

**Plumpton College**  
**Teaching, Learning & Assessment Policy**

**1. Scope and Purpose**

- 1.1 The purpose of the policy is to set out the Teaching, Learning & Assessment the College commits to all learner groups enrolled at Plumpton.
- 1.2 The College recognises that different client groups will have differing needs and the policy is designed to ensure consistent, effective and fair treatment for all. This policy has been impact assessed to ensure that it does not adversely affect staff on the grounds of sex, transgender, marital or civil partnership status, racial group, nationality, sexual orientation, religion or belief disability or age.
- 1.3 The policy should be read in conjunction with other College policies and procedures including the information, advice & guidance policy, the student code of conduct, equality & diversity policy and student disciplinary policy. Higher Education students should also refer to the University of Brighton Teaching, Learning & Assessment Policies and Procedures.

**2. General Principles**

- 2.1 Plumpton College is committed to continuously improving the quality of teaching, learning and assessment for all learners. The College curriculum structure and organisation will:
- Increase access to high quality learning.
  - Remove barriers to learning.
  - Increase the effectiveness of learning.
  - Support and enable learners to take responsibility for their learning.
  - Enable learners to have assessment which takes account of their particular circumstances.
  - Allow all learners to have access to a range of assessment methods which are fair, timely and meet learners' individual needs and those of the awarding bodies.

- 2.2 The College will make every effort to ensure that this policy reflects the best principles of 'inclusive learning' and matches the individual needs of learners whenever reasonably practicable.
- 2.3 The learning experience of students at the College includes input from external agencies to the College, e.g. careers, work providers etc.

### **3. Responsibilities of Staff**

- 3.1 The Principal has overall responsibility for the implementation of the Teaching, Learning and Assessment policy. This responsibility will be developed and managed by all staff involved in curriculum delivery, learner support and assessment.
- 3.2 Heads of Department will monitor the implementation of this policy with support from Programme Leaders through formal observations of teaching / learning, teaching practice visits, sampling of programme documentation, team meetings, examination boards etc.

### **4. Learner Curriculum Entitlement**

- 4.1 The College commits to ensure that learners have equal access and entitlement to unbiased information, advice and guidance on the most appropriate learning programmes to meet their individual needs. There is a recognition and accreditation of prior learning (APL) where appropriate.
- 4.2 Learners are provided with a safe and secure environment in which to learn, a timetable of learning activities and a thorough induction programme provides learners with a smooth transition into their learning programme. This includes the initial assessment of students on enrolment to ensure that learning opportunities reflect the needs of individual learners.
- 4.3 In addition to advice and guidance regarding learning programmes and careers advice (for further information see the information, advice & guidance policy) learners are provided with regular tutorial support to develop and review plans for

learning, pastoral support to help achieve learning goals and support from a range of support services, e.g. student services, admissions, counselling, wardens etc.

- 4.4 The College commits to provide a learning programme which is challenging and motivating to help learners meet their full potential and which meets the needs of employers, other educational institutions and awarding bodies. The curriculum of programmes is reviewed by employers (via Curriculum Advisory Panels [CAPs]) and the vocational curriculum meets industry standards and prepares learners for work or further study. Programmes also have regular internal verification arrangements to ensure they are meeting awarding body/syllabus requirements.
- 4.5 The curriculum also integrates and supports basic, key and study skills in a contextualised manner, includes work experience and educational visits which contribute to the learning experience and reflects the College commitment to equality of opportunity.
- 4.6 Learning programmes are delivered by appropriately qualified staff who are responsive to and supportive of the needs of individual learners and learning programmes are resourced appropriately to meet learning outcomes. Learning programmes employ a range of teaching and learning styles and strategies to meet learner needs.
- 4.7 Students have opportunities to comment and take an active role in developing programmes through learner membership of programme teams, Academic and Quality Committee, learner surveys, representations on staff/student liaison committee and the College Corporation. Students also have access to the College academic regulations, appeals and complaints procedures through the Student Diary, Plumpton Online, the Student Handbook, Student Intranet, Student Services and tutors.

## **5. Assessment entitlement**

- 5.1 Assessment is a vital part of the learning and teaching process. In addition to providing a measure of the students' achievement on qualification-based courses, it also provides diagnostic information that assists both staff and students in the ongoing improvement of the learning and teaching process.

- 5.2 A planned assessment/assignment schedule will be made available to learners for each module/unit of their course. Each assessment must take into account individual learners' particular needs and there is equality of opportunity to assessment.
- 5.3 The chosen format and method of assessment must be appropriate to the qualification. All assessments and assignments must clearly state the criteria necessary to attain levels of achievement and must be conducted rigorously and accurately and in accordance with the awarding body's published standards.
- 5.4 Assessments/coursework developed and delivered by College staff must be conducted by reference to open and defined standards described in marking/assessment schemes, covering the required skills, knowledge and understanding.
- 5.5 Assessment materials must be presented in clear and unambiguous language and must differentiate only on the basis of a student's knowledge, skills and understanding. Such materials must be free from any overt or covert discrimination against an individual, either in wording or content.
- 5.6 All programmes have appropriately qualified assessors and internal verifiers and a moderation process is in place for assessments and assignments across all levels of College provision.
- 5.7 Students will be provided with full and clear feedback on assessments with opportunities to discuss assessment/assignment grades with academic and programme leaders and to receive guidance on how they can improve. Students are also entitled to receive feedback from work providers, where relevant.
- 5.8 The results and grades of formative and summative assessment will be in line with academic and awarding body regulations and students are entitled to access results and grades of assessment in line with academic and awarding body regulations. A termly report will be sent to parents (for students under the age of 18)
- 5.9 If a student believes they have been unfairly assessed they should refer to the appeals procedure against an unfair assessment (contained in academic regulations) and if necessary, the College complaint's procedure which is accessible on the corporate information page of the College website. The student will be provided with

information on how to appeal to the awarding body should the College process not satisfy them.

## **6. Learner responsibilities**

- 6.1 Students are required to adhere to the Student Code of Conduct and Learner Responsibilities (details are provided in the Student Handbook).
- 6.2 Learners must take responsibility (with support) for their own learning. This includes attending tutorials, lessons, assessments and other learning opportunities regularly, on time and prepared. Students must arrive appropriately dressed for practical lessons and assessments.
- 6.3 Students must submit assignments/assessments on time as detailed on the assessment/assignment. Failure to do so may result in the grade for the assignment being capped or the student failing the module where awarding body regulations allow this. Students are responsible for informing the Programme Leader and/or their tutor of any reason why assessments/assignments cannot be completed on time prior to deadline.
- 6.4 Students are required to attend examinations 10-15 minutes before the scheduled start and be fully prepared. Students found guilty of academic misconduct, such as plagiarism, will face disciplinary action and possibly expulsion (see student disciplinary policy).

## **7. Learner progression**

- 7.1 The College recognises and is committed to the progression of every student in his/her ambition to career development, academic achievement and personal development. This is supported through the College tutorial system. In addition external agencies such as Connexions and Aimhigher play a significant role in supporting learner progression at Plumpton.

## **8. Ownership and Review of the Policy and Procedure**

- 8.1 The review of the policy will be in conjunction with Programme Leaders and Heads of Department. The statements in this policy will be evaluated in the department self assessment report. This will help in the continued implementation of the policy.
- 8.2 The policy will be reviewed by the Academic Committee at the first meeting of the academic year every two years.

Approved By: Academic Committee

Date of Approval: Tuesday 27 April 2010

Frequency of Review: Every Two Years

Date of Next Review: Sep 2012

(The policy will be reviewed by the Academic Committee. However, the SMT is delegated to approve minor changes to the policy in response to legal changes and best practice).