



Teaching, Learning and Assessment Strategy

Reviewed by	DV
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Section 1: Introduction

UKCBC is fully committed to delivering its mission *'to provide inspirational education and training, within an inclusive and welcoming environment, to meet the needs of our students and our wider community'*. This Strategy sets out the principles for teaching, learning and assessment adopted by the College to guide, direct and support staff.

Links to QAA Quality Code

This document is designed to underpin the delivery of the prime function of this college that is to enable student to progress through their learning and development in a timely fashion. In doing so it takes reference from the Quality Code expectation for standards and expectations for quality:

Learning and Teaching – Guiding Principles 1-9

Assessment – Guiding Principles 1-10

Links to other policies

The remainder of this document will relate to teaching, learning and assessment. Some functions are teaching focused and others are assessor focused but all are to support student academic development and learning. UKCBC recommends that this strategy is understood in the context of the wider maintenance of quality and standards, and particularly in relation to the following regulatory documents:

- Quality Manual
- Teaching Observations Policy
- Assessment, Marking and Feedback Policy
- Academic Support and Improvement Policy
- Employer Engagement and Work Placement Policy
- Supporting Students with Special Requirements Policy
- Internal Verification Policy

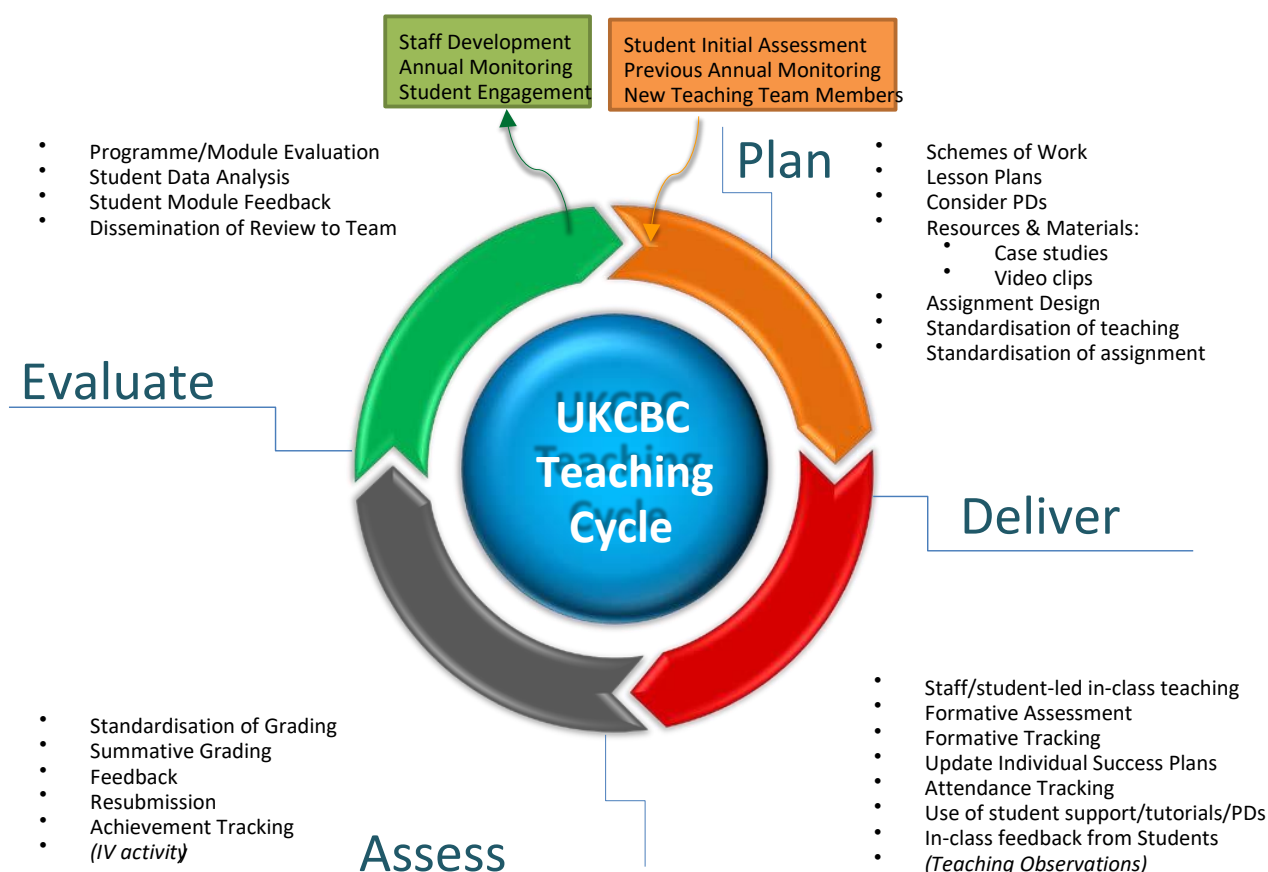
Scope of Managing Teaching, Learning and Assessment

The essence of this function of the college operation is one of a continuous and cyclical process. This is best represented in the following diagram of the UKCBC Teaching Cycle and covers the key elements of **Plan, Deliver, Assess and Evaluate**. Each element takes note of the preceding one and is administered so that outcomes can be recorded and utilized for subsequent elements.

The overarching outcome of this cycle is that when combined with the Quality Manual, the central aspects of UKCBC's mission of providing an excellent Student Experience whilst maintaining Academic Standards are not only achieved but also enhanced.

This document continues with an amplification of the significant expectations of each element of the UKCBC Teaching Cycle. The aim of this ongoing process is to create an effective learning and teaching environment along with the relevant academic support for students to produce high quality academic experience and successful completion.

UKCBC - Teaching, Learning and Assessment Cycle



Planning and Preparation

Lecturers will:

- Consider outcomes of internal and external monitoring and evaluation reports
- Evaluate student feedback from previous delivery cycles
- Evaluate student grading evaluation from previous cycles
- Construct a lesson plan with evidence of differentiation linked to learner profiles and differentiated learning styles.
- Ensure that learners can contribute to the lesson
- Set SMART (specific, measurable, attainable, relevant, timely) formative assessments against the learning outcomes
- Use a variety of stimuli and resources in teaching, including digital and printed material, ensuring they are of a high quality and fit for purpose
- Develop opportunities to include industry/field visits and utilization of industry experts for on-campus master classes
- Design assignment tasks that can be evidenced through work placements or experience
- Ensure there are opportunities for reinforcing the intended learning outcomes at regular intervals, and at the close, of the lesson
- Ensure that learners are not disadvantaged by the lack of access to IT at home and ensure they are given advice/support to be able to access IT at the College
- Remove language barriers and ensure that arrangements are in place for appropriate support

- Ensure student tracking documents are effectively updated
- Engage with standardisation of teaching activity to ensure consistency of delivery across the college

Delivery

Lecturers will:

- Link the previous lesson to the present lesson at beginning of the session.
- Set clear aims and learning outcomes at start of lesson and revisit throughout session
- Set ground rules from the outset for poor attendance/lateness and challenge and monitor these. Use action planning through ILPs with learners to encourage exemplary learning behaviours
- Establish a culture of professionalism and high expectations amongst learners
- Regularly recap/review throughout sessions using pop-tests and formative assessment, to ensure that learners understand new concepts and how best to apply them to real-life situations
- Contextualise subject content by various means and link with experience, knowledge base/topical elements to ensure practical application of the subject
- Review aims and learning outcomes at the end of a session and link to the next lesson
- Consider concentration span of learners in timings allocating appropriate time for tasks and activities
- Keep lessons well-paced and ensure a stimulating/challenging environment
- Provide relevant and appropriate opportunities for students to practically apply their learning to real life situations and experiences
- Use ILT (IT learning tools) wherever possible to create and support a stimulating and challenging environment
- Support and monitor learners in the development of their study files on a regular basis, including note taking, research and referencing techniques.
- Inform students of location of additional resources and how to access them, e.g. ELibrary, Moodle, journals, academic support and improvement team Academic Managers, etc.
- Evaluate the outcomes of each lesson for both subject content and learner engagement and development
- Distribute and explain only authorised and IV's assignment briefs to students
- Provide additional academic student support during scheduled sessions

The professional classroom delivery is assessed through annual observations under the UKCBC's Teaching Observation Policy.

Students can access support and enhancement of their learning in the scheduled classes, during industry/field visits, master classes, daily professional development sessions, academic managers and the academic support and improvement team. UKCBC is committed to supporting students in their academic progress throughout their studies.

Assessment

Assessment Planning

All learners will have an initial assessment during the induction process to establish a profile of abilities and learning support needs. Lecturers should therefore ensure that

- Learning support needs identified during induction and throughout the course are being
- Formative assessment tasks challenge students and enable students monitor their progress
- Formative feedback is positive and developmental enabling the students to progress and improve performance
- Suitable tracking systems are used and updated
- Summative assessment is planned, and support is structured within the time frame allocated for all modules that have been taught, including previous modules.
- Planning to provide summative feedback in a timely manner with comprehensive comments
- They are actively engaged in the planned standardisation of grading activity to ensure consistency of grading across the module

Assignment Grading

Whilst Summative Assessment Tasks are set by programme or module leaders, all Lecturers have a responsibility with respect to the successful completion of assessments by students. Lecturers are expected to mark and grade the assignments of those students they have just delivered in the preceding block.

Lecturers should:

- Encourage and motivate all students to complete and submit their assignments on time
- Use formative assessment strategies which are relevant to the learner, including strategies for motivating learners
- Provide learners with structured, detailed and constructive (oral and written) feedback from an assessment within an agreed timeframe. Feedback should be motivating and emphasise progress, achievement and how to improve.
- Identify opportunities to assess and improve learners' knowledge and understanding during study, where appropriate
- Keep tracking records of the results of all assessments (formative and summative)
- Ensure all annotations on students' assignments are sufficiently comprehensive for adequate Internal Verification sampling activity including all levels of grade (refer, pass, merit, distinction)
- Engage and participate with module leaders/internal verifiers in assessment standardisation activities
- Engage with and be responsive to verification comments relating to the grading and feedback of assessments
- Complete grading and feedback activity within the set schedule to enable grade release
- **Complete grading within four working weeks (20 working days) for HND programmes and three working weeks (15 working days) for top-up degree programmes.**

Evaluation & Enhancement

All Lecturers must

- Ensure all records are completed in a timely fashion
- Present to the programme/module leader, commentary in order to contribute to an evaluation of the module they have delivered and assessed, including:
 - Reflections of delivery, content and assignment
 - Review of student feedback
 - Analysis of student engagement and academic success data

Additional activity related in support of the Lecturing Team

Programme and Module Leaders will

- Prepare a scheme of work and have lesson plans for every class which embeds Equality & Diversity and skills development
- Set SMART (specific, measurable, attainable, relevant, timely) summative assessments against the learning outcomes
- Ensure summative assessment tasks challenge students and allow students to attain at the highest level and demonstrate that they have fulfilled the learning outcomes for their qualification
- Develop an assessment schedule at programme and module level is in place
- Draft an IV schedule and is communicated to the team
- Use a variety of assessment methods – essay, report, observation, professional discussion, oral and written questioning of learner, practical assignment, video and recording etc appropriate to the needs of the learner
- Employ differentiated assessment techniques where appropriate
- Ensure that assessment methods take account of learners' abilities
- Plan assessment to ensure that it is an integral part of the learning experience
- Ensure assessments enable all learners to achieve their best and to have their efforts recognised
- Develop industry/field visits and guest masterclasses
- Review and develop work placement opportunities to enhance application of learning
- Schedule Internal Verification throughout the learning process - interim (i.e. formative) as well as summative assessment decisions should be included in the IV sample
- Ensure all assessment briefs are IV'd prior to distribution to students
- Ensure regular sampling is carried out of assessor's decisions across all aspects of assessment (the sample should be increased for unqualified assessors). IV is a tool to support assessors
- Lead regular meetings with assessors to standardise the teaching and assessment process.
- Ensure all IV records are full and accurate
- Collate and produce module and programme evaluations based on lecturer feedback/reports
- Review currency of programmes (national and internal) being offered by college
- Develop or update teaching programmes in line with awarding organisation, student or industry requirements

Programme Design, Development and Approval

All the programmes delivered by UKCBC are fully designed and approved by the respective awarding organisation/ University. Where change of any optional module in a programme of learning is deemed necessary, the programme Leader in collaboration with the awarding organisation and the Director of Studies for HND and AAT programmes /Academic Director for University programmes will consider the following points as part of the development process:

- Identify need/requirement/expectation of changed content/module/programme
- Provide evidence of the above
- Can the change be accommodated within rules of combination of existing national qualifications provided at the college?
- Does the teaching department have relevant skills and resources to deliver required change?
- Any disadvantage to the students if change is implemented
- What are the benefits of the change?
- Evidence of support for the change from various stakeholders
- Timeframe for implementation of the changes

While ensuring that such change of optional modules/units is permissible within the regulations of the awarding organisation/university, the Programme Lead will present a rationale document to the Academic Quality & Standards Committee for approval.

On approval the details of the change is to be communicated to all relevant stakeholders including students and prospective students if the change has significant implications on them, e.g. addition of new modules to be delivered on days or times different to timetable provided; changing an assignment from case study to work based portfolio.

The impact of this strategy will be monitored by College Management Committee through the Academic Quality & Standards Committee as collated and analysed by the Director of Studies. Actions plans and areas of good practice will be disseminated under the leadership of the College Management Committee.