



Distance Learning and Assessment Policy

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1. Introduction

- 1.1. Distance Learning (DL) programme that consists a mode of delivering education and instruction to learners who are not physically present in a traditional setting such as a classroom. The programme delivers virtually through a dedicated online learning platform.
- 1.2. This Policy and Strategy should be read in conjunction with the following non-exclusive list of policies and procedures, which support the College's Learning and Assessment process and are available through the Student VLE:
 - 1.1.1. Learning Teaching & Assessment Policy and Strategy
 - 1.1.2. Academic Appeals Policy and Procedure;
 - 1.1.3. Academic Misconduct Policy;
 - 1.1.4. Internal Verification Policy;
 - 1.1.5. Mitigating Circumstances Policy;
 - 1.1.6. Recognition of Prior Learning (RPL) Policy and Procedure;
 - 1.1.7. Student Support and Reasonable Adjustments

2. Aims

The aims of the Distance Learning and Assessment Policy are described below:

- 2.1.1. Develop the College's capacity as a Learning organisation to deliver the distance learning programme;
- 2.1.2. Articulate measured approaches to the delivery of learning which enables every student to develop, as independent learners, studying chosen subject(s) in depth and enhancing employability, as well as nurturing the growth of analytical, critical and creative thinking skills;
- 2.1.3. The College is expected to 'operate equitable, valid and reliable processes of assessment by ensuring:
 - a) Academic standards for all Programmes are rigorously set and maintained;
 - b) Assessment methodology is valid, reliable and does not advantage or disadvantage any group of learners or individuals;
 - c) Accurate and detailed records of assessment decisions are maintained.



3. Policy

3.1. Learning and Teaching

- 3.1.1. The course content, procedures for assessment and teaching arrangements should be approved in detail by the awarding body.
- 3.1.2. Distance Learning Programmes should be directly comparable with on-campus courses at the same level in terms of content and standard. Any variation must be approved by the Academic Board.
- 3.1.3. All the study materials used for programme delivery must meet the expectations of the awarding body in respect of the quality of teaching and learning-support material for a programme or element of study leading to one of its awards.
- 3.1.4. The DL provision is subject to Annual Monitoring and the College Periodic Review process.
- 3.1.5. The College must produce and disseminate a clear schedule for the delivery of online classes and assessment.
- 3.1.6. All students on distance learning courses must be registered with the awarding body within two weeks from the programme commencing date.

3.2. Delivery Platform

- 3.2.1. Any programme or element offered for study has had the reliability of its delivery system tested, and that contingency plans would come into operation in the event of the failure of the designed modes of delivery;
- 3.2.2. The delivery system of the programme or element of study delivered through e-learning methods is fit for its purpose, and has an appropriate availability and life expectancy;
- 3.2.3. The delivery of any study materials direct to students remotely through, for example, e-learning methods or correspondence, is secure and reliable, and that there is a means of confirming its safe receipt.
- 3.2.4. The virtual learning platform should have appropriate mechanism to address the accessibility features.

3.3. Assessment

- 3.3.1. Ensure that all assessment briefs are fit for purpose and assessment tasks are based on published learning outcomes of the units;
- 3.3.2. Assessment procedures may take a variety of forms but should be subject to the same safeguards and scrutiny as that applicable to on-campus courses.
- 3.3.3. All assessment material should be available as a matter of course to the external examiner.
- 3.3.4. All assessment decisions by the Assessment and Progression Board must be verified by the External Examiner and forwarded to the Academic Board for approval and recorded and communicated to students promptly;
- 3.3.5. Reasonable adjustments are made available to students with disabilities and additional needs.



4. Professional Standards

- 4.1. In order to support the learning strategy there is a requirement that both staff and students reinforce standards required in the workplace, by ensuring:
- a) Staff and students work with professional integrity at all times;
 - b) Contact details for staff and students are current, staff availability is publicised and appropriate communication channels are agreed;
 - c) Students are encouraged and expected to attend all classes and as in the workplace staff must be informed of a non-attendance with mitigation;
 - d) Staff and students arrive to class on time;
 - e) Staff and students work to sustain a culture of mutual respect;
 - f) All assessed work is the student's own work and correctly referenced (using Harvard referencing protocols) from where material has been sourced;
 - g) Students are informed that any concerns should be raised promptly through appropriate channels.

5. Student Support

- 5.1. Students undertaking programmes requiring work-related or integrated learning require support for this activity during their academic programmes. The Learning, Teaching & Assessment Policy and Strategy (in conjunction with other related policies) including Mitigating Circumstances Policy; Student Support and Reasonable Adjustments Policy; Student Welfare Policy; Academic Appeals Policy and Procedures; Personal Tutoring and Enabling Student Development Policy, ensures the following support is in place:
- a) Students will have a personal tutor to whom they can raise issues or seek advice. They will also have access to support on securing work experience;
 - b) Students with specific learning needs or with other on-going needs which affect their learning are appropriately supported;
 - c) Procedures enable students to raise issues with their Unit Tutors and onto the Programme Leader and thence to senior staff of the College as required;
 - d) Student support is regularly reviewed at both the Academic Board and through Programme Committees and with Student Representatives.



6. Monitoring and Evaluation

- 6.1. The College utilises a range of mechanisms which focus on student outcomes to enhance learning and teaching. These include Unit evaluation reports, the Programme Annual Monitoring process, External Examiner reports, the NSS and the Graduate Outcomes.

7. Procedures for Assessment

7.1. Assessment Submission Limit for Turnitin

- 7.1.1. As part of the College's measures to prevent and discourage Academic Malpractice, the College has a limit on the number of times a student may submit an individual assessment through Turnitin, the plagiarism detection software used by the College;
- 7.1.2. Students can obtain one similarity report prior to the final submission for each assessment. A final similarity report is generated for the final submission of the assessment, at which point the student can no longer resubmit the work through Turnitin;
- 7.1.3. Only the final report will be used to determine if any Academic Concern or Offence has been committed, in line with the Academic Misconduct Policy.

7.2. Guidance on Reassessment

- 7.2.1. Following a submission, a student may have a resubmission opportunity of that assessment should s/he not pass, at the authorisation of APB;
- 7.2.2. The resubmission will comprise the same assignment brief as the original submission and the grade will be capped at the pass mark;
- 7.2.3. In the event of an unsuccessful outcome in the resubmission, a student may receive a repeat opportunity where the student must study with full attendance and pay the relevant fees;
- 7.2.4. A student who, for the first assessment opportunity within a repeated unit, has failed to achieve a Pass for that unit, shall be expected to undertake a resubmission;
- 7.2.5. If a student repeats a optional/specialist unit and does not achieve a pass, s/he may be allowed to complete a different unit with full attendance and with payment of the relevant fee in order to meet the total credit value to achieve the qualification;
- 7.2.6. In this instance, if a student repeats a core unit and does not achieve a pass that can not be replaced with a different unit but the student may granted a compensation. In respect of compensation being granted, the APB must follow the compensation regulation stated in the Pearson BTEC Centre Guide to Quality Assurance and Assessment 2020-21.