

A photograph of a classroom with students sitting at desks, using tablets. A teacher is standing in the background. The image has a purple tint.

Teaching, Learning and Assessment policy

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Document status:	Draft 1
Date:	October 2020
Review date:	October 2021
Version:	ATL 1.0
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Approval Board:	ATL Board of Directors

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1. Policy intent:

The key strategic aim of this policy is to

As a leading provider of education and training and a holder of public and private funds, Aspiration Training has a duty to ensure that teaching, learning and assessment are of the highest standard and are at the core of all provision. The key strategic aims of this policy have been developed in line with the *Professional standards for further education teachers and work-based learning practitioners in Wales* (Welsh Government, 2017), the Estyn Common Inspection Framework (2017) and the Ofsted Education Inspection Framework (2019), to ensure that all learners are:

- taught in an innovative and engaging manner
- are assessed using a wide range of techniques
- supported to develop the relevant knowledge, skills and behaviours to successfully achieve their qualification to enable them to progress into work or to the next level of employment or education / training
- ensure that learning, learner safety and learner wellbeing are at the core of all teaching, learning and assessment activities

2. Scope of policy:

This policy applies to all teaching, learning and assessment activities undertaken with Aspiration Training learners. This policy and procedure cannot be viewed in isolation and must be read in conjunction with the following documents and policies:

- ATL Assessment policy
- ATL Complaints, Compliments and Comments policy and procedure
- ATL Continuing Professional Development (CPD) policy and procedure
- ATL Equality and Diversity policy
- ATL Careers Education, Information, Advice and Guidance policy and procedure
- ATL Invigilation policy and procedure
- ATL Observation of Teaching, Learning and Assessment policy and procedure
- ATL Safeguarding policy and procedure

3. Impact on the learner:

The implementation of this policy will ensure that all learners can expect the highest standards of teaching, learning and assessment to support them in the successful achievement of their qualification, and in progressing to the next level of employment or training.

4. Definitions:

4.1 Teaching:

A planned approach to provide someone with knowledge or training.

4.2 Learning:

To gain knowledge of a new skill or activity.

4.3 Assessment:

The judgement of the amount, value, quality or importance of something.

5. Procedure:

5.1 Curriculum Planning

To achieve the key strategic aims for Teaching, Learning and Assessment Aspiration Training will continuously develop a range of programmes that offer opportunities to every member of the community by:

- Annually reviewing the content and range of programmes, taking account of the needs and demands of its learners, business and the community, meeting the strategic priorities of the organisation and responding to local, regional and national priorities.
- Ensuring that the portfolio of programmes offered is a direct result of a robust curriculum and business planning process which considers need, quality and viability.
- Embedding personalised learning in teaching, learning and assessment practices in order to make a significant contribution to the development of learners' wider employability, life and learning skills, whilst ensuring learners are effectively challenged and attain at the highest levels.
- Harnessing technology to provide flexible, appropriate and accessible learning resources that provide choice and encourage opportunities for independent learning.
- Ensuring programmes are planned, delivered and assessed in a manner which supports individual learner progress and success.

5.2 Teaching, Learning and Assessment

To ensure that teaching, learning and assessment of the highest quality, Aspiration Training is committed to the following principles and hallmarks of best practice:

Equality, Equity and Entitlement

- All learners have access to appropriate learning opportunities
- The promotion of inclusive practice
- Learner diversity is promoted and celebrated

Aspiration Training adheres to the Joint Council for Qualifications (JCQ) guidelines (*Adjustments for candidates with disabilities and learning difficulties*) to ensure access arrangements and reasonable adjustments are fair, consistent and transparent, particularly in relation to assessment, moderation and examination of all parts of a qualification / framework.

Professional Standing

- Delivery staff are qualified or have extensive vocational competence in their vocational subjects and have achieved, or are working towards, the relevant professional delivery qualification
- All new delivery staff achieve appropriate qualifications within agreed timescales
- All delivery staff are committed to continuously improving their performance by undertaking regular professional development to maintain up to date industry expertise and knowledge of Awarding Body and legislative requirements.
- All delivery staff adhere to the professional standards of the sector through Aspiration Training policies and procedures.
- All delivery staff are supported in developing outstanding practice.

Differentiated and Personalised Learning

- Delivery staff personalise learning based on individual knowledge, skills, behaviours, understanding, abilities and attitudes.
- Robust initial advice, guidance and initial assessment ensures support and challenge needs are identified and met at the earliest opportunity.
- The planning of teaching, learning and assessment takes into account learner experience to ensure every opportunity is taken to promote and increase access to Welsh language and culture (Wales delivery).
- Teaching motivates learners and engages their interest in learning.
- Teaching identifies, explores and corrects misconceptions.
- Sessions are planned to actively stretch and challenge learners.
- Learners are supported and guided in becoming active and curious learners who:
 - create their own hypotheses
 - ask their own questions
 - coach one another
 - set goals for themselves, monitor their progress and experiment with ideas for taking risks
 - know that mistakes and 'being stuck' are part of learning
 - expect to be stretched and challenged
- Work is sufficiently varied and challenging to maintain learner engagement, but not so difficult as to discourage them.
- Assessment is both formative and summative and supports learning both in and out of the workplace.
- Learners take an active role in their learning through: planning, learning approaches, monitoring progress and feedback.

- Sufficient time is always given for learner reflection, enabling them to review what they have learnt and how they have learnt it.
- Learners know their levels of achievement and make progress towards their goals.
- Initial assessment information, together with knowledge of factors that might influence learner progress, is used rigorously to shape teaching and assess its impact.
- A relentless focus on learners staying on track through regular monitoring of progress, and early intervention at the point at which learners begin to fall behind.
- Individual Learning Plans are integrated into the learning process to enable learners and employers to clearly see how they are progressing.
- Consistent approach to sessions that includes opportunities for learners to set and review individual targets.
- Vocational and Skills Coaches draw attention to small steps in learning, and provide frequent, task-based feedback.
- There is always a focus on higher order thinking skills and learning how to learn.
- There are frequent opportunities for all learners to extend the breadth and depth of their learning including, but not limited to, Literacy, Numeracy and Digital Literacy.

Assessment

- A range of assessment methods are used.
- All learners receive regular developmental feedback that clearly outlines strengths and areas for development.
- Spelling, punctuation and grammar is corrected to support the development of literacy skills as required in the workplace.
- Maths skills are developed in line with employer expectations.
- Digital skills are developed in line with employer expectations and the modern workplace.
- To ensure learners can benefit from constructive feedback, it is expected that uploaded learner work is assessed and returned to Learners within 21 days. In exceptional circumstances where this is not possible, learners will be contacted within the 21-day period and clearly advised as to when they might expect to receive their assessed work.
- Regular checks are made on the quality of assessment and feedback.
- Assessment reflects current industry best practice.

Monitoring learner Progress

- Regular formative and summative checks of learning are made and learners are fully aware of their progress.
- The outcomes of progress reviews influence future learning.
- Learners are involved and supported in setting personal learning goals and monitoring their own performance.
- Constructive feedback is given to learners on their efforts and achievements in every learning activity.
- Detailed and up to date records are kept of learner progress, including monitoring the impact of Additional Learning Support.
- 100% attendance and punctuality at sessions are the expectation for all learners.

Teaching Standards

- The requirements of qualifications and awards are interpreted and standardised consistently.
- Systems for assessing, standardising, moderating, and internally quality assuring the quality of learners' coursework is planned and in place for all courses, consistently applied and shared with learners.

- An open and fair assessment policy and appeals system is available to learners.
- Accurate records are maintained of assessment and appeals decisions.

Reflective Practice

- All staff recognise the importance of critically reflecting upon their own professional practice and that of others.
- Staff evaluate their own and others' performance, and identify opportunities for their personal and professional development through sector reviews, programme reviews, the self-assessment process and observations of teaching, learning and assessment (OTLAs).
- Delivery staff analyse and discuss their own practice and plan action to improve their teaching, thereby raising the achievements of their learners.
- Staff are up-to-date on current research and practice in education and learning.
- Staff are up-to-date on relevant industry standards and practice.

5.3 Learning Technology

- All learners are provided with access to learning technology
- Where environments can accommodate it, learners are provided with access to information, resources and materials through Smart Assessor.
- All learners have an ILP with regular target setting and progress reviews.
- All learners have the opportunity to work flexibly and independently.
- All learners and staff are encouraged to continuously develop their skills in IT.
- Learners are confident users of IT related to the world of work and relevant vocational sectors.

5.4 Additional Learning Support

For many learners ensuring adequate progress will require additional learning support. A comprehensive individual support plan is detailed on the learner ILP. The plan will outline the profile of the learner and include access arrangements and recommended teaching and learning strategies in order to achieve.

5.5 Quality Assurance and Improvement

- Learning provision is continually evaluated.
- Surveys of learners' views of their experiences are used to inform, evaluate and improve curriculum provision.
- Employers' views of provision are used to inform, evaluate and improve curriculum provision.
- Compliments, concerns and complaints about provision are systematically sought, investigated, recorded, evaluated and used to improve curriculum provision.
- External reviews of learning provision (External Quality Assurance / EQA visits) are effectively acted upon in a timely manner.
- Self-assessment and annual development planning are undertaken for all learning programmes.
- Supportive activities for the sharing of best practice in teaching and learning take place throughout the year.

5.6 Appeals Against Assessment Decisions and Processes

In order to ensure fairness and consistency, all assessments are conducted in line with strict Internal Quality Assurance (IQA) processes, and any assessment decisions remain conditional subject to any External Quality Assurance (EQA) processes required by the relevant Awarding Organisation. To this end, 'assessment' refers to marking, moderation of internally marked work, examinations and processes relating to the quality assurance of both core and practical elements of a qualification.

5.4 Conflict of Interest

A conflict of interest is a situation in which an individual, or organisation, has competing interests or loyalties. Conflicts of interest could compromise, or appear to compromise, the integrity of decision-making and / or assessment processes.

Conflicts of interest can arise in a variety of circumstances and below are examples of some potential conflicts, which may include but are not limited to:

- Where the training delivery function and the Internal Quality Assurance (IQA) function are conducted by the same member of staff;
- Where a member of staff has friends or relative undertaking qualifications and / or assessments with the same training provider;
- Where a member of staff is invigilating an examination with a Learner(s) with whom they have had a significant input into the content delivery;
- Where a member of staff is invigilating an examination with a Learner(s) where there is a vested interest in the outcome, eg; performance target;
- When an individual has interests that conflict with his or her professional position;
- When an individual has a position of authority in one organisation that conflicts with his or her interests in another organisation;

Aspiration Training takes every opportunity to ensure that conflicts of interest are avoided. Where conflicts of interest are identified or reported, Operational Directors are required to investigate and put in safeguards to mitigate any risk to the integrity of the programme or the qualification affected. Any conflict of interest identified after the fact must be investigated and the findings reported to the relevant Awarding Organisation.

6. Responsibilities:

6.1 The Board of Directors:

- Ensuring Aspiration Training is fully compliant with legal requirements
- Ensuring effective implementation of this policy
- Ensuring this policy is reviewed on a regular basis

6.2 Managers:

- Ensuring this policy is fully supported by their team
- Ensuring that all employees are aware of this policy and receive adequate training to ensure its implementation
- Ensuring resources are available to ensure the full implementation of this policy

6.3 Staff:

- Ensuring this policy is fully implemented
- Ensuring that appropriate CPD is identified and undertaken

7. Communication:

This policy is available on the Aspiration Training website and may be provided in hard copy upon request. This policy is available in Welsh on the Aspiration Training (Wales) website.

8. Monitoring and review processes:

This policy will be reviewed on an annual basis, or when statutory guidance changes, to ensure it continues to meet the needs of the organisation and its stakeholders. The review will be conducted by the Aspiration Training Board of Directors.

9. Contact details:

If you would like to discuss this policy further, please contact:

Wales	England
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