

## Revised Draft - Institutional Review Grading Matrix – Guidelines for Review Teams & Colleges

(Grading Matrix is **NOT** a checklist, team adopt a best fit approach using professional judgement)

### A: Student Outcomes

Outstanding	Good	Satisfactory	Unsatisfactory
<p>Overall student outcomes are very high, a very large majority of students achieve all qualifications and/or learning outcomes and make exceptional progress in-year. Highly effective systems and accurate performance data are used well to monitor, measure, analyze and support student continuous progress.</p> <p>A large majority of students progress into sustainable employment or further or higher training on completion of their programme or at their point of exit. Strong emphasis is placed on working in partnership with employers.</p> <p>Exceptional arrangements are made for all students to participate in ‘vocationally’ relevant work placements/on-the-job training, well supported through very good supervision and direction.</p> <p>Students acquire and apply knowledge and vocational skills rapidly and make exceptional progress. All students are able to use English, mathematics and IT skills particularly well. Students develop high levels of confidence, self-esteem and very strong work ethics, they are highly ambitious, motivated and enthusiastic.</p> <p>Punctuality and attendance is very good and they have a very positive attitude to learning. Most students take responsibility for their own learning, behaviour, attitude and personal development. Staff /student interaction is very good.</p>	<p>Overall student outcomes are high, a large majority of students achieve all qualifications and/or learning outcomes and make good progress in-year. Very effective systems and accurate performance data are used to monitor, measure, analyze and support student continuous progress.</p> <p>A majority of students progress into sustainable employment or further or higher training, on completion of their programme or at their point of exit. Good emphasis is placed on working in partnership with employers.</p> <p>Excellent arrangements are made for most students to participate in ‘vocationally’ relevant work placement/ on-the-job training, well supported through good supervision and direction.</p> <p>Students acquire and apply knowledge and vocational skills rapidly and make excellent progress. Most students are able to use English, mathematics and IT skills well. Students develop good levels of confidence, self-esteem and strong work ethics, they are ambitious, motivated and enthusiastic.</p> <p>Punctuality and attendance is good and they have a positive attitude to learning. Students take responsibility for their own learning, behaviour, attitude and personal development. Staff /student interaction is good.</p>	<p>Overall student outcomes are adequate, a minority of students achieve all qualifications and/or learning outcomes and make progress in-year. Adequate systems and performance data are used to monitor, measure, analyze and support student continuous progress.</p> <p>A minority of students progress into sustainable employment or further or higher training, on completion of their programme or at their point of exit. Emphasis is placed on working in partnership with employers.</p> <p>Adequate arrangements are made for majority of students to participate in ‘vocationally’ relevant work placement/ on-the-job training, supported through adequate supervision and direction.</p> <p>Students acquire and apply knowledge and vocational skills adequately and make expected progress. Minority of Students are able to use English, mathematics and IT skills well. Students develop adequate levels of confidence, self-esteem and work ethics. Minority of students are ambitious, motivated and enthusiastic. Punctuality, attendance and attitude to learning is adequate. A minority take responsibility for their own learning, behaviour, attitude and personal development. Staff /student interaction is supportive.</p>	<p>Overall student outcomes are low, a small minority of students achieve all qualifications and/or learning outcomes and make slow progress in-year. Systems and accurate performance data are used inconsistently to monitor, measure, analyze and support student continuous progress</p> <p>A minority of students progress into sustainable employment or further or higher training, on completion of their programme or at their point of exit. Insufficient emphasis is placed on working in partnership with employers.</p> <p>Adequate arrangements are made for students to participate in ‘vocationally’ relevant work placement/ on-the-job training, supervision and direction is ineffective and underdeveloped.</p> <p>Students acquire and apply knowledge and vocational skills adequately but make slow progress. Small minority of Students are able to use English, mathematics and IT skills well. Student confidence, self-esteem and work ethics is low. Small minority of students are ambitious, motivated and enthusiastic. Punctuality, attendance and attitude to learning is poor. Few take responsibility for their own learning, behaviour, attitude and personal development. Staff/student interaction is ineffective.</p>

## B: STUDENT SUPPORT

Outstanding	Good	Satisfactory	Unsatisfactory
<p>Very well embedded recruitment, enrolment and admissions policies, procedures and processes supports all students in making informed choices and ensures effective monitoring and intervention enhances the overall student experience. Targeted marketing and excellent quality information informs students of vocational career routes and pathways.</p> <p>Highly comprehensive guidance, student induction, handbook, a wide range of effective student services and additional learning support provide robust mechanisms to remove barriers to learning and assessment for all students during their studies. Excellent arrangements for initial placement testing, analysis and action planning ensure students commence from the appropriate level and starting point.</p> <p>A very welcoming environment promotes empowerment and confidence. A very good range of fit-for-purpose resources, designed to optimise the learning experience are used well by students. Very good ICT, Library / learning centres support independent learning and encourage, motivate and inspire students.</p> <p>Health, safety and welfare of students is given a very high priority, the personal safety and security of all students is compliant with stated guidelines and is monitored diligently to provide an extremely safe and secure learning environment.</p>	<p>Well embedded recruitment, enrolment and admissions policies, procedures and processes support most students in making informed choices and ensures effective monitoring and intervention enhances the overall student experience. Targeted marketing and good quality information informs students of vocational career routes and pathways.</p> <p>Comprehensive guidance, student induction, handbook, a range of effective student services and additional learning support provide effective mechanisms to remove barriers to learning and assessment for students during their studies. Very good arrangements for initial placement testing, analysis and action planning ensure students commence from the appropriate level and starting point.</p> <p>A welcoming environment promotes empowerment and confidence. A good range of fit-for-purpose resources, designed to optimise the learning experience are used by students. Good ICT, Library / learning centres support independent learning and encourage, motivate and inspire students.</p> <p>Health, safety and welfare of students is given high priority, the personal safety and security of students is compliant with stated guidelines and is monitored routinely to provide a very safe and secure learning environment.</p>	<p>Adequate recruitment, enrolment and admissions policies, procedures and processes supports students in making informed choices. Monitoring and intervention adequately enhances the overall student experience. Marketing activities and information are adequate and informs students of vocational career routes and pathways.</p> <p>Guidance, student induction, handbook, student services and additional learning support provide adequate mechanisms to remove barriers to learning and assessment for most students during their studies. Arrangements for initial placement testing, analysis and action planning are adequate but do not always ensure students commence from the appropriate level and starting point.</p> <p>A welcoming environment adequately promotes empowerment and confidence across the minority of the college. A range of resources supporting the learning experience are used adequately by students. ICT, Library / learning centres adequately supports independent learning.</p> <p>Health, safety and welfare of students is adequate. The personal safety and security of students is compliant with stated guidelines and is monitored to provide a safe and secure learning environment.</p>	<p>Recruitment, enrolment and admissions policies, procedures and processes are inadequate and do not support students in making informed choices. Monitoring and intervention is inadequate and impacts on the overall student experience. Marketing activities are poor and information does not clearly inform students of vocational career routes and pathways.</p> <p>Guidance, student induction, handbook, student services and additional learning support do not provide adequate mechanisms to remove barriers to learning and assessment for students during their studies. Arrangements for initial placement testing, analysis and action planning are under developed and do not ensure students commence from the appropriate level and starting point</p> <p>A welcoming environment promotes empowerment and confidence in a few areas of the College. A limited range of resources do not adequately support the overall learning experience and are not always fit-for-purpose. ICT, Library / learning centres do not support independent learning.</p> <p>Health, safety and welfare of students is inadequate. The personal safety and security of students is not compliant with stated guidelines.</p>

<p>A very well organised student council actively promotes wider engagement in the work and life of the college.</p> <p>Very well designed surveys, destination analysis and feedback are used very effectively to drive improvement.</p> <p>Excellent career advice and guidance help plan future learning and career progression and proactively supports all students in securing sustainable employment. Employer engagement is very well developed and close working partnerships support work placement and employment opportunities for students.</p>	<p>A well organised student council actively promotes wider engagement in the work and life of the college.</p> <p>Well designed surveys, destination analysis and feedback are used effectively to drive improvement.</p> <p>Career advice and guidance help plan future learning and career progression and proactively supports most students in securing sustainable employment. Employer engagement is well developed and good working partnerships support work placement and employment opportunities for students.</p>	<p>A student council adequately promotes wider student engagement in the work and life of the college.</p> <p>Student surveys and feedback are adequate and used to drive improvement.</p> <p>Career advice and guidance help plan future learning and career progression and supports a minority of students in securing sustainable employment. Employer engagement is adequate, some partnerships support work placement and employment opportunities for students.</p>	<p>Student council is insufficiently focused to promote wider student engagement in the work and life of the college.</p> <p>Student surveys and feedback are inadequate and do not drive improvement.</p> <p>Career advice and guidance are underdeveloped and does not always support student plans for future learning and career progression or securing sustainable employment. Employer engagement is underdeveloped, a few partnerships support work placement and employment opportunities for students.</p>
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### C: TEACHING, LEARNING AND ASSESSMENT

Outstanding	Good	Satisfactory	Unsatisfactory
<p>Staff and students embrace the strongly communicated vision and leadership for learning, teaching and assessment extremely well.</p> <p>Very well resourced learning environments facilitate a student centred approach to learning, teaching and assessment and support the delivery of all subjects. Very good use of VLE, ICT and learning technologies supports, underpins, enhances and further extends learning opportunities.</p> <p>Assessments are planned very well, are fair, rigorous and valid. Excellent arrangements for the standardization of assessment. Records are accurately maintained to robustly monitor achievement and progress of all students. Very positive outcomes from internal and external verification and review.</p>	<p>Staff and students embrace the strongly communicated vision and leadership for learning, teaching and assessment.</p> <p>Well resourced learning environments facilitate a student centred approach to learning, teaching and assessment and support the delivery of almost all subjects. Good use of VLE, ICT and learning technologies supports, underpins, enhances and extends learning opportunities.</p> <p>Assessments are planned well, are fair, rigorous and valid. Good arrangements for the standardization of assessment. Records are accurately maintained to monitor achievement and progress of most students. Positive outcomes from internal and external verification and review.</p>	<p>Staff and students embrace the communicated vision and leadership for learning, teaching and assessment.</p> <p>Most learning environments are resourced adequately and facilitate learning, teaching, assessment and a student centred approach to learning, they support the delivery of most subjects. The use of VLE, ICT and learning technologies to support learning is adequate.</p> <p>Assessments are planned adequately, are fair, rigorous and valid. Satisfactory arrangements for the standardization of assessment. Adequate records are maintained to monitor achievement and progress. Adequate outcomes from internal and external verification and review.</p>	<p>Minority of staff and students embrace the communicated vision and leadership for learning, teaching and assessment.</p> <p>Learning environments are not adequately resourced to facilitate student centred learning, teaching and assessment. The use of VLE, ICT and learning technologies is limited.</p> <p>Assessments are not planned well. Unsatisfactory arrangements for the standardization of assessment. Feedback does not help them identify how they can improve. Students' progress is not monitored and recorded adequately. Outcomes from internal and external verification and review require improvement.</p>

<p>Carefully designed learning that promotes learner-oriented activities, creative and innovative approaches to pedagogy, curriculum design and planning, learning teaching/training provides excellent opportunities for all students to develop their skills, knowledge and personal attributes required for success. Very good seamless transition between different forms of learning and levels of programme. Challenging and supportive curriculum review informs and shapes learning enhancement strategies.</p> <p>Excellent links with industry and employers ensure relevance in the design and delivery of programmes with very good emphasis on employability and enterprise. Integrating curriculum content with industry practice creates opportunities for all students to reflect on the relevance of their course content and put what they learn in to practice.</p> <p>A very effective and developmental classroom observation/peer review process supports high quality learning and assessment across all programme delivery. All staff are reflective practitioners and share good practice. Excellent classroom management encourages and promotes effective learning, positive behaviour and mutual respect.</p> <p>All students demonstrate very high levels of independence and self reliance in their learning, are highly engaged in decision making, set challenging targets and measure their progress and achievement.</p>	<p>Learning is carefully designed to promote learner-oriented activities, creative approaches to pedagogy, curriculum design and planning, learning teaching/training provides good opportunities for most students to develop their skills, knowledge and personal attributes required for success. Good seamless transition between different forms of learning and levels of programme is developing. Very effective curriculum review informs and shapes learning enhancement strategies.</p> <p>Links with industry and employers ensure relevance in the design and delivery of effective programmes with good emphasis on employability and enterprise. Integrating curriculum content with industry practice creates opportunities for most students to reflect on the relevance of their course content and put what they learn in to practice.</p> <p>An effective and developmental classroom observation/peer review process supports high quality learning and assessment across all programme delivery. Most staff are reflective practitioners and share good practice. Good classroom management encourages and promotes effective learning, positive behaviour and mutual respect.</p> <p>Almost all students demonstrate high levels of independence and self reliance in their learning are engaged in decision making, set realistic targets and measure their progress and achievement.</p>	<p>Approaches to pedagogy, curriculum design and planning, learning teaching/training adequately provide opportunities for most students to develop their skills, knowledge and personal attributes. Transition between different forms of learning and levels of programme is adequate. Curriculum review adequately informs and shapes learning enhancement strategies.</p> <p>Adequate links with industry and employers provide some relevance in the design and delivery of programmes, emphasis on employability and enterprise is adequate. Integrating curriculum content with industry practice is adequate and provides some opportunities for students to reflect on the relevance of their course content and put what they learn in to practice.</p> <p>Classroom observation/peer review is adequate and supports improved learning and assessment in a minority of programme delivery. Minority of staff are reflective practitioners. Adequate classroom management in majority of lessons encourages and promotes learning, good behaviour and mutual respect, not all students respond positively.</p> <p>Students demonstrate adequate levels of independence and self reliance in their learning, most are engaged in decision making, set targets and measure their progress and achievement.</p>	<p>Approaches to pedagogy, curriculum design and planning, learning teaching/training are underdeveloped and provide limited opportunities for students to develop their skills, knowledge and personal attributes. Transition between different forms of learning and levels of programme is not fully considered. Curriculum review does not inform or shape learning enhancement strategies effectively.</p> <p>A few links with industry and employers provide some relevance in the design and delivery of programmes, emphasis on employability and enterprise is inadequate. Integrating curriculum content with industry practice is poor and does not create opportunities for students to reflect on the relevance of their course content and put what they learn in to practice.</p> <p>Classroom observation/peer review is not effective or developmental in supporting improved learning and assessment across programme delivery. Few staff are reflective practitioners. Learning and teaching and classroom management in learning, assessment and support sessions are inadequate. Students are insufficiently engaged in the learning activities and show poor development of their skills and understanding.</p> <p>Students demonstrate inadequate levels of independence and self reliance in their learning and rarely participate in reviews to set targets and monitor their progress.</p>
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## D: LEADERSHIP AND MANAGEMENT

Outstanding	Good	Satisfactory	Unsatisfactory
<p>Strong organisational leadership &amp; management develops ambitious and realistic strategic direction, engaging all staff and stakeholders in the process. Excellent communication, planning, target setting and monitoring drives ownership and creates and promotes a culture of high quality learning and training.</p> <p>Strong commitment to realising mission/vision through directed investment in high quality 'fit-for-purpose' resources, ICT and facilities with staffing and staff development having a very high priority.</p> <p>Excellent provision to support Health, Safety and wellbeing, risk assessment is robustly undertaken with all policy, procedure and processes consistently applied by all staff and students.</p> <p>Recruitment of highly qualified and experienced staff with the required skills and experience for the roles, staffing is very well aligned to organisational requirements and fully utilised. Recruitment and retention of staff including Saudization exceeds expectations.</p> <p>Leaders and managers are highly effective in reviewing and improving the performance of staff with high levels of support and training. All Staff take ownership of their professional development. A Comprehensive induction / orientation prepares staff very well to support students in their learning.</p>	<p>Capable organisational leadership &amp; management develops clear strategic direction, engaging most staff and stakeholders in the process. Good communication, planning, target setting and monitoring drives ownership across majority of the organisation, creates and promotes a culture of high quality learning and training.</p> <p>Commitment to realising mission/vision through investment in high quality 'fit-for-purpose' resources, ICT and facilities with staffing and staff development having a high priority</p> <p>Very good provision to support Health, Safety and Well being, risk assessment is a priority with all policy, procedure and processes consistently applied by almost all staff and students.</p> <p>Recruitment of qualified staff and experienced staff with the required skills and experience for the roles, staffing is well aligned to organisational requirements and utilized well. Recruitment and retention of staff including Saudization meets expectations.</p> <p>Leaders and managers are effective in reviewing and improving the performance of staff with good levels of support and training. Almost all Staff take ownership of their professional development. A broad induction/orientation prepares staff well to support students in their learning.</p>	<p>Organisational leadership &amp; management develops strategic direction adequately, engaging staff and stakeholders in the process. Communication, planning, target setting and monitoring are adequate and drives ownership across minority of the organisation, opportunities to create and promote a culture of high quality learning and training are adequate.</p> <p>Planned investment is adequate in supporting the realisation of the mission/vision. Staffing and staff development is adequate.</p> <p>Adequate provision to support Health, safety and wellbeing with policy, procedure and processes applied by majority of staff and students. Risk assessment is adequate.</p> <p>Adequate recruitment of qualified staff with the required skills and experience for the roles, staffing is adequately aligned to organisational requirements. Recruitment and retention of staff including Saudization is adequate.</p> <p>Leaders and managers adequately review and improve the performance of staff with support and training. Minority of Staff take ownership of their professional development A basic induction/orientation is in place to prepare staff which adequately supports students in their learning.</p>	<p>Organisational leadership &amp; management is ineffective in developing strategic direction and engaging staff and stakeholders in the process. Communication, planning, target setting and monitoring is poor. Ownership is not embedded across the majority of the organisation, opportunities to create and promote a culture of high quality learning and training are few.</p> <p>Planned investment does not support the realisation of the mission/vision. Staffing and staff development is inadequate.</p> <p>Health, safety and wellbeing is inadequate, policy, procedure and processes are inconsistently applied by majority of staff and students and lacks importance. Risk assessment is underdeveloped.</p> <p>Recruitment of qualified staff with the required skills and experience for the roles are inadequate, staffing is not well aligned to organizational requirements. Recruitment and retention of staff including Saudization does not meet expectations</p> <p>Leaders and managers fail to support the necessary review of staff performance. Almost all Staff do not take ownership of their professional development. Induction/orientation is insufficiently developed to prepare staff and does not provide support for students in their learning.</p>

<p>Robust Quality systems and processes effectively support self assessment, action planning, monitoring and continuous quality improvement across all areas. MIS systems, processes and performance data are used extremely well to monitor and drive improvement.</p> <p>All students are placed at the centre with innovative and creative approaches to vocational skills development, raising aspirations and promoting very high levels of achievement in partnership with employers and the wider community.</p>	<p>Quality systems and processes effectively support self assessment, action planning, monitoring and continuous quality improvement across almost all areas. MIS systems and performance data are used very well to monitor and drive improvement.</p> <p>Most students are placed at the centre with creative approaches to vocational skills development, raising aspirations and promoting high levels of achievement with employers and the wider community.</p>	<p>Quality systems and processes adequately support self assessment, action planning, monitoring and continuous quality improvement across the organization. MIS systems and performance data are adequately used to monitor and drive improvement.</p> <p>Majority of students are placed at the centre and adequate focus is given to raise aspirations and promoting high levels of achievement. Partnerships with employers and the wider community are adequate in supporting vocational skills development and employability.</p>	<p>Quality systems and processes are underdeveloped, inconsistently applied and do not adequately support action planning, monitoring and continuous quality improvement across almost all areas. MIS systems and performance data are not used sufficiently to monitor and drive improvement. Systems are not embedded in most areas.</p> <p>Placing students at the centre, raising aspirations and promoting high levels of achievement is inadequate. Partnerships with employers and the wider community are underdeveloped in supporting vocational skills development and employability.</p>
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