

Learning, Teaching and Assessment Policy

Scope and Purpose of Policy

This policy provides a framework for creating **excellent learning, teaching and assessment** across Cardiff and Vale College in every aspect of curriculum, support and delivery. It establishes general principles that are applied in more specific policies such as the College's Key Priorities for Excellence in Learning, teaching and assessment. It also provides a framework for student entitlement in relation to assessment as assessment is at the heart of the learning experience of learners. It reflects the values and strategic objectives of the College. It applies to all members of the College community.

Policy Statement

Cardiff and Vale College's mission is to transform lives by unlocking potential and developing skills. The College values learning and recognises that learning occurs in many settings, both formal and informal. The College facilitates learning for academic, vocational, social and personal purposes in a wide variety of disciplines at all levels to learners from diverse social and cultural backgrounds. In all its activities, the College aspires to be a learning organisation in which all members, learners and staff, are committed to their learning and that of others. We want to ensure that learners studying at the College gain **excellent knowledge, understanding, skills and habits of mind**, which lead to successful completion of their studies, meaningful and sustainable employment, progression onto Further or Higher Education and a commitment to Lifelong Learning.

To achieve this, the learning, teaching and assessment process must be systematic and supportive. It must embed assessment as part of the learning process rather than an end product. The College's Quality Procedures (incorporating the Judged Observation Procedure, Good Practice Observations, Learning Walks and Internal Review) are developmental in focus and one founded on continuous improvement in all learning, teaching and assessment.

General Principles

Cardiff and Vale College is committed to:

- 1. A focus on learning**

The purpose of teaching is to enable active and positively reinforced learning. A central focus of the College is therefore the provision of environments that promote high quality, differentiated learning and inclusivity.
- 2. Developing the skills needed for life and work**

The College will enhance the ability of its students to read, write and speak in English or Welsh, and to use mathematics at a level in order to function and progress in work and society. It will also develop the skills of learners to think critically, be reflective in their actions, to apply their skills and knowledge to progression, to behave ethically and to make informed decisions.
- 3. Promoting active and positive learning**

The College will provide learning, teaching and assessment activities that actively engage learners in learning and promote learner ownership and responsibility for the learning process. These activities will involve both autonomous learning and collaborative learning. Learning will be underpinned by positive reinforcement and effective assessment for learning strategies which will ensure the provision of quality feedback to learners and teach learners to receive feedback positively and use it to effectively improve their work.
- 4. A learner-centred approach**

The College will enable access to education by a wide range of learners. The learning, teaching and assessment activities offered will accommodate the diverse backgrounds and needs of its learners by using a range of stimulating learning styles and reflect real progression opportunities for learners in sustainable environments.
- 5. Providing learning pathways**

The College will provide a wide range of courses that both enhance full career opportunities and provide progression to employment and other programmes of study. It will also help learners to make learning choices that are appropriate to their career direction.
- 6. Flexibility in its programmes of study**

The College will design and deliver its programmes of study in a way that is responsive to the needs of its learners, local community and economic business drivers.
- 7. Recognising prior learning**

The College acknowledges that all learners bring an element of relevance to knowledge, skills, attitudes and beliefs to the learning environment. The College will formally recognise this prior learning where this is educationally appropriate. When not formally recognised, prior learning will be acknowledged

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and built on by teachers.

8. Enhancing both employability and lifelong learning

The College has the dual responsibility of enhancing the employability of its learners and developing their effectiveness as lifelong learners. It recognises that in the majority of cases it's at Level 3 that learners become economically sustainable in the jobs market.

The College will support learners to develop their skills in Welsh language and enable them to contribute to the Welsh culture and community.

9. Continuous improvement of teaching, learning and assessment

The College will ensure that learning, teaching and assessment are continuously improved using the quality cycle (Plan-Do-Review-Improve). This includes regular review of all courses involving consideration of feedback from all key stakeholders, both internal and external. The College's Quality Procedures enact the Learning, teaching and assessment Strategy and are focused on continuous improvement in all learning, teaching and assessment.

Judged Observations, Good Practice Observations, Learning Walks, Internal Reviews and CPD are the mechanisms through which the College aims to continually improve learning, teaching and assessment and embed the following guiding principles for teachers and managers:

- Seeing learning, teaching and assessment as their main priority
- Regular dialogue about learning, teaching and assessment with other teachers, Teaching and Learning Champions, and managers
- Regular reflection on learning, teaching and assessment practice
- Supporting others to improve
- Experimenting with learning, teaching and assessment practice
- Recognise, share and transfer good practice
- Encouraging a culture of openness in which staff work together to improve the learning experiences

10. The scholarship of learning, teaching and assessment

The College will support teacher enquiry into teacher and learner pedagogy, and the sharing of the results of this enquiry with others in their communities of practice.

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Operational Principles

Cardiff and Vale College will ensure that:

1. Learners are supported in their learning

The College will provide its learners with:

- 1.1 Guidance and support from first enquiry to completion of course and beyond
- 1.2 Quality learning resources
- 1.3 Effective classroom management that creates an environment that is conducive to learning
- 1.4 Timely and helpful personalised feedback on their learning
- 1.5 Work-integrated learning
- 1.6 Recognition of prior learning (RPL) and credit transfer arrangements
- 1.7 Assessment that is fair, transparent, consistent and aligned with stated learning outcomes
- 1.8 Support to improve the essential skills of learners
- 1.9 Support for learners with individual learning needs

2. Courses are of high quality

All courses will:

- 2.1 Have a clear purpose
- 2.2 Have clear statements of course aims
- 2.3 Have equivalence across all sites and modes of delivery
- 2.4 Focus on employment-related outcomes and/or career development
- 2.5 Have a coherent programme of subjects, modules or units that is consistent with its aims
- 2.6 Have clearly defined access and progression routes
- 2.7 Be subjected to regular formal review

3. Modules or units are effectively designed and delivered

All modules and units will:

- 3.1 Have clear statements of learning outcomes
- 3.2 Have learning activities that are designed to achieve those learning outcomes
- 3.3 Have assessment activities that are aligned to the learning outcomes
- 3.4 Be evaluated both informally and formally with the aim of continuous improvement of student learning
- 3.5 Be subjected to regular formal review
- 3.6 Be taught by teachers with appropriate levels of up-to-date knowledge and skills

4. Assessment as a fundamental process used to promote learning and achievement (Formative Assessment)

All teachers will:

- 4.1 Explain learning aims to learners and check their understanding
- 4.2 Demonstrate the standards learners are required to achieve and help them recognise when they have achieved that standard
- 4.3 Give effective feedback on assessment decisions so that learners are motivated and empowered to improve
- 4.4 Demonstrate high expectations and raise aspirations by helping students believe they can improve on their past performance and achieve to their full potential
- 4.5 Provide regular opportunities for teachers and learners to reflect on past performance and review learners' progress
- 4.6 Develop learners' self-assessment skills, so that they can recognise what aspects of their own work they need to improve
- 4.7 Develop learners' peer assessment skills

5. Teachers are supported in their practice

The College will enhance the effectiveness of its teachers by:

- 5.1 Providing and maintaining resources and facilities to support learning, teaching and assessment
- 5.2 Developing the use of educational technologies to support teaching and learning
- 5.3 Recognising and rewarding excellent teaching and teaching support
- 5.4 Ensuring access to ongoing professional development for teachers e.g.:
 - Skills for teaching
 - Awareness of meeting the needs of learners
 - Legislative requirements
- 5.5 Sharing good practice across the College
- 5.6 Encouraging the scholarship of teaching, learning and assessment
- 5.7 Ensuring staff have clear understanding of curriculum development and other sector developments

Definitions

Accreditation of Prior Learning

The recognition of knowledge and skills currently held, regardless of how, when or where the learning occurred.

Scholarship of Teaching and Learning

An evidence-based approach to improving student learning based on teacher enquiry into teaching and learning and sharing the results of this enquiry within the College and externally.

Work-Integrated Learning

Learning activities that use the workplace as a site for learning.

Inspirational. Inclusive. Influential.
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www.cardiffandvalecollege.ac.uk

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Equality and Diversity Statement

In accordance with College procedures, an Equality Impact Assessment was undertaken for this policy on 31 August 2012.

Health and Safety Implications

- There are no Health and Safety implications

Linked Policies

- Quality Policy
- Internal Verification Policy
- Student Charter
- Complaints Policy
- Learner Assessment Malpractice Policy
- Staff Assessment Malpractice Policy
- Tutorial Policy

Linked Procedures

- Judged Observation Procedure, Student Complaints Procedures, Submission of Work Procedures, Investigation of Alleged Malpractice Procedures, Procedure for Appeals Against Assessment

Location and Access to the Policy

This is available from the website/ staff intranet/ Moodle and may be out of date if printed.

Date approved: 16th October 2014

Approved by: CQSA

Review date: 12/08/17

Responsible Manager: Vice Principal Curriculum and Standards EE

Executive Lead: Principal

Accessible to Students: : Yes

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