

Nottingham College Developmental Observation Procedure

Prior to Observations commencing

- During September, the Faculty Area Manager will provide their team with an observation briefing using a supporting PowerPoint presentation created by the Head of Teaching, Learning and Improvement, to ensure that teachers understand the new observation process and Common Inspection Framework. Throughout the year staff can also access an observation briefing and the relevant materials via Staff Net.
- Human Resources will have sent a list of the colleagues that teach within each Faculty area to the Head of Teaching, Learning and Improvement. Faculty Area Managers will cross-check the accuracy of the staff lists and will also ensure that timetables on ebs:ontrack are accurate and kept up-to-date at all times, as observation scheduling will be based on this information. The Head of Teaching, Learning and Improvement will continue to liaise with Human Resources and Faculty Area Managers to check staffing lists on a regular basis.
- The Observation Team will undertake their annual observation training.
- The Head of Teaching, Learning and Improvement will allocate a Lead Observer and an Observation Team to each Faculty Area and determine the annual observation caseload for each observer. To provide continuity for Faculty Areas, a Learning and Development Coach will assume the role of 'Lead Observer' within the Faculty Area, whilst another will assume the role of 'Lead Coach' to ensure that conflicts of interest do not occur and to best support the Faculty Area.
- The Lead Observer(s) will meet with the Faculty Area to engage in a pre-observation discussion. Teams may wish to utilise this opportunity in different ways, for example: as an initial introduction, to discuss strategies that they are currently trialling, to discuss their planning rationale or to advise the observer of the current learning context. Further pre-observation discussions may also be provided on request.
- Observers will utilise the timetables on ebs:ontrack to schedule their observations and determine whether teachers are fractional or full-time. Observation appointments diarised in Outlook will be confidential and protected as such.
- Where appropriate, adjustments according to medical grounds should be agreed in line with HR policies and procedures with the Head of Teaching Learning and Improvement and Director of Curriculum.

Prior to the Formal Developmental Observation

- Observees will receive five working days' notice of a one-week observation window.
- The Quality team will provide observees and their FAM with notice of their one-week observation window between 8am and 10am on the Monday prior to the week of the observation.
- Observees will receive notification via their College email address and notice will only be given during term time.
- Where available, observers will review the observee's previous observation action plan, to support them in reflecting on and identifying progress made with their professional development.

- If the observee is aware of any factors that may affect the timetables as detailed on ebs:ontrack (e.g. a student visit, a planned examination, a guest speaker), they should make their observer aware of this.
- Any FE session may be observed within the one-week window and the observer will not disclose which session will be observed. Developmental observations will be undertaken across the range of FE provision within Nottingham College and will include both practical and theory sessions, progress reviews, assessments, workshops and tutorials, and will take place across all levels of programme and all age groups, with the exception of HE programmes, which will be observed as part of the HE Peer Review Process.
- Where an observer is unable to conduct an observation during the specified observation window (e.g. due to sickness), the Quality team will arrange for an alternative observer to complete the observation. Where this is not feasible, the observee will be informed at the earliest opportunity that the observation will not take place and that they will receive a new notification once their observation has been rescheduled.
- Where notification has been given to an observee, but there is a valid reason that it is not feasible to proceed with an observation during the specified observation window (e.g. due to insufficient sessions occurring, a period of sickness or pre-planned visits/guest speakers/examinations), the observee should notify their Faculty Area Manager who will liaise with the Quality team. Where appropriate, the observee will be informed that the notification has been retracted and that they will receive a new notification once their observation has been rescheduled.

During a Developmental Observation

- The observer will:
 - Make notes to assist them in identifying strengths and areas for development to ensure that this process is thorough, helpful and guides improvement
 - Be unobtrusive within the class
 - Sit in a position where they can observe the students and the lesson
 - Stay in the class for at least 45 minutes and not usually stay for longer than one hour
 - Talk to students where appropriate, asking open questions without disrupting the flow of the class
 - Utilise the Common Inspection Framework criteria and college guidance to evaluate the effectiveness of Teaching, Learning and Assessment and Personal Development, Behaviour and Welfare within the observed session.
- During the observation, the observer will require access to the following documentation for the observed session:
 - The Register
 - The Group Profile
 - The Scheme of Work and evidence of lesson planning (which should contain evidence of planning learning according to the needs of individual students, or other evidence of such planning where this is not included in the Scheme of Work).
- If a teacher believes that the session may not be appropriate for observation, the teacher should discuss this with the observer. If appropriate they should draw the observer's attention to the relevant part of the Scheme of Work so that the observer can understand and discuss the context with the teacher before deciding if the session is appropriate for observation.

- On the rare occasion where an observer judges that the session is not appropriate for a developmental observation (for example if there is a crisis with a student in progress, an Internal or External Quality Assurer is reviewing the activity, or students are participating in planned controlled assessment activity), the observer will not proceed with that observation and will inform the teacher accordingly at an appropriate point.

Following the Developmental Observation

The observee should:

- Agree a time to receive initial verbal feedback.
- Where planning documentation was not available within the observed session, email this to the observer or advise where it is available.

The observer will:

- Normally provide initial verbal feedback within 48 hours. This may be face to face, via skype, or by telephone. During the feedback the observer will:
 - Support the observee to discuss the observed session and reflect on the progress that individual students were making.
 - Provide feedback on the observed session, highlighting key strengths and key areas for development and, where appropriate, discuss next steps.
 - Discuss possible strategies as to how teaching, learning and assessment could be further improved or enhanced.
 - Suggest appropriate CPD activities, sources of support to develop practice and, where appropriate, encourage the sharing of practice.
- Write the developmental observation report and draft action plan and send to the observee, FAM, Lead Coach and Quality team within 5 working days. There may be exceptional circumstances which delay these timeframes and where this impacts on the observee every effort will be made to communicate this to them.
- The written observation report will provide clear and evidenced rationale for the conclusions reached and will provide clear feedback on the:
 - Classroom environment
 - Student progress and standard of knowledge, skills, understanding and work produced
 - Clarity of learning intentions (e.g targets, objectives, the value of what they are learning)
 - Meeting of individual student needs and level of challenge
 - Assessment
 - English
 - Maths
 - Preparation for progression
 - Personal Development Behaviour and Welfare
 - Equality, Diversity and Inclusion
- When evaluating the quality of teaching, learning and assessment the observer will consider a range of elements which are outlined in Appendix A. Please note that these are not used as a checklist by observers, as observers will use their professional judgement to determine what is relevant and appropriate in the observed session.

- The written report will clearly identify key strengths, key areas for development, include suggestions for improvement and confirm the next steps of the observation process. Where a re-observation is required, this will be recorded on the observation form. For each of the themes outlined above, the observer will conclude whether each of the elements of the observed session are:
 - Innovative and Creative
 - Demonstrate Best Practice
 - Have a Positive Impact on Learning
 - Requires Support and Development
 - Requires Rapid Support

Further information regarding each of these categories is outlined in Appendix B.

- These evaluative comments will be made in line with the Common Inspection Framework and college guidance; however, no overall grade will be given.
- The observer will also make an initial suggestion as to what could be included in the action plan, which is subject to review and discussion with the observee and FAM.

Upon Receipt of the Observation Report

The Observee and FAM will:

- Where positive teaching and learning has been observed and no re-observation is required, the observee and FAM should review the draft action plan and where appropriate, suggest additions and changes to the action plan (e.g. based on findings from other performance indicators, preferred CPD options and opportunities to share practice). Suggestions, where appropriate, should be approved by the FAM within 3 weeks following receipt of the observation report and The FAM should send the final copy of the action plan to the Quality Team within 4 working weeks. The observee's progress against their action plan will be reviewed as part of the ongoing Professional Development Review process.
- Where significant aspects within the observation were noted to require significant support and development or rapid support and a re-observation is required, the FAM will meet with the observee within the re-observation support timeframes stipulated below.

Following the Observation

The observee will:

- Have the opportunity to work with a Learning and Development Coach where areas for development and support needs have been identified. The Learning and Development Coach will support them to further improve their teaching, learning and assessment practice and to engage with CPD and collaborative development opportunities. Whilst 'Lead Coaches' are assigned to Faculty Areas, teachers may access support from any of the Learning and Development Coaches. Teachers may also wish to engage with other colleagues to develop their practice
- Be invited to work with a Learning and Development Coach to share their practice with other colleagues. The Learning and Development Coach will also inform the individual of the collaborative opportunities that are available to support them with further developing and reflecting on their practice
- Take positive action to address areas identified for development and meet targets as agreed as part of the observation action plan. Evidence of improvement should be presented at their

Personal Development Review meeting (PDR) with their line manager. Teachers should take positive action to redress their identified areas for development and meet targets as agreed as part of the observation action plan.

- Update their action plan 12 weeks after their initial observation to report their progress against their action plan and capture their personal development and the impact that this has had on their students as part of the DID (Demonstrating Individual Development) process. Updated action plans should be sent to the Quality team 12 weeks after their observation.

The Faculty Area Manager will:

- Support and monitor the progress of their teachers in redressing identified areas for development and in sharing best practice as identified through a range of Key Performance Indicators (e.g. sampling activity, learning walks, student voice etc.)
- Utilise the observation report and associated action plan as part of the ongoing PDR process.
- Work with the relevant Learning and Development Coach to ensure that the support offered by the Quality Team and the Faculty Area are aligned.

Re-observation

- Re-observation in year will normally only be required in the event that there are **significant aspects** within the observed session that are noted to **Require Support and Development or Require Rapid Support** and as a result **students have not made the progress that they are capable of**.
- The Criteria for 'Requires Support and Development' or 'Requires Rapid Support' is detailed in Appendix B.

Process of Re-observation and Support

Support and Development Requirements

This process will normally be followed to support individual staff members where significant aspects within the observation are noted to Require Support and Development:

- Following the staff member receiving their report the Faculty Area Manager will meet with the observee within 10 working days and review the feedback and develop the associated action plan. A copy of the action plan should be sent to the Quality team within 3 working weeks of receiving the observation report.
- The staff member will have access to a Learning and Development Coach who will support them with their development and fulfilling their action plan
- The Faculty Area Manager will support and monitor the progress of the teacher in redressing identified areas for development and ensure that they have access to sufficient support as identified through a range of Key Performance Indicators (e.g. sampling activity, learning walks, student voice etc). As part of this process, the FAM should regularly meet with the teacher to review and record their progress or arising support needs on the action plan. The frequency of these meetings and type of support that is provided will be dependent on the extent of the support needs identified, although would normally be on at least a fortnightly basis.
- Following a period of support, a re-observation will normally be undertaken by a different member of the Observation Team between 6 and 12 weeks after the observation, but may be arranged earlier with the consent of all parties.

Rapid Support Requirements

Although rare, there are occasions where significant aspects of a lesson are identified as Requires Rapid Support. Given the impact of such practice on students, follow-up action will be taken as detailed in the re-observation section below. The primary aim of this procedure is to understand the issues in order to quickly improve practice.

- The Faculty Area Manager (or in their absence the Head of Faculty), will meet with the teacher within 3 working days of receipt of the written report and draft action plan.
- The Faculty Area Manager will review a range of performance indicators with the teacher to gain a holistic view of the quality of teaching, learning and assessment and identify further support needs and this will inform the development of the Support Plan.
- At the meeting, the Faculty Area Manager will review the draft observation action plan, discuss and agree any additional support needs that the teacher may have and document these on a Support Plan that is approved by the Head of Faculty and reviewed by the Head of Teaching Learning and Improvement within 5 working days of receiving the observation report to ensure that consistent practice is applied. A copy of the approved support plan will also be provided to the teacher.
- The staff member will have access to a Learning and Development Coach who will support them in their development.
- The Faculty Area Manager must ensure that the teacher is able to access support or training which has been identified to improve performance.
- The Faculty Area Manager will inform the teacher that they are to be re-observed in week 4 from the date of receiving the written report, and following a period of intensive support.
- The Faculty Area Manager should put in place interventions to minimise the impact of identified poor practice on the student experience.
- The Faculty Area Manager will support and monitor the progress of the teacher in addressing areas identified for development and ensure that they have access to sufficient support. As part of this process, the FAM will normally meet with the teacher on at least on a weekly basis to review and record their progress or arising support needs on the support plan. The frequency of these meetings and type of support that is provided will however be dependent on the extent of the support needs identified.
- Another member of the Observation Team will undertake a re-observation during week four.

Outcomes of Re-Observation

Where the re-observed session indicates that:

- Students are making strong and sustained progress, there has been progress made in the areas for development previously identified, and agreed actions as outlined within the previous action plan have been appropriately redressed;
 - No further re-observation is required
 - The observee and FAM should review the draft action plan and where appropriate, suggest additions and changes to the action plan (e.g. based on findings from other performance indicators, preferred CPD options and opportunities to share practice). Suggestions, where appropriate, should be approved by the FAM within 3 weeks following receipt of the observation report and The FAM should send the final copy of the action plan to the Quality Team within 4 working weeks. The observee's progress against their action plan will be reviewed as part of the ongoing Professional Development Review process.

- There are still significant aspects within the session Require Support and Development or Rapid Support, and students do not make the progress that they are capable of;
 - The Quality team will share the re-observation outcomes with the FAM and HOF for consideration. The next steps that are required to support that teacher will be discussed with them (with the aim of reaching agreement), and a detailed support plan will be developed. The support plan should be informed by a range of Key Performance Indicators and should be approved by the Head of Faculty and sent to the Head of Teaching, Learning and Improvement within 5 working days of receiving the observation report to ensure that consistent practice is applied. A copy of the updated support plan will also be shared with the teacher. In these exceptional circumstances, the FAM or HOF should meet with the teacher on at least a fortnightly basis (or more frequently where appropriate) to review the support plan and discuss their progress and further support needs. A copy of the updated support plan should be shared with the teacher, the HOF and the Head of Teaching Learning and Improvement.
 - The process of supporting the teacher will continue, and any further observations in that year for the teacher will be at the request of the FAM/HOF following discussion with the teacher on what the next steps are.

Appeals and Disputes

- In the event that a teacher is concerned about procedural error, conduct of the observer or the accuracy of the report, the Faculty Area Manager will facilitate a further discussion between the observer and the observee and a discussion should take place between all parties.
- Where discussions with the observer do not resolve the issue, the observee has the right to appeal to the Head of Teaching, Learning and Improvement by submitting a Lesson Observation Appeal Form within 10 working days of receiving their electronic lesson observation report. Appeals shall normally only be permitted on grounds of:
 - Procedural error
 - Conduct of the observer
 - Materially incorrect report
- The Head of Teaching, Learning and Improvement will review the evidence presented and investigate further. In the event where concerns cannot be resolved through discussions with the two parties, a second observation may be scheduled and conducted by a different observer. Where the appeal is upheld next steps will be agreed with the observee, for example, this could result in the revision of the report, action taken with the observation team or an alternative observation opportunity provided.
- The decision of the Head of Teaching, Learning and Improvement is final. This does not prevent the member of staff from following College policies and procedures that are appropriate to the situation. Individuals considering or preparing for an appeal are entitled to consult with their Trade Union representative and or a workplace colleague.

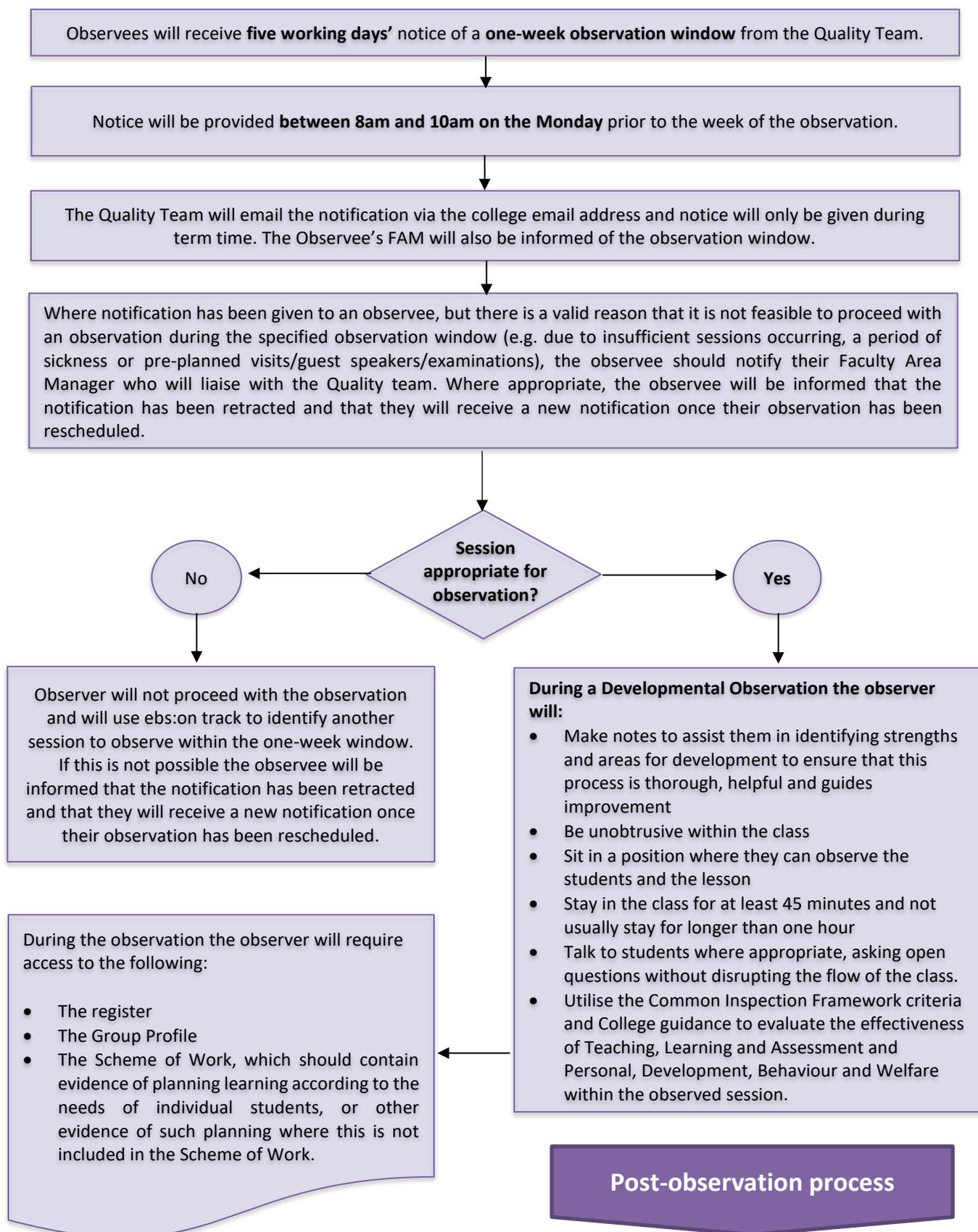
Probation

- Faculty Area Managers will arrange a developmental observation for probationary teachers during the first term of their appointment and provide the necessary level of mentoring and support. The developmental observations may be conducted by the Faculty Area Manager or an appropriate colleague. Towards the end of the probationary period and before the probationary period is signed off, Faculty Area Managers will conduct an observation of the teacher. This will be assessed as 'pass'

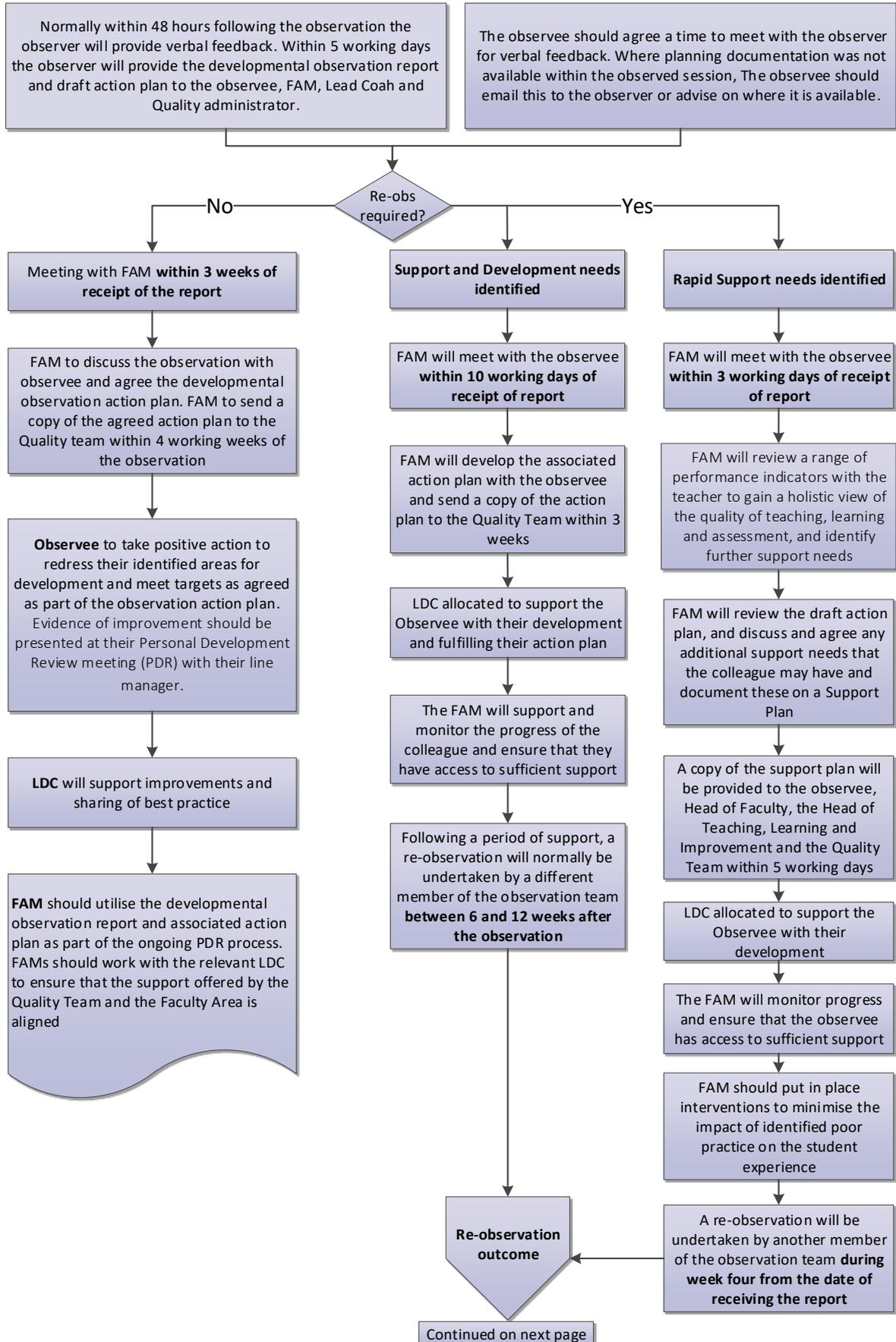
or 'fail', i.e. **significant aspects** within the observed session that are noted to **Require Support and Development or Require Rapid Support** and as a result **students have not made the progress that they are capable of or should have made within the session.**

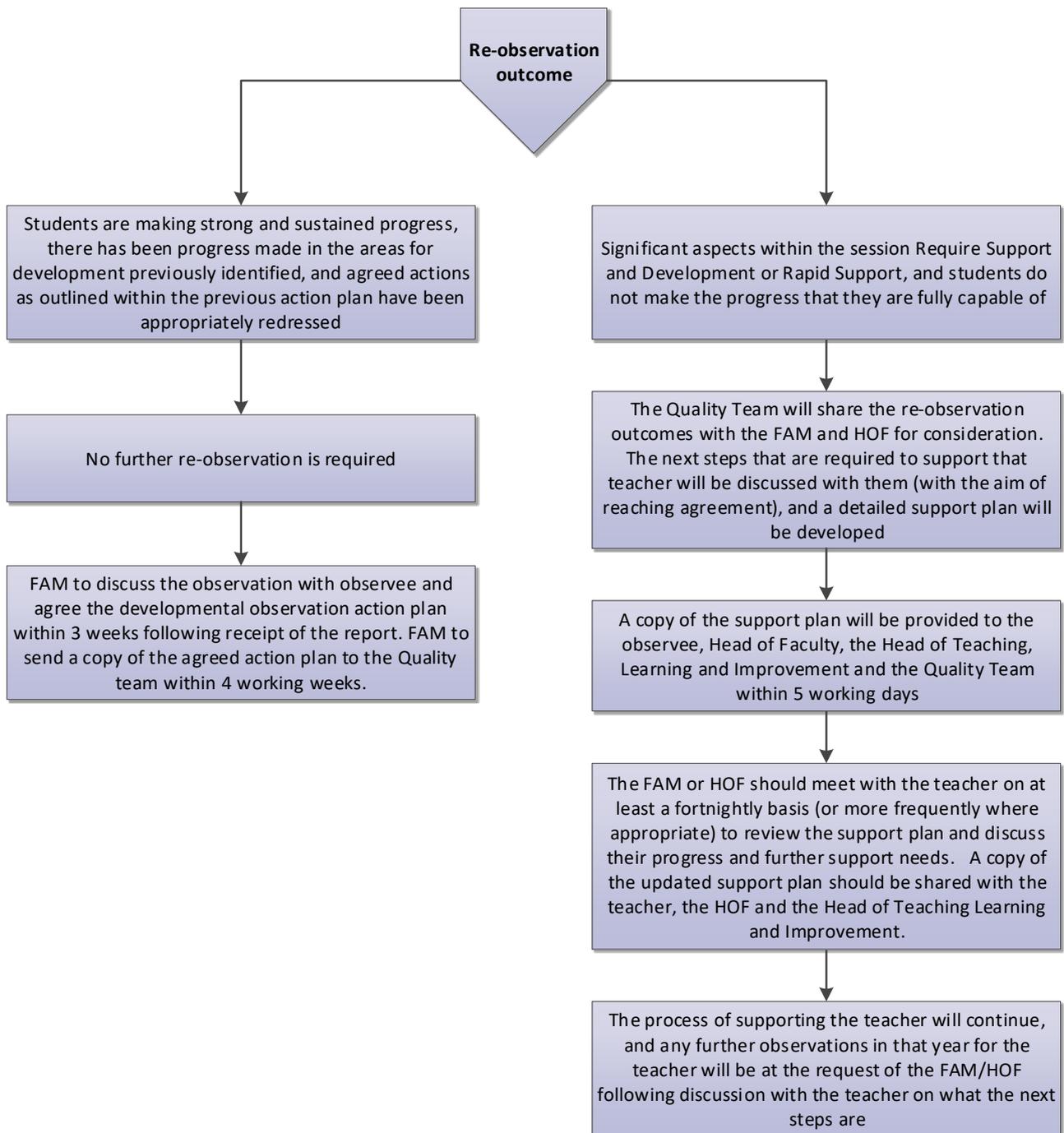
- Where the session observed is assessed as 'fail', the probationary period may be extended. Faculty Area Managers should contact HR for guidance on the application of the policy should they be considering an extension to the probationary period and follow the relevant policy and procedure as appropriate. Advice will be given on the appropriateness of an extension and if appropriate the period of extension, developing an action plan and identifying the support to be provided.
- Appeal procedures are outlined within the probationary policy.

Developmental Observation Procedure – Flowchart



Post-observation process





Appendix A

Please note that the guidance below is not used as a checklist by observers, as observers will use their professional judgement to determine what is relevant and appropriate in the observed session.

Criteria	Comments
Development of student's knowledge, skills, understanding (considering student progress & standard of work produced)	<p>Consider, for example, the extent to which:</p> <ul style="list-style-type: none"> • Individual students make progress relative to their starting point, prior attainment and individual potential e.g. projected grades (also considering progress made by different groups of students) • Individual students develop their knowledge, skills and understanding • Students continuously work at the pace that they are fully capable of • Students effectively consolidate, build upon and extend their knowledge, skills and understanding within the observed session, considering: <ul style="list-style-type: none"> ○ the security of this learning and its complexity ○ the programme level ○ the stage in programme ○ progress of the most/least able students ○ industry expectations and employer needs • Students achieve the specific units of their main vocational qualifications and relevant additional qualifications • Work produced by students meets or exceeds the requirements of the qualifications, learning goals or industry standards • Students attain their learning goals and achieve challenging targets • Students who have severe and complex special educational needs and/or disabilities gain skills and progress to become more independent in their everyday life and/or progress to positive destinations such as employment
Clarity of Learning Intentions	<p>E.g. the extent to which;</p> <ul style="list-style-type: none"> • Students understand what they will be learning and how much they should have achieved within the session (e.g. aims, objectives, targets, outcomes...) • Students understand what is expected of them and what they are required to do (e.g. clarity of timings, outcomes expected) • Students recognise how what they are learning and the skills that they are developing will support their progression • Students understand how what they are learning links to previous, future and wider learning • Students are clear of the success criteria (e.g. understand what a 'good' outcome would look like)
Environment	<p>Consider, for example, the extent to which:</p> <ul style="list-style-type: none"> • The environment is stimulating and conducive to learning • Areas are free from clutter • Displays are attractive, inspiring, relevant, current and high quality • There is clear promotion of Equality and Diversity, and English and maths • Tables and chairs are positioned in a manner that is conducive to collaborative learning. • The environment is safe and learners are working in a safe manner
Meeting of Individual Student Needs and Level of Challenge	<p>Consider, for example, the extent to which:</p> <p>Meeting individual student needs:</p> <ul style="list-style-type: none"> • Students enjoy their learning • Planning effectively supports the meeting of individual student needs

	<ul style="list-style-type: none"> • Learning opportunities are informed by information on students’ starting points (e.g. initial assessments and prior assessment) • Teachers work with students to ensure that teaching, learning and assessment are tailored to enable all students to make good or better progress and effectively prepare for their next steps • Students benefit from personalised learning experiences which support them to fulfil their potential and achieve their individual learning goals and career aspirations • Students are supported (throughout the programme of study), to achieve their learning goals, both in and between learning sessions (e.g. work experience, blended learning opportunities, homework...) • Teachers are aware of and plan for individual students’ diverse needs and provide effective support. Where appropriate: <ul style="list-style-type: none"> ○ Students’ support and ALS needs are quickly and accurately identified, and students receive high quality and effective support ○ Students who have special educational needs and/or disabilities are supported to become more independent in their everyday life Reasonable adjustments are made for students who have special educational needs and/or disabilities <p>Level of Challenge: Consider for example the extent to which:</p> <ul style="list-style-type: none"> • Both teachers and students have high expectations and positive attitudes to learning • Students are set challenging targets to achieve • Students undertake demanding work that enables them to realise their full potential • Students are required to think and learn well for themselves and develop their critical/higher order thinking skills • Students are encouraged to work outside of their comfort zone, and work/learn in new ways and develop new skills that they have not used before • Students make effective use of the learning time and opportunities available • TLA methods and resources inspire and challenge all students and meet their different needs, including the most able and the most disadvantaged • Students that are struggling are supported to achieve as well as other students and the more able students receive additional challenge to achieve their full potential
Assessment	<p>Consider, for example, the extent to which:</p> <ul style="list-style-type: none"> • Students’ progress and performance are accurately assessed through a range of methods • Students’ understanding is systematically and effectively checked, and this information is used to respond to individual student progress, prevent repetition in learning, ensure high levels of challenge and provide directed and timely support • Assessments and reviews are timely, frequent, fair, informative and reliable • Students receive clear and constructive feedback • Students understand what they have to do to improve their skills, knowledge and understanding and achieve their full potential • Students are eager to know how they can improve their work and develop their knowledge, understanding and skills • Students are committed to taking these next steps and their work shows that they are making substantial and sustained progress
Preparation for Progression	<p>Consider, for example, the extent to which:</p> <ul style="list-style-type: none"> • Students are prepared for their next steps (considering the level and stage in programme) • Learning opportunities are tailored to support individual students in preparing for their next steps • Students develop appropriate personal, social and employability skills (including those outlined in the Tutorial Framework), which effectively support them to achieve their learning goals and successfully prepare for employment • Students attend learning sessions regularly and punctually

	<ul style="list-style-type: none"> • Students are able to work effectively to realistic and challenging academic or commercial deadlines • Learning opportunities are tailored to support students in preparing for their next steps and are contextualised to the workplace/intended destination • Students are able to link what they are learning to the workplace • Students recognise how what they are learning and the skills that they are developing will support their progression • Students are able to make informed choices about their current learning and their future career plans
English and maths	<p>Consider, for example, the extent to which:</p> <ul style="list-style-type: none"> • Students make substantial and sustained progress in developing their English and maths skills relative to their starting points so that they have the skills in these subjects that they need for the next step in their careers • Opportunities are frequently taken within sessions to explicitly develop students English and maths skills • Students recognise the importance of developing their English and maths skills in the context of their progression and career aims • English and maths opportunities are appropriately contextualised to the industry and/or qualification requirements • Students benefit from directed feedback and support which enables them to effectively develop their literacy and numeracy skills
Equality Diversity and Inclusion	<p>Consider for example the extent to which:</p> <ul style="list-style-type: none"> • Students' individual and diverse needs are accommodated • Gaps in the achievement rates of individual/groups of students are minimised • Students demonstrate high levels of mutual respect and tolerance including those with different backgrounds, faiths and beliefs • Students are prepared for successful life in modern Britain and demonstrate the fundamental British values of democracy, the rule of law, individual liberty • Students benefit from opportunities taken to promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying
Personal Development, Behaviour and Welfare	<p>Consider for example the extent which:</p> <ul style="list-style-type: none"> • Students demonstrate a sense of pride in their work • Students develop positive attitudes and behaviours to learning and work • Students become self-confident and self-assured • Students value what they are learning • Students know that they have the potential to become a successful student on their current and future learning programmes and at work • Students comply with college guidelines for behaviour and conduct, maintain professional standards and manage their own feelings and behaviour • Students work cooperatively with others and promote good and productive working relationships with their peers, and where appropriate, colleagues and employers • Students explore personal, social and ethical issues and take part in life in wider society and in Britain • Students understand their rights and responsibilities as a student and, where relevant, as an employee, and also as citizens and consumers in the community • Students know how to protect themselves and keep themselves safe (e.g. from radicalisation, extremism, forms of abuse, grooming and bullying) • Students benefit from opportunities that support their spiritual, moral, social and cultural development • Students know how to keep themselves fit and healthy, both physically and emotionally • Students develop positive relationships with their tutor and their peers

Appendix B

Evaluative Outcomes to Support Developments in Teaching, Learning and Assessment

<p>Innovative and Creative</p> <p>This evaluative outcome should be given if it is identified that an element astutely meets the needs of all students and practice and/or students are innovative and creative. Subsequently students are inspired, are passionate about their learning, thrive, develop their knowledge, skills and understanding exceptionally well and make substantial and sustained progress.</p> <p>An Innovative and Creative evaluative outcome should be given where students believe that the learning opportunities are innovative, inspiring and this has a significant impact on enhancing learning progress. This outcome should be given where it is beneficial for the TLA strategies/opportunities to be shared with other colleagues in order to have a positive impact on a greater number of students.</p>	I&C
<p>Best Practice</p> <p>This evaluative outcome should be given if it is identified that an element astutely meets the needs of all students, and subsequently students thrive, develop their knowledge, skills and understanding exceptionally well, and make substantial and sustained progress.</p> <p>A best practice evaluative outcome should be given where teaching, learning or assessment strategies should be shared with colleagues in order to have a positive impact on a greater number of students.</p>	BP
<p>Positive Impact on Learning</p> <p>This evaluative outcome should be given if it is identified that an element effectively meets the needs of the significant majority of students, and subsequently students develop their knowledge, skills and understanding well and progress at a strong and sustained pace.</p>	PIL
<p>Requires Support & Development</p> <p>This evaluative outcome should be given, if it is identified that an aspect does not fully meet the needs of individual students, and hinders students from effectively developing their knowledge, skills and understanding and progressing at a robust pace.</p>	RSD
<p>Requires Rapid Support</p> <p>This evaluative outcome should be given where it is identified that an aspect fails to meet the needs of individual students and subsequently students make insufficient progress in developing their knowledge, skills and understanding.</p>	RRS