



Internal Review Procedure

(as part of Quality Improvement Policy)

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Internal Review (IR) Framework

1 Background

1.1 The main purpose of the Internal Review framework is to provide a mechanism by which:

- 1.1.1 The quality assurance of the team/area under review can be assured;
- 1.1.2 Opportunities for open and constructive discussions about a range of relevant topics are provided and how these impact on students e.g. Teaching and Learning;
- 1.1.3 Teams are supported to improve, or maintain high level standards;
- 1.1.4 Opportunities for identifying and sharing best practice are taken; and
- 1.1.5 Teams are prepared for any future inspections/reviews by Ofsted, the QAA or any Awarding Organisation.

1.2 The Internal Review framework is a key component of the College's quality assurance and improvement activities. Other activities supporting this agenda include:

- Internal Audit
- Self-assessment
- external kitemarks e.g. British Safety Council, Matrix
- Ofsted Education Inspection Framework
- QAA's Quality Review
- Awarding and Validation Organisations' regulations and conditions
- Lesson observation of new tutors
- Learning Visits
- Peer Review

1.3 An Internal Review activity can focus on a particular Curriculum Area, Professional Services Team or cross-College theme.

1.4 This document describes the approach ordinarily undertaken when carrying out an Internal Review. However, the College may change this approach taking due cognisance of the areas/topics to be reviewed i.e. to undertake a shorter more intensive, but perhaps more topic specific review, or to undertake a longer term review where the impacts are likely to be realised over a longer period.

2. Scheduling and areas in scope

- 2.1 Planned and 'just-in-time' Internal Reviews, as well as following up on areas of concern, either on a Curriculum Area, cohort or level basis.

Planned based Internal Review are ordinarily carried out on a risk analysis e.g. the previous years' performance.

'Just-in-time' Internal Reviews are identified on a dynamic basis i.e. as issues arise (in-year) or as a means of identifying and sharing best practice.

- * targeting support to help improve College activities;
- * identifying the College's approach to the implementation of relevant national initiatives e.g. students undertaking English and maths (if they do not hold a GCSE Grade 4 in those subjects);
- * identifying the consistency of implementing College procedures, policies or strategic actions e.g. activities associated with improving the quality of students' learning experiences (including outcomes and progression).

- 2.2 Any cross-college based activity can be identified as the focus of an Internal Review e.g. Tutorial Programmes, Learning Support, use of technology to support T&L and Enrichment. However, all of these areas will also be considered as part of the review of any Curriculum Area.
- 2.3 Professional Service Team functions are also "in-scope" to participate in an Internal Review.

3. Framework

An Internal Review can take a number of different forms. Examples include:

- A full review (akin to an external Inspection)
- A short, focussed activity (1 – 4 days) reviewing a specific aspect of the College's activities e.g. Tutorials, approaches to English and maths

In the case of a full review:

- 3.1 Team of around four reviewers (normally), one to act as Lead Reviewer (usually a senior leader or external 'expert'), plus trained observers as appropriate.
- 3.2 Ordinarily, a review will take place over a five day period.
- 3.3 Head of Curriculum Area/Professional Service leader to assume the role of 'Nominee'. However, they can agree, with the Lead Reviewer, that another person acts as Nominee - to allow them more scope to manage the review process with the Review Team.
- 3.4 Reviews will focus on College priorities for improvement, but may use Ofsted's Education Inspection Framework (EIF), or QAA's (Quality Assurance Agency) Quality Review framework, as a basis for the review.
- 3.5 In order to moderate the reports to ensure for a consistent approach, all reports will be sent to the Deputy CE/Principal (Quality and Student Experience) who will review each report and make recommendations before the final draft is disseminated.

- 3.6 External participants, relevant to the focus of the review, will be used whenever possible. Previously, such participants have included colleagues from other colleges and colleagues with appropriate experience e.g. with Ofsted, Office for Students (OfS) or as an employer with experience in curriculum based activities

4 Methodology

- 4.1 To include all provision e.g. Apprenticeships, Distance Learning, Higher Education, Full-cost, International as well as Education and Training (E&T).
- 4.2 The information reviewed prior to, and during, an Internal Review (IR) will vary according to the focus of the IR. A summary (for guidance) is provided in Appendix 1

5 Programme [Ordinarily, but may be subject to change]

- 5.1 Approximately three to four weeks before the review the Lead Reviewer will meet with the Head of Curriculum/Professional Service leader to agree:
- 5.1.1 Programme of planned meetings
 - 5.1.2 Areas to consider during the review based upon latest Self-Assessment Report/Operating Plan (SAOP)
 - 5.1.3 What information will be provided to members of the Review Team to in advance e.g. timetables, data or SAOP
- 5.2 Ordinarily, around least three weeks before the IR an area Team meeting will take place. The Lead Reviewer will outline the IR process and also undertake, where necessary, a training session on what to expect during a lesson observation (applies to an IR involving taught sessions, which includes tutorials and assessments e.g. within Apprenticeship provision).
- 5.3 During the review the Lead Reviewer and Head of Curriculum/Professional Service leader and 'nominee' will endeavour to meet at the end of each day to outline progress/emerging issues.
- 5.4 'Formal' verbal feedback at the end of the review will be led by the Lead Reviewer and the meeting will be attended by the Head of Curriculum/ Professional Service leader, appropriate Senior Leader, Area staff and members of the Internal Review Team.

6 Internal Review – Resultant Action Plan

- 6.1 Outcomes from the Internal Review activity will be presented to the Head of Curriculum/ Professional Service leader by way of a written report within fourteen days, from the end of the review.
- 6.2 The Head of Curriculum/ Professional Service leader then has seven days to respond to the report in terms of factual accuracy only.
- 6.3 The Lead Reviewer will then complete a finalised report within seven days.
- 6.4 The Head of Curriculum/ Professional Service leader will prepare an action plan in response to the findings of the Internal Review activity (within fourteen days of the finalised report being available).
- 6.5 The responsibility for ensuring that action plans have been completed within agreed timescales lies with the relevant Head of Curriculum/ Professional Service leader.

7 Oversight and Alignment with Risk Management and Assurance

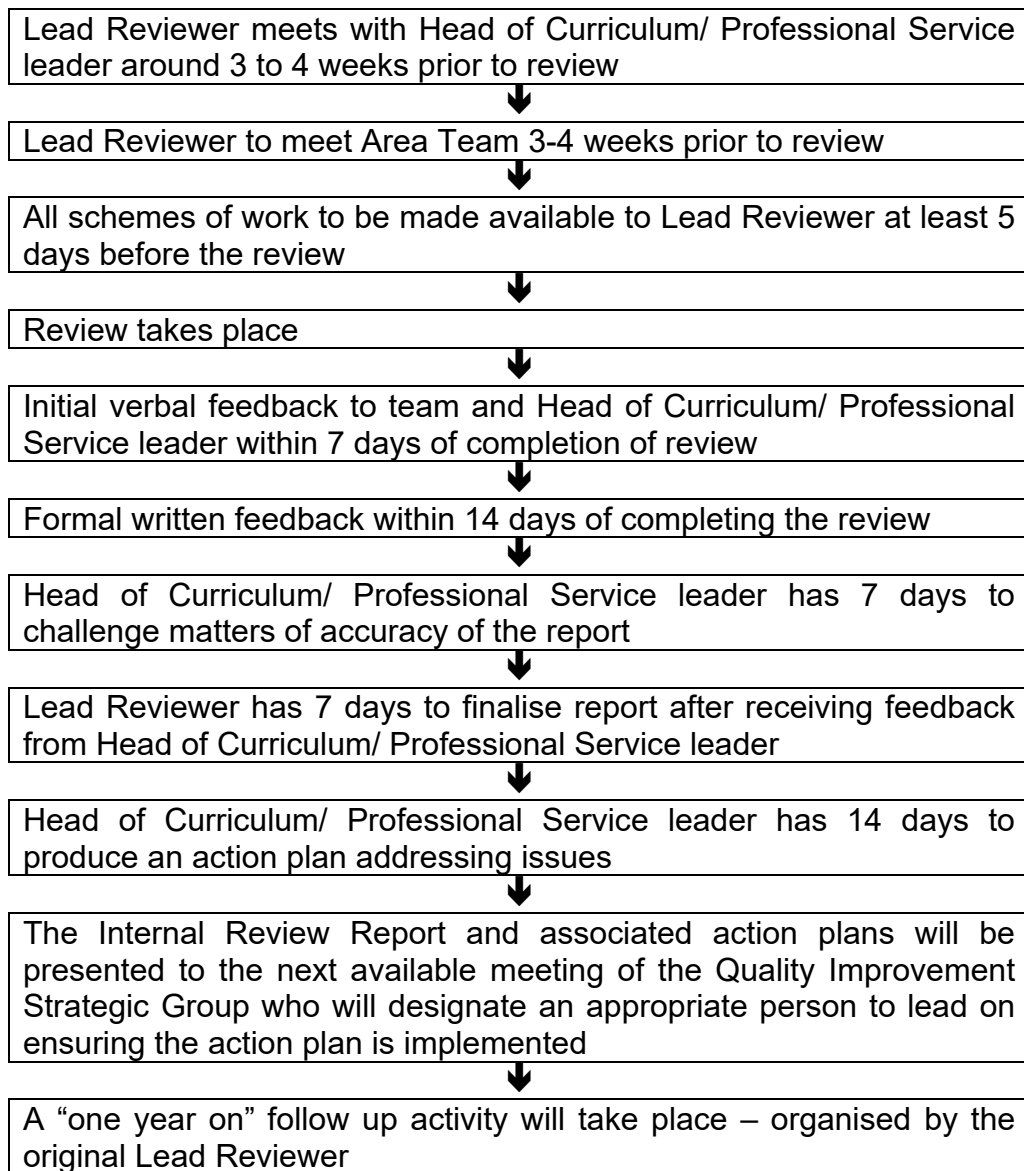
- 7.1 The Internal Review Report and associated action plans will be presented to the next available meeting of the College's Quality Improvement Strategic Group who will designate an appropriate person to lead on ensuring the action plan is implemented.
- 7.2 The outcomes emanating from the Internal Review will be reviewed by the Strategic Leadership Team and incorporated into the next cycle of the Self-Assessment process. Further, the outcomes will be assessed in relation to the College's risk management and assurance framework.
- 7.3 Outcomes from Internal Reviews are considered by the Governor Quality and Curriculum Committee. The Committee will also monitor progress with the resultant action plans.

8. Follow up activity

- 8.1 The scope of this activity will be determined by the outcomes, but ordinarily will take place some time between nine and twelve months following the review. This follow up activity may include: a review of progress with the IR action plan, a series of lesson observations; a review of systems and processes checked.

To inform this review, the Head of Curriculum/ Professional Service leader will prepare a one year on analysis of progress with the IR action plan items.

Flowchart of Internal Review Process
[Ordinarily, but may be subject to change]



Guidance on the Range of information required for an Internal Review

1. Curriculum Areas/Cross-College activities: the number of lesson observations carried out during an Internal Review will vary but usually aim to include all teaching staff. All lesson observations will normally take place during the dates of the review (including evenings). However, if necessary, this period may be extended. In accordance with the College's Lesson Observation procedure, observations will be developmental in approach. This includes the inclusion of appropriate CPD activities for tutors, following the observation. Any observations already carried out, within the scope of the College's Lesson Observation Procedure will also be considered as part of the IR evidence.
2. It may be that some tutors are observed more than once during the review period in order to ensure that a proportionate range of activities and levels are adequately covered.
3. In order to determine a judgement of an observed lesson/session, the observer will normally observe at least 30 minutes, but this time may vary according to the activity being observed. This may be at any time during the scheduled lesson observed.
4. Staff covering a lesson for sick/absent colleagues can expect a scheduled lesson observation to take place if the covering tutor is a subject specialist and "knows" the group being taught. Where this is not the case, an observation may not take place – but this needs to be agreed following a discussion between the Head of Curriculum/Area lead and Lead Reviewer.
5. All Schemes of Learning to be made available to the Lead Reviewer a minimum of five working days before the Internal Review starts. At the start of lessons, the tutor being observed should supply the observer with copies of: the Scheme of Learning, a Group Profile identifying the T&L needs of [individual] students, any course based material being used during the session and any other information relevant to the group/session.
6. All course management files will be made available to the review team. This will aid the review of appropriate documentation e.g. minutes of meetings, Internal and External Verifier/Moderator/Examiner reports, course related documentation, samples of students' assessed work, student handbooks and lesson planning documentation.
7. Meetings will be held with: students and area staff. This also applies where the IR covers a Professional Services Team or cross-College theme.
8. Review of resources associated with the Area e.g. staffing, accommodation, specialist equipment, Learning Centre resources.
9. Review of student data, including recruitment, attendance, retention, pass rates (inc. high grades), qualification achievement rates, value added, high grades, destinations and any other nationally published accountability measures; all by a range of group comparisons e.g. age, gender, ethnicity, disadvantage etc.
10. If including apprenticeships, then Assessors will need to provide the assessment plan and schedule of visits for a member of the IR Team to go out with them.
11. Latest self-assessment, and associated improvement plans.