



# **Internal Review of Learning and Teaching Policy and Procedure**

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Date: March 2015

Review Date: March 2018

Equality Impact Assessment Date: March 2015

## **WEST LOTHIAN COLLEGE**

### **INDEPENDENT REVIEW OF LEARNING AND TEACHING (IRLT)**

#### **POLICY AND PROCEDURE**

The purpose of this policy and procedure is to guide lecturing staff through the process of participating in a confidential, staff led, review of learning and teaching practice set within the context of improving the quality of learning and teaching.

#### **Context**

The General Teaching Council, Code of Professionalism and Conduct, states that lecturers should refresh and develop knowledge and skills through Continuing Professional Development and maintenance of reflective good practice.

Reflection and evaluation of teaching practice and Continuing Professional Development as a lecturer is a requirement of the national occupational standards for delivery of learning and is an element of Education Scotland's External Review Quality Framework.

This policy and procedure is in line with EIS-FELA Classroom Observation and Monitoring advice to members which states that "teachers play a central role in ensuring the quality and effectiveness of learning and have a right and responsibility to contribute to the development of a quality service".

#### **Key Principles of IRLT:**

- An IRLT review will be undertaken by each member of staff at least once in a 3 year period. Additional reviews can be requested by individuals at any time.
- The focus of the review is on support and continuous professional development through professional dialogue.
- The IRLT review process is a staff led process. Reviewees may choose the review method best suited to their own individual needs. Document IRLT02 details the process.
- The student online survey, which is part of the IRLT review process, should be used for every review to triangulate classroom observation feedback.
- Lecturing staff who have had a review of learning and teaching within the 3 year period, as part of a PDA in Teaching, TQFE, or TQHE course of study, are not required to undertake an additional IRLT review unless they wish to do so for quality enhancement or continuing professional development purposes.

- The review is confidential and will not be used in relation to performance management

## **Responsibilities**

- 1 All lecturing staff are responsible for participating in at least one IRLT review over a 3 year period.
- 2 Centre Managers are responsible for ensuring that all lecturing staff, within that Centre, participate in at least one IRLT review over a 3 year period as part of quality enhancement and continuing professional development activities.
- 3 The Head of Service for Quality and Learner Services is responsible for monitoring progress of the IRLT review process in liaison with Centre Managers and for reporting on progress to the Leadership Team. Reporting will be on the progress of IRLT participation not the content of reports.
- 4 The Learning and Development Officer is responsible for liaising with lecturing staff to arrange and organise IRLT reviews.
- 5 The Learning and Development Officer is responsible for conducting IRLT reviews for lecturing staff who have requested the option to have an independent review carried out by the Learning and Development Officer and for providing written feedback on the review to the lecturer.
- 6 The Learning and Development Officer is responsible for supporting other lecturing staff to carry out peer IRLT reviews for colleagues.
- 7 Any reviewer should be qualified to TQFE level or equivalent.
- 8 A copy of the IRLT report will be retained by the Learning and Development Officer as evidence for external review.

## **Procedure for participating in an IRLT Review**

- 1 Use the Process Flow Chart (IRLT02) to choose the IRLT method, or combination of methods, that best suits your needs.
- 2 Complete a PDApp form to notify the Learning and Development Officer that you wish to participate in a review.
- 3 The Learning and Development Officer will contact you to discuss your review and confirm a pre-review meeting date and time.
- 4 If you are choosing to have a review conducted by one of your colleagues, you should both meet with the Learning and Development Officer to ensure you are both comfortable with the review process.

- 5 Confirm the date and time of the review and the class you will be teaching to the Learning and Development Officer and, where appropriate, the colleague conducting the review.
- 6 After the review, the IRLT reviewer will engage in a professional dialogue with the reviewee to feed back on the review. This may be immediately after the review itself or at another agreed time.
- 7 The IRLT reviewer will provide the reviewee with a written report which will highlight points of good practice and/or any areas for development. This report is confidential to the reviewee who may use the information to share good practice with colleagues and inform future continuing professional development activity.

## **Appeals**

The IRLT review is a confidential process between the reviewer and reviewee and is not linked to the performance management procedure. Consequently, there is no requirement for a formal appeals process.

## **Communicating the Policy and Procedure to Lecturing Staff**

Staff will be informed of the IRLT Policy and Procedure through Induction, Staff Development Events and through meetings with Centre Heads

## **Evaluation and Review**

This policy and procedure will be reviewed by the Head of Service for Quality and Learner Services in March 2018

## **Documentation**

IRLT01: IRLT Policy and Procedure  
IRLT02: IRLT Process Flow Chart

## Section 2: The Equality Impact Assessment Process

### Phase 1: Screening and Prioritisation

The first phase of the Equality Impact Assessment (EIA) is to screen the policy, practice, strategy etc to establish if it has an impact upon anyone because of a protected characteristic (age, disability, ethnicity, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation).

A single EIA should be conducted and recorded for each individual policy, practice, strategy etc.

Please complete the following:

<b>Name of policy/ practice/strategy/ decision</b>	<b>Named individual responsible for policy/practice/strategy/ decision</b>	<b>Name of person conducting initial EIA</b>
<b>Internal Review of Learning and Teaching P&amp;P</b>	<b>Jenny Stalker</b>	<b>Shelagh Fraser</b>

### Supporting notes to help in the completion of Phase 1

- Consider impact in terms of the protected characteristics and other groups who may experience disparities in opportunity.
- Make use of existing knowledge, experience, research and consultation.
- Caution is needed not to consider a policy or practice 'equality neutral' just because no evidence of adverse impact exists (e.g. you might find little research exists with regard to equality areas such as sexual orientation).
- When thinking about positive impact consider ways to tackle discrimination, promote equality of opportunity and promote good community relations.

**Q1. Given the aims of the proposed policy, practice, strategy decision is it likely that there will be a negative impact on one or more of the groups named above. Or is it clear at this stage that it will be equality neutral?**

Protected Characteristic	Impact (explain)
Age	None
Disability	None
Sex	None
Gender reassignment	None
Pregnancy and maternity	None
Race	None
Religion or belief	None
Sexual orientation	None

Comments:

**This policy has no impact on the above groups and applies equally to all staff. In addition, the review is carried out on a voluntary basis.**

**Q2. For which groups are there likely to be a negative impact? What is this impact likely to be, and what plans could be built in to address negative impacts and to add measures which promote a positive impact at this stage?**

Protected Characteristic	Impact (explain)
Age	N/A
Disability	N/A
Sex	N/A
Gender reassignment	N/A
Pregnancy and maternity	N/A
Race	N/A
Religion or belief	N/A
Sexual orientation	N/A

Comments:

As no negative impact has been identified at this review no further action currently required.

**Q3. At this stage, how could the policy, project or strategy promote positive impacts for any of the groups named above?**

**The policy promotes peer review and sharing of good practice amongst all colleagues equally.**

**Q4. Is a full impact assessment required? NO (use box to explain rationale behind decision)**

**The rationale for this policy is to ensure a consistency of approach by all members of staff and an opportunity to share good practice, and is also voluntary with no pressure brought to bear to participate.**

<b>Signature of named individual responsible for policy</b>	<b>Signature of individual responsible for carrying out initial impact assessment (if different from previous)</b>	<b>Date of completion of initial impact assessment</b>
<b>Jenny Stalker</b>	<b>J Stalker/Shelagh Fraser</b>	<b>11-7-16</b>

***In the event of a full impact assessment being required this document must be attached and used as part of that process***

