



Internal Review of Learning and Teaching Policy and Procedure

Responsibility for this policy: Head of Student Experience and Improvement

Date: March 2015

Review Date: August 2026

Equality Impact Assessment Date: August 2023

Contents

History of Changes	3
Purpose	4
Context	4
Key Principles of IRLT:	4
Responsibilities.....	5
Procedure for participating in an Independent Review of Learning and Teaching (IRLT)	5
Appeals.....	6
Communicating the Policy and Procedure to Lecturing Staff.....	6
Evaluation and Review	6
Documentation	6
Appendix 1: Flow Chart	7
Equality Impact Assessment.....	8

History of Changes

Version	Description of Change	Authorised by	Date
1.1	Creation of policy	J Stalker	30-3-15
1.2	Minor updates	B Brownlee	30-8-20
1.3	Minor changes to reflect current procedure and addition of Equality Impact Assessment.	B Brownlee	30-8-23

West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage, or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Please see end of this document for EIA

Purpose

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 are 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 and amplify the student voice.
- Lecturing staff who have had a review of learning and teaching within the 3 year period, as part of a PDA (Professional Development Award) in Teaching, TQFE (Teaching Qualification in Further Education), or TQHE (Teaching Qualification in Higher Education) 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 Learning and Skills 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 Student Experience and Improvement is responsible for monitoring progress of the IRLT review process in liaison with Learning Champions and for reporting on progress to the Executive Leadership Team. Reporting will be on the progress of IRLT participation not the content of activities or feedback.
- 4 The Learning Champions are responsible for liaising with lecturing staff to arrange and organise IRLT reviews.
- 5 The Head of Student Experience and Improvement is responsible for conducting IRLT reviews for lecturing staff who have requested the option to have an independent review carried out and for providing written feedback on the review to the lecturer.
- 6 The Director for Business, Creative and Enterprise is responsible for supporting the Learning Champions to carry out 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 Head of Student Experience and Improvement as evidence for external review. This will only be a statistical report, covering numbers completing the IRLT in each year.

Procedure for participating in an Independent Review of Learning and Teaching (IRLT)

- 1 Use the Process Flow Chart (IRLT02) to choose the IRLT method, or combination of methods, that best suits your needs.
- 2 Contact the Learning Champion to advise that you wish to participate in the IRLT Review.
- 3 The Learning Champion will contact you to discuss your review and confirm a pre-review meeting date and time.
- 4 After the review, the Learning Champion 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.

- 5 The reviewee will then update their reflection to highlight points of good practice and/or any areas for development. This document is confidential to the reviewee who may use the information to share good practice with colleagues and inform future continuing professional development activity. Reviewees are encouraged to upload any Good Practice examples to Moodle to share these with others.

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 Learning and Skills Managers.

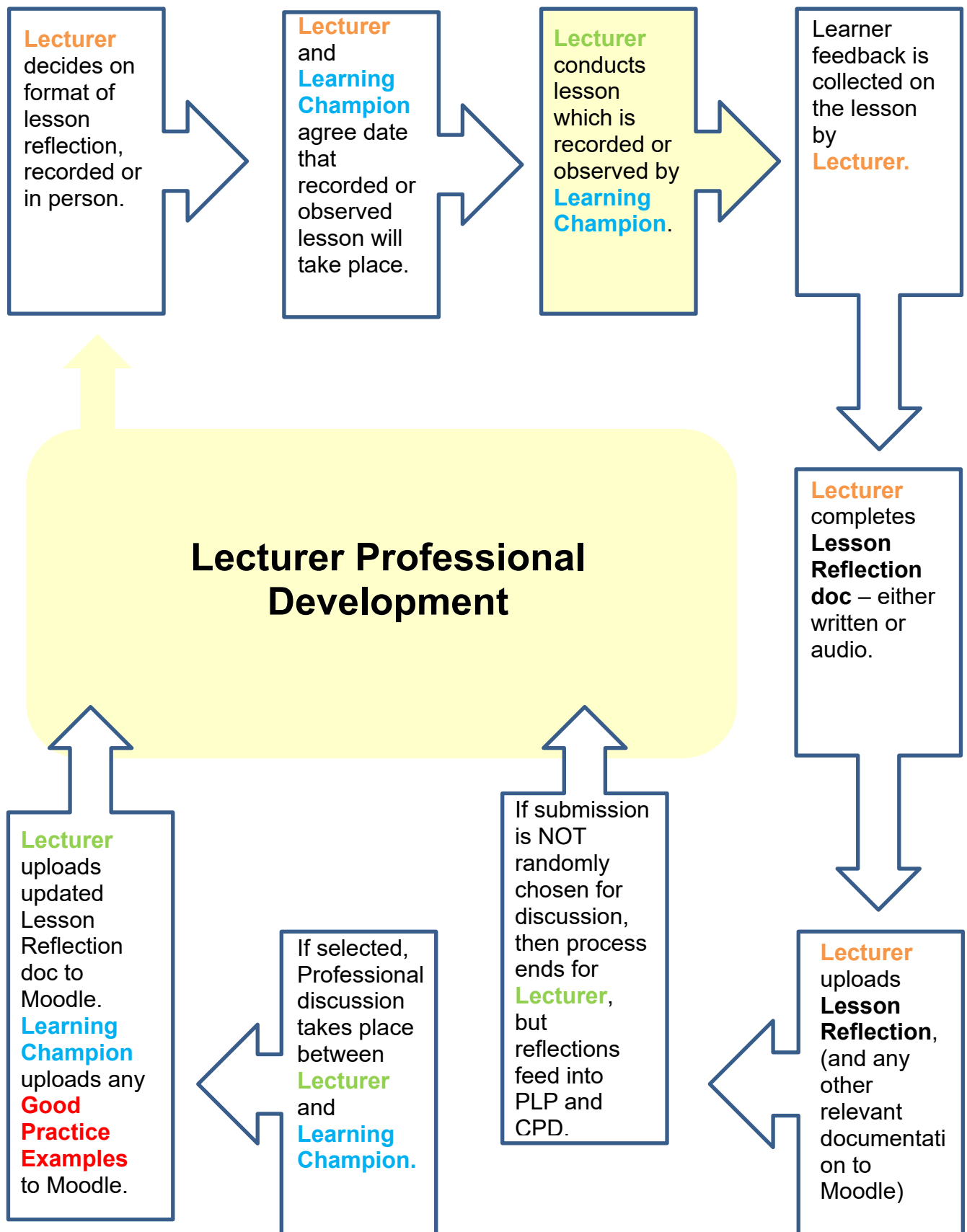
Evaluation and Review

This policy and procedure will be reviewed by the Head of Student Experience and Improvement in August 2026.

Documentation

IRLT01: IRLT Process Flow Chart

Appendix 1: Flow Chart



Equality Impact Assessment

Before carrying out an EIA, you should familiarise yourself with the College's EIA Policy Statement and Guidance, along with further information and resources which are available on SharePoint

EIA covers **strategies, policies, procedures, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services**, but will be referred to hereinafter as 'policy/practice'.

Policy/Practice (name or brief description):	Internal Review of Learning and Teaching Policy and Procedure
Strategy/Policy includes Equalities Statement of Inclusiveness?	Yes
Reason for Equality Impact Assessment (choose from the following options):	
<ul style="list-style-type: none"> • Proposed new policy/practice • Proposed change to an existing policy/practice • Undertaking a review of an existing policy/practice • Other (please give detail): 	Undertaking a review of an existing policy/practice
Person responsible for the policy area or practice:	
Name:	Beth Brownlee
Job title:	Head of Student Experience and Improvement
An Equality Impact Assessment must be carried out if the policy/practice:	
<ul style="list-style-type: none"> • affects operational or strategic functions of the College 	

<ul style="list-style-type: none"> is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance) 	
Why the EIA is being carried out	Undertaking a review of an existing policy/practice
Equality Groups Relevant to the Policy/Practice, identify which of the undernoted equality groups are impacted upon:	
<ul style="list-style-type: none"> Age Disability race (including ethnicity and nationality) religion or belief sex sexual orientation gender reassignment pregnancy and maternity marriage or civil partnership 	No negative impact for any group. Policy and Procedure is designed to monitor that equality of opportunity is being afforded to all learners through promoting high quality learning and teaching across college.

Record your assessment against the following statements:

Statement	Equality assessment
Detail the evidence of the needs of the identified equality groups and any gaps in information	The policy and procedure ensure that lecturers regularly receive independent feedback on their learning and teaching practices, thus identifying opportunities for improvement.
Will application of this policy/practice lead to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups?	No
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	
State how this policy/practice will foster good relations:	Policy and procedure are written to ensure consistency in learning and teaching. The aim is to prevent any negative impact on

	individuals or groups and to promote standardisation across centres.
Will the policy/practice create any barriers for any other groups?	No
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	N/A
Which equality groups or communities have been consulted in the development and review of this policy/practice?	None

Equality Impact Assessment Outcome

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision. (Delete the options that do not apply):

Option 1: No change required – the assessment is that the policy/practice is/will be robust.

Option 1: No change required – the assessment is that the policy/practice is/will be robust.

Monitoring

When will the policy/practice next be reviewed?

August 2026

Publication of EIA

Can this EIA be published in full, now? Please state Yes or No

Yes

If No – please specify when it may be published or indicate restrictions that apply:

Sign-off

EIA undertaken by

Name:

Date:

Shelagh Fraser**18-8-2023**Accepted by person responsible
for the policy/practice named
above:

Name:

Date:

Beth Brownlee**18-8-2023**

Approved by Equalities Committee

Date:

Retain a copy of this form for your own records and attach a copy to the bottom of the document to which it refers. Send to lbyrne@west-lothian.ac.uk for review and publication.