Policy Name	Teaching, Learning & Assessment Policy
Department	Teaching & Learning Directorate
Created by (Job Title)	Centre Administration Team Leader
Date Reviewed	July 2015
Date of Next Review	September 2016
Pathway	Teaching & Learning/Policies & Procedures https://staffnet.bedford.ac.uk/policies_procedures/SitePages/Home.aspx
E & D Policy Disclaimer	This policy has been reviewed in line with the Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability. We will continue to monitor this policy and to ensure that it has equal access and does not discriminate against anyone, especially any person/s listed under any protected characteristic. (For the E&D statement to be included the policy must be reviewed using the Equality Impact Assessment process as outlined on staff intranet https://staffnet.bedford.ac.uk/equdiv/Pages/Policies-and-Procedures.aspx)

Introduction

1. This document sets out in summary form, the Teaching, Learning and Assessment policy. The policy is intended to achieve the college's strategic aims and objectives by promoting consistently high standards of teaching, learning and assessment across all of its provision. Teachers must be guided by the student's changing needs - for innovative learning, workplace skills, personal development and capacity to learn.

The Policy

2. Bedford College will provide a safe and stimulating learning environment with high quality teaching through which to foster:-

   - effective learning
   - pride in achievement and a desire to succeed
   - a culture of success
   - independent people who are confident, flexible and cooperative
   - assessment opportunities to allow potential to be achieved
   - citizens of a multi-cultural society who are tolerant and respect the values of others
   - effective links between the college, home and the employer that promote high aspirations and expectations
   - equality of opportunity for all
   - high levels of literacy and numeracy
   - a passion for learning, living and working.

The Teacher

3. The term teacher in this document includes the roles of Advanced Practitioner, Tutor, Course Manager, Lecturer, Trainer, Instructor and Senior Trainer. The overarching term Teacher encapsulates the full range of skills and responsibilities demonstrated by staff. This document also cover all staff whether teaching full time, part time, apprenticeships or Higher Education (HE)

4. All teaching staff will be aware of the overarching professional standards for teachers set out by Lifelong Learning UK and for staff delivering on HE programmes FEHQ descriptors and the UK Professional Standards Framework

5. Teachers will be proactive members of one or more course teams, supporting other team members, and the course manager, in the planning and delivery of the curriculum ensuring that the programme of activities meets all of the learning outcomes. Course teams must meet regularly (at least once per half term) to review the progress of students and to evaluate their own performance, with clear plans for improvement

6. Teachers must use the correct syllabus and guidelines as set out by awarding bodies in order to deliver appropriate content and assess students appropriately.

7. All teachers will familiarise themselves and use a range of learning technologies, resources and services to improve the learning experience

8. All teachers are responsible for their own professional updating including scholarly activity. The College's Advanced Practitioners will also provide support that encourages teachers to seek their help and guidance to address particular concerns or to develop effective curriculum planning and delivery. Teachers can also approach their Assistant Director or receive teaching support from an experienced teacher to address a particular concern

9. Teachers will act as a role model for students and demonstrate the professional standards expected in business, commerce or industry including attendance, punctuality and dress codes (see link to HE student code of conduct)

10. Teachers will maintain on-going professional development/scholarly activity to ensure that their subject knowledge and skills remain current and are used in practice to engage students in their learning

11. All teachers must familiarise themselves with the student support services available to students and to work closely with support staff in this area to help students succeed. A programme of formative assessment, systematic attendance monitoring and tutorials must be effectively utilised to identify students' individual learning needs. Tutors must fulfil the requirements of the tutorial policy and entitlement. Teachers must work closely with student support services to identify students who are at risk and ensure that appropriate support is provided to help them achieve their full potential.

Delivering Effective Teaching and Learning

12. Teachers will provide lessons which:

   - are planned to ensure individual students needs are met and they are sufficiently stretched and challenged
   - start and finish on time (and expect students to do the same)
   - link with the previous lesson or topic and assignments
   - are effectively planned where aims and objectives are made explicit to the learners
   - require the learners to apply and develop the learning described in the objectives
   - are well-paced and offer varied, active, interesting and challenging tasks
   - engage and sustain the interests of all learners
   - use a variety of media and methods to engage learning
   - check and correct learning and work produced by learners including for English and mathematics
   - praise and reward learners for progress, effort and the completion of tasks
   - summarise, clarify and put learning in context

- include students demonstrating learning and progress both in lesson and across the course
- are conducted in a safe environment with reference to appropriate risk assessment
- set clear and stretching targets to enable students to achieve their potential
- give learners the opportunity to take responsibility for their own learning and expect this for students on HE programmes
- give the opportunity to enhance learning through links with employers
- give learners the opportunity to work in pairs or groups
- give learners the opportunity to exercise their own initiative and make individual responses
- give learners the opportunity to demonstrate regularly that learning has taken place.

13. Teachers will focus on motivating students and building on their skills, knowledge and understanding. Schemes of Work and assessment schedules must be completed before students begin the course and held centrally on the College Intranet/I drive. These must be working documents which are added to and annotated to include individualisation and staff reflection.
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Development of English & mathematics

- Teachers have an expectation of all students to improve and develop their English & mathematics skills
- Initial assessment is used to inform planning and delivery of English & mathematics
- Teachers will plan to build on students current knowledge and skills of English & mathematics in classes
- Students are expected to have high attendance and be punctual to all sessions
- Student progress in English & mathematics will be recorded
- Naturally occurring opportunities to develop English & mathematics will be taken in all sessions to contextualise knowledge and skills to their specialist subject.

Developing and Embedding English

- Technical terms will be spelt correctly by staff and students
- Students will develop their general vocabulary
- Students will develop relevant specialist vocabulary
- Teachers will check spelling of vocabulary and correct as appropriate
- Students work will be marked for content and grammar, spelling and punctuation using SPAG model
- Students will use peers to proof read assignments prior to submission
- Teachers will plan for English to be included in sessions that is functional, that students can relate to in their day to day life
- Teachers will plan to deliver English in context and relate it to the industry in which the students want to progress.

Developing and embedding mathematics

- Teachers will plan for mathematics to be included in sessions that is functional, that students can relate to in their day to day life
- Teachers will plan to deliver mathematics in context and relate it to the industry in which the students want to progress.
- Students will use calculators correctly
- Students will use mental arithmetic confidently and accurately
- Students will use a variety of formulae and calculations appropriately
- Students will check calculations by hand before being checked on a calculator

Assessment for Learning and Feedback (for Higher Education assessment policy, see Annex 1)

14. Teachers will provide regular, frequent and constructive feedback within the learning environment. Learning activities will be varied and offer opportunities for self assessment, correction, peer discussion and teacher feedback

15. A variety of methods to check students learning must be used in every session. They must be differentiated to ensure all students are stretched and challenged and can achieve their potential

16. Results and comments from formative assessment will be fed back promptly (within one week). Tutorial Schemes of Work will clearly identify when regular student reviews take place and link to individual targets.

Assessment for Outcomes and Feedback

17. Teachers must develop clear and appropriate assessments in line with awarding body guidance that accurately measure performance against learning outcomes and provide good opportunities for the student to succeed

18. Assessment must be planned evenly across the duration of the programme and an assessment schedule produced and shared with students at induction and is placed on the VLE.

19. All assessment tasks/briefs must be internally verified prior to issuing to students to ensure they are fit for purpose and do not over-assess

20. All assessments must be marked with clear annotation linking to outcomes and provide developmental feedback to students allowing them to move forward in future assessments

21. All feedback should use and refer to the student's targets and progress towards them

22. Particularly for HE students time should be used for reflective practice and opportunity to seek feedback

23. Assessments should also be annotated for grammar and punctuation although it should not affect the grade unless it is noted in the criteria

24. All assessments must be marked and a sample internally verified/double marked within 15 working days before returning to students with feedback

25. Assessment grades must be recorded onto College central systems (grade tracker on Moodle) at the time of returning work to students

26. Engage students to own their learning and take responsibility for their own assessment

27. Teachers will work as a team, and in standardisation activity, verify that assessment outcomes of students are valid and in line with awarding body verification and assessment procedures

28. Schemes of Work will incorporate the assessment timetables which are provided to students at the start of their course.

Administration

29. Teachers are required to carry out a range of administrative tasks that are generally related to tracking student progress, achievement, attendance and punctuality. This will enable them to provide regular attendance and performance reports to students, parents, carers and employers.

Celebrating Success

30. Teachers will contribute to promotional activities highlighting students' achievements in course information and related publicity materials.

The Learning Environment

31. All staff will ensure that teaching and learning resources are reviewed annually to ensure that they are kept up-to-date and fit for purpose

32. Workshop and classroom accommodation must be organised, equipped and maintained in a way that aids effective teaching and learning, maximises student achievement and allows for individual needs

33. The College will provide access to information learning technologies with internet access

34. Learning areas must be kept clean and safe at all times

35. Teachers will extend the learning environment beyond the classroom by use of the VLE and other learning platforms.

Equality and Diversity Policy disclaimer:

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Higher Education Assessment Policy Annex

The Higher Education (HE) annex contains specific information relating to the assessment of HE work in addition to the guidance found in the College's Assessment Policy.
It covers:
- Conduct
- Timely submission and recording of results
- Marking and grading
- Internal verification
- Appeals process

Conduct:

Information relating to the appropriate awarding organisation requirements and plagiarism will be made available to all students studying a HE course with Bedford College.

Timely submission:

An assignment schedule will be issued to all students at the start of their course in their handbooks. Information regarding late submission and the requirements will be included. All work should be submitted through the use of 'turn it in' where possible. Only those units agreed by the Assistant Director are exempt from submission through 'turn it in'. All results must be recorded on the VLE.
Assignments will have two submissions for Pearson programmes plus a draft submission (will need to be agreed with University of Bedfordshire [UoB] in other cases), the first will be a draft submission (1) during a tutorial in which verbal feedback will be provided, the second will be a formative submission (2) with both written and verbal feedback provided and a date for the summative submission deadline.

1
- Draft formative submission
- Verbal feedback provided in tutorial

2
- Formative submission
- Written and verbal feedback provided with a date for summative submission

3
- Summative submission
- Written feedback provided that is developmental for future assignments
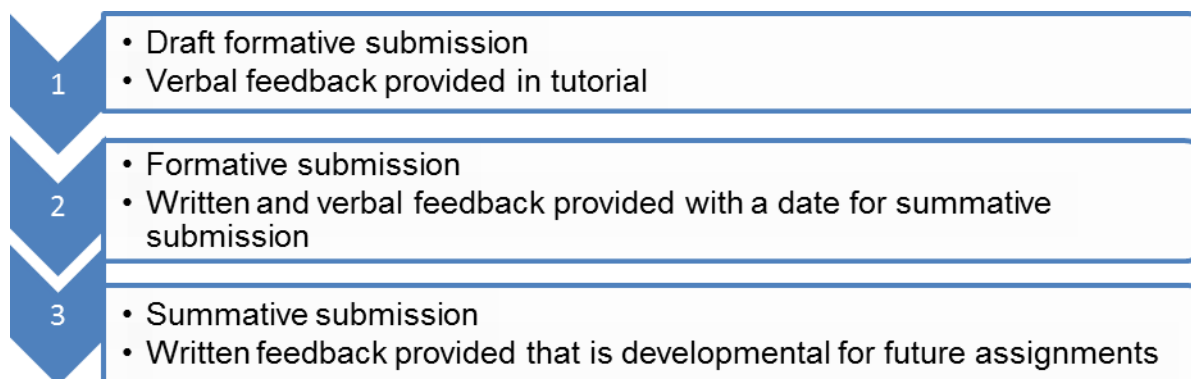
Students can then add additional work in line with feedback from the tutor on the formative submission to be added into the summative submission (3), this will then be marked and developmental written feedback provided.

Late submissions, without extenuating circumstances requested, do not have to be accepted. The next submission date (e.g. if formative date is missed students will hand in for the summative deadline) will then be adhered to, failure to meet all deadlines will result in a new assessment or a decision to accept the assessment made at the next board meeting. If work is handed in late, and accepted for marking, it must be marked to the criteria, it cannot be downgraded unless the criteria specify this (the disciplinary process must be used if students submit work late).

Marking and grading:

All assignment briefs must be internally verified prior to issue to students, they must contain clear learning outcomes and grade descriptors. For courses using UoB as the awarding body, assignments must be agreed with the link tutor. Students work must be marked, internally verified and /or double marked prior to it being returned to students with grades and feedback within 15 working days of submission.

Referrals after the formative feedback will have the opportunity to gain the range of grades. Assignments that do not meet the required standard after the summative deadline will be recorded as a fail. This would go to the exam board and it would be decided if a student is to be allowed to submit a new assignment or retake the unit.

Internal Verification:

Internal verification of students assessed work must take place within 3 working weeks of it being submitted and before grades are released to students. If using double marking this too should take place before work is returned to students to ensure consistency.

Appeals process:

If an assessment decision is disagreed with the students they should initially discuss with the tutor. If this does not resolve the query they should follow the College's Academic Appeals Policy (in some cases this may lead to the corresponding awarding organisation /university policy being followed).

Related Policies:

- Assessment Policy
- Teaching, Learning and Assessment Policy
- Internal Verification Policy
- Academic Appeals Policy
- Student Discipline Policy

APPENDIX 2 FHEQ descriptors (for teaching and learning related to students on HE programmes)

Descriptor for a qualification at Certificate (C) level **e.g. HNC/ First 120 credits at level 4 for Fds/ BA. Other programmes such as AAT.**	**Teaching encourages:** i. knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study; ii an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgments in accordance with basic theories and concepts of their subject(s) of study. Opportunities for students to: a. evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work; b. communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; c. develop new skills within a structured and managed environment; an d: d. develop qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.
Descriptor for a qualification at Intermediate (I) level **e.g HND/ second 120 credits at level 5 of an Fd/ BA**	**Teaching encourages:** i knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed; ii ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;

	iii knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study; iv an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. Opportunities for students t o: a use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis; b effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively; c develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations; and: d develop qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Descriptor for a qualification at Honours (H) level: Bachelors degree with Honours **e.g. final year degree**	**Teaching encourages:** i a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline; ii an ability to deploy accurately established techniques of analysis and enquiry within a discipline; iii conceptual understanding that enables the student: • to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and • to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline; iv an appreciation of the uncertainty, ambiguity and limits of knowledge; v the ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline). Opportunities for students to: a apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects; b critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgments, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem; c communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences; and:

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	d develop qualities and transferable skills necessary for employment requiring: • the exercise of initiative and personal responsibility; • decision-making in complex and unpredictable contexts; and • the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

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