line with the agreed annual plan. This plan will be recorded in Pro-observe or the divisional recording system to facilitate monitoring and reporting against the plan at divisional SMT/SLT level and Group Executive Board level.
 - ✓ Divisional T and L Leads take responsibility for the evaluation of the outcomes of the divisions' performance and the progress of learning and assessment to report to the QQR, to inform the annual self-assessment report, quality improvement plan and the divisional training and development plan.

2. Be driven by holistic assessment criteria which recognise the full tutor role. These criteria need to be owned by all staff, and be designed to demonstrate the impact of any interventions on both staff development and learner performance.

Each division will have a variety of strategies designed to evaluate the quality of the learner experience and identify where improvements can be made to maximise learner performance. These strategies will draw on evidence from a variety of sources including:

- Observation of the learning session
- Schemes of Work and planning documents
- Initial assessment and how it informs Individual Learning Plans
- Progress tracking documents
- Attendance and punctuality records
- Learner assessed work
- Feedback from learners /employers
- Feedback from External Examiners/Verifiers etc
- External survey results e.g. NSS Survey

This evidence will contribute to a holistic evaluation of teacher performance which will be monitored through the appraisal system.

3. Adopt a flexible, risk rated model which targets underperformance and maximises the effectiveness of the existing observer and coaching resource.

- Each division will have an observation plan which incorporates; a variety of observation opportunities, including walkthroughs, developmental observations and formal observations; along with other assessment methods , including desk-based analysis etc Where a risk rated approach to ETLA is adopted, the plan will be recorded in Pro-observe or in the divisional system. Line managers and quality teams will be able to access progress against the plan instantaneously.
- All first observations will be completed by March of the academic year.
- Observations will be scheduled on a risk basis. The following risk rated priorities will inform and update the plan.
- ✓ Staff with an unsatisfactory observation in the previous year will be observed within 4 weeks of the new academic year.
- ✓ A teacher who is new to the organisation, new to phase e.g. HE/FE and those new to teaching must receive a developmental observation ideally within 4 weeks of commencement of teaching. Where possible divisions will also undertake a desk based review to include work scrutiny.
- ✓ Staff who deliver on programmes which have previously underperformed or where

learner /employer feedback has caused concern will be prioritised.

- ✓ Staff who deliver on programmes where internal or external verifier/external examiner feedback is a cause for concern will be prioritised.
- ✓ Staff who deliver on programmes where there are 'in year' concerns e.g. attendance, retention etc. will be prioritised.
- ✓ Staff who have failed to respond to TLA actions in their development plan (appraisal) will be prioritised.
- Formulation of the ETLA plan will take account of the following:
 - ✓ National priorities e.g. English and maths, STEM, growth in apprenticeships.
 - ✓ Areas which are /have been under review e.g. dip below minimum standards, a dip in NSS results, where evidence is needed to demonstrate improvement and impact.
 - ✓ Divisional business plans e.g. support for bids etc
- Planning will ensure that the observation sample will be representative of all ages, types and levels of programme and learning activity. E.g. Practical sessions vs theory/tutorial, FE and HE
- Staff teaching across FE and HE should be observed in each area where possible. Where managers have concerns whether in FE or HE, a full observation and desk based review in both areas will be completed.
- Observer training - divisions will be responsible for identifying, developing and training staff to meet the requirements of the observation procedure. A register of divisional observers will be maintained at divisional level.
- To be included / remain active on the register of observers all members of the observation team will complete annual refresher and standardisation training delivered by the division.
- New observers and observers new to the division will undertake 'face to face' training and complete a minimum of one joint learning observation.
- Staff responsible for the evaluation of TLA of HE will undertake specific training and moderation exercises as required by NCG Head of Quality .
- Pro-observe or the divisional recording system will be used to plan, record, monitor and report on the observation process. Standard documentation has been developed to support observers in the recording and uploading of findings compatible with the Pro-observe screens. All reports to divisional SMT, quarterly quality reviews, and Executive board must use the divisional central recorded teaching and learning data only.
- Assessment criteria have been designed to guide observers in the evaluation of Learning and Assessment for both FE and HE provision within colleges. Similar criteria have been designed to support distinct learning opportunities e.g. Review, Teaching and Learning, IAG, Assessment for all the providers.
- A process for managing the underperformance of staff, with appropriate links to the capability procedure must be identified in the divisional policy/procedure. As a minimum, underperforming staff must be:
 - ✓ Supported by the line manager to achieve the targets set in the action plan.

- This may include identified support from coaches, CPD, etc
- ✓ The effectiveness of this support and the actions identified for improvements need to be monitored closely and re-evaluated in a timely fashion to ensure that neither staff nor learners are being disadvantaged.
- ✓ Re-observed within 4 weeks with a second formal observation, no later than 12 weeks from the first observation.

4. Include strategies which recognise and support critically reflective practitioners who continually strive to create inspiring learning situations for their learners.

- All new teaching staff must have or begin working towards the following within their probationary period:
 - ✓ Teaching and assessment qualifications in line with job role
 - ✓ Level 2 English and maths
- All staff teaching on HE programmes need to be considered by the NCG HE Staff Approvals Panel. Any staff new to teaching at this level /new to teaching HE at NCG will be required to complete HE Core Training and will be assigned a mentor to support them as they familiarise themselves with HE procedures and regulations.
- All staff responsible for teaching and learning will undertake induction training to ensure that they are fully prepared for their role and the performance expectations of the group. The content and length of the induction period will be determined by the nature of their role and by establishing whether they fall into either of the categories identified below.
 - New to teaching/training – essentially NQT.
 - Experienced teacher/trainer new to NCG.
 - Experienced teacher /trainer coming back into teaching after some time and /or moving to a new subject area, new phase e.g. FE to HE or new sector e.g. Community or Youth Offending
- Line managers are responsible for overseeing the support and induction process of their staff. However, some staff will be assigned a mentor or buddy e.g. staff undertaking a QTS programme, staff needing more extensive support.
- Regular 1:1s should allow time to revisit the induction checklist to ensure that staff have the opportunity discuss/clarify aspects of their role, identify any issues that they may be having etc. Completion of the TLA (Teaching, Learning and Assessment) induction coupled with an evaluation of staff strengths/areas for development using a range of holistic measures will contribute to the 6 months probationary report.
- Induction of newly qualified staff /those working towards their qualification while working for the organisation will need additional support to ensure the quality of learning provided by the organisation is maintained and staff feel that they are valued and are retained.

It is suggested that all newly qualified staff should:

- Have regular meetings with their mentor* scheduled in during the first term gradually reducing through the year.
- Have the opportunity to observe experienced staff within their area on least two occasions.
- Be observed formally and informally on at least 3 occasions within the probationary period.
- Have 2 formal reviews of their progress with their line manager during the probationary period. These reviews will include an evaluation of the whole role.

The above will be agreed by the division and communicated to staff.

*Mentors should have QTLS and where possible be specialist in the same/similar discipline. Appendix D provides a more detailed picture of the expected content and may be adapted to be used within divisions

• Divisional policies/ procedures should be able to assess the quality of TLA but should also include strategies which support experimentation, innovation, and professional discussion. Such strategies could include:

- ✓ Ungraded observations for strong teachers
- ✓ Peer observations
- ✓ TLA experiments
- ✓ Video Enhanced Observations
- ✓ Targeted drop-ins
- ✓ Peer teaching/shadow teaching /swapping classes
- ✓ Learner observers

The agreed policy and procedure and all supporting documentation must be communicated to all divisional staff involved in the observation process. The policy and procedure will be reviewed annually to assess the impact and to incorporate divisional and external sector priorities.

Appendix B - Teaching, Learning and Assessment Principles

Teaching Learning and Assessment principles underpin the group policy outlined below. Each division will demonstrate how it intends to meet these objectives with existing quality processes and procedures modified to monitor progress against the targets.

1. Effective and inspiring leadership and management which promote a culture of excellence and continuously challenge teaching, learning and assessment to improve the learner experience.

- Driving forward a culture of excellence must become a whole organisational approach. The strategy adopted by each division will be communicated to everyone, with clear guidance on how they are expected to promote its importance as part of their role.
- Policies and Procedures will be reviewed in light of the strategy to ensure that all opportunities for promoting it are maximised.
- Initiatives to reinforce this culture will be promoted at divisional level.
- Monitoring procedures to evaluate how effectively the organisation promotes excellence and improves the learner experience will be put in place at a divisional level.
- Monitoring procedures to evaluate how effectively priority areas are promoted and embedded to enhance the learner experience e.g. English and maths will be put in place at a divisional level.

2. Research informed teaching and learning which develops learners' curiosity, interest and enthusiasm to learn. Learning which inspires and motivates all learners to make consistent progress and achieve appropriately challenging goals that helps them to reach their potential and prepares them for their next steps.

- Learners are encouraged to reflect on their learning experiences and make meaningful contributions to our self-assessment process.
- Learner views are prized and evidence to demonstrate how feedback has informed change actively monitored.
- All staff are encouraged to reflect upon the learners experience and how they contribute to it.
- All front line staff are actively involved in the learning and assessment process (teachers, tutors, assessors, learning support staff etc) in line with the new professional standards are encouraged to reflect on the impact of the learning they lead and the capacity of that learning to enthuse and inspire and identify any support that they require.
- Progress of learners is actively reviewed and revised with learners and other stakeholders (support staff, employers, placement supervisors, parents etc) to ensure that targets are appropriately challenging to ensure progression.

3. Assessment strategies which recognise prior learning and experience, and are designed to advance learning as well as measure progress, encouraging learners to confidently engage with feedback and reflect on their own development. Assessment which develops learners' enthusiasm and eagerness to continually improve the standard of their work and develop their knowledge, understanding and skills.

- All programmes have clear processes and procedures for assessing and evaluating prior experience and learning. This assessment informs both schemes of work and individual learning plans.
- Initial assessment includes as a minimum:
 - Recognised online assessment of English and maths skills for FE learners.
 - Subject specialist/vocational skills assessments required to ensure learner readiness for the programme.
- All divisions have systems which accurately track learner progress in place.
- The quality of feedback to learners is evaluated in a number of ways and forms part of the ETLA procedure to ensure that it is timely, firmly rooted in the assessment criteria, constructive and encourages autonomy.

4. An inclusive learning experience which recognises learners as individuals with different learning preferences, support needs, skills sets, interests and aspirations. In which staff are quick to challenge stereotypes and inappropriate language within the learning environment and at work.

- Initial Advice and Guidance in conjunction with evaluations of prior learning experiences are used to help learners identify programmes which most accurately meet their skills sets, interests and aspirations.
- Learners are encouraged to disclose any additional learning needs prior to enrolment and throughout the programme to ensure that appropriate support is identified and put in place in a timely manner.
- Staff receive training to identify and support learners to ensure that wherever possible they enjoy an inclusive learning experience.
- Planning documents identify:
 - Opportunities to promote Equality and Diversity, Health, Safety, Wellbeing and British Values and Prevent.
 - Planned advice and guidance to support progression pathways
 - How English and maths skills are developed and assessed in the main FE programme.

5. Well qualified, experienced professional staff who critically reflect upon their practice, are passionate about their subjects and seek out opportunities to advance their occupational competence in a variety of ways which impacts positively upon the learners experience and success. Staff that are determined that all learners achieve well through high expectations and challenging yet aspirational learner targets.

- Recruitment practices and procedures ensure that divisions target staff with high levels of skill, knowledge and expertise within their own academic or vocational field as well as the teaching skills needed to benefit their learners.

- NCG expects all teaching staff to hold or be willing to work towards their minimum qualification requirements identified in the 2007 Workforce Reforms.
- On HE programmes staff are expected to be qualified at one level higher than the programmes on which they are teaching.
- All relevant staff are supported to achieve level 2 in both English and maths. New staff must be willing to work towards these qualifications if they do not already have them.
- Records of qualifications will be held in Itrent (HR records system). Procedures to evaluate and update these records will be followed across the divisions.
- ITE training needs along with CPD requirements will be identified by divisions and forwarded to the Newcastle School of Education.
- Opportunities for staff to critically reflect upon their own practice and take up professional development opportunities including the updating of industry experience will be encouraged.

6. Professional staff development which invests in and celebrates the talent, potential and performance of our staff

- All teaching staff new to the organisation are supported by a mentor and receive an induction into the organisation. Minimum requirements identified in Appendix D
- Professional development interests/requirements are identified at the beginning of the academic year/time of appraisal. These needs are prioritised according to business needs with staff encouraged to take up CPD offers. Divisions monitor progress and impact of the investment at an individual and divisional level.
- Staff who are not recognised as qualified under the 2007 workforce reform guidance are required to complete the appropriate Initial Teacher Education programme. In the interests of consistency, this training is provided by Newcastle School of Education and fees are waived.
- Recognition of staff excellence and expertise are promoted in a number of ways at both group and divisional level.

7. The delivery of teaching and learning in an inspiring, research rich environment which promotes the importance of English, mathematics, ICT, Equality and Diversity and employability skills.

- Each division will review their current practice in light of the new professional standards and identify how they intend to build/enhance a critically reflective approach in both staff and learners.
- Opportunities for staff and students to participate in action research, report on findings, present at conferences etc are made available.
- Opportunities to share current industry best practice and expertise and engage in online Communities of Practice are encouraged through online forums.
- Opportunities to share best practice internally and externally are encouraged

8. Provision and effective use of high quality resources and facilities including the confident use of technology and inventive use of emergent technologies to promote accessibility and enhance the learning experience to ensure that learners achieve their full potential.

- Divisions work closely with employers to ensure that curriculum, resources and learning environments mirror industry best practice to enthuse and inspire learners e.g. RWEs, placements
- Divisions - work with employers to establish high quality placements which provide learners with the training and support to secure permanent employment. Feedback on the effectiveness of these placements informs further development.
- Staff are inducted into the use of on-line tools and available digital technologies. Advanced training for more experienced staff will be provided centrally.
- Innovative use of emergent technologies to support learning is encouraged.

9. Innovative curriculum design which clearly embeds transferable skills is flexible and responsive to the requirements of employers, learners and other stakeholders as well as local, regional and national agendas and priorities. Ensuring that our learners develop the skills which will enhance work, progression onto further study and life chances.

- Divisions require clear rationales to support the development of new programmes e.g. employer demand, progression opportunities, in response to LEP/government initiatives, HE strategy or market demand etc. before they are approved.
- Stakeholder involvement in the development and review of the knowledge, skills and understanding needed to both pass the programme and secure employment.
- All programmes should clearly identify transferable skills e.g. employability, English, maths skills, which can be embedded along with opportunities to enhance the offer e.g. building in professional qualifications, GCSEs etc.
- English and maths skills are actively promoted across all FE programmes in line with the English and maths action plan
- Wherever possible every effort is made to assure a responsive delivery model which provides flexible access and encourages wider participation e.g. twilight, flexible shift pattern, blended, distance programmes.

10. Learning which equips learners for life and work, creating confident, responsible, expert learners who take responsibility for their learning enabling them to participate in and flourish in a diverse and changing society.

- All divisions review how they involve learners at each stage of their learning journey to identify opportunities for increasing learner ownership.
- Scaffolding strategies to encourage 'learning to learn' techniques.

Appendix C- Key Responsibilities for the implementation of the Policy on the Evaluation of Teaching Learning and Assessment

1.1 **The Director of Quality and Standards** is responsible for

- Ensuring the Evaluation of Teaching, Learning and Assessment Policy is reviewed according to the appropriate review period and presented to Group Executive Board for approval
- Ensuring appropriate scrutiny of teaching, learning and assessment at Governor Group Executive Board and local college board.
- Ensuring appropriate Group arrangements for external validation of the observation process if applicable
- Leading the engagement between the Group Quality Forum and Teaching and Learning Improvement Forum to ensure continuous improvement in teaching, learning and assessment

1.2 **Divisional Heads** are responsible for

- Ensuring the divisional Evaluation of Teaching, Learning and Assessment Policy and procedure is reviewed according to the appropriate review period and presented to Executive Board for approval
- Quality assuring divisional policies and procedures in line with the NCG Group Policy
- Ensuring appropriate scrutiny of teaching, learning and assessment at divisional level at SMT and appropriate governance level
- Ensuring effective divisional arrangements for external validation of the observation process if applicable
- Rigorous divisional annual Self-Assessment of Teaching, Learning and Assessment
- Ensuring the divisional Quality Improvement Plan arising out of Self- Assessment has effective actions for driving improvements in teaching, learning and assessment
- Ensuring standardised observation training, best practice resources are developed from internal and external sources
- The facilitation of staff development and sharing good practice internally and externally
-

1.3 **The Business Assurance team** is responsible for

- Quality assuring of divisional policies and procedures in line with the NCG Group Policy
- Dealing appropriately with non-compliance of the divisional policy and procedures

1.4 Divisions are responsible for ensuring their divisional policy and procedures comply with the NCG policy.

1.4 The Divisional Teaching and Learning Lead is responsible for:

- Ensuring appropriate annual plans for the observation of teaching, learning and assessment
- Providing observation training and sampling observation evidence forms to verify the accuracy of grading and monitoring feedback and issues arising
- Providing staff development and training recommendations
- Analysing and reporting the observation data and other sources of evidence used to evaluate the quality of TLA or their division to the SMT and Quarterly Quality Review and Self-Assessment procedures
- Ensuring new staff are recruited with appropriate qualification and skills
- Ensuring Pro-observe or divisional recording system is used to record, monitor and report on all divisional lesson observations
- Ensuring the divisional policy and procedure is adhered to by all appropriate divisional staff
- Maintaining and Monitoring the register of divisional observers
- Ensuring observers will have at least one of their observations moderated each academic year in the form of a joint Lesson Observation (JLO) or desk based review. Moderation will be carried out by an internal or external moderator assigned by the Divisional Teaching and Learning Lead
- Ensuring appropriate internal moderation and standardisation takes place to ensure continuous improvement
- Ensuring that appropriately trained observers are responsible for carrying out the graded observations and that they receive regularly updated observation training
- Training the observers to enable them to accurately assess and grade the quality of teaching, learning and assessment. All observers will receive annual refresher training sessions tailored where possible to support the observation of HE, FE, work based learning etc.

1.5 It is the responsibility of the Divisional Heads / Managers of Department /Centre /School /Region to:

- Make judgments from the analysis of the data to inform what is observed at every level (and other evaluation such as learner views and learner walks) and the training to be provided to teaching and learning staff
- Schedule their own observation timetable during each academic year, and use the data in their course reviews and self-assessment report.
- Confirm the observation timetable with the divisional Head of Teaching and Learning
- Ensure regular discussion of teaching, learning and assessment process, outcomes and good practice at course team meetings
- Ensure observers complete verbal and written feedback and agree the development plan and ensure all appropriate documents are uploaded to Pro- Observe or the divisional recording system within 5 days of the observation taking place
- Ensure Individual Development Plans are completed for all observees

1.6 Teachers

Take responsibility for the development of their own learning and teaching sessions through:

- Ensuring priority is given to continuous improvement in their teaching, learning and assessment

- Regular conversations through team meetings, learner forums and Quality Reviews about teaching, learning and assessment with other colleagues, Managers, Additional Learning Support staff, Managers, Teaching and Learning Coaches and the Teaching and Learning Lead
- Regular reflection on teaching, learning and assessment using the results from learner forums and surveys
- Participation in peer observations within and across teams
- Supporting other teaching staff to improve
- Attending training and support including sharing good practice
- Experimenting with teaching, learning and assessment practice

1.7 Managers

Managers take responsibility for learning and teaching in their area through:

- Ensuring appropriate induction into Teaching and Learning for those new to teaching and to the division
- Ensuring teaching, learning and assessment is prioritized. Regular conversations about teaching, learning and assessment with teachers, ALS, managers and mentors. Regular monitoring of teaching, learning and assessment.
- Monitoring of observation outcomes and other data that informs judgements about the quality of teaching, learning and assessment
- Monitoring of effectiveness of internal verification
- Use of appropriate processes to regularly monitor the impact of interventions to improve the quality of teaching, learning and assessment
- Encouraging and monitoring teacher reflection upon teaching, learning and assessment
- Facilitating peer observation and monitoring the effectiveness
- Supporting improvement by planning appropriate training and monitoring the impact
- Encouraging teachers to experiment with teaching, learning and assessment practice

Appendix D– Exemplar TLA Induction Checklist

The checklist captures a range of TLA induction information required in different learning situations and is by not exhaustive. Topics should be discussed fully in 1:1 meetings. Please ensure that your divisional checklists capture the essentials and that the areas highlighted are completed prior to the first session. Identifying when you would expect different elements to be completed by would also help to prioritise and manage the workload for the new member of staff.

Teaching and Learning Induction Checklist	By	Ach'd
<p>Teaching timetable and accommodation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check your teaching hours, location and agree your departmental duties including time with your line manager <input type="checkbox"/> Check placement addresses and contacts etc <input type="checkbox"/> Check your teaching accommodation and ensure you know how to use any equipment e.g. Smartboard 		
<p>Qualification and Course Details</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make sure you have up-to-date specifications for all programmes you teach/train on. <input type="checkbox"/> Make sure you know how to access all relevant documentation for your HE/FE/Apprenticeship programme e.g. Programme specification/handbook/ module specification and delivery details. <input type="checkbox"/> Find out whether there is any awarding body support for your qualification e.g. email alerts/updates/ contacts/ sample material – and register for the services. <input type="checkbox"/> Check that all learners are registered with the awarding body on the correct qualification. <input type="checkbox"/> Check dates of assessment boards/examination committees and what you are required to provide for them. <input type="checkbox"/> Check frequency of testing/ exams/ deadlines for portfolio completion, practical test arrangements? Re-sit arrangements? <input type="checkbox"/> Check what the arrangements are for standardisation/moderation and internal/external verification. How to access samples of marked work/portfolios? <input type="checkbox"/> Tutorials – what needs to be covered etc <input type="checkbox"/> Placements/on-site visits and how they are organised, monitored etc 		
<p>Your learners/students</p> <p>You need to build up a class/caseload profile of your learners and check that you have access to the following information.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Additional learning support needs and how to refer them to HEST or Pastoral Support <input type="checkbox"/> Qualifications on entry (ALPs score if appropriate) <input type="checkbox"/> English and maths initial and diagnostic assessment <input type="checkbox"/> Personal and pastoral considerations e.g. childcare arrangements <input type="checkbox"/> IA and diagnostic assessments <input type="checkbox"/> ILP targets <p>You need to be able to guide your learners/students so that they get the most out of their time with us.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check what is viewed as acceptable behaviour in class/in the workplace: lateness, food, phones etc <input type="checkbox"/> Procedure to be followed for unacceptable behaviour <input type="checkbox"/> Attendance, who to contact if not able to attend and how to catch up. <input type="checkbox"/> Homework and assessment - sanctions if not produced <input type="checkbox"/> Placement and employer expectations 		
<p>Staffing and resources</p> <p>Check you know:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All the team and who to go to with any queries. <input type="checkbox"/> Who to contact if a learner needs support 		

<input type="checkbox"/> How to support your learners who have additional needs <input type="checkbox"/> What to share with a LSA (Learning Support Assistant) or Learning Mentor SoW etc <input type="checkbox"/> What teaching materials are available and where additional on line materials can be accessed <input type="checkbox"/> What your role in the performance management framework entails e.g. contributions to staff meetings, programme /quality reviews etc <input checked="" type="checkbox"/> Photocopying arrangements, limits etc <input checked="" type="checkbox"/> Library/learner zone facilities? <input checked="" type="checkbox"/> Who to contact re Safeguarding etc if you have a concern <input checked="" type="checkbox"/> How to use of the Smartboard, who to contact if not working <input checked="" type="checkbox"/> How to report something stolen /a security concern etc <input checked="" type="checkbox"/> How to withdraw a student from programme in a timely fashion? Have you received training in /know how to use the following <input type="checkbox"/> NCG Online and any specific areas e.g. HE Registry <input type="checkbox"/> HE Core Training <input type="checkbox"/> BKSB (FE) <input checked="" type="checkbox"/> e-Trackr (FE) <input type="checkbox"/> E-Track <input checked="" type="checkbox"/> E-Registers <input type="checkbox"/> Marks Recording System-MRS (HE) <input checked="" type="checkbox"/> Smartboard <input type="checkbox"/> Intranet & Shared Drives <input type="checkbox"/> SharePoint <input type="checkbox"/> Pro-achieve <input type="checkbox"/> Pro-observe (if needed) or the divisional recording system <input type="checkbox"/> Attendance Database (MI Net)		
---	--	--

<p>Teaching Support (for all staff delivering TLA)</p> <input type="checkbox"/> Dates of the staff development days & how to access staff development <input type="checkbox"/> Have you been signed up for the Excellence Academy? <input type="checkbox"/> Do you know where to find teaching ideas & guidance on the college VLE/M drive ? <input type="checkbox"/> Have you gained an appropriate teaching qualifications a) teaching certificate b) assessor award c) internal verification award? <input type="checkbox"/> Have you completed your English and maths level 2? <input checked="" type="checkbox"/> Have you completed your mandatory on-line training requirements <input type="checkbox"/> Have your appraisal targets been set? <input type="checkbox"/> How often do you have 1:1s with your line manager? <input type="checkbox"/> Have you received smartboard training, BKSB, eTrackr/ E-Track training? <input type="checkbox"/> Have you been allocated a mentor? <input type="checkbox"/> Have you received training in IQA/moderation activities?		
<p>Our priorities and key messages</p> <input type="checkbox"/> Learners/students and tutors have high expectations of each other and work together to drive up performance.(attendance , punctuality etc) <input type="checkbox"/> The importance of English and maths and developing skills through the curriculum. <input checked="" type="checkbox"/> Zero tolerance areas -Safeguarding, Prevent and British Values <input type="checkbox"/> Effective and innovative use of ILT Initial/diagnostic assessment is used effectively to: <input type="checkbox"/> Ensure the needs of individual learners are met and exceeded <input type="checkbox"/> Build on the prior skills, knowledge and understanding (SKU) of learners challenging them to achieve their full potential.(Apprenticeships) <input type="checkbox"/> Feedback results on progress and independence.		
<p>Policies and Procedures There are a number of policies and procedures that you need to be aware of for example : <input checked="" type="checkbox"/> Child protection Policy & Procedure</p>		

<input type="checkbox"/> Safeguarding Adults at Risk Policy and Procedure <input type="checkbox"/> Safeguarding Young People Policy <input type="checkbox"/> Health and Safety Policy and Procedures (including offsite activities and risk assessments) <input type="checkbox"/> Student Discipline Policy and Procedure <input type="checkbox"/> Academic Malpractice Policy <input type="checkbox"/> Controlled Assessment Policy <input type="checkbox"/> Copyright Policy <input type="checkbox"/> Assessment Policy and IV Procedure <input type="checkbox"/> NCG Non-examination Assessment Policy <input type="checkbox"/> HE Assessment/marketing/moderation Policy <input type="checkbox"/> Notes of Concern <input type="checkbox"/> Annual Consent & Medical Form including Educational Visits <input checked="" type="checkbox"/> Code of Conduct for students <input type="checkbox"/> Media Consent Form <input type="checkbox"/> HE Academic Regulations <input type="checkbox"/> NCG Recognition of Prior Learning Policy <input type="checkbox"/> NCG HE Fitness to Practise Policy and Procedure <input type="checkbox"/> NCG HE Tutorial Policy <input type="checkbox"/> NCG HE Admissions Policy <input type="checkbox"/> NCG Code of Freedom of Speech <input type="checkbox"/> NCG Complaints Policy <input type="checkbox"/> NCG Disclosure by Learners and Customers in Workplace <input type="checkbox"/> NCG ETLA Policy <input type="checkbox"/> NCG English and Maths Policy <input type="checkbox"/> NCG IT Acceptable Use Policy <input type="checkbox"/> NCG Respect and Consideration for Others Policy <input type="checkbox"/> NCL Absence Reporting Procedure <input type="checkbox"/> Central Support referral procedure		
<p>Evaluation of TLA Process Check that you know:</p> <input type="checkbox"/> How the system works, different kinds of observations and what is done with the information <input type="checkbox"/> What is being assessed and what support is available <input type="checkbox"/> What documentation is expected		
<p>Are you happy that the above material has been covered fully and you have understood it?</p>	<p>Employee sign and date:</p>	
	<p>Line manager sign and date:</p>	
	<p>Employee Operations received and logged:</p>	

Sample

What you need to know by day one..	Complete
Teaching timetable / accommodation and resources (including learner/employer details of caseload for Apprenticeships)	
How to log on / access IT resources in the session	
Class list/Learner caseload with any support needs identified	
How to log on and use eTrackr	
How to complete a register accurately (A/L/P/AA) for FE/HE students	
<p>What unacceptable behaviour is and what should be done about it.</p> <ul style="list-style-type: none"> • Punctuality • Food and drink • Swearing • Disrespectful comments • Misuse of IT phone internet • No lanyard 	
<p>What to do / who to contact if :</p> <ul style="list-style-type: none"> • Someone is ill / has an accident • The fire alarm goes off • A potentially violent situation occurs which threatens you or the class • A learners discloses something which could be considered a safeguarding or Prevent issue • 	

This is designed to support line managers in the induction process. It can be adapted to the requirements of your school/department and is not meant to be followed prescriptively

Appendix D – Induction Checklist for Staff teaching HE (highlighted actions need to be completed before starting to teach)

Teaching and Learning Induction Checklist

Teaching timetable and accommodation

- Check your teaching hours, location and agree your departmental duties including time with your line manager
- Check your teaching accommodation and ensure you know how to use any equipment e.g. Smartboard.

Qualification and Course Details

- Make sure you have access to module specifications and module delivery details for all programmes that you teach on @ [HE Registry Share Point](#)
- Find out whether there is any awarding body (i.e. Pearson for HNC) or PSRB (i.e. Royal Society of Chemistry) support for your qualification e.g. email alerts/updates/contacts/ sample material – and register for the services.
- Check that all students are enrolled to the correct modules and that they appear on all the appropriate registers.
- Check dates of exam committee and Board of Examiner meetings and what you are required to provide for them.
- Check assessment plans (in the programme specification), module assessment schedule and the resubmission arrangements including assessment mode / submission dates etc.?
- Check the arrangements for internal and external moderation of assessment briefs and marked work.
- Tutorials – when, were, for how long, with whom, what should be covered?
- Placements and how they are organised, monitored etc.
- Definitive validation documentation about the programmes you are teaching on i.e. programme specification, programme handbook and module specification and delivery details

Your student/students

You need to build up a class profile of your students and check that you have access to the following information.

- Additional learning support needs and how to refer students to HEST (HE Support Team) or Pastoral Team if required.
- Qualifications on entry.
- English and maths qualifications (where appropriate).
- Personal and pastoral considerations e.g. carer or childcare arrangements
- Tutorial targets.

You need to be able to guide your student/students so that they get the most out of their time with us.

- Check what is acceptable behaviour in class: lateness, food, phones etc.
- Procedure to be followed for unacceptable behaviour.
- Attendance, who to contact if not able to attend and how to catch up.
- Assessment – reference to the HE Academic Regulations/ Assessment Policy and Framework
- Placement and employer expectations.

Staffing and resources

Check you know:

- All the team and who to go to with any queries.
- Who to contact if a student needs support.
- How to support your students who have additional needs.
- How to work with the HEST and Pastoral staff to offer the most appropriate teaching and support to students with additional needs.
- What teaching materials are available and where additional on line materials can be accessed
- Photocopying arrangements, limits etc.
- Library/student zone facilities?
- Who to contact re Safeguarding etc. if you have a concern
- How to use of the Smartboard, who to contact if not working
- How to report something stolen /a security concern etc.
- How to report a medical concern or emergency.
- How do students access HE and adult only IT and social area - SPACE

Have you received training in /know how to use the following

- NCG Online/SharePoint
- HE Registry SharePoint site (within NCG online)
- Moodle (HE)
- Marks Recording System (MRS)
- E-Trackr (NCG direct only)
- E-Registers
- Smartboard
- Intranet & Shared Drives
- Attendance Database (MI Net)

Teaching Support (for teachers)

- Dates of the staff development days & how to access staff development
- Do you know where to find teaching ideas & guidance on the college VLE?
- Have you completed your English, Maths or IT Level 2?
- Have you completed an appropriate teaching qualification? Evidence submitted?
- Have you completed your mandatory on-line training requirements?
- Have your appraisal targets been set?
- Have you booked in your monthly 1:1s with your line manager?

Our priorities and key messages

- Students/students and tutors have high expectations of each other and work together to drive up performance.(attendance , punctuality etc.).
- Zero tolerance areas -Safeguarding, Prevent and British Values, Substance and Alcohol misuse.
- Effective and innovative use of ILT
- Effective feedback is provided to students timely (max 20 days)

Policies and Procedures

There are a number of policies and procedures that you need to be aware of for example :

- Child protection Policy & Procedure
- Safeguarding Vulnerable Adults Policy and Procedure
- Health and Safety Procedures (including offsite activities and risk assessments)
- Student Discipline Policy and Procedure
- Academic Misconduct Policy
- NCG HE Assessment Policy and also the Marking and Internal Moderation Guidance
- Annual Consent & Medical Form including Educational Visits
- Learning Agreement
- Media Consent Form
- HE Academic Regulations
- NCG HE Recognition of Prior Learning Policy
- NCG HE Fitness to Practise Policy and Procedure
- NCG ETLA Policy
- IT Acceptable use policy
- HE Tutorial Policy & HE Tutorial Framework
- HE Admissions policy and check admission requirements for programme(s)
- NCL Absence reporting procedure
- Central Support referral procedure

Lesson Observation Process

Check that you know:

- How the system works, different kinds of observations and what is done with the information
- What is being assessed and what support is available
- What documentation is expected

Are you happy that the above material has been covered fully and you have understood it?

Employee Sign and date:

Head of Department sign and date: