SELF ASSESSMENT REPORT

2012/13

SUBJECT SECTOR AREA: **13 EDUCATION & TRAINING**

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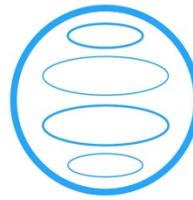
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Outline SAR Structure 2012/13

	SAR Summary
Section 1	**Scope of Department / What makes us special?** 1. Unique / Niche Department Characteristics 2. Learner / Employer Profile (socio-economic) 3. Department Curriculum Offer, including commercial developments 4. Resources and Facilities
Section 2	a) 2012/13 QUIP Progress Review
Section 3	**Overall effectiveness**
Section 4	**Outcomes for learners - Judgements** ▪ All learners achieve and make progress relative to their starting points and learning goals ▪ Achievement gaps are narrowing between different groups of learners ▪ Learners develop personal, social and employability skills ▪ Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs
Section 5	**Quality of learning, assessment and teaching – Judgements** ▪ Learners benefit from high expectations, engagement, care, support and motivation from staff ▪ Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs ▪ Staff initially assess learners' starting points and monitor their progress, set challenging tasks and build on and extend learning for all learners ▪ Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning ▪ Teaching and learning develop English, mathematics and functional skills and support the achievement of learning goals and career aims ▪ Appropriate and timely information, advice and guidance supports learning effectively ▪ Equality and diversity are promoted through teaching and learning
Section 6	**Effectiveness of leadership and management - Judgements** ▪ Demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance ▪ Improve teaching and learning through rigorous performance management and appropriate professional development ▪ Evaluate the quality of the provision through robust self-assessment, taking account of user's views, and use the findings to promote and develop capacity for sustainable improvement

			▪ Successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community ▪ Actively promote equality and diversity, tackle bullying and discrimination and narrow the achievement gap ▪ Safeguard all learners
Section 7	**Appendix A** Evidence to Support **Outcomes for Learners** Judgements	A1. Data Tables (MIS data) – including summary data tables A2. Data tables achievement gaps between different groups of learners A3. Data tables Functional Skills, Success in competitions (text), Data and text on work experience/partnerships with employers	
Section 8	**Appendix B** Evidence to Support **Quality of learning, assessment and teaching** Judgements	B1. Teaching, training, tutoring, learning and support observations analysis and data tables including Baseline inspection profile where applicable and text evaluating the use of technology for learning B2. Text evaluating the use of initial and diagnostic assessment to extend learning B3. Text evaluating the effectiveness of feedback to learners to support improved learning outcomes B4. Text evaluating how well learners develop English, mathematics and functional skills B5. Text evaluating the effectiveness of timeliness of information, advice and guidance to support learning and progression. Provide examples of specific activities to support progression to positive destinations B6. Text evaluating the promotion of equality and diversity in learning, teaching and assessment	
Section 9	**Appendix C** Evidence to Support **Effectiveness of Leadership and Management**	C1. Data table business performance against targets and text evaluating high expectations for learner achievement to attain high standards of quality and performance C2. Text evaluating the impact of action to improve learning, assessment and teaching through performance review/appraisal and continuing professional development. Tabulated data on performance review/appraisals completed, bullet point summary of areas for improvement in learning, assessment and teaching based on outcomes from OTL, Data on CPD completed and participation by staff. C3. Text evaluating the impact of self-assessment in securing sustainable improvement and bullet point list of improvements made as a result of learner views C4. Text evaluating how effectively the curriculum available in the SSA meets the needs and interests of learners, employers and the local community. C5. Text evaluating the impact of actions to promote equality and diversity, safeguard learners, tackle bullying and discrimination and to narrow achievement gaps C6 Risk assessment	
Section 10		**SSA QIP 2013/14**	

Sussex Coast College Hastings

Self-Assessment summary 2012/13

Curriculum Area	SSA 13 Education & Training

Overall effectiveness 2012/13	3		Overall effectiveness 2011/12	2

Outcomes for learners	3	Quality of learning, assessment and teaching	2	Effectiveness of leadership and management	2

Key Strengths and Areas and Actions for Improvement

The subject sector area has the following key strengths
- **Continued close liaison with external employers (Cert TESOL/PGCE/TAQA~**
- **Outstanding EV reports for PGCE/Cert Ed, Cert TESOL, PTLLS, TAQA & L2 E&D courses**
- **Themes of the month are a cross college means of sharing key messages (at the Monitoring Visit this was commented on by the HMI)**
- **Team role models good practice**

What the subject sector area needs to do to improve further
- **Capture student feedback centrally and in alignment with SCCH procedures and the HE department**

Section 1 - Scope of Department / What makes us special?

1. Unique / Niche Subject Sector Area Characteristics

What are the distinct characteristics of the department compared to other similar provision locally and nationally?

- We remain the only provider of the Cert TESOL in Hastings and Rother, giving us a market niche in a part of the country with a large number of language schools and work in the EFL industry
- The City & Guilds EV report for PTLLS & TAQA of 24th June, 2013, stated that "the candidates rationales for assessment are some of the best I have ever seen" (TAQA) with candidates' work being of "a very good standard" (PTTLS)
- The Trinity College London EV reports (March and July 2013) had no recommendations as to how to improve the Cert TESOL, indeed a particular comment was that we offer a particularly quality course, e.g. including sessions on discourse analysis and teaching EFL/ESOL through media of poetry, music and drama
- The department responds immediately to self-referrals and offers bespoke training to departments as requested, in addition to cross-college training, examples being the ESOL team, Motor Vehicle and Catering.
- The department has, since September, 2012, issued a monthly poster and handy pocket aide memoire cards on topics of use to the teaching staff. These are distributed to staff and the posters displayed in every staff room.

The department is a hybrid FE/HE department; below is an HE addendum:

- Close alignment between the department in Hastings and the UoB HQ in Falmer, ensuring that delivery is of the highest standard and consistent with the rest of the Sussex consortium. This has been proven by the fact Hastings is now the biggest provider of the PGCE/Cert Ed outside of the Falmer campus (4 years ago it was the smallest provider) – a remarkable achievement, given the smaller population base in this part of the county

2. Learner / Employer Profile (socio-economic)

The student profile is a reflection of the local community, with the exception that it is older than average. The trend is increasingly towards adults in the 40s and 50s who are entering teaching after one or two careers in other fields, rather than entering teaching immediately from Higher Education, although there remain two or three candidates per annum for whom this is a career choice immediately after graduation. The ethnic mix is low, again as a reflection of the local community, although a notable trend is the non-British origin of trainee science and maths teachers.

As a fee paying department, candidates must either pay for their own course or gain sponsorship from their employers. The 24+ loans did not start until the 2013/14 year.

3. Department Curriculum Offer, including work experience and commercial developments

- The department offers the following courses, under the aegis of FE/SCCH:
  - Trinity Level 5 Certificate in TESOL with PTLLS (PTLLS being optional)
  - City & Guilds Level 4 PTTLS
  - City & Guilds TAQA (3 components)
  - NCFE L2 Certificate in E&D (2 components)
- In addition, the department offers the PGCE/Cert, under the aegis of the University of Brighton (HE) – this is not in scope for Ofsted inspections of the SCCH / FE but it is important this is recognised as a key part of the department's responsibilities as this is part of a coherent whole

- The pilot L2 E&D certificate was successfully delivered in the summer term and followed swiftly by a positive EV visit. This course is now an integral part of the departmental offering.
- Although EAC Language School has unfortunately closed for part of the season, the department has maintained links with the former Director of Studies in her new role at Buckswood International (as well as continued to maintain links with Cambridge Gardens Language School)
- According to the Trinity Cert TESOL moderation report of 5th July, 2013: "There were two sessions on careers advice, both attended by guest speakers from teacher recruitment agencies. The trainees felt that they had been fully briefed on this topic, and knew where to look for employment possibilities."
- TAQA candidates must be in employment, in order to meet the course criterion of having candidates available for workplace assessment
- PTLLS candidates need not be in employment but the vast majority are undertaking the course at the behest of their employers (not necessarily in the education sector)

HE/UoB addenda:
- The revalidation of the PGCE/Cert Ed was approved by the UoB validation committee in June 3013: therefore, as of September, 2013, the first years will be studying on the revised course. (the

second years from September, 2013 will be the last class under the old regime)

- Dungeness Power Station has expressed an interest in working with us again – this will be explored further in the 13/14 year

4. Resources and Facilities

- The Teacher Training dedicated staff room which was instituted in September, 2012 has proven to be invaluable as a base for the courses we offer. In addition, we have been able to advertise jobs, celebrate success, share news and so on
- The innovation Centre, also instituted in September, 2012 has proven to be useful as a training base (although this is not exclusively for this department)
- The department has felt the lack of a dedicated administrator keenly – many additional duties have fallen on the staff, leading to long hours in excess of the contracted hours

Section 3 – Overall effectiveness – please provide a grade and concise evaluative text in line with the guidance in the Handbook for inspection of further education and skills published September 2012

Overall effectiveness of the subject sector area is grade: 2

Please see attached appendix A1 imported from the college's database, demonstrating that a majority of our courses exceed national benchmarks.

This is further proven by the outstanding EV reports mentioned above (see section 5). Effectively this means that 3 courses (PTLLS, TAQA and Cert TESOL) are being delivered at outstanding level.

We are not a grade 1, however, due to the retention rates being below national benchmarks. The team works assiduously to ensure success, but it must be noted that either personal circumstances, including redundancy causes an attrition rate. The team is unanimous in not passing a candidate if they do not meet the required standards or exhibit the appropriate skillsets.

HE / UoB addendum:

Our relationship with the University of Brighton is excellent – the PGCE/Cert Ed is now the largest offering outside of the Falmer campus itself. This is a remarkable achievement given the increase in university fees and the smaller population base in Hastings. The external examiner's report for the PGCE/Cert Ed was especially glowing about the delivery in Hastings – the PGCE/Cert Ed based at SCCH is now the largest outside of Brighton itself, being a testament to the excellent delivery of this course.

Link to overall college objectives:

In addition, the Teacher Training department has a proven track record in producing trainees who are not just deemed to be grade 1 by the university but by Ofsted too, e.g. Dan Stratford, who produced 2 grade 1s in the last Ofsted inspection (January, 2013) and Luke Davies, the only grade 1 in the recent monitoring visit, were both recent alumni (graduating in July, 2012). At the time of writing, data is being extrapolated to quantify this still further.

Section 4 – Outcomes for learners – Judgements

Judgements in bullet point form, each judgement to be no more than 20 words. Must include judgement word – e.g. excellent, good, appropriate, effective, underdeveloped, insufficient. This section must include judgements on the extent to which:

- All learners achieve and make progress relative to their starting points and learning goals
- Achievement gaps are narrowing between different groups of learners
- Learners develop personal, social and employability skills
- Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

The evidence to support these judgements must be referenced to the supporting evidence provided.

Grade: 3

Of the FE courses on offer, the three flagship courses (PTLLS, Cert TESOL & TAQA) all show achievement about national benchmarks. In addition within SSA13 there are ad hoc day courses delivered by the Business Development & Community Engagement Department plus Access to ITT, delivered by the Access Department.

Strengths	Evidence Source	Action point for QIP
All Cert TESOL courses gain 100% achievement: this is outstanding	100% achievement rate versus national benchmark of 76.9%	Maintain this level of achievement
A large majority of our long courses have a success rate at 5% the national rate	A majority of PTLLS exceed national benchmarks (3 out of 4 courses)	Maintain this level of achievement
Outstanding achievement rate for PTLLS	91% overall (44 students out 48 – this is a key point as on the data, there is a course showing as below 7% national rate, because of 3 out 16 students leaving). The national rate is 88.6%. This therefore better than the figures show per course breakdown.	All PTLLS courses to be above national benchmarking
All TAQA course gain 100% achievement: this is outstanding	100% achievement rate versus national benchmark of 88.27%	Maintain this level of achievement
Areas for improvement	**Evidence Source**	**Action point for QIP**
PTLLS retention requires improvement.	A minority of courses are below national benchmarks, e.g. PTLLS course code 10089 (7.45% below NR)	To ensure that the vast majority/all of our courses gain 5% above national benchmark achievement. The involvement of the FE Engagement and Retention Officers might ameliorate this issue.
Monitoring of staff used for ad hoc courses delivered by Business Engagement Dept.	Until production of data, Teacher Training unaware of some courses within our SSA	To closely liaise with the Business Engagement Dept., monitoring use of staff and being involved in administration (and if possible/appropriate) delivery of such courses

Areas requiring rapid improvement	Evidence Source	Action point for QIP

Section 5 – Quality of learning, assessment and teaching – Judgements

Judgements in bullet point form, each judgement to be no more than 20 words. Must include judgement word – e.g. excellent, good, appropriate, effective, underdeveloped, insufficient. This section must include judgements on the extent to which:

- Learners benefit from high expectations, engagement, care, support and motivation from staff
- Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs (this includes judging the quality of resources and the use of technologies including a virtual learning environment
- Staff initially assess learners' starting points and monitor their progress, set challenging tasks and build on and extend learning for all learners
- Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning
- Teaching and learning develop English, mathematics and functional skills and support the achievement of learning goals and career aims
- Appropriate and timely information, advice and guidance supports learning effectively
- Equality and diversity are promoted through teaching and learning

The evidence to support these judgements must be referenced to the supporting evidence provided.

Grade: 2

The EV reports for the Cert TESOL, PTLLS & TAQA have all been extremely positive, thus vindicating the department's core delivery and ensuring that we are able to continue with our flagship courses. In addition, Anselm de Pleave is on the SCCH observation team, Anselm de Pleave, Eleanor Spicer-Lundholm and (in induction period until November, 2013) Celestina Tenniswood are University of Brighton lecturers; Eleanor Spicer-Lundholm is also a Cambridge ESOL examiner; Hayley Jules-Davie & Anselm de Pleave are City & Guilds Internal Verifiers. In addition, approval was gained from NCFE to deliver the L2 Certificate in E&D, the EV visit in June, 2013, approving the delivery of the pilot course and granting future approval – this course will now be delivered cross-college and becomes part of our core delivery.

The department also arranges for guest speakers to address all Cert TESOL classes towards the end of each course in order to facilitate work upon qualification; the discrete Facebook group is also a forum to advertise jobs. The department liaises closely with mentors on the PGCE/Cert Ed. All Teacher Training students also have (voluntary) access to the discrete Facebook group, which is a useful repository of news, views and resources.

Strengths	Evidence Source	Action point for QIP
Outstanding OTL team	OTL data from Quality Dept.: the entire Teacher Training Team have been observed, all gaining a grade 1.	Maintain grade 1 at OTL
Outstanding delivery of TAQA	EV report of 24th June, 2013 stated that "the candidates' rationales for assessment are some of the best I have ever seen"	Maintain standard of delivery
Outstanding delivery of PTLLS	EV report of 24th June, 2013 stated that "all candidates' work is of a very good standard"; there were no actions to improve the delivery	Maintain standard of delivery

	of the course	
Outstanding delivery of Cert TESOL	EV report (15th April, 2013): "the trainees were unanimous that the interviews procedures had been excellent and that throughout the course they felt in very professional hands" and "the teaching practice was highly organised with excellent support and guidance from Anselm and his team" and "the trainees would highly recommend the course to others and spoke positively throughout the interviews"	Maintain standard of delivery
Areas for improvement	**Evidence Source**	**Action point for QIP**
A very small amount (one – Hilary Monks) of sessional teachers were not observed this year.	The teacher delivering the NOCN L2 Award in ADHD was not observed.	All teachers delivering within SSA13 are to be observed.
Areas for rapid improvement	**Evidence Source**	**Action point for QIP**

Section 6 – Effectiveness of leadership and management – Judgements

Judgements in bullet point form, each judgement to be no more than 20 words. Must include judgement word – e.g. excellent, good, appropriate, effective, underdeveloped, insufficient. This section must include judgements on the extent to which:

- Demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance
- Improve teaching and learning through rigorous performance management and appropriate professional development
- Evaluate the quality of the provision through robust self-assessment, taking account of user's views, and use the findings to promote and develop capacity for sustainable improvement
- Successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community
- Actively promote equality and diversity, tackle bullying and discrimination and narrow the achievement gap
- Safeguard all learners

The evidence to support these judgements must be referenced to the supporting evidence provided.

Grade: 2

The key quality drivers of marketing our core offering, maintaining standards and growing the department all continue to be met. For three years running, the department has grown in terms of student numbers. Our area of improvement is to capture the excellent student feedback and recommendations we continually receive.

Strengths	Evidence source	Action point for QIP
Increased recruitment to courses.	Three years in a row the numbers of students have increased.	Continue to increase recruitment.
Good increased success rates.	Three years in a row the success rates have increased.	To gain 100% success rates for all courses.
NCFE L2 Cert in E&D added to portfolio of courses	Successful EV visit in June, 2013, confirming approval to deliver the L2 E&D course	To deliver at least 2 E&D courses per term
Development of outstanding team	Staff size of department has doubled, with all staff maintaining a grade 1; a retired member of staff replaced immediately	To maintain grade 1 profile and to ensure enough staff to deliver courses as the number of students increases.
Areas for improvement	**Evidence source**	**Action point for QIP**
Capturing of student feedback requires improvement	Lack of data in one source. Although the department receives a lot of positive feedback and many of the new referrals to join courses are simply by personal recommendation, we lack a central mechanism to capture this.	Liaison with Quality and HE to reform processes – Quality probably the best department as this would align with SCCH reporting structures, plus they would have the appropriate administrative tools.
A very small amount (one – Hilary	The teacher delivering the	All teachers delivering

Monks) of sessional teachers were not observed this year.	NOCN L2 Award in ADHD was not observed.	within SSA13 are to be observed.
Areas for rapid improvement	**Evidence source**	**Action point for QIP**

Section 7 – Appendix A Evidence to support Outcomes for learners judgements

Analysis by NVQ Level

including:- 13 - Education and Training

Starts, Retention, Achievement and Success Rates (Long, Short, V Short Qualifications)
Excluding QType2(s):- Functional Skills; Key Skills

Qualification	Level	Duration		10/11	11/12	12/13	Provider Rate	National Rate
60025645 Award in Preparing to Teach in the Lifelong Learning Sector (QCF)	4	Short (S)	Starts	-	12	48		
			Retention	-	83.33%	93.75%	95.22%	94.27%
			Achievement	-	60.00%	95.56%	93.15%	91.70%
			Success	-	50.00%	89.58%	88.70%	86.44%
60069429 Award in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom (QCF)	2	V Short (VS)	Starts	-	-	40		
			Retention	-	-	100.00%	n/a	n/a
			Achievement	-	-	87.50%	n/a	n/a
			Success	-	-	87.50%	n/a	n/a
60001926 Certificate in Teaching English to Speakers of Other Languages (Cert TESOL) (QCF)	4	Long (1)	Starts	-	-	19		
			Retention	-	-	89.47%	81.25%	81.25%
			Achievement	-	-	94.12%	76.92%	76.92%
			Success	-	-	84.21%	62.50%	62.50%

50116794 Certificate in Assessing Vocational Achievement (QCF)	3	Long (2)	Starts	-	-	6		
			Retention	-	-	100.00%	89.64%	87.38%
			Achievement	-	-	100.00%	88.44%	88.38%
			Success	-	-	100.00%	79.28%	77.23%

00287942 Access to Higher Education Diploma: Initial Teacher Training - Sussex Coast College Hastings	3	Long (1)	Starts	3	9	6		
			Retention	33.33%	100.00%	83.33%	100.00%	100.00%
			Achievement	0.00%	88.89%	100.00%	90.00%	90.00%
			Success	0.00%	88.89%	83.33%	90.00%	90.00%

50020870 Diploma in Teaching in the Lifelong Learning Sector (QCF)	5	Long (2)	Starts	-	-	4		
			Retention	-	-	100.00%	75.78%	74.53%
			Achievement	-	-	75.00%	90.93%	90.49%
			Success	-	-	75.00%	68.91%	67.44%

50116800 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)	4	Long (1*)	Starts	-	-	2		
			Retention	-	-	100.00%	88.24%	89.47%
			Achievement	-	-	100.00%	90.00%	91.18%
			Success	-	-	100.00%	79.41%	81.58%

60002700 Award in Assessing Vocationally Related Achievement (QCF)	3	Short (S)	Starts	-	-	2		
			Retention	-	-	100.00%	n/a	n/a
			Achievement	-	-	0.00%	n/a	n/a
			Success	-	-	0.00%	n/a	n/a

A1.2 Overall Analysis (by SSA Tier 1)

including:- 13 - Education and Training

Starts, Retention, Achievement and Success Rates (Long, Short, V Short Qualifications)

Excluding QType2(s):- Functional Skills; Key Skills

All Qualifications	12/13
Starts	133
Retention	93.98%
Achievement	92.80%
Success	87.22%

Long Qualifications	12/13
Starts	43
Retention	90.70%
Achievement	97.44%
Success	88.37%

Short Qualifications	12/13
Starts	50
Retention	92.00%
Achievement	93.48%
Success	86.00%

V Short Qualifications	12/13
Starts	40
Retention	100.00%
Achievement	87.50%
Success	87.50%

A1.2 Overall Analysis (by SubFaculty)

including:- FAP-TEACH

Starts, Retention, Achievement and Success Rates (Long, Short, V Short Qualifications)

Excluding QType2(s):- Functional Skills; Key Skills

All Qualifications	10/11	11/12	12/13
Starts	36	46	75
Retention	97.22%	91.30%	93.33%
Achievement	91.43%	88.10%	98.57%
Success	88.89%	80.43%	92.00%

Long Qualifications	10/11	11/12	12/13
Starts	10	5	33
Retention	100.00%	60.00%	90.91%
Achievement	90.00%	100.00%	100.00%
Success	90.00%	60.00%	90.91%

Short Qualifications	10/11	11/12	12/13
Starts	26	39	32
Retention	96.15%	94.87%	93.75%
Achievement	92.00%	86.49%	100.00%
Success	88.46%	82.05%	93.75%

V Short Qualifications	10/11	11/12	12/13
Starts	0	2	10
Retention	n/a	100.00%	100.00%
Achievement	n/a	100.00%	90.00%
Success	n/a	100.00%	90.00%

A1.3 Analysis by NVQ Level (by SSA Tier 1)

including:- 13 - Education and Training

Starts, Retention, Achievement and Success Rates (Long, Short, V Short Qualifications)

Excluding QType2(s):- Functional Skills; Key Skills

Year	Level	Starts	Retention	Achievement	Success
12/13	E	0	n/a	n/a	n/a
	1	0	n/a	n/a	n/a
	2	40	100.00%	87.50%	87.50%
	3	17	94.12%	87.50%	82.35%
	H	76	90.79%	97.10%	88.16%
	X	0	n/a	n/a	n/a
	Total:	133	93.98%	92.80%	87.22%

A4. Data tables showing progression outcomes

Please refer to detailed "Teacher Training File" held by LSM Teacher Training.

Section 8 – Appendix B Evidence to support quality of learning, assessment and teaching judgements

B1. Observation of learning, assessment and teaching profile

	Outstanding	Good	Satisfactory	Inadequate
2010/11				
Number				
%				
2011/12	4		1	
Number	80 %		20 %	
%				
2012/13				
Number	3			
%	100%			

Areas of good practice in learning, assessment and teaching identified through observation:
- **Implicit embedding of E&D**
- **Pacy and interesting lessons, which inspire and interest**
- **Excellent use of realia**
-
-

Areas that require improvement or were inadequate in learning, assessment and teaching identified through observation:
- **None identified from observations**
-
-
-
-

Evaluate the use of technologies to support learning

Good use of IT e.g. innovative use music and video to support learning outcomes.

B2. Evaluate of the use of initial and diagnostic assessment to extend learning

Outstanding use of initial and diagnostic assessment with all course including 1:1 tutorials to praise and utilise individual strengths and to address individual development needs. Extra tutorial time is allotted to individuals who require this. A very personal relationship is maintained with all our students whose needs are prioritised, even over other requirements demanded of the

department. Guest speakers are aligned to changing economic circumstances and candidates' requirements and aspirations.

B3. Evaluate the effectiveness of feedback to learners to support improved outcomes

Feedback is outstanding - always explicit so that students are under no doubt as to the specific areas for improvement. See below for an area of particular focus.

B4. Evaluate how well learners develop English, mathematics and functional skills

In line with the government's policy (but more importantly with good practice), students' work is instantly referred for resubmission if there are errors in written English. It is made abundantly plain that even if the candidate is highly qualified in a specialist field, it is part of the job specific skills that correct English is used throughout.

B5. Evaluate the effectiveness and timeliness of information advice and guidance to support learning and progression. Include specific examples of activities to support progression

As above, IAG included as part of the courses. Examples include: use of local language schools to arrange observations for Cert TESOL candidates, job vacancies distributed to all candidates (and a jobs noticeboard in the Teacher Training classroom). Successful candidates become more employable by virtue of the quality of the qualifications gained, or, if in employment (TAQA, employed PTLLS candidates) helps to secure job tenure.

B6. Evaluate the effectiveness of the promotion of equality and diversity in learning, teaching and assessment

This is outstanding. As the department responsible for delivering cross-

college E&D training, E&D is therefore second nature. Embedded E&D is within all lessons, with staff being explicitly trained to use spontaneous opportunities which arise in lessons to explore issues of E&D and also, crucially, to challenge discriminatory remarks and to challenge stereotyping. All members of the department role model such behaviour, for example the use of gender neutral pronouns throughout and avoidance of heterocentric referencing.

Section 8 – Appendix C Evidence to support effectiveness of leadership and management judgements

C1. Demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance

Evaluation demonstrating how expectations of high standards of quality and performance are communicated and attained

The team is outstanding in this regard in expecting the very best of all candidates. Interesting examples of this relate especially to candidates with previous low self-esteem, notably students who have had troubled lives and cannot believe that they can achieve. The team is explicit in embracing differences and regarding 'issues' as a challenge not a hindrance. The TTM is himself dyslexic and can model achievement implicitly. Case studies of previous successful students are shared, with their permission, to inspire.

C2. Improve teaching and learning through rigorous performance management and appropriate professional development

Performance review appraisal

SSA	Appraisal 2012/13 undertaken within time scales	Appraisal Undertaken outside time scales	**Appraisals not completed**	Appraisal undertaken but not recorded	**Grand Total of Appraisals undertaken**
13	3				3

Continuing professional development – summary See analysis

C3. Key areas for development identified through observation of learning assessment and teaching [max 10 bullet points]:

- **Maintain standards**
- **Role model expectations**
- **Ensure new look PGCE/Cert Ed delivered correctly**
- **Ensure amended Cert TESOL delivered correctly**
-
-
-
-
-
-

C4. Evaluate the quality of provision through robust self-assessment taking account of learner views and use the findings to promote and develop capacity for sustainable improvement

Evaluate the impact of self-assessment to secure sustainable improvement [text max 100 words]

Ongoing work is already undertaken – it could hardly be otherwise in order to deliver successful and exciting learning, assessment and teaching. This year's SAR is even longer than last year's, which eats into student centred time. The team is keen to demonstrate a genuinely student centred ethos, which is totally in line with SCCH's and the UoB's visions. The team is at the forefront of embracing the drive to make SCCH a grade 1 provider and to maintain the UoB's grade 1.

Sustainable improvements made as a result of learners' views and perceptions [max 10 bullet points]

Learner views, perceptions, complaints	Action to address and resolve the issue	Evaluation of outcomes and impact
Delight with the courses	Maintain standards	

C4. Leaders and managers successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local community

Outstanding in this area – as stated earlier in this document, there has been a 3 year upward trajectory in both enrolments and success rates.

C5
Leaders and managers actively promote equality and diversity, tackle discrimination, and narrow the achievement gap

The team is outstanding in this regard in expecting the very best of all candidates. Interesting examples of this relate especially to candidates with previous low self-esteem, notably students who have had troubled lives and cannot believe that they can achieve. The team is explicit in embracing differences and regarding 'issues' as a challenge not a hindrance. The TTM is himself dyslexic and can model achievement implicitly. Case studies of previous successful students are shared, with their permission, to inspire.

Section 10 Quality Improvement Plan 2013/14

This QIP incorporates: **Main developments for the coming year**
Strategies to tackle Areas for Improvement identified in the SAR
Actions carried forward from the previous QIP
Issues identified for action in year

Subject Sector Area: 9 Education & Training   **Date:**

Areas for Improvement	Actions/Processes	Planned outcomes – Success criteria	Milestones: *Completion*	Person Responsible	CRAG status	**Update on Progress** *(The QIP will be updated at least every 6 weeks. Please specify date of update in this column)*
OUTCOMES FOR LEARNERS						
PTLLS retention requires improvement.	To ensure that the vast majority/all of our courses gain 5% above national benchmark achievement. The involvement of the FE Engagement and Retention Officers might ameliorate this issue.	Retention for all PTLLS to be at or above provider rate				This is tracked with every PTLLS course.
Monitoring of staff used for ad hoc courses delivered by Business Engagement Dept.	To closely liaise with the Business Engagement Dept., monitoring use of staff and being involved in administration (and if possible/appropriate) delivery of such courses	LSM to liaise with other Busienss Areas to regulate use of staff				
A very small amount (one – Hilary Monks)	The teacher delivering the NOCN L2 Award in ADHD was not	All teaching staff within SSA13 to be observed				This course no longer delivered.

Areas for Improvement	Actions/Processes	Planned outcomes – Success criteria	Milestones: *Completion*	Person Responsible	CRAG status	**Update on Progress** *(The QIP will be updated at least every 6 weeks. Please specify date of update in this column)*
of sessional teachers were not observed this year.	observed.					
Capturing of student feedback requires improvement	Lack of data in one source. Although the department receives a lot of positive feedback and many of the new referrals to join courses are simply by personal recommendation, we lack a central mechanism to capture this.					Trial spreadsheets initiated
QUALITY OF PROVISION						

Areas for Improvement	Actions/Processes	Planned outcomes – Success criteria	Milestones: *Completion*	Person Responsible	CRAG status	**Update on Progress** *(The QIP will be updated at least every 6 weeks. Please specify date of update in this column)*
LEADERSHIP AND MANAGEMENT						