1. Aims appropriate to an individual learner or groups of learners (clearly stated learning aims	Questions to ask	Questions to identify sources of evidence
1.1 Information, advice and guidance processes supports learners to make informed, realistic choices. Learners' own views and aspirations are taken into account in identifying appropriate provision and the aims clearly articulate learners' long-term goals and aspirations.	Consider the extent to which learners are supported to understand their post-college options. Consider the extent to which learners' post-college aspirations are sought, understood and evident in his/her provision. Consider the extent to which learners have accessible information to inform their choice and decision making	What evidence is there to show that information, advice and guidance processes are both available, supportive and appropriate for this group of learners? What evidence is there to show a person-centred approach to recruitment and identifying appropriate provision?
1.2 Programmes are suitably challenging for the learners	How well do programmes provide new learning and a variety of new experiences for learners that motivates and stimulates learning, allows learners to attain aspirations and prepares them for adult life?	Is there evidence that shows a link to programme planning from learner transition information, prior learning and likely learner destinations?
1.3 The learning outcomes will enable learners to develop personal, social, employability and life skills they have identified to support them to get to their desired destination.	How relevant are the learning outcomes and skills offered in preparing learners for adult life? How good is the match or fit with the likely destinations of potential learners?	What evidence is there that programme outcomes are relevant and provide a good match or fit to the likely destinations of learners? What are the likely destinations for

		learners? How well does the learning area track the destinations of learners over time?
1.4 Provision reflects local and national demand where relevant and is responsive to learners needs.	How well informed are those who plan provision? How good are the links with relevant outside agencies?	What evidence is there that local employment openings have been taken into consideration when planning the provision? What evidence is there that the programme can be tailored to individual learner need? How successful are learners in gaining employment when they leave the college?
2. **Initial assessment to establish the learner's starting point**		
2.1 Close links with local authorities/ feeder schools/careers services/parents and carers, ensure that there are communication systems in place to provide relevant information about learners needs when they start	What systems are in place to make sure that the College receives the information needed about learners to ensure a smooth transition.	What evidence is there of partnerships between the provision and with local authorities/ feeder schools/careers services/parents and carers? What evidence is there that information sharing systems are in place and links are consistent? What does information about retention and completion tell the college about the effectiveness of transition arrangements?
2.2 Learners' views, aspirations, assessment of their own needs and choices are central to, and clearly identifiable in, the initial assessment process.	How does the college capture information from learners about their needs and choices? How do they ensure that this information is a major part of the initial assessment process	Is there evidence of a person-centred approach to initial assessment? What do learner voice activities say about learners' views of their involvement in the initial assessment process?

2.3 Initial assessment is fit for purpose in the context of the learning programme and the learners; we find out about: • learners' approximate level of knowledge and skills; Wider skills and abilities include a suitable focus on communication, independence, employability and well-being within these • any achievements, qualifications and accreditation gained; • previous experience; • existing skills and transfer of skills; this includes wider skills and abilities with a suitable focus on communication, independence, employability and well-being within these; • learners' additional support needs which may include health, communication and personal care needs; • learners' preferred ways of learning: teaching, learning and assessment strategies and approaches; and	How are all these areas of information captured? How is the initial assessment process carried out? How well does the process assess learner skills under each pillar? How are communication, numeracy and digital literacy skills assessed How is it made accessible to all learners; are a range of methods are used to ensure a whole picture of the individual is gathered? Who is involved? How is it made to be a positive experience for the learner, rather than merely finding out what a learner can't do and endorsing a sense of failure?	What evidence is there in the procedures for initial assessment that show that the process captures information from transition information, link courses and interviews with leaners? What evidence is there in learners' outcomes and targets to show that these have been informed by the initial assessment? What evidence is there from discussions with section managers, course tutors, teachers, learning support assistants and learners that initial assessment is fit for purpose?

• *learners aspirations for the future and the type of life/work they require to be prepared for.*		
2.4 The initial assessment process is reviewed and practice improved in response to learners' needs, achievement and feedback. We look for continuous improvement of the process.	*How is the process reviewed? Who is involved in the review? What happens to the outcomes of the review – does it generate actions that result in real change for the next year?*	*Does the quality cycle documents and action plans include the review of initial assessment? Can the learning area demonstrate how it has modified initial assessment processes in response to learner feedback?*
3. **Identification of appropriately challenging learning objectives: initial, renegotiated and revised**.	.	
3.1 Initial assessment informs programme planning and the setting of challenging objectives; individual learning plans reflect the outcomes of initial assessments.	*What systems are in place to ensure that the results of initial assessment are used to inform the process of setting objectives?*	*Is there evidence of clearly stated, suitably challenging, objectives for all programmes and, wherever appropriate, for each learner?*
3.2 Objectives are person-centred, expressed in 'learner-friendly' terms, are specific, measurable, meaningful and relevant to real life and will help learners move towards their long term goals and likely destinations. On longer programmes, they include short-, medium- and long- term targets.	*Do learners and their parents/carers know what their objectives are? Have those who have the ability to take part in the process of setting objectives done so and do they understand them. Are there both long term and short term objectives? Are they relevant to the learner and for their likely destination*	*Does a sample of learner objectives evidence a person centred process? Do discussions with learners confirm this? Does the sample show that objectives are written in 'learner-friendly terms?*
3.3 There is a person with clearly defined responsibility and/or clear lines of responsibility	*Who does this? How is time managed for this role?*	*Is there evidence in job descriptions, role descriptors and team matrices that evidence*

for setting, reviewing, renegotiating and revising learners' objectives and for monitoring progress.		*responsibility for the process of for setting, reviewing, renegotiating and revising learners' objectives and for monitoring progress.*
3.4 Learners have the opportunity to renegotiate learning objectives and to agree additional personal outcomes reflecting their interests, motivation and needs.	*What systems are in place to allow for this? How is it recorded? How often does this happen?*	*Do learner records (including electronic records) evidence this?* *Do discussions with section managers, course tutors, teachers, learning support assistants and learners confirm that there are systems in place and a flow of information?*
3.5 Learners are able to apply knowledge gained or demonstrate the skills they have learnt in different contexts.	*How is information about learner skills and knowledge transferred between teaching sessions? What systems are in place to ensure consolidation of skills learned using different contexts?*	
3.6 If learners are completing accreditation/qualifications there is a sufficient balance between this and learning activities. Accreditation included is relevant to the learner's learning needs and for their likely destinations.	*How is the use of accreditation decided? Is it actually;* ● *needed to meet the entry requirements for another course?* ● *needed to help meet the person specification for a job?* ● *needed to demonstrate suitability for a job role in a way the employer recognises?* ● *needed to provide motivation?*	*Is there evidence in learning plans that show how decisions about the use of accreditation have been made?*
4. Recognition and recording of progress and achievement,		

feedback, learner reflection and progress reviews		
4.1 There is a robust process across the organisation to gather and use information effectively to support the learner, throughout the learner journey. There are reliable systems to track the progress of all learners in relation to their individual starting points	What systems are in place? How well are they working? How do you know?	Is there evidence of a fit-for-purpose method for recording and tracking student progress? Can the college demonstrate the progress that individuals and cohorts of learners make?
4.2 Evidence of learning is clearly recorded, referenced to learning targets and shows progress. It is meaningful to the learner and other stakeholders.	How is evidence recorded? Do learners have a role in recording their learning? Do learners and other stakeholders understand their learning targets and how they are progressing?	Do learner files/portfolios include meaningful evidence of learning?
4.3 Creative ways are used to listen and respond to the learner voice.	What methods are used to ensure that all learners are listened to? Does this include learners with complex needs? How is the information used? How are responses communicated to the learners and other stakeholders?	Are there accessible versions of records of progress in easy to read language or other media, for example, pictures, films, etc? Are there examples that evidence creative methods to listen and respond to learner voice?
4.4. Additional or unplanned learning and achievement is also captured and recorded effectively	What systems are in place to ensure that this happens?	What evidence is there in learner tracking systems and learning plans that show this?

4.5 Learners are given feedback on how well they are achieving their learning outcomes and what they need to do to make progress.	*What systems are in place to ensure that learners receive feedback in a form that they understand?* *[Research indicates that learners prefer the term 'feedback' and that learners' capacity for reflection and informed self- assessment would be enhanced by more dialogue with teachers and the sharing of criteria and norms used to evaluate progress and achievement*	*Is there evidence from teaching observations of feedback to learners? Is it in a form that learners understand? Can learners describe the progress they have made and what they need to do next to improve?*
4.6 Regular progress reviews take place throughout the programme and in response to changing needs. Reviews reflect and check on progress and make necessary changes.	*How often do reviews take place? How is information about progress provided for the review process? Who is involved? How is staff time allocated for the review process?*	*Does a sample of reviews evidence this? Is there a programme calendar that shows when reviews take place?*
4.7 Progress reviews demonstrably improve teachers' practice.	*How is information about learner progress shared with and acted on by teachers in their practice? How is this checked? How is the information used to inform CPD sessions? What links are there between the review process and session/schemes of work planning?*	*Does CPD and session planning documentation evidence this?*
4.8 Progress reviews demonstrably enhance learners' achievements.	*How is this monitored?*	*Do progress tracking documents evidence this?*
4.9 Learners' feedback demonstrably impacts on teaching and learning.	*What formal and informal links are in place to connect learner feedback to session planning and methods of teaching?*	*Do session planning records evidence this? Can learners and/or teachers describe how learner feedback has impacted on teaching and learning?*

5. End-of-programme learner self-assessment; teacher summative assessment; review of overall progress and achievement		
5.1 Summative assessment and review processes are undertaken with learners, and where appropriate a nominated person, so they have joint ownership of the process.	How are summative assessments conducted? Who has responsibility? What ownership do learners have of the process? How is this managed?	Is there evidence of joint ownership of the process in records of learner self-assessment, group and peer assessment? Do teacher records of assessment activities and individual/group progress and achievement evidence a person centred approach?
5.2 The end-of-programme review process is learner-centred and inclusive, and uses creative methods and media where appropriate.	How is the end of programme review process made accessible to all?	Is there a range of learners' files, journals, diaries, portfolios, artwork; videos, audiotapes, artefacts, photographs Individual or group learner testimony that evidence a creative, inclusive, learner centred approach?
5.3 Teacher summative assessment reflects learners' targets, provides an overall review of progress and evidence of achievements that are meaningful to learners and other stakeholders.	How are teachers summative assessments standardised and evaluated?	
5.4 Achievements are celebrated.	What systems are in place to celebrate achievements?	Is there evidence of this? Are there records of performances, exhibitions and displays? Does the programme calendar evidence that celebration is throughout the year?

		Do discussions with learners evidence the importance of these events/celebrations to them?
5.5 There is evidence that learning programmes: • have met learners' goals; • enable learners to develop the personal, social and employability skills to become more independent in everyday life.	What systems are in place to monitor and evaluate learning programmes? How is progress data tracked (both qualitative and quantitative?)	Is there evidence of both qualitative and quantitative data that shows this?
5.6 On full-time programmes there is an effective transition to destination providers.	What transition systems are in place for learners for leaving the programme. What links are in place with destination providers?	What evidence is there in transition protocols, transition documentation and meeting records of the effectiveness of this? Is there evidence in transition documentation, transition protocols and meeting records and learner records that shows this?
5.7 For all learners, documents are prepared for destination providers on time, are owned by learners and are passed on with permission.	How is this monitored? How is learner permission obtained?	
5.8 Feedback from learners' reviews informs future planning.	What systems are in place to link feedback from learner reviews to future planning?	Is evidence of this included in the programme area SAR and any other internal moderation and course review documentation? Is there evidence in destination data? Is the data extracted to identify issues and inform the action plan?
5.9 Learner destinations are accurately tracked when they leave the learning area or College. Destination data is gathered, reviewed and used to inform the SAR.	How is destination data tracked and used?	
5.10 The outcomes of this stage of the process are rigorously reviewed and actions are taken to	What systems are in place to ensure that this takes place?	

improve practice and improve learners' progress, achievements and progression.		*Do discussions with learners, course tutors, teachers, curriculum and quality managers confirm this?* *[Evidence is likely to comprise qualitative and quantitative information and to demonstrate planned learning outcomes and learning gains identified subsequently]*