

# TEACHING, LEARNING AND ASSESSMENT HANDBOOK

Policy Group: Quality and Curriculum Group 4

Effective: 01/05/2019

Approved: Gail Crossman

Responsible officer: Stephanie Hudson

Next renew due: 01/05/2020

Ref no.: 4.3

# GUIDANCE

Values | Vision | Tone of Voice



## Vision

Transforming lives through learning

## Tone of voice

Our tone of voice takes its direct influence from our core values.

We are passionate about people and learners and are driven to get the best out of everyone by getting to understand them. We are caring and supportive, as well as being determined and strive for growth. We talk with purpose and enthusiasm in a way that connects and empowers people.

Innovation is at the heart of Learning Curve Group and we're always thinking about what's next!

## SUMMARY CHANGES

Date	Page	Details of amendments
<b>March 19</b>	<b>All</b>	<b>Full document review to combine a variety of Policies and Procedures into a handbook.</b>

## I. INTRODUCTION

Here at Learning Curve Group (LCG) we ensure that our core values take priority when conducting quality assurance activities. This policy aims to develop, support and achieve high quality teaching and learning form part of the overall self-assessment and quality improvement processes. The data and information extracted from the observation of teaching, learning and assessment, feedback from learners and reviews of documentation will be used to inform the annual self-assessment report for LCG and to shape development priorities

### Applies to:

Learning Curve Group is one of the largest national training providers in the UK, providing education and training nationally. In October 2018 Profound Services Limited and Northern Care Training Limited joined the Learning Curve Group family. This handbook has been adapted by the Group and is to be adhered to by delivery staff across the three companies.

### Reason for handbook:

To ensure that:

- Colleagues have clear information, advice and guidance given with regard to LCG expected standards of teaching, learning and assessment and the strategies that will be implemented to achieve these across all LCG, Profound Services Limited and Northern Care Training (NCT) contracts. Exceeds or meets expectations for teaching, learning and assessment is the standard for all staff facilitating learning activities.
- Colleagues follow the Professional Standards for Teachers and Trainers in the Education and Training Sector.
- Each learner is supported to achieve their full potential whilst studying at Learning Curve Group, through this and our robust information, advice and guidance mantra.
- Each learner's experience of learning is wholly positive.

## II. HANDBOOK AND POLICY STATEMENT

### Learning Ethos and Expectations

**Our commitment is that we will:**

- Be an inclusive institution aiming to meet the needs of learners and aim to establish an ethos based on an excellence within a safe supportive learning environment.
- Place learners will be at the center of everything we do and our expectations of them are high.
- match individual learners' needs and the courses and support offered.

- Consider previous learning experiences will be considered, and all delivery colleagues will ensure a differentiated approach to the curriculum offer and delivery of learning programmes.
- Provide a range of learning environments will be provided to encourage independent and flexible learning.
- Provide learning resources appropriate to learning styles will be employed and the use of technology will be maximised.
- Provide learners with a breadth of learning experience incorporating the development of functional and a focus on personal development, behavioral and welfare.
- Ensure learners will receive support, advice and guidance through their learning programmes.

## **Teaching and Tutoring**

Our commitment is that we will:

- Provide high quality teaching and learning and we will commit to the continuous improvement of the learner experience.
- Ensure teaching and learning will focus on motivating learners and building skills.
- Provide learners with challenging targets to raise aspirations and ensure their potential is reached.
- Encourage all staff to reflect on their current practice, develop strategies to enhance teaching, tutoring, learning and achieve on result which is beyond expectations.
- Ensure continuous professional development (CPD) events are held both internally and externally to remain competitive and consistent.
- Ensure the Quality Development Managers provide our staff with ongoing coaching and support in the form of the Training Needs Analysis.
- Ensure the coaching and development cycle is companywide and is a tool to develop and measure impact.

## **Assessment**

Assessment will take place regularly through any programme on a formative and a summative basis and serve the following purposes:

- Assessing an individual's progress to ensure constructive feedback to identify future achievements and feed forward for future successes and there will be every opportunity to stretch beyond the standards.
- Assessing an individual's performance to allow formal grading and certification. Individuals who leave the course early will be accredited with partial unit achievement.
- Checking on the development of learners' progress in a particular programme to inform the deliverer and management of distance travelled in relation to progress towards achievement.

The approach to assessment follows the following principles:

- Within any restrictions imposed by awarding organisations the assessment process should always be appropriate for each individual learner.
- Learners will be made aware of the procedures for appeal against assessment decisions both internally and externally.
- Formal assessment will always comply with awarding authority regulations and adequate preparations for such assessment should be scheduled into every programme.
- Special assessment requires to be applied for when appropriate through Awarding Organisation.
- Initial assessment will be carried out to determine any additional learning support needs and advice given.
- The centre when receiving the portfolio from a learner should record who received the portfolio, candidate name, when the portfolio was received, assessor name and where it has been stored. When the portfolio is returned to the learner it should be signed for. The centre must store all retained portfolios in a secure store.

In situations where a portfolio cannot be found then a full investigation will be triggered by the Internal Quality Assurance (IQA).

The External Quality Assurance (EQA) will be contacted for guidance and at this time the Internal Quality Assurance will discuss the photocopied assessment evidence and the centre holds on the candidate. It may be a requirement that assessment and or evidence collection will need to be repeated. All awarding organisations require centres' to retain record for a minimum of 3 years to make them available for certification queries. These records should be scanned and contain details of Learner, Assessor, IQA, enrolment and registration. These records should be supported by the assessment records and verification documentation. Portfolios should be returned to the learner following the EQA's and Examiners' visit. Copied assessment records will be retained by the Centre.

### III. RELATED POLICIES, PROCEDURES AND GUIDANCE

[Awarding Organisation Guidance](#)

[Delivery Staff Handbook](#)

[Whistleblowing Procedure](#)

[External and Internal Assessment Policy and Procedure](#)

[Conflict of Interest Policy](#)

[Complaints Procedure](#)

## Appendix

### **Learner Appeals Procedure**

(To be issued to all learners' at Induction and reinforced at each assessment)

If you are dissatisfied with an assessment outcome you have the right to appeal. There are 3 formal stages in the Appeals Procedure and each stage must be exhausted before proceeding to the next one.

Reasons for appeal are likely to be:

- You do not feel that you were given adequate access to assessment.
- You were not satisfied with the methods used by your Trainer/Tutor to assess your work
- You feel that there is an element of bias in your assessment

You are advised to keep your own copies of all documents used in the Appeals procedure. For candidates who are unable to place their appeal in writing will have access to an alternative method.

#### **Stage 1**

Having received a decision and feedback as to your claim to competence achievement with which you are not satisfied, you have the right to appeal directly to your delivery colleague member, who has carried out the assessment, within 10 working days. This appeal must be in writing and clearly indicate:

- The points of your disagreement and your reasons
- The evidence within your portfolio/e-portfolio which you believe meets the requirements of the learning outcomes

#### **Stage 2**

If you are not satisfied with the outcome of your Stage 1 Appeal, you can then appeal to the Internal Quality Assurer within 10 working days.

Your Appeal must be in writing, you do not need to repeat the detail provided at Stage 1, as all of the documentation used at Stage 1 will have been passed to the Lead Quality Assurer from your delivery staff member.

#### **Stage 3**

If you are not satisfied with the outcome of State 2 Appeal, you can then appeal directly to the Quality Assurance Manager who will review all documentation presented and provide an outcome.

#### **Stage 4**

Before proceeding to Stage 4, you must have exhausted (all) the Internal Appeals Procedure of Learning Curve Group. Your appeal must be presented to the

appropriate Awarding Organisation via the Head of Quality OR Director of Performance and Development.

**Stage 1** You wish to appeal against procedure/decision. You appeal to your Delivery Colleague Member:

Delivery Colleague Name: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Date Appeal lodged: \_\_\_\_\_

If the issue isn't resolved within 28 days to your satisfaction, go to Stage 2

**Stage 2** Your issue and related documentation is passed on to the Internal Quality Assurer by your Delivery colleague member who will discuss this with the Quality Assurance Manager

Your Internal Quality Assurer is \_\_\_\_\_

Date notified of Appeal and in receipt of related of documentation:

\_\_\_\_\_

**Stage 3** Your issue and related documentation is passed on to the Quality Assurance Manager by your IQA.

Your Internal Quality Assurer is \_\_\_\_\_

Date notified of Appeal and in receipt of related of documentation:

\_\_\_\_\_

If the issue isn't resolved within 28 days to your satisfaction, go to Stage 4

**Stage 4** Your issue and related documentation is referred to the Awarding Organisation with which you are registered, via the Head Of Quality or Director of Performance and Development.

Director of Performance and Development  
Name: Gail Crossman

Contact Number: 01388 777129

The Awarding Organisation you are registered with is: \_\_\_\_\_

The contact number is: \_\_\_\_\_

Date referred: \_\_\_\_\_

Copies of all Appeals and actions taken must be retained for the Awarding Organisation

## Assessor Appeals Procedure

If you are dissatisfied with a verification outcome you have the right to appeal. There are 3 formal stages in the appeals procedure and each stage must be exhausted before proceeding to the next one.

Reasons for appeal are likely to be:

- You do not feel that you were given adequate access to verification
- You were not satisfied with the methods used by your Internal Quality Assurer to verify your work
- You feel that there is an element of bias in your verification
- You are advised to keep your own copies of all documents used in the appeals procedure

### Stage 1

Having received a decision and feedback as to your assessment competence with which you are not satisfied, you have the right to appeal directly to your Internal Quality Assurer, who has carried out the verification, within 10 working days. This appeal must be in writing and clearly indicate:

- The point of your disagreement and your reasons
- The evidence within your portfolio which you believe meets the requirements of the performance criteria for claiming evidence

### Stage 2

If you are not satisfied with the outcome of your stage 1 appeal, you can then appeal to the Quality Assurance Manager within 10 working days. Your appeal must be in writing, you do not need to repeat the detail provided at stage 1, as all of the documentation used at stage 1 will have been passed to the Quality Assurance Manager by your Line Manager. The Quality Assurance Manager will bring this to the attention of the Head of Quality, who will consult the Awarding Organisation where appropriate.

### Stage 3

IF you are not satisfied your appeal will be passed on to the Director or Performance and Development to review your appeal. **Stage 4**

Before proceeding to stage 4, you must have exhausted (all) the internal appeals procedure of Learning Curve Group. Your appeal will then be referred to the Awarding Organisation that you are registered with

## **Centre Assessment Malpractice and Maladministration Procedure**

Any Awarding Organisation reserves the right in suspected cases of Malpractice and Maladministration to withhold the issuing of results/certificates while an investigation is in progress.

The following are some examples of malpractice by centre colleagues: -

- Failing to keep mark schemes and examination papers safe
- Alteration of mark schemes or assignment criteria
- Assisting learners in the production of work for assessment
- Producing falsified witness statements
- Allowing evidence that is known not to be the learner's work
- Falsifying records and certificates
- Obtaining unauthorised access to assessment material
- Misusing special learner assessment requirements

The following are some examples of maladministration by centre colleagues: -

- Late registration of learners with Awarding Organisation
- Claiming certification for incorrect units
- Not retaining appropriate learner records

Learning Curve Group take all reasonable steps to prevent malpractice and/or maladministration from occurring throughout the development, delivery and assessment of all qualifications and programmes.

The exams officer will register all learners within the Awarding Organisation guidelines. Within one week of starting a short Award or within one month of starting a Certificate or Diploma.

Learning Curve Group will maintain all learner records that are required and will do so under the requirements of the Data Protection Act.

When investigating alleged malpractice and maladministration Awarding Organisations will primarily deal with the Director of Performance and Development or his/her nominated representative and retain the right to involve the learner in the process. A learner has the right to report all allegations of Malpractice and Maladministration directly to the Awarding Organisation.

It is responsibility of the Director of Performance and Development or their nominees to carry out investigations into allegations of malpractice and maladministration. It is vitally important that any alleged malpractice must be reported to the Awarding Organisation within 48 hours. The centre must make the accused fully aware in writing at the earliest convenience and inform him/her /them that the matter will be dealt with through the Company disciplinary procedure.

### **Whistleblowing**

Learning Curve Groups Whistleblowing Policy and Procedure sets out the way in which concerns about malpractice may be properly raised within and if necessary outside of LCG.

## **Lost Portfolio Procedure**

Whilst LCG we will take every precaution to avoid the loss or theft of portfolios through recording receipt of portfolios and sorting them in secure locations, it is recognised that Delivery Staff or Moderators/Internal Quality Assurers may transport portfolios i.e. from centers to Head office which could result in loss or theft.

If a portfolio goes missing it should be reported to the Quality Support Team as soon as possible detailing the name of the learner, the qualification aim and the units/elements that were in the portfolio. The Quality Support Team will then inform the Quality Assurance Manager who will advise of the process to follow.

The Delivery Staff member, Moderator/Internal Quality Assurers and supported by the Quality Assurance Manager will review all assessment, internal quality assurance records and action plans to identify units completed and evidence that have already been gathered. The Quality Assurance Manager will inform the Head of Quality of the issue and a decision will be made regarding further action.

The decision will be discussed with the learner and arrangements will be made for any outstanding evidence to be gathered with the least possible inconvenience to the learner. In such a situation the External Quality Assurer will be informed at the earliest opportunity by the Quality Assurance Manager and advised of the action being taken.

## **Loss of Digital Recordings**

Copies of digital recordings must be stored on the shared area/e-portfolio, Information needs to be annotated on a multi assessment record or e-portfolio to ensure access to all DVR information.

Where the loss of a digital recording occurs the Delivery Staff member must report the loss to the Internal Quality Assurer. Copies of multi assessment records, visit reports and matrix sheets must be supplied to demonstrate competence. In the event that records do not fully demonstrate the competence of the learner, the details of the recording must be confirmed through a summary of assessment, this must be confirmed by the learner as a true recording of the assessment activity.

Where relevant inform the EQA before a sample is sought/next visit is scheduled.

## **Conflict of interest**

Learners will not be able to call upon a family member or a person with whom they have a close working relationship, who work for LCG, to provide witness statements or undertake any form of assessment or examination invigilation, In line with our conflict of Interest policy

## **Professional Standards 2014**

[https://www.et-foundation.co.uk/wp-content/uploads/2018/07/ETF Professional Standards Framework Spreads Web.pdf](https://www.et-foundation.co.uk/wp-content/uploads/2018/07/ETF_Professional_Standards_Framework_Spreads_Web.pdf)

### **Values and attributes**

Teachers and trainers are reflective and enquiring practitioners who think critically about their own educational assumptions, values and practice in the context of a changing contemporary and educational world, drawing on relevant research as part of evidence-based practice.

### **Professional behavior**

They act with honesty and integrity to maintain high standards of ethics and professional behavior in support of learners and their expectations.

### **Dual professionalism**

Teachers and trainers are 'dual professionals'; they are both vocational/subject specialists and teaching experts, committed to maintaining and developing their expertise in both aspects of their role to ensure the best outcomes for their learners.

### **Professional values and attributes**

Develop your own judgement of what works and does not work in your teaching and training.

1. Reflect on what works best in your teaching and learning to meet the diverse needs of the learners.
2. Evaluate and challenge your practice, values and beliefs
3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge
4. Be creative and innovative in selecting and adapting strategies to help and guide learners to learn
5. Value and promote social and cultural diversity, equality of opportunities and inclusive
6. Build positive and collaborative relationships with colleagues and learners professional knowledge and understanding
7. Maintain and update knowledge of your subject and/or vocational area
8. Maintain and update your knowledge of educational research to develop evidence-based practice
9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
10. Evaluate your practice with others and other evidence
11. Manage and promote positive learner behavior
12. Understanding the teaching and professional role and your responsibilities professional skills

Develop your expertise and skills to ensure the best outcomes for learners

13. Motivate and inspire learners to promote achievement and develop their skills to enable progression
14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment

15. Promote the benefits of technology and support learners in its use
16. Address the Mathematics and English needs of learners and work creatively to overcome individual barriers to learning
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge
18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement
19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers
20. Contribute to organizational development and quality improvement through collaboration with others.

Staff have appropriate skills and expertise to provide good-quality teaching, learning assessment and information and support services for each learner.

- Learners understand how well they are progressing towards their learning goals and what they need to do to improve
- Those with a legitimate interest such as employers of parents are clearly and regularly informed about student progress.
- Feedback on marked work should be given within appropriate time limits and in accordance with the assessment schedule where applicable.
- Give choices about the next stage of their education, employment and offer impartial career's advice and guidance.
- Instill employability skills along with personal development so that learners are prepared to respect others and contribute to the wider society and life in Britain.
- Understanding how to keep themselves safe, spot potential risks and keep healthy emotionally and physically.
- Understand risks: sexual exploitation and extremism, including when using the internet and social media.
- To inspire self-confidence, self-awareness and understand how to be a successful learner.
- Through following guidelines for behavior and conduct, how to manage their own feelings, behavior and ability to relate to others.
- Learners receive help to develop English and Mathematics skills to support the attainment of their main learning goals.
- Learner's progress in English and Mathematics is monitored and reviewed with them.
- Learner's work is marked carefully with correction of spelling, grammatical errors and inaccuracies
- Learning Curve Group have specialized tutors/ staff to work with and keep those who need additional support engaged and motivated.
- Learning, teaching, training and assessment promote equality and support diversity.
- Staff use materials and teaching methods that are sensitive to, and promote equality of opportunity

- Staff maximise the opportunities in sessions and within all learning contexts to promote
- equality of opportunity and diversity
- Lesson plans and schemes of work demonstrate how staff will promote equality and support diversity
- Staff attend scheduled events to maintain knowledge levels, share ideas and continuously
- improve embedding skills