

QUALITY, STANDARDS & MARKETING DIRECTORATE

Quality Assurance of Teaching, Learning and Training

Guidelines for all Staff

Aim

To provide the highest standard of learning experience for all learners.

Objectives

- To develop and implement an effective approach for the quality assurance of teaching and learning, evaluating the experience of learners and measuring performance in relation to national benchmarks
- To further develop and improve teaching and learning
- To identify and acknowledge good practice and ensure that this is shared
- To inform the self-assessment process
- To identify individual, curriculum area and college staff development needs

The College has adopted a new approach to lesson observation effective from September 2011 incorporating two parallel processes as follows:

1. Quality Assurance of Teaching, Learning and Assessment

1.1 Formal Lesson Observations

Graded observations are predominantly carried out within the internal review process which will focus on curriculum areas with courses causing concern.

- In the drive for outstanding status and in accordance with the college value of excellence in teaching and learning, it is a College requirement that all teaching and learning be at least good [grade two].
- The observation arrangements set in place are designed to reflect Ofsted and common practices in the Sector. The emphasis of the approach developed is to drive and support continuous improvement to ensure excellence in teaching and learning and high quality experiences for our learners.
- It is an expectation that all staff achieve good or better grade in a formal graded observation. Where they do not, their personal development action

plan should involve training and support to enable them to improve the grade on a subsequent re-observation and improve the standard of teaching and learning generally.

- Staff may receive more than one graded observation if they hold multiple job roles e.g. teach in more than one Curriculum Area.
- **All** observations will be undertaken by two observers, where the Lead Observer is new to the process, ensuring one lead observer and one moderating observer is present. Single observations may be completed by experienced observers. This process will help to ensure that the observation grade profile is as robust as possible.
- Any member of staff achieving a less than good grade will be re-observed. Staff achieving a satisfactory grade will be re-observed within 12 working weeks and staff achieving an inadequate grade will be re-observed within 4 working weeks. **N.B. a further inadequate observation within 12 months of an initial inadequate grade will result in the capability procedure being invoked.**
- The detail within the post-observation action plans produced by observers will be enhanced and completion of the actions will be closely monitored by the appropriate Curriculum Manager and used as a reference point within staff PMR's
- All new members of staff should be observed during their first term of employment and the outcome used to inform the probationary review
- Feedback from students will be sought as part of every lesson observation.
- Graded observations should last a minimum of 30 minutes and may continue for longer. Observations may start and end at any point in the timetabled session. Observers may also split the observation by observing one part of the session and then returning.
- All Observers must attend regular training and are subject to ongoing quality assurance and standardisation of grading. This standardisation process involves observations of observers, scrutiny of observation reports and observation of feedback meetings. In addition regular meetings are held to standardise grading and review compliance with the Ofsted/LLUK criteria for making judgements.

- Observations will focus on student learning as well as a range of other indicators which demonstrate the quality of the overall learner experience, for example assessment for/of learning, ALS, Learner Voice and retention.
- New lesson observation paperwork has been developed for completion of the observation report to summarise key strengths/areas for development that will be used to share best practice and highlight staff development needs. (see appendix 1)
- New moderation paperwork will be used by moderating observers to ensure a standardised and robust approach.
- All lesson observation information will be stored in ProObserve allowing more effective reporting and identification of staff development needs.
- Analysis of Strengths and Areas for Development extracted from ProObserve will be used to initiate team and/or cross college staff development.

1.2 Formal Assessor Observations

Graded observations are predominantly carried out by Curriculum Managers or appointed Internal Quality Assurance Staff at least once per year for all assessors on employer responsive provision.

- In the drive for outstanding status and in accordance with the college value of excellence in teaching and learning, it is a College requirement that all assessing and learning be at least good [grade two].
- The observation arrangements set in place are designed to reflect Ofsted and common practices in the Sector. The emphasis of the approach developed is to drive and support continuous improvement to ensure excellence in assessing and learning and high quality experiences for our learners.
- It is an expectation that all staff achieve good or better grade in a formal graded observation. Where they do not, their personal development action plan should involve training and support to enable them to improve the grade on a subsequent re-observation and improve the standard of assessing and learning generally.
- Staff may receive more than one graded observation if they hold multiple job roles e.g. assess in more than one Curriculum Area.
- Any member of staff achieving a less than good grade will be re-observed. Staff achieving a satisfactory grade will be re-observed within 12 working

weeks and staff achieving an inadequate grade will be re-observed within 4 working weeks. **N.B. a further inadequate observation within 12 months of an initial inadequate grade will result in the capability procedure being invoked.**

- The detail within the post-observation reports and action plans produced by observers will be enhanced and completion of the actions will be closely monitored by the appropriate Curriculum Manager and used as a reference point within staff PMR's. See appendix 3 for report and grading criteria.
- All new members of staff should be observed during their first term of employment and the outcome used to inform the probationary review
- Feedback from students will be sought as part of every observation.
- Graded observations should last a minimum of 30 minutes and may continue for longer. Observations may start and end at any point in the assessment. Observers may also split the observation by observing one part of the assessment and then returning.
- All Observers must attend regular training and are subject to ongoing quality assurance and standardisation of grading. This standardisation process involves observations of observers, scrutiny of observation reports and observation of feedback meetings. In addition regular meetings are held to standardise grading and review compliance with the Ofsted/LLUK criteria for making judgements.

1.3 Themed 'Walkthroughs'

- In order to gain a more accurate picture of the quality of 'everyday' teaching and learning, themed 'walkthroughs' take place on a half-termly basis.
- The schedule for themed walkthroughs, identifying the relevant theme/weeks against each half term will be published within the first half term of the new academic year however no notice will be given of the actual time and date of the walk through.
- Walkthroughs will not be graded and will be completed by Curriculum Managers and QSM.
- The outcome of walkthroughs will be recorded on a new pro-forma which will not include the identity of the member of staff. Summary pro-formas will be forwarded to QSM by Curriculum Managers.
- Feedback may be requested by observes.

- The summary will be used by QSM and Curriculum Managers to inform staff development and identify particular areas of good practice.
- Walkthroughs will also form part of the Internal Review process alongside graded observations.

2. Quality Improvement of Teaching and Learning

2.1 Teaching Squares [Peer observation]

In order to facilitate the development and sharing of best practice in Teaching and learning, a programme of Teaching Squares has been introduced.

- A form of peer observation, Teaching Squares consists of four colleagues (square partners) who will observe each over the course of an academic term. Hence during this period, a member of staff will observe three lessons and be observed by colleagues three times.
- Initially (11/12) teaching squares will consist of colleagues from the same Curriculum Area, however this will be extended during the 2012/13 academic year with squares being made up of colleagues from different Curriculum Areas.
- Teaching Squares are intended to be supportive and non-intrusive; however participation in the process will be mandatory. Observations are ungraded.
- The date and time of the observation is agreed between teaching square partners during a pre-observation discussion at which time a particular theme could be identified if appropriate.
- The observing partner will complete a simple pro-forma which will be collated by Curriculum Managers and forwarded to QSM.
- The outcome of teaching squares will be used to inform staff development and identify areas of good practice.

Arranging Observations

- The overall purpose of observations is to achieve and maintain excellence in teaching and learning and to ensure this in a constructive and appropriate way. The scheme is designed to be open and transparent so that lecturers are fully aware of the criteria used to judge the session. (see appendix 2)

- Any timetabled session can be observed including lectures, practicals, workshops, on-the-job training, external assessment visits, assessments and tutorials.

Notice of graded observations may take two forms:

- As part of an Internal Review of a particular curriculum area. The Curriculum area will receive a maximum of three weeks' notice of such a review. However, there will be no notice of individual observations within that review period.

OR

- Staff will be given a maximum of three week's notice of the week in which they will be observed. No specific day or time will be identified.

Follow Up or Re-Observations

- All observations will be followed by feedback from the observer/s and time allocated to discuss their Personal Development Action Plan. In some cases this plan will involve preparation for a follow up or re-observation at a later date. The date for this will normally be agreed in advance.
- Following observation feedback the tutor is responsible for devising their own Personal Development Plan with support from the observer/s. The Curriculum Manager and QSM will monitor progress against the agreed action plan.
- All staff receiving a grade 3 (satisfactory) must be formally re-observed within 12 working weeks. This observation will be graded.
- All staff receiving a grade 4 (inadequate) will be re-observed within 4 working weeks. Failure to generate improvement in grade following this re-observation will result in a review of teaching commitments with an emphasis on minimising any negative impact on the learner.

Talking to Students and Looking at Student Work

- **Student Work**
 - Observers will always expect to see student work and/or student course files to help them reach a judgement as part of the observation. This may involve the observer asking students if they can have a brief look at their files.

- **Talking to Students**

- Observers will be as unobtrusive as possible when they are observing a class and will not take part in the session. However, the observer will always ask to speak to the learners. If this is likely to interfere with the operation of the class, the observer will agree a convenient time to meet with students out of the classroom situation.

Observing tutorials and Induction

- Group tutorials and induction sessions may be observed.
- The key question applying to all observations i.e. “are learners learning?” is equally relevant to induction and tutorials but may be supplemented by an assessment of how well the learners are being supported in their learning and in achieving their learning goals.

Summary of Lesson Grading

- One overall grade for learning will be awarded following an observation.

Giving and receiving feedback

Walkthroughs

- Feedback may be given at a pre-arranged mutually convenient time

Graded Observations

- Summary feedback should be given not later than **5 working days** following the observation, but preferably as soon as possible after the observation.
- In addition staff will receive a copy of the written observation report within **5 working days** of the observation.
- If feedback cannot be given verbally within 5 days as the Observee is unavailable, a copy of the written report should be forwarded to the Observee.
- All observation reports should be accompanied by a Professional Development Plan, completed by the teacher within **15 working days** of receipt of the report.
- All observation reports must be signed by the Lead Observer (+Moderating Observer for dual observations) to confirm the grade.

- All observation reports must be signed by the Observee to confirm they have received feedback.
- All GRADED observation reports and paperwork must be forwarded by email from Curriculum Managers to QSM (Janet Orr) for central recording on ProObserve and analysis of trends.
- All graded observation reports complete with a copy of the updated Professional Development Plan must be forwarded to QSM by the Observee. These must be signed by both the Observer/s and the Observee – and must be received by QSM within 15 working days of the observation.
- Observation reports will be kept by QSM for 3 years.

Responding to the Grade

Grade 1 or 2

- Teaching staff who receive a grade 1 (outstanding) will be invited to support developmental activities (i.e. staff development or mentorship) or share their good practice with colleagues.
- Lecturers receiving a grade 1 or grade 2 observation grade are still required to complete a Personal Development Action Plan to show actions to further improve their teaching and learning, and build on current good practice.

Grade 3

- Teaching staff who have received a grade 3 observation will agree a detailed Personal Development Action Plan with their observer. Staff receiving grade 3 will normally be supported by a member of the Learning Enhancement Practitioner Team and/or their Curriculum Manager.
- The resulting action plan is part of a contractual requirement for professional development and is a mandatory requirement for staff receiving grade 3. Copies of the action plan must be copied to the Teaching & Learning Directorate.
- Staff receiving grade 3 will be subject to follow-up re-observation [graded] (within 12 working weeks).
- Teaching staff who have received a grade 3 for two consecutive observations will be expected to complete a more intensive action plan,

including a further follow up graded observation. Interim developmental or peer observations should also take place to support improvement for the benefit of learners.

Grade 4

- The Director of Quality Standards and Marketing and the Curriculum Manager will assess and consider the content of the pedagogic support programme for teaching staff who have received an unsatisfactory observation grade. The Director of QSM must receive a copy of the programme of pedagogic support along with the Personal Development Action Plan that has been put in place. This action plan is a mandatory requirement for staff receiving grade 4.
 - Unsatisfactory teaching which, in the view of the observer, is relatively easy to correct, should lead to an action plan, to include one graded re-observation within **4 working weeks**. A member of QSM must be involved in this re-observation.
 - Developmental or peer observations should take place to support early improvement for the benefit of learners.

Appeals

- There is no right of appeal against the grades awarded. The grades awarded on the observation report are final. Grading is quality assured and moderated by dual observations and by regular audits, observer training and standardisation meetings. All observers can only operate with a Licence to Practice granted by QSM.
- As part of the feedback meeting and on receipt of the observation report, lecturers do however have opportunity to express their views. This can be written on the observation report and staff comments will be monitored and form part of the college observation report and regular reviews of the scheme. Alternatively staff may meet with the observer separately or are encouraged to share any issues with the Director of QSM.
- There is a right of appeal if a member of staff feels that the observation scheme protocol has not been followed. Staff wishing to lodge an appeal should do so in writing to the Director of QSM within 2 working weeks of the observation. An investigation will then be carried out by the Quality Assurance Manager and an appeal hearing, chaired by the Director of QSM, held within 4 working weeks.

- If an appeal is upheld the observer/s will normally be asked to take remedial action but the grading will remain the same. In extreme cases there may be a re-scheduled observation, which may ultimately result in a different grade.

Moderation

Dual Observations

- Dual observations involve two observers in graded observations.

Auditing observation reports

- An audit of observation reports is carried out by QSM to ensure feedback and grading are consistent and reliable.

Collegiate Observation Report

- A termly observation report is produced as part of the Performance Monitoring Cycle. This is discussed at management meetings, Standards and Curriculum Committee and Academic Board.
- The report summarises the grading by curriculum area, age of student, etc and makes comparison against college targets, past performance and national benchmarks.

Licence to Practice

All observers must have a Licence to Practice before they are permitted to undertake graded lesson observations.

The Licence to Practice is based on:

- Attendance at training events and standardisation tasks and assessments
- Involvement in a sample of dual observations
- Quality assurance of grading, reporting, giving feedback
- Qualified teacher status and significant relevant experience and a track record of good practice and learner success

All observations will be carried out within the spirit of the Single Equality Scheme. Observation training will emphasise the need to ensure that grades and judgements be awarded without prejudice.



**OBSERVATION FEEDBACK AND DEVELOPMENT ACTION PLAN 2011/2012
Graded Observations**

Lecturers Name:	PT/FT	Lead Observer:	Number on register:	Number who have left:
Curriculum Area:		Dual or Moderating Observer:	Number present:	Number late:
Course Code:		Date of Observation:	Time of observation:	Number of support staff present:
Course Title:		Duration of Observation:	Number of male:	Number of female:
Level of Course:	PT/FT	Type of Session: Practical / Theory/ Tutorial Other:	Age: 14-16	16-18 19+

In accordance with the College Value of Excellence in Teaching and Learning, the expectation is that all teaching and learning is good or better.

Overall lesson Observation Grade for Learning:	1	2	3	4
Summary Judgement of the Lesson [with particular reference to student learning]				

Key Strengths:	Key Areas for Development:
<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • •

Evaluative Statements: (evidence from observation and student feedback)

		S, Sat, W
Preparation		
Teaching		
Learning		
Attainment		

PROFESSIONAL DEVELOPMENT ACTION PLAN

TO BE COMPLETED BY TUTOR/OBSEEVEE IN CONSULTATION WITH THEIR MANAGER AND RETURNED TO OBSERVER

NB. Where the lecturer does not hold full QTLS status please ensure that this is identified as a development point

Teachers Name:		Agreed by Manager:			Plan dated:	
Key Areas for Improvement	Improvement Actions / CPD	Impact on learning and attainment [success criteria]	By when	By who	Update Date:	Update Date:
Areas for further development or sharing of good practice	Actions	Impact on learning and attainment [success criteria]	By when	By who	Update Date:	Update Date:

Observee Comments
Observer/s Signature Date
I have received my feedback Signature Date

APPENDIX 2

Suggested Guidance for Judging Lesson Observations

The following list of quality judgements is a guide for grading. It should be remembered that teaching and learning are complex activities and the final grade awarded will depend upon a range of interrelated factors particularly the quality of learning and the student experience. All elements as described below should be present to an appropriate extent. Observers will need to bear in mind that staff usually will have had some notice of the observation and therefore there is an expectation that standards will therefore be high. The college minimum expectation is that learning will be good or better. The college also has a specific focus on improving assessment practices in and out of class and demonstrating student attainment. All observations will be assessing quality of learning, learning involvement, assessment, every learner matters, safeguarding and equality and diversity.

Planning	Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
Scheme of work	Evidence of detailed planning with reference to unit/module learning objectives. T&L activities are sequenced and resources are well considered. Clear evidence of assessment planning	Scheme is well planned and learning objectives are clear. Resources are well organised and effectively utilised and there is evidence of assessment planning	Brief scheme containing sufficient information to give clear outline of teaching and assessment planning. Resources are identified and utilised	Very brief or no scheme of work available. Little more than a list of topics. Little evidence of assessment planning
Lesson plan	Highly detailed lesson plan showing clear strategies for differentiation. Excellent range of activities planned to meet different learning styles & needs. Clear evidence of assessment & methods for checking learning.	Lesson is well planned and contains evidence of differentiation. Resources and activities are linked to different learning styles/needs. Clear contextual link to Scheme and clear indication of methods to be used for checking learning	Brief plan containing some evidence of differentiation and assessment planning. Previous learning and achievement considered to some extent when planning the session. Gives acceptable outline of teaching method, student activity and achievement. Some links to Scheme Opportunities to check learner progress identified	Very brief or no lesson plan available. Little more than a list of topics. Little evidence of strategies for differentiation. Previous learning and achievement not considered. Purpose of session unclear. Imbalance of content or learning activities. Opportunities to check learner progress not identified Little or no evidence of identifying individual needs. Learning activities not matched to individual levels of ability
Aims and Objectives	Clear aims & objectives are set and clarified with the learners	Lessons have clear aims & objectives which are shared with the learners.	Basic aims & objectives are usually identified.	No clear aims and objectives stated or shared with learner.

Teaching and Learning Materials	Excellent range + high quality (creative) materials clearly presented. Extensive use of learning technologies planned	Good range of materials and resources planned to support session content and promote learning. Effective use of learning technologies	Satisfactory resources and learning materials, but ordinary – worksheets etc. Some use of learning technologies planned	Insufficient or inadequate resources with little (or no) use of learning technologies planned
Learning environment	There is an RWE or an appropriately equipped classroom containing equipment relevant to the vocational area. The tutor uses their vocational experience to prepare learners for work. Guest speakers from industry are planned into a number of sessions	Learning environment organised to engage all learners in session. Learners experience a working environment/classroom containing much of the equipment expected in the vocational area. Learners have access to vocational staff and there is some input from outside speakers.	Learners experience a vocational learning environment with some simulation of an RWE.	Learners do not have access to a vocational setting. Tutors use insufficient reference to vocational examples in their teaching.
Accommodation	Highly appropriate and suitable accommodation to meet the needs of the learners and the session aims, including size and physical resources	Appropriate accommodation to meet the needs of the learners and the session aims, including size and physical resources	Accommodation is satisfactory and meets the needs of the learners and the session aims, including size and physical resources	Inappropriate accommodation to meet the needs of the learners and/or session aims. (size, physical resources)
Teaching	Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
Knowledge and skill	Tutor shows high level of subject expertise. Up to date in subject area and very effective use of relevant vocational or professional examples/case studies.	Demonstration of good, up to date subject knowledge by tutor. Examples used successfully to illustrate theories or practice. Effective use of relevant vocational or professional examples/case studies Key learning points identified and reinforced	As a minimum the tutor's subject command is adequate for the level demanded. Key concepts and theories are explained to an acceptable level. Appropriate use of examples and references. Some professional updating would improve interest/quality of lesson	Displays a confused, inaccurate or inadequate grasp of some aspects of subject area. Insufficient range of approaches used to explain key concepts and theories. Inappropriate use of examples and references
Explanation and instructions	A range of approaches is used to explain ideas and concepts Well chosen examples used to explain theories and practice. Highly focused and clear instructions given. Creative use is made of unanticipated opportunities to learn. Key learning points are	Ideas and concepts explained effectively. Effective use of relevant vocational or professional examples/case studies Key learning points identified and reinforced. Clear instructions given.	Key concepts and theories are explained to an acceptable level. Appropriate use of examples and references. Some professional updating would improve interest/quality of lesson Key learning points are identified. Generally clear instructions are given.	Insufficient range of approaches used to explain key concepts and theories. Inappropriate use of examples and references Missed opportunities to summarise and reinforce key learning points. Poor explanation and/or instructions lead to confusion of learners.

<p>Rapport</p> <p>Generating interest and enthusiasm</p>	<p>identified and reinforced</p> <p>Excellent rapport demonstrating high mutual respect between tutor and students Progress and achievement rewarded throughout the session.</p> <p>Enthusiastic approach by tutor, engaging students and facilitating learning. Promoting sustained motivation & concentration. Positive verbal and non verbal communication skills – good eye contact, strong voice and open body language. Lessons are inspirational/ stimulating/focused/fun</p>	<p>Teacher/learners clearly respect each other. Tutor has good rapport with students and is supportive & encouraging</p> <p>Clear direction, guidance and facilitation demonstrated by tutor. Good level of energy and commitment which holds learner attention. Effective V/NVC skills. Key learning points identified and reinforced. Purposeful atmosphere in which learners are stimulated</p>	<p>Generally good working relationships teacher/learners. There is some rapport with students</p> <p>Clear guidance given by tutor keeping most students on task. Moderate enthusiasm for subject but maybe lacking some “spark”. Use of appropriate V/NVC skills. Key learning points identified. Teaching strategies used enable most learners to complete the tasks set. There is enough stimulation to encourage most learners</p>	<p>Some lack of respect or value is evident between learners and teacher</p> <p>Ineffective or unenthusiastic delivery which does not engage learners Some of the teacher’s verbal/NVC skills are ineffective or inappropriate – eye contact, voice, speech, manner, attitude, body movements etc Dominance of one teaching strategy or style. Learners bored, disinterested or disengaged</p>
<p>Introduction</p> <p>Review/recap/summary of previous learning</p> <p>Summarising</p>	<p>Comprehensive introduction to lesson.</p> <p>Highly effective review of previous learning at start of lesson</p> <p>Highly effective review/summary of learning at intervals throughout lesson and very clear (and creative) summary at the end of session with clear reference to next lesson</p>	<p>Learners clear about leaning purpose</p> <p>Good review/recap at start of the lesson</p> <p>Good review/summary of learning at points in the lesson + clear summary of learning progress at end of lesson with reference to next lesson</p>	<p>Brief, general introduction. Learners generally know what they will be doing</p> <p>Some review of previous learning</p> <p>Some review/summary of learning + brief summary at end of lesson and brief reference to next lesson</p>	<p>Little if any introduction. Learners unsure, confused or do not know what they will be doing</p> <p>Insufficient or no review of previous learning</p> <p>Insufficient or no review/summary of learning and/or insufficient or no summary at end of lesson + little or no reference to next lesson Missed opportunities to summarise and reinforce key learning points.</p>
<p>Questioning technique</p>	<p>Highly effective clearly focused questioning skills used to check all learners knowledge/progress throughout Clear feedback is given to student responses</p>	<p>Good questioning used to enhance and check learning throughout Incorrect responses to questions dealt with constructively and sensitively</p>	<p>Questions used to recapitulate consolidate and confirm learning but some opportunities lost throughout lesson Enquiries and questions made by most learners dealt with</p>	<p>Ineffective, insufficient or no questioning of learners knowledge or progress Enquiries and questions asked by students dealt with inappropriately.</p>

			appropriately. Learners are supported to learn from their mistakes Evidence of learning taking place to a sufficient level	Ineffective leadership of discussions. Little evidence of learning taking place
Learning checks and assessment	Assessment (formative and summative) is rigorous and well organised. Outcomes are effectively used to plan further learning and training.	Assessment (formative and summative) is well organised. Outcomes are well used to plan further learning and training.	Assessment (formative and summative) is adequate. Outcomes are used to monitor progress and plan further learning and training. Progress of learners monitored to some degree during the session.	Assessment (formative and summative) is inadequate and is insufficient to monitor progress and plan further training. Opportunities missed for learners to practice meeting assessment requirements and for tutor to monitor progress.
Feedback and marked work	Teachers make effective comments on learners work so that they know how well they are doing and what they have to do to improve	Teachers make relevant comments on learners work so that they know how to improve	Written comments on learners work help them to understand what has gone wrong and what they need to do about it	Feedback is limited or insufficient and some learners do not know what they have to do to improve. Opportunities missed for learners to practice meeting assessment requirements
Use of teaching and learning resources including ILT	Excellent range + high quality (creative) materials clearly presented + well-used to promote learning. Very effective (extensive) and creative use of learning technologies	Good range of materials and resources + effectively used to support session content and promote learning. Effective use of learning technologies	Satisfactory resources and learning materials. Support learning but ordinary – worksheets etc. Some use of learning technologies	Insufficient or inadequate resources to support learning. Little (or no) use of learning technologies
Activities	Inspirational with great variety of methods leading to thorough coverage of the assessment criteria. Activities well structured to maintain interest and stimulate learning	Variety with effective coverage of the assessment criteria of the course whilst meeting most learners' needs. Most activities well structured	Syllabus is covered by the scheme of work but there may be a lack of variety in teaching styles & methods. Some activities insufficiently challenging	Activities lack rigour and do not promote learning. Learners lose interest and concentration at some points. Many learners not stretched or over-challenged or confused or struggling to understand
Pace	Inspirational with appropriate pace leading to thorough coverage of the assessment criteria. Activities well timed to maintain interest and stimulate learning	Good pace with effective coverage of the assessment criteria of the course whilst meeting most learners' needs. Most activities well timed	Overall pace promotes some learning but some activities insufficiently challenging	Activities lack pace and do not promote learning. Learners lose interest and concentration at some points. Many learners not stretched or over-challenged or confused or struggling to

Structure (balance of tutor/learner input)	Learner centred lesson in which there is an excellent range of creative approaches. Tutor encourages students to develop skills of independent research and working	Learner centred. Students are encouraged to develop strategies for independent working	Satisfactory lessons are often overly tutor led. There are some limited strategies to encourage learners to develop autonomy	understand Tutor dominates the lesson giving little opportunity for students to develop autonomy. Insufficient variety and involvement of learners
Awareness of individual needs (differentiation)	Highly effective identification of individual learning needs through use of learning style analyses + initial and diagnostic assessment techniques Excellent support provided through differentiated resources and activities – extension work, structured group/individual work and in-class customised support (as appropriate)	Good identification of individual learning needs through learning style analyses + initial and diagnostic assessment techniques Good individual support evident through development and use of resources, activities and support in lesson	Some identification of individual learning needs through learning style analyses + initial and diagnostic assessment techniques Some individual support evident through development and use of resources, activities and support in lesson Most learning activities matched to individual levels of ability	Insufficient or no identification of individual learning needs. Little evidence of learning style analyses or initial and diagnostic assessment techniques Insufficient or no support of individual learning needs in lesson – resources and activities insufficiently developed or amended to meet different learning needs or levels and/or insufficient support in-class even though clearly needed
Equality and diversity	All teaching and reference materials promote inclusion through highly effective use of diverse examples. Teacher models best practice through use of inclusive language, attitudes and terminology, promotes equality of opportunity and awareness of cultural and linguistic diversity	All teaching and reference materials support inclusion through effective use of diverse examples. Teacher models good practice through use of inclusive language, attitudes & terminology, promotes equality of opportunity and awareness of cultural and linguistic diversity	Teaching and reference materials demonstrate knowledge of inclusion through use of some diverse examples. Teacher uses appropriate language, terminology, demonstrates appropriate attitudes	Little or no knowledge or awareness of inclusive learning principles. Teacher uses inappropriate or offensive language, terminology and attitudes. Resources use stereotypical, inaccurate and/or offensive examples
Management of the Learning Process	Excellent demonstration of behaviour management – all students are focused and kept on task. Learners questions are dealt with effectively and promptly Incorrect responses handled sensitively	Behaviour management is very effective – learners are kept on task. Clear instructions given and strong emphasis on H&S.	Satisfactory behaviour management – most learners are kept on task. H&S is appropriate.	Ineffective management of group/individual activities. Instructions not always clear, teacher cannot impose his/herself, Inappropriate noise levels, learners not always listening or responding and/or ineffective or inadequate management of health & safety
Skills for Life/Functional	Opportunities to develop	Opportunities for the development	There is some reference to	Insufficient or no identification of

Skills embedding	maths/English/IT skills are clearly developed and exploited and shared with learners. Highly effective cross referencing. Work is marked carefully and corrected where appropriate	of maths/English/IT skills are identified and there is effective cross referencing in lesson plan. Shared with learners and evidence used in portfolios where appropriate.	maths/English/IT development by the tutor in the context of the lesson and some limited cross referencing in the lesson plan	maths/English/IT skill development in lesson plan activities/resources. Opportunities lost for maths/English/IT skill development or reinforcement.
Learning Support	The teacher ensures that all learners are well supported. In class support workers are well briefed on their role and requirements for the session and provide outstanding individualised support.	The teacher has identified individual needs and ensures that most learners are supported taken into account. In class support workers are briefed on their role and requirements for the session and provide good individualised support.	Some learners provided with individual support. In class support workers are briefed on their role and requirements for the session and provide some individualised support.	Individual support for learners lacking. In class support workers are not briefed on their role and requirements for the session.
Health and safety	Professional learning environment, wholly relevant, fit for purpose, accessible and excellently and safely equipped Health & safety issues identified and addressed fully	Good accommodation, fit for purpose, well-laid out and resourced, accessible and safely equipped Health & safety issues identified and addressed	Satisfactory accommodation, fairly basic but safe. Does not hinder learning Health & safety issues identified or addressed to some degree	Inadequate for learning purposes and/or unsafe. May be noise, temperature, interruptions or insufficiently resourced or accessible. Hinders or prevents learning Health and safety issues not identified or addressed incompletely
Sustainability [where appropriate]	Excellent promotion of sustainable development in learning materials and activities. Learners clearly understand issues relating to sustainable development and how they can contribute to reducing global warming	Good promotion of sustainable development in learning materials and activities. Learners understand issues relating to sustainable development and how they can contribute to reducing global warming	There is some promotion of sustainable development in learning materials and activities. Learners have some understanding of issues relating to sustainable development.	There is little or no promotion of sustainable development in learning materials and activities. Learners have no understanding of issues relating to sustainable development.
Learning	Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
Acquire knowledge, skills and understanding	Standard of work is excellent. All learners demonstrating excellent knowledge and skills which illustrate working above standard for level and stage of programme	Standard of work is good. Learners using good skills working at and beyond standard for level and stage of programme	Standard of work is satisfactory. Majority of learners working appropriately for standard and stage of programme	Unsatisfactory or inadequate standard of work. Level of knowledge and skills demonstrated inappropriate for stage and level of programme.
Become confident in what they are doing	Learners are clear about the standards they have achieved and how to improve. They exude	Learners know how well they are progressing and what else needs to be done. Learners show	Learners are generally clear about what is expected of them and what they need to do. They	Learners are unclear about what is expected of them and what they need to do.

	confident regarding their skills and abilities.	confidence regarding their skills and abilities.	are generally confident regarding their skills and abilities.	Learners have no confidence in their skills and abilities.
Understand how well they are progressing and what they need to do to improve	Evidence that teacher works with learners to develop individual learning plans that are informed by initial assessment, meet learners' identified learning goals and are reviewed and updated regularly. SMART targets are set	Evidence that teacher works with learners to develop individual learning plans that are informed by initial assessment, meet learners' identified learning goals and are reviewed and updated regularly	Teacher develops a basic ILP with learner and evidence that there is regular monitoring and review	Little evidence of ILP development. Learners are not set goals and there is little evidence of review of learning
Show determination to complete work on time and see problems through to resolution	Learners are motivated and achieve assessment targets on time.	Learners achieve assessment targets on time.	A minority of learners are behind schedule with assessment targets.	(Some) learners not likely to achieve qualification on basis of knowledge/skills displayed. Assessment targets are not being met.
Seek help and act on advice they receive	All learners are confident to ask questions and seek advice during the session. Advice is effectively acted on to support learning	Most learners are confident to ask questions and seek advice during the session. Advice is acted on to support learning	Some learners are confident to ask questions and seek advice during the session. Some advice is acted on to support learning	Learners do not seek help or ask for advice when needed during session, impacting on their learning and progress.
Work productively and safely, and make effective use of their time	Learners take pride in their presentation and are in possession of all the necessary equipment for the session. Learners are confident and ready for work. They work productively and safely throughout, making effective use of their time.	Most learners pay attention to their appearance and possess the necessary equipment for the session. Most work productively and safely throughout, making good use of their time.	Learners are suitably attired, with the accepted uniform where appropriate and are suitably equipped to complete the tasks set. Some work productively making good use of their time.	Learners are not suitably dressed. Learners have omitted to bring along the required equipment for the session. They don't work productively and are wasting much of the lesson time.
Demonstrate interest in their work and show that they are able to sustain their concentration	There is lively debate/buzz. Learners are highly motivated, ask & answer challenging questions showing high levels of sustained concentration.	Learners respond positively and purposefully. Most students are confident to ask and answer questions. Good levels of concentration and interest shown	Learners have an adequate understanding of how to progress. Some students may ask/answer questions but most just respond to instructions	Learners are unsure how to progress and ask few questions
Think and learn for themselves	High levels of autonomy and self reliance demonstrated by learners. Learners use initiative in learning and take responsibility where appropriate. All learners actively involved, motivated &	Many learners are able to work autonomously but a few remain dependent upon the tutor. Good level of interest & concentration. Some examples of effective interaction and initiative. Students	Satisfactory involvement & engagement of learners. Most learners achieve the assessment criteria but most are tutor dependent. Some students are aware of targets set in their ILPs.	Insufficient or no engagement of learners. Learners lack interest and show signs of boredom. Opportunities missed for learners to contribute to the session. Students are unaware of the

	interested. Students are fully aware of targets set and actions required to achieve them	are aware of targets set and actions required to achieve them	Most learners aware of the standards expected of them Most learners participate in discussions	targets set in their ILPs. Learners unaware of the standards expected of them
Make use of the resources available to them, for example text books and ICT	Excellent use is made of the available resources. ILT is creatively used to support learning (where applicable)	Good use is made of the available resources. ILT is used well to support learning (where applicable)	Satisfactory use is made of the available resources. ILT is used to support learning (where applicable) but could be more effective	Resources and ILT are not used sufficiently and effectively to support learning. Little (or no) use of ILT (where applicable).
Learn the (key) skills necessary to cope with the courses they are following	All learners are actively developing the underpinning knowledge and basic skills required to enable them to cope and achieve their course	Most learners are developing the underpinning knowledge and basic skills required to enable them to cope and achieve their course	Some learners are developing the underpinning knowledge and basic skills required to enable them to cope and achieve their course.	Learners are not actively developing the underpinning knowledge and skills required to enable them to cope with their course, placing them at risk.
Use ICT as an integral part of their courses, where appropriate	All learners are using and developing their IT skills. Effective IT skill development during session. Assignments word processed to a high standard (where appropriate).	Most learners are using and developing their IT skills. Good IT skill development during session. Assignments word processed to a good standard (where appropriate).	Some learners are using and developing their IT skills. Some IT skill development during session. Assignments word processed to a satisfactory standard (where appropriate).	Learners are not using and developing their IT skills during the session. Assignments are not word processed or are of poor standard.
Work collaboratively with their peers and others	Excellent collaborative and group work between peers facilitating learning. Excellent and effective peer assessment.	Good collaborative and group work between peers facilitating learning. Good and effective peer assessment.	Satisfactory collaborative and group work between peers supporting learning. Some use of peer assessment.	Inadequate opportunities used/developed for collaborative and group work between peers to support learning. Poor facilitation of/no peer assessment.
Have a sufficient grounding of theory before starting the relevant practical work	Excellent understanding of theory/underpinning knowledge evident prior to practical work/assessments.	Good understanding of theory/underpinning knowledge evident prior to practical work/assessments.	Sufficient understanding of theory/underpinning knowledge prior to practical work/assessments.	Poor understanding of theory/underpinning knowledge prior to starting practical work/assessments.
Have enough time to practice and develop their skills	Excellent opportunities planned and executed to support practice and development of skills prior to assessment.	Good opportunities planned and executed to support practice and development of skills prior to assessment.	Sufficient opportunities planned and executed to support practice and development of skills prior to assessment.	Inadequate opportunities planned and executed to support practice and development of skills prior to assessment. Assessments planned too early.
Consolidate prior learning	Previous knowledge and experience referred to throughout. Very clear links drawn	Previous experience/ knowledge referred to & used to introduce new material in the lesson. Links	Some attempt made to link new material with previous knowledge or experience and to link theory	Little or no attempt made to link new material with previous knowledge and/or experience

	out to reinforce/promote learning especially in relation to linking theory and practice in vocational areas	between theory and practice stressed throughout	and practice	Previous learning not checked, tested or referred to and insufficient reference to links between theory and practice
Stretch and challenge	All learners are challenged and supported. Learners are prompted to extend and justify their responses to questions. Teachers and learners have very high expectations	All learners are challenged. Learners are prompted to explain their responses to questions. Teachers and learners have high expectations Opportunities are identified for learners to work independently and together to share understanding	Most learners are challenged during the session. Some learners remain dependent on the teacher. Teachers and learners have acceptable expectations. Some opportunities provided for learners to practice meeting assessment requirements	Lack of challenge for learners. Learners unchallenged or unmotivated. No demand made on the learner's initiative Teacher or learners have low expectations.
Punctuality	Any lateness is rigorously challenged. Punctuality is very good for all learners.	Lateness is rigorously challenged. Punctuality is good for most learners.	Some lack of challenge for latecomers. Only satisfactory punctuality.	Latecomers are not sufficiently challenged and there is no evidence of monitoring. Records show high rate of lateness. Less than two thirds present at start of lesson
Attendance	Learners are committed, focused & punctual. Attendance levels at least 95%	There is good level of attendance (at least 90%).	Satisfactory attendance (at least 85%).	Unsatisfactory attendance (less than 85% attendance + pattern of low attendance overall.
Attainment	Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
Standard of work produced by learners during the lesson, judged against standard expected of learners at that point in their course, irrespective of their starting point (including Practical, Theory, Literacy, Numeracy and IT skills)	Standard of work is excellent. All learners demonstrating excellent knowledge and skills which illustrate working above standard for level and stage of programme Excellent development and high levels of literacy, numeracy and IT skills. Marked work highlights areas for skills development and targets set and monitored. Oral and presentation skill development is highly effective.	Standard of work is good. Learners using good skills working at and beyond standard for level and stage of programme Good development and level of literacy, numeracy and IT skills. Marked work highlights areas for skills development, some targets are set and monitored. Oral and presentation skill development is good.	Standard of work is satisfactory. Majority of learners working appropriately for standard and stage of programme Satisfactory development and level of literacy, numeracy and IT skills. Marked work highlights areas for skills development, although targets are not set and monitored. Oral and presentation skill development is satisfactory.	Unsatisfactory or inadequate standard of work. Level of knowledge and skills demonstrated inappropriate for stage and level of programme. Ineffective development and poor levels of literacy, numeracy and IT skills. Marked work does not identify errors or targets. Oral and presentation skills are inadequate.

Appendix 3

Graded Assessor Observation Form

Assessors Name:	Level of course:	Lead Observer:
Faculty:	Candidate name:	Dual or Moderating Observer:
Course Code:	Date and Time Observation:	Venue:
Course Title:	Duration of Observation:	
Context [Overview of assessment activity taking place]		

GRADE: 1: Outstanding; 2: Good; 3: Satisfactory [and therefore requiring improvement]; 4: Inadequate

Grade	
Summary Judgement of the Assessment Activity	
Key Strengths	Key Areas for Improvement

Observation of Assessor: Grading Criteria 2011-12

Performance Indicator	Outstanding	Good	Satisfactory	Inadequate
Grade	1	2	3	4
Assessment plan	Highly detailed - timing, structure and method. Excellent range of activities planned to meet what the candidate is doing in College and the workplace. Excellent links to ILP Assessment has been planned to enable the learners to achieve the framework within the agreed timescale. Assessment is fair and timely and carried out regularly	Good, clear structure - identifies resources, and activities linked to what the candidate is doing in College and workplace. Clear contextual links to ILP Assessment has been planned to enable the learners to achieve the framework within the agreed timescale	Acceptable outline of assessment planning, Some links to ILP evident. Assessment has been planned to enable the learners to achieve the framework within the agreed timescale	Sketchy with minimum detail. Insufficient assessment planning or little relationship to ILP Lack of planning to enable the learner to achieve within the planned timescale
ILPs	Evidence that assessor works with learners to develop individual learning plans that are informed by initial assessment, meet learners' identified learning goals and are reviewed and updated regularly. SMART targets are set	Evidence that staff work with learners to develop individual learning plans that are informed by initial assessment, meet learners' identified learning goals and are reviewed and updated regularly	Assessor develops a basic ILP with learner and evidence that there is regular monitoring and review	Little evidence of ILP development. Learners are not set goals and there is little evidence of review of learning
Key/basic skills If appropriate	Opportunities to develop key skills are clearly developed and exploited and shared with learners. Highly effective cross referencing. Evidence used effectively in portfolios where appropriate. Work is marked carefully and corrected where appropriate	Opportunities for the development of key skills are identified and there is effective cross referencing in assessment plan. Shared with learners and evidence used in portfolios where appropriate. Work is marked carefully and corrected where appropriate	There is some reference to key skill development by the tutor in the context of the assessment and some limited cross referencing in the assessment plan	Insufficient or no identification and cross-referencing of key/basic skills in assessment plan activities/resources. Opportunities lost for Key or Basic Skill development or reinforcement. No reference to evidence which could be used in Key Skills portfolios (where appropriate).
Resources and e-learning	Excellent range of high quality learning materials which are well presented and well used to	Good range of good quality learning materials and resources which are well presented and well used to	Satisfactory range of learning materials and resources and used to promote learning.	Insufficient range of resources and learning materials to support learning. Little or no use of learning

	promote learning. Opportunities to develop and use e-learning to assist candidate progress (if appropriate)	promote learning. Effective use of e-learning technologies (if appropriate)	Some use of e-technologies (if appropriate)	technologies (if appropriate)
Workplace – health & safety	Professional working environment, wholly relevant, fit for purpose, accessible and excellently and safely equipped	Good accommodation, fit for purpose, well-laid out and resourced, accessible and safely equipped	Satisfactory accommodation, fairly basic but safe. Does not hinder learning	Inadequate for assessment purposes and/or unsafe. May be noise, temperature, interruptions or insufficiently resourced or accessible. Hinders or prevents assessment
Introduction, aims and objectives	Comprehensive introduction - aim & objectives of individual assessments explained. Objectives can be adapted to reflect the progress of learners. Learner/s demonstrate very clear understanding about assessment purpose	Clear aim & objectives shared with learner/s at beginning of assessment. Learner/s clear about assessment purpose	Brief, general introduction. Assessment aims/objectives basic but realistic in workplace context. Learners generally know what they will be doing	Little if any introduction. No clear aims and objectives stated or shared with learner. Learners unsure, confused or do not know what they will be doing
Relate to standards	Candidate encouraged and independently makes excellent links from evidence to standards	Candidate encouraged and with a few prompts makes good links from evidence to standards	Candidate partially encouraged and with several prompts makes satisfactory links from evidence to standards	Candidate not encouraged and makes little or no links from evidence to standards
Questioning techniques	Assessor uses excellent questioning technique to ensure candidate demonstrates maximum evidence for each standard	Assessor uses good questioning technique to ensure candidate demonstrates maximum evidence for each standard	Assessor uses satisfactory questioning technique to ensure candidate demonstrates maximum evidence for each standard	Assessor asks few or no questions to ensure candidate demonstrates maximum evidence for each standard
Assessment and quality of feedback	Assessor gave very clear guidance on the assessment process. Assessor provides excellent feedback on what the candidate has achieved e.g. all detail of what achieved included and linked to standards, all points of areas to improve included. Sustainability is clearly promoted as part of the learning process and learners understand how they can contribute to reducing global warming	Assessor gave clear guidance on the assessment process. Assessor provides good feedback on what the candidate has achieved e.g. Most detail of what achieved and linked to most standards, most points of areas to improve included. Sustainability is promoted as part of the learning process and learners understand how they can contribute to reducing global warming	Assessor gave some guidance on the assessment process. Assessor provides satisfactory feedback on what the candidate has achieved e.g. some detail of what achieved with some links to standards, some points of areas to improve included. There is some reference to sustainable development as part of the learning process	Assessor gave little or no guidance on the assessment process. Assessor provides little or no feedback on what the candidate has achieved. There is little or no reference to sustainable development

Evidence sources	All evidence sources are considered and used to match standards demonstrating an excellent flexible approach	Most evidence sources are considered and used to match standards demonstrating a good flexible approach	Some evidence sources are considered and used to match standards demonstrating a satisfactory flexible approach	Little or no evidence sources are considered and used to match standards demonstrating an inflexible approach
Progress reviews	Progress reviews take place to at least the minimum level specified in the providers' contract and more frequently as required. Employers are involved in discussions about the learners progress	Progress reviews take place to at least the minimum level specified in the providers' contract. Employers are involved in discussions about the learners progress	Progress reviews take place in accordance with the expected schedule. There is some discussion with employers about the learners progress	Progress reviews are not completed to the required standard and there is little or no communication with the employer
Planning and preparation for next meeting	Highly detailed plan created by both assessor and candidate for next visit e.g. including type of assessment, linked to all standards and particular areas of focus	Good detailed plan created by both assessor and candidate for next visit e.g. including most expectations of next assessment	Satisfactory detailed plan created by both assessor and candidate for next visit e.g. links to some standards and some areas to improve	No or poor plan created by both assessor and candidate for next visit
Documents completed	All assessment recording paperwork completed to a very high standard e.g. including cross reference to all standards with a clear narrative and all signed and dated	All assessment recording paperwork completed to a good standard e.g. cross reference to most standards and most signatures and dates completed	Assessment recording paperwork completed to a satisfactory standard e.g. some cross reference to the standards and some signatures included	Assessment recording paperwork not completed or to a poor standard
Feedback to employer	Comprehensive feedback is provided to the employer on the standard of assessment seen and progress being made by the candidate	Good feedback is provided to the employer on the standard of assessment seen and progress being made by the candidate	Satisfactory feedback is provided to the employer on the standard of assessment seen and progress being made by the candidate	Little or no feedback is provided to the employer on the standard of assessment seen and progress being made by the candidate
Equality & diversity	Training and assessment promotes best practice in promoting equality and diversity. Assessor models best practice through use of inclusive language, attitudes and terminology	Assessment and reference materials support inclusion through effective use of diverse examples. Assessor models best practice through use of inclusive language, attitudes and terminology	Assessor and materials demonstrates knowledge of inclusion through use of some diverse examples. Assessor used appropriate language, terminology and demonstrates appropriate language	Little or no knowledge or awareness of inclusive assessing principles. Assessor uses inappropriate or offensive language, terminology and attitudes. Resources use stereotypical, inappropriate and/or offensive examples

TO BE COMPLETED BY ASSESSOR WITH THEIR CURRICULUM MANAGER AND RETURNED TO QSM

Assessors Name:		
Key Areas for Improvement	Improvement Actions / CPD	By When

Suggestions for further development or sharing of good practice	Actions	By When

Observee Comments	
Observer/s Signature	Date
Assessor (I have received my feedback) Signature	Date