

Learning, Teaching and Assessment Policy

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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.

Introduction

1. The purpose of this Learning Teaching and Assessment Policy is to ensure that staff, students and other stakeholders are fully aware of the expected standards of delivery, engagement and criteria against which student progress and achievement will be measured.
2. This document sets out in summary form, the policy for the Learning, Teaching and Assessment for all provisions.
3. The policy is intended to achieve the group's strategic aims and objectives by promoting consistently high standards of Learning, Teaching and Assessment across all regions.

The Policy

4. The Bedford College Group (TBCG) will provide a safe and stimulating learning environment with high quality teaching through which to foster:
 - effective learning
 - aspirational achievements
 - 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

Delivering Effective Learning and Teaching

5. Teachers will provide learning and teaching that is reflective of TBCG aims to achieve consistent standards of educational excellence by making quality of education out top priority.
6. For further information on the TBCG Aims Values click [Here](#).
7. For further information on the Ofsted Education and Inspections Framework click [Here](#)

8. The following are examples of what should be provided to support the teachers' role in delivery of effective learning and teaching in lessons. Lessons should be considered to be any timetabled learning event that takes places in any environment.
9. The following examples should not be considered to be exclusive and any other factors/action/considerations that would provide high quality learning opportunities in lessons should also be applied.

Teachers will provide lessons which:

- Start and finish on time (and expect learners to do the same) and reflect, as far as possible, the formal timetable
- Build confidence in the learner's sense of self and provide safe environments for them to challenge their own learning, fostering resilience in their attitudes and behaviours and provide opportunities for learners to take pride in their efforts and achievements
- Are coherently planned and sequenced with opportunities provided in the lessons to build on and recall previous knowledge and learning
- A robust Initial assessment must be conducted and scaffolding put in place to support learners to achieve their individual potential
- Include content designed to be ambitious for all learners that is sequenced towards sufficient knowledge and skills
- Provide information, learning of knowledge and acquisition of skills that are correct, current, up-to-date and vocationally relevant where applicable.
- Provide opportunities to explore core values of British society, equality, diversity and inclusion
- Encourage positive relationships between all staff and learners in which clear and high expectations for learners' behaviour and conduct are applied consistently and fairly
- Contextualise English and Maths learning opportunities in the lesson
- All lessons must have an individualised purpose with aims visible
- Provide Collaborative Learning opportunities for students that foster innovation and autonomy in their own learning
- Engage and sustain the interests of all learners, applying appropriate, fair and consistent praise and reward for learner's progress, effort and task completion
- Are well-paced and offer activities that are challenging and innovative, using a variety of media and methods that are subject, vocational and level appropriate
- Provide opportunities for learners to individually demonstrate their progress in lesson

- Give opportunity to enhance learning and skills-need development through links with employers, specialist guest speakers and other stakeholders
- Are conducted in a safe environment with reference to appropriate risk assessment and upholding the safeguarding policy (for child protection and safeguarding policy)
- Including application of virtual classroom netiquette

Development of English & mathematics

10. The Bedford College Group has the following expectations for the development of maths and English:

- Tutors 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
- Tutors will plan to build on students' current knowledge and skills of English & mathematics in classes
- Learners are expected to have high attendance and be punctual to all sessions
- Learner 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.

11. 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, Lecturers, Tutors and Training co coordinators will check spelling of vocabulary and correct as appropriate
- Students' work will be marked for content and grammar, spelling and punctuation using SPAG model
- Teachers, Lecturers, Tutors and Training coordinators plan for English to be included in sessions that is functional, that students can relate to in their day to day life
- Staff will plan to deliver English in context and relate it to the industry in which the students want to progress

12. Developing and embedding mathematics:

- Teachers, Lecturers, Tutors and training coordinators will plan for mathematics to be included in sessions that is functional, that students can relate to in their day-to-day life
- Tutors 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

Administration processes and documentation

13. The administration of required process and required documentation must be completed in the time frames that are set by TBCG and the department management where these time frames may differ according to the course/department needs.

14. Teachers are required to carry out a range of administrative tasks as part of their role in learning, teaching and assessment as described below. They will include but are not limited to those highlighted in following points, be completed before learners begin the course and held centrally in the Management Course Files found here. Quality may access these at any point without notice.

15. Schemes of Work

- Should consider and include all points noted in section 9 of this document.
- Should be completed on the correct template which can be found here.
- Must evidence how teachers intend to support learners to build and apply their knowledge and skills.
- Must incorporate the assessment schedule.
- Must be reviewed annually by all teaching staff using them and considered a working document.
- Should be added to and annotated to include individualisation and staff reflection.

16. Assessment Schedules

- Must be entered on ProMonitor for the whole programme of study as part of the course set-up process.
- Ensure that there are no unnecessary bunching of hand in dates across the course.

- Consider a variety of assessment methods to be used throughout the course.
- In induction Learners must be issued with a copy of the assessment schedule.
- Changes to the assessment schedule after the start dates of the course must only be made in extreme circumstances, in the best interests of the learners and be verified and agreed by Course Mangers, Heads of Department and Lead IQA.

17. Assignment briefs

- Must be provided to allow learners to understand and have reference to the assessment expectations, covering the range of grades available.
- Must cover all aspects, as provided on TBCG Assignment Brief template.
- Must have clear Formative and Summative deadline dates.
- To mitigate the use of Artificial Intelligence, all Assignment Briefs must include a contextualised scenario and be authentic, taking in to consideration: local, regional, and, national priorities.
- Assignments must include a variety of assessment methods allowing all students the potential to achieve high grades.
- All Assignment Briefs used should be internally verified (applying the college process and paperwork).

18. Group profiles

- Must be downloaded from ProMetrix prior to a course commencing and stored as electronic files with in the Department's Course Files.
- Group Profiles should not be physically printed due to the risk of keeping them secure and risking breaking GDPR is too high.
- The group profiles must act as a working document for each course group ensuring that supportive strategies and approaches that meet the needs of the individual learners.
- All staff who contribute to the student's learning experience should be consulted and have regular input into the working document.
- Group Profiles must be regularly review and updated in departmental meetings.

19. Virtual Learning Environment (VLE)

- Must be structured using a uniformed approach by department that is accessible and inclusive of all learners.
- Resources that have been delivered in the lesson must be available on the VLE immediately after the lesson if not before.
- A variety of media, technology applications, links, documentation and professional information and updates should be provide.

- Turnitin portals for first and second assessment submissions must be accessible on the VLE for learners to submit assessments.

20. Pro Monitor

- It is the responsibility of all delivery staff to carry out administration.
- Comments regarding individual learners' successes and areas of concern must be provided and updated by all and be in line with department expectations.
- Where areas of concern are raised clear strategies and actions must be documented with suitable review points.
- Promonitor must be used to track students from induction through to progression using all the functionality required.

21. Progress scores

- Must be recorded on One Grade 3 times a year by the published dates on the Quality Calendar.
- Delivery staff and management in department are responsible for ensuring this is completed within the time frame required and is a fair representation of each learner's progress.
- Following on from each deadline departments must use the information to celebrate success and provide support where required for students.

22. Markbook

- Should be set up correctly for the whole programme of study before the course commences as part of the course set-up process.
- Correct set up includes: course type, teaching staff, manager, criteria, clear assessment dates
- Ensure all dates pull through into the Assessment schedule with Markbook
- All criteria should be included on Markbook and structured in a way that supports learners understanding of how they progress through their course assessment and relevant criteria.
- Markbook criteria should be filled in and updated regularly by unit teaching staff and should accurately reflect the point a learner is at.
- Completion of criteria on Markbook should align with the Assessment Schedule.

23. Lead Quality Assurers

- Each course must have a named Lead Internal Quality Assurer and they are responsible for:
- Arranging, coordinating all internal and external quality assurance activities for the course they are listed against.
- Informing Quality of any arranged external quality assurance remote or site visits. Providing by email, to quality@bedford.ac.uk ; the area name

and campus, lead contact in charge of the visit, course titles and levels, awarding body name, name of External Quality Assurer (EQA) / External Examiner (EE), date of remote or site visit.

- Coordination and preparation of evidence and paperwork required for the remote or site visits.
- Alerting Quality, in a timely manner, of any potential issues or concerns regarding any external quality assurance activities.
- Hosting and coordinating the EQA/EE during and after the remote or site visits.
- Ensuring the Department QIP is updated to reflect any actions and requests as a result of visits
- Ensure relevant parties complete actions timely in association with the Head of Department.
- Quality are to be informed instantly by the Head of Department or any other staff member, of any changes to the lead quality assurer and quality assurance process.

24. Standardisation

- Activities must be planned and carried out with all teaching staff, for all levels of courses and should take place at least once a term.
- Activities must be arranged and managed by the department's Lead Internal Quality Assurer (IQA), this includes chairing standardisation meetings.
- Teachers will work as a team to carry out standardisation activities which are suited to the courses, units, assessments and needs of the staff and department.
- Staff that are new to assessing, new to the college or where further development is indicated must have a higher level of standardisation activity supported by an appropriate member of the department.
- Evidence and Minutes of standardisation activities should be completed and saved termly in the appropriate department Course Files.
- Staff qualifications should be regularly reviewed against Awarding Body guidelines and specification.
- Heads of Department must ensure that staff have the relevant Assessing and Quality Assurance qualifications.

25. Registration on qualifications

- Heads of departments are responsible to ensure that learners are registered to the required awarding body before accessing any live assessment material or undergoing any formal assessment.
- Any assessments that take place prior to registration must be re-assessed following registration and will be identified and appropriately actioned within external quality assurance events.

- Registrations are completed using change requests on ProSolution and are the responsibility of the Head of department, but can be completed by a nominated other at the Head's discretion.

26. Assessment for Learning and Feedback

- Teachers will provide formative feedback to students that is constructive and developmental at regular intervals throughout the duration of their studies.
- Assessment should help learners to embed and use knowledge fluently or to check understanding and inform further learning and teaching.
- Learning activities will be varied and offer opportunities for self-assessment and reflection, correction, peer discussion and teacher feedback.
- A variety of assessment methods to check learners learning must be used in every lesson, providing opportunities for collaboration where possible.
- Utilising technology for innovative methods of assessment for learning are expected
- Assessment methods for checking learning must be differentiated to ensure all learners are stretched and challenged and can achieve their potential.
- Results and comments from formative assessment (including homework) will be fed back promptly (within 5 working days). Schemes of Work will clearly identify when regular learners reviews take place and link to individual targets.

27. Assessment for Outcomes and Feedback

- Assessment must be planned evenly across the duration of the programme and an assessment schedule produced and shared with learners at induction and is inputted on ProMonitor.
- Where possible all assessment for ALL levels must be submitted through Turnitin.
- Where possible all assessment (including second submissions) for ALL levels must be marked (including annotation) and stored electronically on Turnitin.
- Course Managers and Heads of Department should guide teachers in the Awarding Body guidelines for assessment feedback specific to their courses. Teachers are responsible for compliance to the Awarding Body guidelines on assessment feedback.
- Teachers must provide clear and appropriate assessments in line with Awarding Body guidance that accurately measure performance against learning outcomes and provide good opportunities for the learner to succeed.

- All assessments must be marked with clear annotation linking to outcomes and strengths, providing developmental feedback to learners allowing them to move forward in future assessments.
- To support their written feedback, learners should also be given verbal feedback on their assessments by the tutor.
- All feedback should use and refer to the learner's aspirational targets and progress towards them.
- Written and verbal feedback must be compliant with Awarding Body guidelines.
- Assessments should also be annotated for spelling, punctuation and grammar (SPaG), and feedback on SPaG should form part of the summary feedback. SPaG should not affect the grade unless it is noted in the criteria or awarding body guidance that it should. Improvement in SPaG should be evident in progressive feedback through the unit or course.
- Where photographic evidence is required by the Awarding Body the rules and expectation specific to the Awarding Body must also be adhered to.

28. All assessments, including second submission, must be marked and a sample internally verified within 15 working days of submission.

29. Assessment outcomes should not be provided to learners before the marking and internal verification process is complete.

30. Internal verification schedules for all assessments and units on the whole course should be set for the whole programme of study before the course commences as part of the course set-up process.

31. Sample sizes for internal verification must be based on Awarding Body expectations. Where these are not explicit a minimum of at least 10% or 5, whichever is greater is required.

32. Summative assessment grades must be recorded onto Markbook by the time of returning work to learners.

33. Resubmissions must be treated on a case by case basis using the resubmission form available here and submitted for review to the Lead Internal Quality Assurer.

34. Learners may be granted a maximum of one resubmission per assignment as outlined in the resubmission request form.

35. First submission feedback should be structured to allow learners to develop their knowledge and skills in future submissions.

Appeals Process

36. If a learner disagrees with an assessment decision, they should initially discuss this with the teacher that marked the work. 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 policy being followed). To see the Academic Appeals Policy click [here](#).

37. Where the awarding body allows, if a learner is unable to resolve an appeal with the centre then they have a right to escalate the appeal to the associated awarding body. Any appeal must be submitted within 20 days of the associated assessment.