



Learning, Teaching & Assessment Policy and Strategy

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1. Introduction

This Policy and Strategy should be read in conjunction with the following non-exclusive list of policies and procedures, which support the College's Assessment process and are available through the Student Virtual Learning Environment (VLE).

The Policy applies to all students irrespective of teaching and learning delivery mode.

1.1. Assessment Policies

- 1.1.1. Academic Appeals Policy and Procedure;
- 1.1.2. Academic Misconduct Policy;
- 1.1.3. Internal Verification Policy;
- 1.1.4. Mitigating Circumstances Policy;
- 1.1.5. Recognition of Prior Learning (RPL) Policy and Procedure;
- 1.1.6. Adverse Occurrence Policy;
- 1.1.7. Student Support and Reasonable Adjustments Policy.
- 1.1.8. Distance Learning and Assessment Policy

2. Aims

The aims of the Learning, Teaching & Assessment Policy and Strategy are described below:

2.1. Learning and Teaching

- 2.1.1. Develop the College's capacity as a Learning organisation to deliver the College's mission;
- 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. Develop the College's capacity as a Learning organisation to support its commitment to widening participation and provide greater opportunities for access to education for students who might otherwise not realise their full potential;
- 2.1.4. Fully engage staff and students in the formulation of its learning and teaching strategy;
- 2.1.5. Enhance strategy within the Academic Board and Principal's Executive Group (PEG) as well as the Programme Committee Meetings at which there is student and academic staff representation.

2.2. Assessment

The College is expected to 'operate equitable, valid and reliable processes of assessment, including for the recognition of prior learning (RPL), which enables all students to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought' by ensuring:

- 2.2.1. Academic standards for all Programmes are rigorously set and maintained;
- 2.2.2. Assessment methodology is valid, reliable and does not advantage or disadvantage any group of learners or individuals;
- 2.2.3. Accurate and detailed records of assessment decisions are maintained.



3. Policy

3.1. Learning and Teaching

- 3.1.1. The required learning outcomes are delivered at the appropriate level in accordance with the Framework for Higher Education Qualifications (FHEQ) and the Quality Assurance Agency (QAA) UK Quality Code and Pearson's 'BTEC Centre Guide to Quality Assurance and Assessment 2020/21';
- 3.1.2. Learning and teaching meets the needs of multi-cultural students in the light of widening access and participation;
- 3.1.3. Learning strategies and teaching methods engender transfer of learning from classroom to workplace and fully support work-based learning;
- 3.1.4. Enable students to move from directed towards greater self-directed and autonomous learning, specifically encouraging a positive attitude towards independent learning;
- 3.1.5. Learning strategies and tutorial support are available for students where English is not their first language and offer remedial intervention and training where necessary;
- 3.1.6. Encourage staff engagement with the learning, teaching and assessment strategies and sharing of good practices through effective staff development;
- 3.1.7. The College will facilitate the students' chances of success in learning and reaching their potential;
- 3.1.8. Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes using face-to-face, mixed or online delivery methods;
- 3.1.9. Ensure the provision of inclusive learning through promoting equality, diversity and equal opportunity. The representation of groups with various characteristics is overseen primarily within the Annual Monitoring process. In addition, National Student Survey (NSS) is helpful in this regard;
- 3.1.10. Maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use;
- 3.1.11. Ensure lecturers, internal verifiers and anyone involved in teaching or supporting student learning are appropriately qualified, supported and developed;
- 3.1.12. Systematically engage with students and provide an atmosphere and culture which facilitates learning and meets expectations of the students;
- 3.1.13. Ensure that teaching is directed towards the goal of attainment of the learning outcomes that lecturers make use of in plenary sessions. Further, during and at the end of lessons, tutors to check on progress against the learning outcomes;
- 3.1.14. Ensure that learning and teaching practices are critically discussed and their effectiveness is evaluated at various deliberative committees/boards, at which Student Representatives are present;
- 3.1.15. Develop and implement a strategic approach to learning and teaching by collecting, analysing and reporting academic information to ensure enhancement of learning opportunities and teaching practices;



3.1.16. Ensure that learning and teaching practices are rigorously maintained in cases of any adverse occurrences and deliver learning and teaching by a suitable mode that supports all students.

3.2. Assessment

- 3.2.1. Ensure that all assessment briefs are fit for purpose and assessment tasks are based on published learning outcomes of the units;
- 3.2.2. A prescribed sample of summative assessment papers must be internally verified using the correct form and procedure;
- 3.2.3. Those who are involved in the assessment processes [e.g. Assessor, Internal Verifiers (IV)] must be trained to ensure that they are competent to undertake their roles and responsibilities;
- 3.2.4. Students will not be over-assessed on learning outcomes;
- 3.2.5. Feedback from markers should be provided within 3 weeks from the submission deadline and the feedback must be clear, legible and constructive. It must also be linked to the learning outcomes and the assessment;
- 3.2.6. A student who has passed a unit in the first attempt is not allowed to submit the work again with the intention of improving the grade;
- 3.2.7. Internal verification of assessment decisions is to be carried out to ensure the assessment decisions are valid, fair, consistent and reliable;
- 3.2.8. 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;
- 3.2.9. Reasonable adjustments are made available to students with disabilities and additional needs.

3.3. Strategy

- 3.3.1. Aims and Objectives: To achieve the aims and objectives of the learning strategy, the College undertakes to ensure that the Unit Handbook is prepared and distributed to students at enrolment, so that students are fully aware of:
 - a) Learning outcomes;
 - b) Content of the unit(s);
 - c) Assessment strategies;
 - d) Scheme of work;
 - e) Work experience requirement (if any);
 - f) Relevant reference materials, books and journals.
- 3.3.2. Student inclusiveness is encouraged through the active promotion of equality, diversity and equal opportunity by providing:
 - a) Induction for all new academic staff members and new students embarking on a programme;
 - b) Continuous staff development so that teaching staff are aware of the Framework of Higher Education Qualifications (FHEQ); relevant QAA Subject Benchmark Statement and unit specifications provided by awarding bodies;
 - c) Template and an exemplar Unit Handbook to all new academic staff members;
 - d) Mechanisms for teaching staff to gain appropriate professional teaching qualifications and/or continuous professional development, for example, accreditation by Advance HE;



- e) Opportunities for staff to develop and inform practice, keeping abreast with scholarly subject practice, curriculum development, applied research, as well as various approaches and opportunities for professional practitioner updating;
- 3.3.3. Provide opportunities for students and staff to feedback both informally and formally through programme committees, peer review and observation, appraisal forms and to enhance programmes continuously by:
- a) Undertaking regular peer reviews and class observations;
 - b) Ensuring teaching and staff meetings are regularly conducted in a transparent way with the proceedings documented and outcomes shared;
 - c) Providing appropriate learning resources, e.g., via the Learning Resource Centre and the Virtual Learning Environment (VLE), that are regularly reviewed and maintained by qualified staff;
 - d) Implementing and continuously reviewing the use of VLE to support Learning and Teaching across the College, through technology enhanced learning using Moodle;
- e) Provide clear feedback of formative and summative work with clear guidance on how improvement can be achieved;
 - f) Enhance the development of reflective practice as part of the learning process.
- 3.3.4. Tutors are required to fully introduce learning and assessment methods that are work-relevant;
- 3.3.5. Learning and teaching methods are used to challenge and inspire students, so they are highly motivated, derive satisfaction and achieve a value-added learning experience;
- 3.3.6. Tutors are expected to direct the learning process towards achievements of learning outcomes and provide regular and appropriate formative assessment opportunities with appropriate feedback that enables students to progress and build confidence to tackle summative assessments;
- 3.3.7. Students are provided with Expected Answer Guidelines (EAG) for each unit by the Lecturer. The EAGs are made available through the VLE and give students an example of how to structure assignments and the relevant content to be included in order to achieve a satisfactory grade of the unit;
- 3.3.8. Adopt an appropriate teaching strategy which enables a healthy debate within the class; lecturers and students should show mutual respect and encourage participation and engagement;
- 3.3.9. Encourage lecturers to signpost students to relevant course materials and text books so to facilitate access to resources that will support students as individual learners;
- 3.3.10. Provide opportunities for student and staff feedback by ensuring that Programme Committee meetings take place, student feedback events are conducted and peer reviews of teaching staff and teaching meetings are regularly conducted in a transparent manner and proceedings of meetings are formally documented;
- 3.3.11. All academic and support staff are trained in the use of the software systems including the VLE (Moodle), Turnitin and bespoke College systems.

3.4. Plagiarism

Plagiarism is minimised through good assessment design. This includes:



- 3.4.1. Reducing the risk of students submitting work that is not their own, through the use of a built-in oral element in units, such as presentations, role playing, academic debates and sales negotiations;
- 3.4.2. Avoiding the use of generic assignments. Lecturers produce contextualised assessments in each term that require the students to research and analyse their findings;
- 3.4.3. Tutors request students to present draft assignment submissions for formative feedback. This allows the tutor and student to work towards a better final submission and also reduces the chance the student committing academic misconduct;
- 3.4.4. Frequently designing new assessments and applying different assessment methods.

4. Professional Standards

In order to support the learning strategy there is a requirement that both staff and students reinforce standards required in the workplace, by ensuring:

- 4.1. Staff and students work with professional integrity at all times;
- 4.2. Contact details for staff and students are current, staff availability is publicised and appropriate communication channels are agreed;
- 4.3. Students are encouraged and expected to attend all classes and as in the workplace staff must be informed of a non-attendance with mitigation;
- 4.4. Staff and students arrive to class on time;
- 4.5. Staff and students work to sustain a culture of mutual respect;
- 4.6. All assessed work is the student's own work and correctly referenced (using Harvard referencing protocols) from where material has been sourced;
- 4.7. Students are informed that any concerns should be raised promptly through appropriate channels.

5. Student Support

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:

- 5.1. 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 placements;
- 5.2. Students with specific learning needs or with other on-going needs which affect their learning are appropriately supported;
- 5.3. 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;
- 5.4. Student support is regularly reviewed at both the Academic Board and through Programme Committees and with Student Representatives.



6. Monitoring and Evaluation

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.

6.1. Procedures for Assessment

6.1.1. Assessment Submission Limit for Turnitin

- 6.1.1.1. 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;
- 6.1.1.2. 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;
- 6.1.1.3. 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.

6.1.2. Guidance on Reassessment

- 6.1.2.1. Following a submission, a student may have a resubmission opportunity of that assessment should s/he not pass, at the authorisation of APB;
- 6.1.2.2. The resubmission will comprise the same assignment brief as the original submission and the grade will be capped at the pass mark;
- 6.1.2.3. 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;
- 6.1.2.4. 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;
- 6.1.2.5. 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;
- 6.1.2.6. In this instance, if a student repeats a core unit and does not achieve a pass that cannot be replaced with a different unit but the student may be 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 2021/22.

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