Teaching, Learning and Assessment Policy 2019-21

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POLICY OWNER (JOB TITLE AND INITIALS):	VP Curriculum & Quality (ST)		
IMPACT ASSESSED BY:	M Waterfall	IMPACT ASSESSMENT DATE:	2016-08

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Policy description:

This policy sets out how the College will approach improving the learning experience for students, and the standard of teaching and assessment of staff.

Supporting documentation:
- Assessment Submission Procedure
- FE Programme Delivery Guidelines
- Regulated Qualifications Framework

Links to other policies:
- Academic Misconduct Policy (student)
- Accommodation Strategy
- Educational Visits Policy
- English and Maths Policy
- Freedom of Speech Policy
- HE Strategy
- HR, Quality and Staff Development Policy
- Health and Safety Policy
- Observation of Teaching and Learning for Continuous Improvement
- Prevent Strategy
- Quality Assurance of Assessment
- Single Equality Scheme
- Social and Electronic Media Strategy
- Staff Malpractice Policy
- Staff Recruitment Policy
- Student Capability Review Policy
- Teaching Qualifications Policy
- Technology Strategy
- VLE Development Strategy
- Work Experience in Study Programmes Policy

EXECUTIVE SUMMARY

The College's mission statement is "Enriching lives through learning" with a key strategic goal to deliver good value, high quality, learning for all students resulting in high achievement rates. The purpose of this policy is to provide a framework within which all aspects of learning, teaching and assessment are planned through high quality teaching and learning and course design.

The College is committed to continuous improvement of teaching and learning and assessment, providing an environment in which its students are at the centre of all its activities. Craven College recognises that learning occurs in many settings both formal and informal. The College facilitates learning for academic, vocational, social and personal purposes in a wide range of disciplines and at all levels. The College is committed to continuous improvement of its study programmes and services in order to serve its students and its communities effectively. We aim for students studying at the College to gain excellent knowledge, understanding and skills which will lead to successful completion of their studies, meaningful and sustainable employment, progression to Further or Higher Education and a commitment to lifelong learning.

This policy supports the standards and practices identified in the College Mission Statement and Strategic Plans. It identifies the College's commitment to fulfilling the requirements of the Post 16 Skills Plan and takes particular account of relevant legislation and Government Ministries.

CONTEXT

The College aims to deliver excellent student experiences by providing coherent programmes which will stretch students and offer the opportunity to gain new knowledge, skills and positive progression routes. There is a great emphasis on the quality of learning and teaching and assessment. The content and structure of Study Programmes and qualifications designed or/and chosen by the College will reflect the needs of local, regional and national communities and the aspirations of individuals. To support the holistic education of all students, key themes will be embedded into full-time study programmes/courses and as far as possible into part-time provision: English; Mathematics; Equality and Diversity; Environmental Sustainability; Critical Thinking; British Values; Enterprise; employability skills. Wherever appropriate the College will provide additional learning support to enable students to meet their full potential.

1.0   SCOPE

This policy applies to all students undertaking a course of Further Education.

2.0   GENERAL PRINCIPLES

2.1 The purpose of teaching is to enable active and positively reinforced learning. A central focus of the College is therefore to provide environments that promote high quality differentiated learning and inclusivity.

2.2 Developing skills needed for working life will be facilitated within all structured and supervised learning experiences.

2.3 Teaching, learning and assessment activities will actively engage students in learning to promote student ownership and responsibility for the learning process.

2.4 Teaching and learning activities offered will accommodate the diverse backgrounds and needs of students by using a range of stimulating teaching, learning and assessment methods.

2.5 A wide range of Study Programmes and courses will be provided that enhance career opportunities and provide progression to employment and other programmes of study. This will assist students to make learning choices that are appropriate to their career direction.

2.6 Course design and delivery will be responsive to the needs of students, local community and economic business drivers.

2.7 All students bring an element of knowledge, skills, attitudes and beliefs to the learning environment. This will be formally recognised where this is educationally appropriate. When not formally recognised, prior knowledge will be acknowledged and built upon.

3.0   STUDENTS ARE SUPPORTED IN THEIR LEARNING

3.1 Students benefit from high expectations, engagement, care, support and motivation from staff. Guidance will be provided from first enquiry to completion of studies and beyond.

3.2 Staff will use their skills and expertise to plan and deliver teaching and learning opportunities using quality resources in order to support and meet each student's needs.

3.3 Teaching and learning sessions will be effectively managed to create an environment that is conducive to learning.

3.4 Students will be initially assessed to identify their starting point and monitored in their progress, set challenging tasks to build on and extend learning.

3.5 Students will be facilitated to understand how to improve as a result of frequent, detailed, accurate and personalised feedback from staff following assessment of their learning.

3.6 Teaching and learning will develop English, mathematics and functional skills, and support the achievement of learning goals and career aims.

3.7 Appropriate and timely information, advice and guidance will support learning effectively.

3.8 Equality and diversity and British/UNITED Values will be promoted through teaching and learning.

3.9 Reasonable adjustment is to be discussed and agreed at the pre-assessment planning stage in line with Awarding Organisation requirements to ensure a student is not disadvantaged due to disability or difficulty which places the student at a substantial disadvantage in the assessment situation.

3.10 Special consideration as a post assessment allowance for temporary illness, injury or indisposition will be provided in line with Awarding Organisation criteria and is a small adjustment to ensure the integrity of the assessment is not compromised.

4.0   COURSES ARE OF A HIGH QUALITY

4.1 All courses and Study Programmes will have clear aims and purpose; have a coherent programme of subjects, modules or units that are consistent with its aims.

4.2 Equivalence will be achieved for all courses delivered across different sites and modes of delivery.

4.3 Courses will have clearly defined access and progression routes.

4.4 All courses will be subjected to rigorous formal review and evaluation.

5.0   MODULES OR UNITS ARE EFFECTIVELY DESIGNED AND DELIVERED

5.1 All units or modules will have clear statements of learning outcomes that are adhere with Awarding Organisation requirements, with learning activities that are designed to achieve these outcomes.

5.2 Assessment activities will be aligned to the unit or module learning outcomes and adhere to Awarding Organisation requirements.

5.3 Summative assessment activities will be internally quality assured prior to issue to students.

5.4 Modules or units will be reviewed and evaluated informally and formally with the aim of continuous improvement of student learning.

5.5 Teachers and/or trainer assessors of each module or unit of learning will have appropriate up to date knowledge and skills.

6.0   ASSESSMENT TO PROMOTE LEARNING AND ACHIEVEMENT

6.1 Internally set summative assessment will comply with Awarding Organisation regulations and formative assessments will ensure that each student has the opportunity to fully prepare for the summative assessment.

6.2 Teachers and /or trainer assessors will explain learning aims to students and check their understanding.

6.3 The standards students are expected and required to achieve will be demonstrated to assist students to recognise when they have achieved the required standard.

6.4 Effective, timely, personalised feedback in line with Awarding Organisation requirements will be provided on assessment decisions so that students are motivated and empowered to improve.

6.5 Assessment will include advice regarding spelling, grammar and punctuation; numeracy and other embedded aspects.

6.6 Students performance will be enhanced via high expectations and helping students to believe they can improve on past performance and achieve their full potential.

6.7 Students will adhere to the procedures set by the module or unit tutor for submission of their work for assessment.

6.8 Staff will ensure students' work will be assessed with constructive and positive feedback and returned in a timely fashion according to the planned assessment schedule and within a maximum of 2 weeks of the deadline for student submission.

6.9 Staff will ensure that each student's work submitted for assessment has been created by the student and has not been falsified from resources in the public domain or other students or plagiarism of self from previously submitted assessments.

6.10 At Level 3 year 1 in Semester 2 all unit assessment written work will be submitted via Turnitin' and student will be provided with advice regarding any identified plagiarism but this will not affect grades. Evidence developed via a portfolio with weekly additions to the portfolio are exempted.

6.11 At Level 3 year 2 in both semester 1 and 2 all unit assessment written work will be submitted via 'Turnitin' in the case of identified plagiarism student grades will be affected. Evidence developed via a portfolio with weekly additions to the portfolio are exempted.

6.12 Student's self-assessment skills will be developed so that they can recognise what aspects of their work they need to improve.

6.13 All staff will encourage students' wider support from parent's carers or other family members via good communications and regular reports regarding progress.

6.14 Where non-regulated or non-accredited programmes are delivered, individual learner progress and achievement will be demonstrated following the principles of RARPA.

6.15 A transaction history of submission will be maintained for all assessed work either via Moodle submission, Turnitin submission for word processed written work or via a carbonated receipt for hand written work or products.

6.16 Return of student work will be transacted via Moodle or Turnitin for word processed written work or carbonated return slip for hand written work or assessment products.

7.0   ACCREDITATION OF PRIOR LEARNING

7.1 To widen participation in learning the College recognises the value of previous learning and experience.

7.2 Accreditation of Prior Learning (APL) (i.e. that which is certificated), Accreditation of Prior Experiential Learning (APEL), Recognition of Prior Learning and Accreditation of Prior Achievement are included in the formal approach of such recognition, with Recognition of Prior Learning referring to levels 4 and above.

7.3 Recognition of Prior Learning (RPL), Accreditation of Prior Learning (APL), Accreditation of Prior Experiential Learning (APEL) and Accreditation of Prior Achievement (APA) are assessment processes that allow achievement from a range of activities, using any valid assessment method, to be recognised.

7.4 Students are encouraged to take responsibility for making and supporting their claims for APL/APEL/RPL/APA. Students will be advised and encouraged from the start of their learning programmes to assess their prior achievements and experiences, and to record these appropriately.

7.5 Support for action planning and recording of achievement will begin from the initial interview, induction or early in the programme of study and will continue throughout a student's learning programme, as appropriate.

7.6 The College recognises that there may be a need to offer APL/APEL/RPL/APA to students prior to their enrolment on a programme at the College. Claims for APL/APEL/RPL/APA of this type will take place on an individual basis, supported by college staff as and when appropriate.

7.7 Students will be charged a fee for APEL, currently 50% of the unit or module fee for which they are claiming APEL.

8.0   DELIVERY STAFF ARE SUPPORTED IN THEIR PRACTICE

8.1 The College will provide and maintain resources and facilities to support teaching, learning and assessment.

8.2 Enhancements of teaching and learning will be supported via the development of educational technologies and emerging pedagogies.

8.3 All delivery staff whether salaried or sessional part time will receive a comprehensive induction on appointment and will be allocated a mentor. Incremental coaching will be provided on a weekly basis during the full term of the probationary period.

8.4 Delivery staff will have access to ongoing professional development for skills for teaching, awareness in meetings student's needs, understanding curriculum development, sector needs and legislative requirements.

8.5 Delivery staff will be encouraged to increase their effectiveness via scholarship and industrial updating.

8.6 Staff will engage in and record 30 hours of professional development in each academic year, on a pro rata basis for part time teaching staff (at least 6 hours per academic year).

8.7 The observation of teaching, learning and assessment cycle will support delivery staff in two-way developmental discussion identifying strengths, weaknesses and ways to improve.

8.8 Good practice will be shared across the College community.

9.0   DISSEMINATION OF GOOD PRACTICE

9.1 Staff development is planned for each academic year and reviewed on a termly basis, as well as considering the mandatory and legislative needs and the direction afforded by the Strategic Plan, the sharing of good practice and dissemination following attendance at events will be facilitated.

9.2 Where staff attend external events they are encouraged to disseminate the information across teams as relevant.

9.3 Within the college we capitalise on our internal expertise and use College staff to share skills and expertise. This expertise may be identified through recognition and appointment of a person to a specific role such as SSL or Advanced Practitioner, through lesson observation where significant best practice has been identified within the teaching environment or through the appraisal process.

9.4 Where appropriate, use internal specialists to develop specific skills amongst specific individuals and teams, one such mechanism is the use of peer observation.

9.5 Establish good practice network/s across teams; Heads of Schools and Subject Sector Leaders. Within teams; SSLs disseminating to team following attendance at an event or acquisition of new knowledge.

9.6 Ensure focussed support. Deployment of the Professional Development team to prevent poor practice becoming established. This can take many forms and all issues are approached on an individual basis to ensure resultant impact.

9.7 Where a member of teaching staff is observed as teaching, learning and progress are effective a professional discussion will take place to explore how they can further develop their practice, where teaching learning and progress is observed as requiring Support and Improvement targeted intervention is put in place to support the individual staff member.

9.8 The College will use a range of methods to recognise good practice, such as personal congratulations from the Principal as well as staff news and successes being routinely shared. Recognition of success will include external plaudits and kite marks.

9.9 Teaching staff share offices, team teach, teach within the same course team, share non-teaching time all of which are opportunities to share in the good practice taking place.

9.10 Via SSA team meetings experimentation of teaching and learning approaches will be facilitated via the setting of 'Rewind and revisit' activities the purpose of which is to allow staff the opportunity to try a new method in their classroom, seek the views of students, reflect on the effectiveness of the resource and then to share this within the team.

10.0   QUALITY ASSURANCE OF ASSESSMENT DECISIONS

10.1 Internal Quality Assurers (IQAs) will be appointed by the Head of School/Department Manager for each course within the College portfolio in order to monitor the quality of assessment judgements and provide feedback to assessors to ensure reliable and accurate assessment judgements are made.

10.2 A Lead IQA will be appointed for all qualifications to quality assure the IQA processes; this includes
- a check that all SV/EQA samples are of a high standard, well presented and compliant
- ensuring that planned sampling is carried out on time
- hold termly standardisation meetings
- attend the six-weekly Lead IQA meetings organised by the Quality and Compliance Manager and the Head of Quality.
- act as the centre contact with the Awarding Body and will ensure the teaching/assessing team are briefed regarding Awarding Body assessment requirements and able to carry out their roles.

10.3 The IQA will ensure that student assessments are designed to be fair, sufficient and reliable and that this occurs prior to circulation with students.

10.4 IQAs will plan and publish with the teaching/assessing team the sampling plan for IQA of assessment decisions and sampling of assessment decisions will occur accordingly.

10.5 The IQA will ensure the Awarding Body nominated External Quality Assurer (EQA) has a timely selection of student assessed work in accordance with the EQA selection and specified time frame. The IQA will ensure that clear auditable records are securely maintained of the assessment process.

10.6 The IQA will raise for the Head of Quality attention any issues raising concern regarding the assessment process of a course before External Quality Assurance occurs.

Appendix 1:   POLICY TITLE: Learning, Teaching and Assessment Policy (Further Education)

<u>**Guidelines for teachers**</u>

- Suitable programme information will be issued to all students.
- The Student Session and Assessment plan will be prepared before the start of the programme and shared with students **within three weeks** of commencement for Study Programmes and long courses. These will include reference to assessment and where appropriate English and maths and will be student centred.
- Planning for teaching sessions will be drawn up and followed based on the College standard pro-forma.
- Planning for sessions will demonstrate and evidence how English and maths, equality and diversity, UNITED (British) Values, safeguarding and sustainability issues are embedded within the curriculum.
- Employability/professionalism and enterprise will be common themes for all sessions.
- Session/review delivery will recognise, integrate and support the needs of individual students and regularly check that learning has taken place.
- Information Learning Technology will be participative and used to enhance learning where appropriate.
- A small body of learning will be flipped outside of the classroom forming a bridge between each taught session.
- Assessment schedules will be planned at the outset of the academic year and **conveyed to students** and support staff **within three weeks** of commencement for Study Programmes and long courses.
- Planning will ensure student assessment workloads are balanced throughout the year and reasonable.
- Formative assessment to take place within **3 weeks of commencement** of a Study Programme in order to assess student's initial understanding and progress towards the achievement of learning objectives.
- Students' work will be assessed with constructive and positive feedback and returned in a timely fashion according to the planned assessment schedule and **within 2 weeks of the deadline** for student submission.
- Staff will ensure that students do not plagiarise either published sources or other students work. For level 3 student submission, Turnitin will be used. Staff will monitor and record student progress accurately and keep a written record of work covered in each session/review.
- Student outcomes of formative and summative assessment will be recorded and tracked via Markbook as the only recognised tracking system for Study Programmes.
- Staff will be responsible for motivating students, regularly setting and reviewing targets with students and revising the Individual Learning Plan via Promonitor.
- Students' work will be displayed and celebrated.
- Learning resources to support delivery should be ready in advance of sessions/reviews and where produced internally, conform to good practice standards in equality and diversity.
- Staff will support students to achieve their goals and refer them to other staff and support services as necessary.
- Staff must respond promptly and appropriately to lapses in student attendance, punctuality, behaviour and application to their studies and document via Promonitor.
- Staff will challenge, report and document all inappropriate behaviour via Promonitor.
- Safeguarding concerns should be recorded via CPOMS (Child Protection Online Monitoring System)

- Staff will be supported through continuous professional development, reflective practice, observations of teaching and learning, mentoring and assessment processes.
- Staff will engage in and record 30 hours of professional development in each academic year, on a pro rata basis for part time teaching staff (at least 6 hours per academic year).
- Staff are to share good practice as exemplified within:
    - Learning, Teaching and Assessment Policy
    - VLE / Moodle usage
    - Embedding English, maths, enterprise, sustainability, equality and diversity, employment skills
    - Tutorials
    - Lessons judged as effective with significant good practice
    - Managing practical sessions safely
    - Staff Development Strategy (including Professional Development Strategy)
    - Support for students

The College will facilitate:
- One-to-one and group professional discussions
- Development of professional communities
- Opportunities to be exposed to, and learn about external good practice to bring back and where appropriate implement within the College

Further Reading

- Education Inspection Framework (2019)
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/822103/Further_education_and_skills_handbook_July_2019.pdf
- Hattie, J., 2011. Visible learning for teachers: maximising impact on learning. London: Routledge
- Teaching, Learning and Assessment- what works and why Ofsted 2014
- Assessment procedures as set out with Awarding Organisation Guidelines

Appendix 2: POLICY TITLE: Learning, Teaching and Assessment Policy (Further Education)

APL/APEL Procedures

There are five stages to the process, as shown in the chart below:

Stage 1: Information and individual advice on APL/APEL/RPL/APA
Stage 2: Guidance on planning an APL/APEL/RPL/APA claim
Stage 3: Producing a claim
Stage 4: Assessing a claim in line with Awarding Organisation (AO) requirements
Stage 5: Claim Outcomes: Recording the outcome and notifying the student and the AO

These stages may involve students, Programme Tutors, Course Tutors, tutors, support staff and assessors. In the case of higher education, the HE Sector Tutor, HE Development Manager and HE Scheme Administrator will be involved. Academic or support staff will be involved in advising and guiding students to prepare evidence of learning and will not be involved in the assessment process, except for NVQs where normally the assessor has a dual role, including advice and guidance. Assessors will not be involved in the advice and guidance process, except in the case of NVQs.

Claims for APL/APEL/RPL will be judged on Level, Relevance, Status, Authenticity and Currency. It is the student's responsibility to provide College with relevant details of previous attainments and unit/module learning outcomes.

Level. Level is defined in accordance with the National Qualifications Framework/Academic Framework generic level descriptors for defining accepted tiers of learning achievement. In assessing the level of prior learning from institutions outside the UK, assistance will be sought from recognised authoritative public sources, such as the British Council.

Relevance. For recognition of achievement, the prior learning must be relevant to the target programme of study. This means that it must be at a similar level, must have similar learning outcomes, and cover a similar knowledge and/or skills base. The level, learning outcomes and knowledge/skills base need not be identical, but they must be close enough to those in the target programme to allow the student to progress without the need to repeat the exempted study.

Status. Status refers to certificated learning (APL) only and requires that the learning has been assessed according to relevant criteria, and that the result has been formally documented, normally through the medium of a transcript or official letter. If status is uncertain, the student may be asked to provide additional evidence e.g. through a reflective statement.

Authenticity. The assessor will satisfy themselves that the evidence, e.g. certificate belongs to the student by seeing the original, or if it was in a different name, by also evidence of change of name e.g. a marriage certificate.

Currency. For prior learning to be current it would need to have been achieved relatively recently. The definition of currency may vary from vocational area to vocational area (subject to subject), and may need careful evaluation prior to the award of APL/APEL/RPL/APA. Evidence of continuing relevant/academic activity between the learning and application may be required in support of a claim for the currency of the learning.

No APL/APEL/RPL recognition may be counted towards the requirements of more than one academic award of the same type at the same level.

Stage 1
Information and individual advice on APL/APEL/RPL/APA

This involves students systematically reflecting and assessing their prior achievements and experiences to select those where significant, relevant learning occurred. Individual applicants will receive clear guidance on the rationale for their evidence of learning and advice on its compilation and desired overall structure, for example mapping to learning outcomes or performance indicators. Submission and assessment procedures will be clearly stated, and will include provision for discussion of a draft prior to formal submission.

Stage 2
Guidance on planning an APL/APEL/RPL/APA claim

Applicants will be advised in each case as to what would comprise adequate evidence of prior learning. A submission could include:
- a summary of the learning of knowledge and/or skills claimed;
- reflection on the learning claimed in relation to the target programme;
- a summary of evidence against each element of learning or learning outcome, cross-referenced against the full evidence;
- full evidence;

Evidence may include:
- proof of achievement, e.g. certificates
- work/practice-based documents;
- reports on observations of practice;
- video/audio tapes, with commentary and analysis related to achievement of learning outcomes;
- analytic and evaluative description of practice;
- statements from supervisors in relation to aspects of practice

Students must state how they will collect and present evidence required for accreditation.

Stage 3
Producing a claim

For APL students will be required to map previous certificated achievement against elements of the qualification to which they intend to enrol. The relevant attached form may assist this process.

For higher education APL students will be required to map unit or module learning outcomes from previous certificated achievement against unit or module learning outcomes of the qualification to which they intend to enrol. The relevant attached form may assist this process.

For APEL, clear statements need to be submitted, identifying the learning, expressed in precise terms to claim possession of knowledge and skills. Students will collect and collate evidence to support the statements. Evidence will be presented in a structure appropriate to the elements of/the qualification being claimed, normally in the form of a portfolio. Students are advised and encouraged to present relevant and concise portfolios.

Stage 4
Assessing a claim

Course Tutors and other academic or support staff involved in advising and guiding students to prepare evidence of learning and will **not** be involved in the assessment process, **except** in the case of NVQs.

Assessors of APL/APEL/RPL/APA will employ any procedure deemed appropriate to arrive at a judgement concerning the evidence of prior learning submitted. Assessment methods may vary but will include assessment of documentation against element of/qualification being claimed, oral questioning or demonstration of skills. Whatever manner of assessment is used, it must be such that the judgement made can be considered by representatives of the awarding organisation e.g. external verifiers, moderators or examiners with the same degree of confidence as other more traditionally assessed performances.

Stage 5
APL/APEL/RPL/APA Claim outcomes

Claims may be approved or not approved. The student will be informed.

Approved claims will go forward to the awarding organisation with other assessed work for external scrutiny in the normal way, accompanied by relevant APL/APEL/RPL documentation.

For higher education approved claims will go forward to the awarding organisation with other assessed work for external scrutiny if required, accompanied by relevant APL/APEL/RPL documentation.

Not approved claims will be returned to the student, with either a requirement for further evidence in particular aspects of the claim (to be detailed) or to recommend that APL/APEL/RPL/APA is unlikely to be awarded with the reasons explained in detail. Partially approved claims may be awarded where specific elements are supported by evidence. The student will be informed.

Accreditation

Following a positive assessment, approved claims will go forward with other assessed work for external scrutiny in the normal way, accompanied by relevant documentation.

For Foundation Degrees and Honours Degrees approved claims may not be included in the calculation of the award classification.

ACCREDITATION of PRIOR LEARNING
(Further Education)

Mapping pro-forma

Proposed Course Accepting APL:

Learning already achieved: **Date of Achievement:**

Unit/Module:

Proposed Course Learning Outcomes	*Mapping to Learning already achieved Outcomes*

Unit/Module:

Proposed Course Learning Outcomes	*Mapping to Learning already achieved Outcomes*

Unit/Module:

Proposed Course Learning Outcomes	*Mapping to Learning already achieved Outcomes*

Repeat as required