

POLICY 3 TEACHING LEARNING and ASSESSMENT					
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Owned by	Principal / CEO
Maintained by	Academic Dept.

Policy and procedures issued: April 2014

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Policy owner: Principal / CEO

UK Quality Code references:

Chapter B3 Indicators 1-9
Chapter B6 Indicators 1-11, 13-14 and 16-18
Chapter B7 Indicator 15
Part C Indicators 3-6

Related QAA guidance:

Understanding assessment: its role in safeguarding academic standards and quality in higher education: [Sept 2012]

Introduction

The Academy regards the systematic organisation, careful management, continuous review and planned enhancement of both teaching and learning and management of assessment as crucial to its success. Effective teaching and learning and well designed, transparent and effective assessment arrangements are crucial to a successful student learning experience and they are seen as the reason for the existence of the Academy.

Terminology

In the context of this policy, *`teaching`* is taken to apply to all the ways in which the Academy delivers curriculum to its students and may include a range of both face-to-face and electronic methods of delivery. *`Learning`* is taken to refer both to student learning and also to learning on the part of teaching specialists.

`Assessment` is taken to apply to all the ways in which the Academy appraises a student's knowledge, understanding, abilities or skills and also provides supportive feedback to improve student performance.

Scope

This policy articulates the Academy's approach to teaching and its expectations of systematic planning and preparation in order to meet learning outcomes (teaching observation arrangements are covered under this policy and its associated procedures). The policy also sets out expectations for the development and maintenance of an effective learning environment, including tutorial arrangements, and for encouraging independent learning. All matters relating to academic misconduct, plagiarism and programme specifications are covered in Policy 2 *Academic Management*.

This policy articulates the Academy's assessment strategy and its expectations of assessment that promotes learning and is conducted with rigour and fairness. Arrangements for the administration of assessment, including internal verification, are covered, together with expectations about feedback to students and the recording of assessment decisions.

Aims

The overall aim of the policy is to ensure that the Academy takes all appropriate measures to ensure that effective and student-centred teaching is delivered, that teaching delivery methods are varied and designed to encourage student engagement and that content is related to real world examples. In addition, the aim is that varied learning opportunities, which foster and encourage independent learning, are provided. **In the event of Covid-19 lockdown, the Academy takes all appropriate measures to ensure that delivery continues online where possible.**

In terms of assessment, the policy aims to ensure that the Academy takes all appropriate measures to ensure that students have the opportunities to achieve the intended learning outcomes of their programmes and that assessment across all programmes is robust, valid, fair and reliable.

Objectives

The objectives of the Teaching Learning and Assessment Policy and its related procedures are:

Teaching and Learning

- to foster among staff and students a strategic approach to learning which recognises the importance of active engagement, reflection and the development of independent learning skills (see *UK Quality Code* Chapter B3)
- to select and recruit only appropriately qualified teaching staff
- to ensure that teaching and learning is, as far as is appropriate, informed by scholarship (see *UK Quality Code* Chapter B3)
- to encourage reflective practice among teaching staff and students (see *UK Quality Code* Chapter B3)
- to deliver teaching and organise learning resources in such a way as to ensure that every student can attain the learning outcomes (see *UK Quality Code* Chapter B3)
- to ensure appropriate and effective management and peer support of all members of staff involved in teaching and learning (see *UK Quality Code* Chapter B3; Chapter B6)
- to maintain effective and supportive physical and virtual learning environments (see *UK Quality Code* Chapter B3)
- to provide clear and current information to every student about learning opportunities and support available (see *UK Quality Code* Chapter B3; Part C)
- to foster and encourage reflection and independent learning (see *UK Quality Code* Chapter B3)
- to enable regular and planned engagement between students and teaching staff in order to monitor progress and reflect on development needs (see *UK Quality Code* Chapter B3)
- to ensure that teachers always use varied and imaginative teaching methods

Assessment

- to establish appropriate assessment procedures which ensure that academic standards

are met for each programme

- to regularly review assessment practices and procedures and to evaluate their effectiveness (see *UK Quality Code* Chapter B6)
- to ensure that assessment arrangements are fair, reasonable, valid and reliable and secure and to publicise them appropriately to students (see *UK Quality Code* Chapter B6 and Part C)
- to promote effective learning by well-designed and varied assessment practice (see *UK Quality Code* Chapter B6)
- to ensure that formative assessment is used whenever appropriate so as to enhance student learning
- to ensure that assessment is conducted with rigour, probity and fairness (see *UK Quality Code* Chapter B6)
- to ensure that assessment is both timely and balanced in its demands upon students (see *UK Quality Code* Chapter B6)
- to establish and publicise to students clear and fair assessment and grading schemes (see *UK Quality Code* Chapter B6)
- to ensure that internal verification arrangements are effective and rigorous and that roles and responsibilities relating to the management of assessment are well-defined (see *UK Quality Code* Chapter B6 Indicator 13)
- to publish and implement clear rules for progression both within and between programmes
- to provide appropriate, timely and supportive feedback, of both a general and a specific nature, to students on their assessed work (see *UK Quality Code* Chapter B6)
- to ensure that all employees involved in assessment are competent and have opportunities to develop further assessment skills (see *UK Quality Code* Chapter B6 and Chapter B3)
- to encourage students to adopt good academic conduct in assessment, including timely submission of assessed work (see *UK Quality Code* Chapter B6 Indicator 13)
- to record all assessment decisions accurately and systematically (see *UK Quality Code*

Chapter B6)

- to provide appropriate support for those students who may seek recognition of their prior learning (see *UK Quality Code* Chapter B6)

Related procedures

3.1 Expectations of staff in teaching delivery

3.2 Supporting teaching staff

3.3 Encouraging independent learning

3.4 Tutorial arrangements

3.5 Assessment and assessor expectations

3.6 Internal verification and moderation procedures

3.7 External examiner protocols

3.8 Feedback to students

3.9 Remote Learning Policy

Additional procedures may be issued if an identified need for further guidance or clarity emerges.