



Policy 3 Teaching, Learning and Assessment					
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Policy owner: Principal / CEO

- ❖ This policy is shared with our students and staff, and/or can be obtained:
 - on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
 - on the desktops of all computers in the library on the top floor,
 - by emailing us at info@docklandsacademy.co.uk
- ❖ Also, our students are informed about the main aspects of the policy in the Student Handbooks, Induction Seminar and Learning Agreement.
- ❖ The policy is reviewed and monitored on a regular basis for currency and fitness as part of our DAL Procedure 1.9 Review and Revision of Policies and Procedures.

1. 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.

2. Terminology

In the context of this Policy, `Teaching` is taken to apply to all the ways in which the Academy delivers curriculum to its learners 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.



3. Scope

3.1 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, encouraging independent learning, aiming for high grades and achieving academic standards beyond the threshold level. All matters relating to academic misconduct, plagiarism and programme specifications are covered in Policy 2 Academic Management and in its associated procedures.

3.2 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.

4. Aims

4.1 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.

4.2 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.

5. Objectives

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

5.1 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,
- to select and recruit only appropriately qualified teaching staff,
- to ensure that teaching and learning is, as far as is appropriate, informed by scholarship,
- to encourage reflective practice among teaching staff and students,
- to deliver teaching and organise learning resources in such a way as to ensure that every student can not only attain the learning outcomes, but also maximise their limits to



achieve academic standards beyond the threshold levels that are reasonably comparable with those achieved in other UK providers.

- to ensure appropriate and effective management and peer support of all members of staff involved in teaching and learning,
- to maintain effective and supportive physical and virtual learning environments,
- to provide clear and current information to every student about learning opportunities and support available,
- to foster and encourage reflection and independent learning,
- to enable regular and planned engagement between students and teaching staff in order to monitor progress and reflect on development needs,
- to ensure that teachers always use varied and imaginative teaching methods.

5.2 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,
- to ensure that assessment arrangements are fair, reasonable, valid and reliable and secure and to publicise them appropriately to students,
- to promote effective learning by well-designed and varied assessment practice,
- 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,
- to ensure that assessment is both timely and balanced in its demands upon students,
- to establish and publicise to students clear and fair assessment and grading schemes,
- to ensure that internal verification arrangements are effective and rigorous and that roles and responsibilities relating to the management of assessment are well-defined,
- 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,
- to ensure that all employees involved in assessment are competent and have opportunities to develop further assessment skills,
- to encourage students to adopt good academic conduct in assessment, including timely submission of assessed work,
- to record all assessment decisions accurately and systematically,
- to provide appropriate support for those students who may seek recognition of their prior



learning.

6. Related Documents

6.1 Policies

- 2 Academic Management
- 4. Student Admissions
- 5 Student Support, Engagement and Learning Resources
- 7 Information

6.2 Procedures

- 1.5 Equal Opportunities
- 1.9 Review and Revision of Policies and Procedures
- 2.11 Pearson Registration
- 2.13 Access and Participation Statement
- 3.1 Expectations of Staff in Teaching Delivery
- 3.3 Encouraging Independent Learning
- 3.4 Tutorial Arrangements
- 3.5 Assessment Expectations
- 3.6 Internal Verification
- 3.7 External Examiners
- 3.8 Feedback to Students
- 3.9 Remote Learning
- 4.1 Student Enrolment and Selection
- 4.3 Recognition of Prior Learning (RPL)
- 4.4 Attendance Monitoring
- 4.6 Student Induction
- 5.2 Welfare Services and Pastoral Care
- 5.3 Equality, Diversity and Special Needs
- 6.15 Safeguarding
- 6.16 Prevent Duty (Racist, Discriminatory, Abusive and Extremist Behaviour)
- 7.1 Review and Sign off PI
- 7.4 HE Public Information

6.3 Terms and Conditions

6.4 External Reference Points

- Office for Students (OfS) Requirements and Guidance at [Advice and guidance - Office for Students](#)
- UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access>
- UK Quality Code Advice & Guidance – Assessment at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment>
- UK Quality Code Advice & Guidance – Concerns, Complaints and Appeals at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/concerns-complaints-and-appeals>
- UK Quality Code Advice & Guidance – Course Design & Development at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/course-design-and-development>
- UK Quality Code Advice & Guidance – Enabling Student Achievement at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/enabling-student-achievement>
- UK Quality Code Advice & Guidance – External Expertise at <https://www.qaa.ac.uk/en/quality->



[code/advice-and-guidance/external-expertise](#)

- **UK Quality Code Advice & Guidance – Monitoring & Evaluation** at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation>
- **UK Quality Code Advice & Guidance – Learning and Teaching** at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/learning-and-teaching>
- **UK Quality Code Advice & Guidance – Student Engagement** at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/student-engagement>
- **Higher Education Code of Governance** (Committee of University Chairs, December 2014) at <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>
- **Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers** at <https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf>
- **OIA The Good Practice Framework for Complaints and Appeals** at <https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/>
- **OIA The Good Practice Framework: Handling Students Complaints and Academic Appeals** at <https://www.oiahe.org.uk/media/1859/oia-good-practice-framework.pdf>
- **Pearson Recognition of Prior Learning Policy** at https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf
- **UKCISA Code of Ethics** at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- **Equality Act – 2010** at <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- **Related QAA guidance: Understanding assessment: its role in safeguarding academic standards and quality in higher education: [Sept 2012]**