



Policy:	Learning, Teaching and Assessment
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1. Purpose

This Policy and Strategy should be read in conjunction with the Cambridge College of Management & Sciences (CCMS) other academic policies.

The main purpose of the Learning, Teaching & Assessment Policy and Strategy are to:

1.1 Learning and Teaching

1. Develop the College's capacity as a Learning Organisation to deliver the College's mission.
2. Articulate measured approaches to the delivery of learning which enables every student to develop, as independent learners, studying their chosen subject(s) in depth and enhancing their employability, as well as nurturing the growth of analytical, critical and creative thinking skills.
3. Develop the College's capacity as a Learning organisation to support its commitment to widening participation and supporting greater opportunities for access to education for students who might otherwise not realise their full potential.

1.2 Assessment

The College is expected to "operate equitable, valid and reliable processes of assessment, including for the recognition of prior learning (RPL), which enables every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought". (Expectation of the UKQC Chapter B6).

1. Ensure the academic standards for all Programmes are rigorously set and maintained.
2. Ensure that assessment methodology is valid, reliable and does not advantage or disadvantage any group of learners or individuals.
3. Ensure that accurate and detailed records of assessment decisions are maintained.

2. Policy

2.1 Learning and Teaching

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 2018-19'.
2. Learning and teaching meets the needs of multi-cultural students in the light of widening access and participation.
3. Learning strategies and teaching methods engender transfer of learning from classroom to workplace and fully support work-based learning.
4. Enable students to move from directed towards greater self-directed and autonomous learning, specifically encouraging a positive attitude towards independent learning.
5. Learning strategies and tutorial support are available for students where English is not their first language and offer remedial intervention where necessary.
6. Encourage staff engagement with the learning, teaching and assessment strategies and sharing of good practices through effective staff development.
7. Students learn and reach their potential and progress successfully, optimising College pass rates year-on-year.
8. Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes.
9. Ensure the provision of inclusive learning through promoting equality, diversity and equal opportunity.
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.
11. Ensure lecturers, internal verifiers and anyone involved in teaching or supporting student learning are appropriately qualified, supported and developed.

12. Systematically engage with students and provide an atmosphere and culture which facilitates learning and meets expectations of the students.
13. Ensure that teaching is directed towards the goal of attainment of the learning outcomes as well as assessment criteria and that lecturers make use of plenary sessions during and at the end of lessons to check on progress against the assessment criteria and learning outcomes.
14. Ensure that learning and teaching practices are critically discussed, and their effectiveness are evaluated at various deliberate committees/boards.
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.

2.2 Assessment

1. Ensure that all assessment briefs are fit for purpose and assessment tasks are based on published assessment criteria or learning outcomes of the units.
2. A prescribed sample of summative assessment papers must be internally verified using the correct form and procedure.
3. Those who are involved in the assessment processes (e.g. – assessor, IV) must be trained to ensure that they are competent to undertake their roles and responsibilities.
4. Students will not be over-assessed on learning outcomes.
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.
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 their grade.
7. Internal verification of assessment decisions is to be carried out to ensure the assessment decisions are valid, fair, consistent and reliable.
8. All assessment decisions must be forwarded to the assessment and progression board for their approval and recorded and communicated to students promptly.

9. Reasonable adjustments are made available to students with disabilities and additional needs.

3. Strategy

In order to achieve the aims and objectives of the learning strategy, the College undertakes to ensure that:

- i) Programme leaders should 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) relevant reference materials, books and journals

- ii) Student inclusiveness is encouraged through the active promotion of equality, diversity and equal opportunity.
 - a) Provide an induction for all new academic staff members and new students embarking on a programme.
 - b) Provide and continuously update appropriate staff development so that teaching staff are aware of the Framework of Higher Education Qualifications; relevant QAA Subject Benchmark and qualification characteristic statements and programme and unit specifications provided by awarding bodies.
 - c) To provide a template and an exemplar unit handbook to all new staff members.
 - d) Provide and promote mechanisms for teaching staff to gain appropriate professional teaching qualifications and/or continuous professional development.
 - e) Provide and promote opportunities for staff to develop and inform their practice, keeping up with scholarly subject practice, curriculum development, applied research, and various approaches and opportunities for professional practitioner updating.

- iii) Provide opportunities for students and staff to feedback both informally and formally through programme committees, peer review and observation, appraisal forms and as a means to continuously enhance programmes.
 - a) Undertake regular peer reviews and observations. [SEP]
 - b) Ensure teaching and staff meetings are regularly conducted in a transparent way with the proceedings documented and outcomes shared.
 - c) Provide appropriate learning resources e.g. Learning Resource Centre and the Virtual Learning Environment (VLE) that are regularly reviewed and maintained by qualified staff.
 - d) Implement and continuously review the use of VLE to support Learning and Teaching across the College through technology enhanced learning using Moodle at LCC.
 - 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.

- iv) Tutors are required to fully introduce learning and assessment methods that are work-relevant.
- v) 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.
- vi) 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.
- vii) Students are provided with Expected Answer Guidelines (EAG) for each unit by Lecturer. The EAGs are made available through the VLE and give students an example of how to structure their assignment and the relevant content to be included in order to achieve the unit.

- viii) 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.
- ix) 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.
- x) 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 way and proceeding of the meetings are formally documented.
- xi) All academic staff are trained in the use of the software systems including the VLE (Moodle), Turnitin and bespoke College systems.
- xii) Plagiarism is minimised through good assessment design. This includes:
 - a) 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.
 - b) Avoiding the use of generic assignments. Lecturers produce contextualised assessments in each term that require the students to research and analyse their findings.
 - c) 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.
 - d) 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.

- e) Staff and students will work with professional integrity at all times.

- f) Staff and students should ensure contact details are current, staff availability is publicised and appropriate communication channels are agreed.
- g) Students are expected to attend all classes and as in the workplace staff must be informed of a non-attendance with mitigation.
- h) Staff and students must arrive to class on time.
- i) Staff and students should work to sustain a culture of mutual respect.
- j) All assessed work should be a student's own and correctly referenced (using Harvard referencing) where material has been sourced.
- k) Student 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) such as Mitigating Circumstances Policy; Student Support and Reasonable Adjustments Policy; Academic Appeals Policy and Procedures; Progression and Completion 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. Procedures for Assessment

6.1 Assessment Submission Limit for Turnitin

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. 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.

Only the final report will be used to determine if any Academic Concern or Offence has been committed, in line with the Academic Discipline Policy.

6.2 Guidance on Reassessment

1. A student is allowed only one resubmission opportunity for a referred unit on L1, L2 and L3 qualifications. All resubmissions are to be based on the original tasks. For examinations, the re-assessment shall be on a new set of questions.
2. At the discretion of the Assessment and Progression Board, a student can be allowed to retake a unit if the student has exhausted their first and subsequent resubmission attempts, and it should be capped at the maximum Pass rate.
3. To retake a unit, the student must study the unit with full attendance and with a new set of assessment tasks. Retaking a unit may incur a fee for the student.

□ A unit can be retaken only once. This will include one resubmission opportunity. If the student does not achieve a pass on their retake opportunity, the Assessment and Progression Board will decide as following:

- Consider the retake unit as subject to compensation. ▪
Offer the student to undertake a different unit in full.