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# Teaching, Learning & Assessment Policy

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Version 4.1

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City College of London

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**This policy may be used in conjunction with the following policies and documents:**

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|---------------------------------------|---------------------------------------|
| 1.1 Quality Assurance Policy          | Appeals Form                          |
| 2.1 Recruitment and Admissions Policy | Assessor Feedback Form                |
| 3.1 Staffing Policy                   | Assignment Approval Form              |
| 5.1 Malpractice Policy                | Assignment Brief Pro-forma            |
| 6.1 Equality and Welfare Policy       | Assignment Submission Form            |
| 7.1 Health and Safety Policy          | Complaints Form                       |
| 8.1 Complaints and Appeals Policy     | Examination Attendance List Pro-forma |
|                                       | Examination Booking Form              |
|                                       | Examination Seating Plan Pro-forma    |
|                                       | Invigilator Checklist                 |
|                                       | Learner Feedback Form/Marking Sheet   |
|                                       | Learner Tracking Sheet                |
|                                       | Lesson Plan Pro-forma                 |
|                                       | Mitigating Circumstances Form         |
|                                       | Sampling Plan Pro-forma               |
|                                       | Scheme of Work Pro-forma              |
|                                       | Syllabi                               |

| Quality Code Reference |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |     |   |
|------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-----|---|
| A1                     | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | B9 | B10 | B11 | C |
| X                      | X  | X  | X  |    | X  | X  |    | X  | X  | X  | X  | X  |    | X  | X   |     | X |



## Overview

City College of London recognises that Teaching, Learning and Assessment are at the core of our organisation and that as a result a comprehensive and productive policy is required. This provides the foundation of our strategy to ensure a consistent and coherent experience for learners to achieve their fullest potential. The aim of this document is to provide a framework that allows staff to deliver excellent teaching and support effective learning. The framework recognises there is not a single model that delivers excellence. It does, however, aim to set standards for good practice. The aim of this policy is to:

- Detail what the academy regards as best practice in teaching and learning
- Establish a consistency of approach and as part of the academy's system for quality assurance.
- Outline what the academy regards as a minimum entitlement for the learning experience for all its students.
- Detail the standards expected of lecturers at City College of London and to serve as a reference for the appointment, staff development and competence of teaching staff.

## Teaching and Learning Environment

For a learner or teacher to fulfil their potential, a safe and supportive environment is required. Details pertaining to these are derived from and further explored in the Health and Safety Policy documents designed to ensure a safe environment for staff and learners. This is further enhanced by the provision of adequate academic and recreational resources such as the library.

At City College of London we aim to promote teaching and learning in a supportive yet challenging environment that enriches the learning experience through:

- Recognising the value to the Academy of having staff who have earned the esteem of peers through appropriate output measures.
- Providing a modern well-maintained physical environment for teaching and learning and ensuring that the academy is an environmentally friendly and pleasant place to study.
- Developing and maintaining a socially and culturally diverse environment which ensures that learners have the opportunity to be exposed to new and challenging experiences.
- To provide facilities for the welfare and support that enable learners to effectively participate in their studies

We also aim to provide the best possible range of modern learning resources appropriate to the needs of learners, staff and relevant to the programmes of study.

We do this by ensuring that learners study in well-equipped, well-maintained teaching accommodation where up to date technological resources can support innovative teaching methods. This further includes providing modern library services and access to a wide range of electronic resources from home as well as on campus and excellent provision of books, journals and other support materials. We also continually review all aspects of the teaching environment so as to provide the best possible teaching and learning to learners.



## Teaching Practices

### Professional Conduct

The example set by the teacher is vital in the establishment and maintaining of good working practices and academic discipline. It is expected that, as representatives of the institution, our teaching staff conduct themselves in ways that are appropriate to the fostering of a supportive, inclusive and professional learning environment. This includes, but is not limited to, the production of appropriate documentation to act as an aid to effective teaching and learning and to provide an accurate audit trail; provision of appropriate signposting to resources for learning support; respect for professional boundaries in the conduct of relationships with learners and directing them to appropriate personnel for the resolution of any issues identified.

Staff and learners are entitled to expect co-operation, consideration and a serious and mature attitude to study. The implications of this are that learners should, and teachers actively encourage them to:

- Aim for 100% application and attendance;
- Be punctual for classes;
- Notify tutors in case of unexpected absence;
- Notify tutors of known absences in advance;
- Meet deadlines for assignments and coursework;
- Negotiate with tutors if deadlines cannot be met.

Teachers have the primary responsibility for maintaining good order and attitudes, setting an example in terms of punctuality, attendance and preparedness. This establishes norms that the large majority of learners will find acceptable and conducive to their successful studying. Learners falling short of these reasonable expectations should be seen individually by the tutor to try to establish possible reasons. In many cases the 'quiet word' approach, sympathetic but not compromising on standards, is sufficient. If not, or if there is re-offence the issue it should be referred to the learner's Head of department or the Director of Studies, and then ultimately to the Principal. The role of teaching staff are:

- Subject teachers are responsible for making every effort to ensure that coursework and other course or examination requirements are met by the students to the best of their abilities
- The subject teacher should ensure that learners understand the assessment requirements of the course including the examinations papers and the role of any coursework in the process
- The subject teacher should ensure that students are aware of their level of entry for the subject and the particular examination papers that are appropriate.
- The subject teacher should ensure that learners are aware of any deadlines for coursework and the importance of meeting these.
- Monitoring by teachers should provide early warnings concerning those who are falling behind with coursework.
- The subject teacher should provide feedback on coursework and details of omissions or possible amendments as soon as possible

In addition, the Head of department should monitor learners to ensure that they are coping with coursework requirements. Learners should not be disadvantaged by being confronted with further, last minute coursework requirements. Examination board requirements regarding the assistance of learners with coursework must be known and adhered to.

### Schemes of Work

Sound planning is essential to good teaching and learning. For this reason **each course and/or module should have a clearly set out and readily available scheme of work**. The academy has a set format for its schemes of work, which must include:



- Syllabus and/or specifications;
- Content/Subject Matter
- Learning Outcomes: Knowledge  
Skills  
Understanding
- Resources available and to be used
- Timings of fieldwork and external activities
- Teaching methods
- Differentiation
- Addressing of equality and diversity issues
- Assessment regime
- Internal verification procedures
- Health and safety issues

These schemes of work should be readily available within the course team and should be regularly updated as a matter of course. They should be kept alongside examination board and accrediting body documentation and other relevant Academy documentation for ease of cross-reference.

### **Responsibilities**

The responsibilities for Scheme of Work production are detailed below. It should be noted that in some instances the roles are not mutually exclusive. The Head of department is likely to be a member of Teaching Staff, for example.

1. Director of Studies– Ensure each course has in place a scheme of work
2. Head of departments – Ensure course has an up to date Schemes of Work
3. Course Team – Involvement in preparing and discussing Schemes of Work
4. Individual Teaching Staff – Follow current schemes of work

### **Lesson Planning**

*Each lesson or series of lessons should be properly planned and should display demonstrable links to the course scheme of work.* All teachers need to plan their lessons properly, and use the academy Lesson Plan form to do so. These plans should be appropriately detailed and, as a minimum, address the following:

- Learning outcomes of the session: Knowledge  
Skills  
Understanding
- Course content to be covered
- Teaching and learning activities, with timings
- Resources to be used
- Differentiation and reinforcement
- Assessment and monitoring of progress
- How individual and/or collective needs are met, In particular any additional support for Key Skills (English, numeracy or ICT)

Lesson plans should also include a section for evaluation to support continual improvement by the individual teacher and course team. It must always be remembered, however, that spontaneity has its place in the teacher's tool-bag, and a good teacher is always prepared to respond to learner needs. However, such spontaneity should never be relied upon at the expense of proper planning.

An indication of the lesson content and planned activities should be outlined to the class at the start of the lesson and time should be left at the end to summarise. Time should also be left to give clear instructions about preparatory work for the next lesson, homework, research, etc. These plans can also





be used as a reflective document to continually improve practice by reflecting on what was successful (or not) in the delivery of a particular session.

### **Responsibilities**

The responsibilities for Lesson Plan production are detailed below. It should be noted that in some instances the roles are not mutually exclusive. The Head of Department is likely to be a member of teaching staff, for example.

- Director of Studies – Ensure Lessons Plans are in use. Observe Teaching and Learning
- Head of department – to check that teachers have lessons plans that match the scheme of work
- Course Team – share examples of good practice and resources to enhance lessons
- Teaching Staff – prepare lesson plans that reflect the Scheme of Work

### **ICT resources**

In a rapidly evolving world of technology, it is a fundamental objective that we maximise the potential of Information and Communications Technology (ICT) to facilitate flexible approaches to teaching, high quality learning and assessment, both on and off campus. These developments will be supported by sound educational principles and are embedded in the learning opportunities we provide.

This includes reviewing and enhancing ICT support for the delivery of teaching, facilitation of learners' learning and assessment and taking full advantage of the potential of new technology in teaching, learning and assessment as well as taking part in collaborative ventures in borderless education and facilitating the widening of provision of higher education using both internal resources and through collaborative partnerships.

Within City College of London itself this means implementing the use of Virtual Learning Environments (VLE) to support teaching and learning by providing open access to PC facilities and Wi-Fi onsite with specific logins for learners. ***There is an expectation that teaching staff upload relevant learning resources, lesson plans and that the Director of Studies uploads the Schemes of Work to the VLE to facilitate this process.***

### **Inclusivity and differentiation**

In order to deliver quality teaching practice and to ensure an effective learning environment, it is vital that in the development of the aforementioned documentation appropriate consideration is given to the learner demographic and specific learner needs. Care should then be taken to ensure that the materials and examples used, exercises devised and assessment arrangements made are reflective of this diversity.

It is also essential that the planning process takes into account the range of ability within a class or cohort, and this may mean the introduction of differentiated tasks or assessment methods within the delivery process. All lesson planning should also reference different learning styles and ensure that a balanced approach is maintained and that the learning styles of all learners are accounted for.

### **Teaching Methods**

***There is no single correct teaching strategy or style. Teaching strategies should be varied and appropriate to the class or group.***

The concept of flexible learning recognises that different people learn different things in different ways. It aims to give learners more autonomy and more responsibility for how they learn. It stresses that encouraging the development of independent learners, with transferable skills, is a laudable goal. As discussed above, when determining the appropriateness of teaching styles a number of factors must be taken into account. These will include for any given group:



- Size;
- Learner diversity (inc. age, gender, ethnicity, etc)
- Ability mix
- Nature of the lesson content
- Stage of the course
- Nature of the assessment regime

A variety of teaching methods and styles should be employed over the course of a lesson or series of lessons. Variety helps to ensure that a range of skills and aptitudes is properly developed and helps to maintain learner interest and motivation, as does the use of a variety of different materials and teaching aids. Whilst this list is far from exhaustive, learners should certainly experience:

### Whole Class Teaching

- Lecturing
- Discussion
- Presentations
- Question/Answer

Teacher-talk/performance is a perfectly valid teaching technique provided it is stimulating, engaging and focussed. It should not dominate the repertoire but should not be shunned.

### Group/Pair Work

- Differentiated exercises
- Testing responses
- Preparing for presentations
- ‘Snowballing’
- Collaborative research

Groups can be set up in a variety of ways involving free learner choice or teacher-direction. Care needs to be taken to ensure maximum participation by group members and, as such, sound preparation and clear outcomes are imperatives.

### Workshop-type Activity

- Learners undertaking different tasks individually
- Learners undertaking the same or similar tasks individually
- Learners using computers or other equipment individually
- Learners practising skills (performance, art etc.)

***The keys to ensuring effective workshop-type learning are, again, sound preparation, ensuring resources are available, ensuring learners are fully briefed on activities and expected outcomes and having in place a clear assessment regime.***

As well as offering a range of methods, materials and learning activities, good flexible teaching and learning also requires a variety of assessment techniques and methods to ensure that the whole range of skills, knowledge and understanding which the course is developing can be properly measured. Learners should always be encouraged to set their own learning goals based upon their own and the teacher's assessment.

### Supported Self-Study (SSS)

***Some courses for most of the time and most courses for some of the time will encourage and allow for a degree of supported self-study.***



Devising, preparing for and operating supported self-study successfully require highly developed organisational, resource-management and tutoring skills. SSS helps to develop the skills of the independent learner and may be the most appropriate means of study for some learners.

To ensure the success of SSS, appropriate and sufficient resources must be selected and the mode of their availability made clear to the learners. They should enable the learner to work without detailed control from the teacher and provide not just information and the ideas of others, but be stimulating and motivating to encourage further use. Interactive worksheets, CDs, visual aids, specialist SSS books, specialist press (e.g. Financial Times), articles, Internet sites and diagnostic self-assessment sheets all have their uses in this context.

Information and Learning Technology (ILT) has an important role to play in flexible learning. Most learners now use the internet as a matter of course and a huge range of educational and general interest material is available to them. The academy is engaged in the continual development and improvement of its own VLE that will be accessed remotely.

The self-study itself must be backed up by regular tutorials, individual or small group as appropriate. The tutorial should be the familiar review and action plan session with the learner responding and evaluating his or her performance and determining the next steps as much as possible. The session should end with a clear summary of what has been achieved and what is to be done next to serve as a contract between teacher and learner.

**NB Supported self-study should never be used as an abdication of the role of the teacher and should only be operated in a properly planned way, ensuring that appropriate resources are available; and learners have been fully briefed.**

### **Open, Distance and Blended Learning**

*Open, Distance and Blended Learning do not currently feature significantly in the academy's portfolio. The academy will examine the use of such learning in the future and the policy will be reviewed.*

### **Quality Management**

To ensure that the learners' experience is of a consistently high standard, the academy engages directly with the monitoring and improvement of the quality and consistency of its learning and teaching processes. Therefore the monitoring of teaching and learning standards is central to the academy's quality assurance process. Standards of teaching and learning can be inferred from a variety of data and perceptions: Retention figures; achievement statistics; course review results.

### **Lesson Observations**

More directly they are monitored by means of the regular observation of lessons. The academy's annual programme of inspections and lesson observations take place in the following contexts:

#### **Probationary review**

When staff are new to the academy, their lessons are observed at four times within the first year of their employ; to ensure that the new staff are aware of and maintain the standards expected of them.

#### **Managerial review**

Observations of this nature are intended to inform the academic oversight of quality within the practice of the academy as a whole and are used to identify collective and/or strategic development or enhancement needs.

#### **Annual staff review**



Reviews of this sort form part of the individual staff member's appraisal process, and can be used to support decisions taken with respect to the employ of and provision of professional development for the staff member in question.

### **Peer review**

These are designed as an opportunity for staff members to observe each other's classes and share ideas for the enhancement of best practice. Observations within this context do not form part of the appraisal process and the results are coordinated within the teaching team themselves.

**N.B.** For the purposes of practicality, it may be expected that Probationary review, Managerial review and Annual staff review are conducted simultaneously as part of one set of observations.

### **Standardisation**

In order to ensure consistency in delivery and assessment, a standardisation event of each type will be conducted at least once per semester. These will focus on ensuring that the decision-making processes for the teaching and assessment of the unit(s) is consistent across the teaching and assessment team. These events can variously be described as:

#### **Course Team Meetings**

These are held at the start of the unit and are designed to establish a common framework of reference for the initiation of delivery and utilisation of resources for the unit's effective delivery

#### **Standardisation Meetings**

These are held at the end of the unit and are designed to ensure a consistent interpretation and application is made in the decisions regarding marking and threshold academic standards.

### **Curriculum Monitoring and Management**

City College of London currently offers courses from private educational awarding bodies and ensures that it offers those courses in accordance with the curricula, programme specifications and module descriptions developed by the said bodies. It still keeps under continuous review all its curricula to ensure that they are relevant to the learners' needs and to respond to market forces.

In the future, when City College of London introduces its own courses, whether externally validated by a University or as part of an internally awarded qualification, new modules will be initially outlined by the Director of Studies in consultation with the Head of Department and then further developed by members of the teaching staff.

Once a first draft has been produced, the Director of Studies will make an initial recommendation to the Head of Department. If the recommendation is positive, then the Director of Studies will submit the proposal to the Principal, who will review the proposal for quality and resourcing implications. Subject to approval by the Principal, or his/her designated representative, the new module will be presented for review and confirmation at the next meeting. In the case of an internal award, this would be a Course Team Meeting or if part of a validated degree, at the earliest appropriate Board of Studies meeting convened by the university.

In respect of plans for the external validation of new courses, formal procedures are normally set out for this in the validating university's Quality Assurance Policy (or similar) and this would always be referenced during the development process. In the case of module revisions and/or changes in regulations, the same procedures would be followed in respect of internal channels. Once internal quality assurance standards have been met and the module and/or course content have been tentatively agreed, then procedures, as set out in the relevant Quality Assurance Policy, would be followed.

The Academy encourages innovation and intends that its curricula should be delivered in a way that is relevant and engaging for the learner. The academy monitors (and encourages all its' academic staff



to monitor) the trends in Teaching and Learning for the Post-compulsory sector and supports their integration as part of best practice. New methods of delivery are being established alongside traditional approaches, as appropriate to the demands of disciplines represented in the Academy. Strategies that involve e-learning are actively encouraged where appropriate in order to promote flexibility in teaching and learning; widen access and provide alternative approaches to high quality learning by learners.

If courses are validated externally by an awarding body or University, these would normally be subjected to a formal, comprehensive review every four or five years (or more frequent as dictated by the university). In cases where interim changes are desired, proposals advocated by Course Teams are reviewed internally by the Head of Department, in consultation with the Director of Studies and the Principal, for resourcing and quality assurance purposes.

After internal approval has been secured, the Director of Studies would be expected to recommend changes to university officials (External Examiners and the Course Moderator for example) at the earliest Board of Studies meeting. Final decisions for course changes envisaged within the validation period are normally rendered by the University.

### **Widening and Increasing Participation**

The Academy aims to ensure that there is a more balanced social profile of learners participating in higher education and that there is fair access. The Academy will further enhance its outreach activities to encourage and enable a wide range of learners to enter higher education. In addition the Academy will aim to ensure that its practices with regards to access and learner progression are executed in strict accordance with its Equality and Welfare Policy in order to ensure learners succeed.

### **Withdrawal and suspension of courses**

Requests for withdrawal and/or suspension of any course made by Course Committees or other management body (e.g. marketing and admissions) should be submitted to the Head of Department and then to the Director of Studies, acting on behalf of the Principal, for review in the first instance. In all cases, however, the final decision is made by the Principal.

Furthermore, in all cases of course withdrawal, provision must be made to allow the 'teach-out' of the course to ensure learners have the opportunity to complete the course on which they were originally enrolled. Where this is not possible a similar alternative must be made available. Note: In cases where courses lead to an external award, the rules and regulations of that body/institution would override any internal policy.

Where the withdrawal of the programme is because of a sanction imposed upon the academy by an awarding body, actions for the removal of the sanction will be determined by the awarding body. This may involve:

- The curtailment of certification issue
- The removal of the specific course from offer, temporarily or permanently
- The removal of accreditation of the academy

City College of London hopes that by executing its quality management procedures effectively, such issues may be avoided; however it will endeavour to cooperate with the awarding body fully in all such cases. Where the academy is forced to cease offering the course in question, students enrolled on that course will be offered alternatives wherever possible.



## Professional Development

In order to continue to provide high standards of educational provision, we aim for all teaching to be delivered by staff that have had access to initial training in the pedagogy of higher education, or previous experience, and thereafter opportunities for continuing professional development. The Academy recognises that a coherent and strategically aligned programme of staff and educational development will be essential to underpin implementation of the strategy. The main thrust will come through central management, with the provision of a range of opportunities for continuing professional development including but not limited to both generic and discipline-specific teaching quality enhancement interventions. We achieve this through:

- Providing continuing professional development opportunities for teaching staff on accredited training programmes
- Encouraging, where appropriate, staff to devote a reasonable proportion of their time to interaction with their professions either by joining and taking part in professional organisations or by achieving professional recognition and reward
- Encouraging the development of international collaborations and exchanges, in the context of personal development of teaching and research, financial value to the Academy and international co-operation
- Recognising and promoting high quality teaching, including the provision of opportunities for staff to share best practice

City College of London operates an online Academy Resource Management (CRM) system that provides an opportunity, although not the only opportunity, for discussion of development needs to enhance teaching and learning.

## Learning

### Unique Learner Numbers

The Unique Learner Number (ULN) is a 10-digit number unique to every learner and obtained by academies from the Learning Records Service (LRS). Whilst this is not a prerequisite for international learners, the academy will endeavour to maintain access to the LRS so that it is able to better offer this facility to prospective learners and make use of this service in accessing the Personal Learning Record (PLR) for local learners with their consent. The PLR is an online, lifelong record of individuals' achievements, which can be shared with other parties e.g. employers, academies and universities.

### Learner Skills Development

Ensuring that students are equipped with the appropriate skills to complete their course and to take what they have learnt onto a professional platform where they can effectively compete in a global marketplace is fundamental to the goals of the provision here at City College of London. We want our students not just to pass exams, but to succeed at achieving their goals set within and beyond the bounds of the academy. In order to do this we endeavour to embed it within the learning structure of our delivery framework and aspire to engender a culture that enables the following:

### Fostering independent learning

To encourage our learners to take responsibility for their own learning during their studies at City College of London and beyond as part of lifelong learning; we continually implement, refine and develop strategies for teaching and learning that foster deep approaches to learning and which recognise the teacher as a facilitator of other people's learning.



This is further enhanced by promoting interactive learning with staff and collaborative learning with each other, having access to resources that will support learners as individuals and having appropriate and clearly defined learning objectives/outcomes for learners that are documented for all programmes of study and courses/modules. It also involves increasing inclusivity and diversifying strategies for the assessment of learning and developing alumni activities so as to continue the benefits of the learning experience with those who have benefited from and then left the Academy.

### **Development of reflective practice and communication**

To enhance in all learners the development of powers of critical thought, reflection and the ability to express themselves orally and in writing we developing progress files (Individual Learning Plans) to log the skills gained through all types work experience, both formal and informal, and through placements (where relevant) and embedding the development of reflective practice as part of the learning process

### **Development of study skills and employability**

Learners do not remain at the academy forever and will eventually participate (if they are not doing/have done so already) in the world of work. To this end the academy acknowledges that it is important to encourage learners to recognise and log the development of their own skills and be aware of the importance of these in the development of their academic and professional careers.

We achieve this by making the development of abilities and attributes connected with employability, otherwise known as key skills, more transparent to learners and seeking to support their development through a range of generic and discipline specific skills in courses and providing constructive feedback. We also offer career guidance and support throughout a learner's enrolment enabling them to determine the most suitable path for them as individuals, and by making effective use of current and former learners in the marketing of courses and the recruitment of learners – in particular, by highlighting the achievements of recent graduates.

### **Key Skills Support**

In line with national trends in higher education, the academy seeks to make the development of abilities and attributes connected with employability, otherwise known as key skills, more transparent to its students. Key skills are regarded as English, numeracy and information communication technology (ICT).

The Academy is working towards making key skill more explicit in modules and programmes of study. This is being achieved through recommended modules descriptors and programme specifications. The development of assessment strategies for such key skills requires further attention. Best practice in teaching and learning is disseminated in various ways in the Academy, including through the Academy Resource Management (CRM) system. Teachers are expected to make explicit reference to them in the construction of lesson plans.

Key skills needs are identified through the recruitment and admissions process, and through screening at induction that is reflected in the learner's Individual Learning Plan. Where substantive needs are identified and where this does not prohibit learner participation on the basis of entry criteria, additional support may be organised to facilitate the learner's development in this area. As with all areas of specific provision, the academy reserves the right to request that the learner contributes to, in whole or in part, the costs of implementing that support.

### **Individual Learning Plans**

Individual Learning Plans (ILP's) are designed to signpost for both learner and teacher, and with the explicit agreement of both areas where the learner can develop and improve. Whilst these related to the requirements for the courses' core syllabus, they are not restricted to it and can/should encompass broader personal goals too.



An ILP is completed for each module and the learner's course tutor will give feedback midway through the module and at the end. During each meeting, an analysis will take place of the learner's strengths and weaknesses and development goals will be set and reviewed. All goals set should be SMART in nature and can be based on course specific skills, the acquisition of knowledge or the development of core skills such as working with others or increased confidence. This is created and kept electronically and securely held as part of the academy intranet system.

The information from the ILP and the supporting diagnostic (the information from which will also appear on the ILP) is used in the design of appropriate schemes of work, lesson plans and support activities, to enhance the overall quality of academic provision. In addition to the target oriented ILP, diagnostic techniques can be used to determine preferred learning styles for individuals or groups. The overriding considerations should be to stimulate and motivate and, thereby, enhance the learning of the group and the individual students within it.

## Referencing

As expounded in the Malpractice Policy it is the responsibility of teaching staff to ensure that learners have the knowledge and skills required to enable them to cite and reference appropriately. In general this requirement can be met by introducing them to the use of an accepted referencing system such as the Harvard system, and introducing learners to websites such as the Anglia Ruskin resource: <http://libweb.anglia.ac.uk/referencing/harvard.htm> will help in this respect. Teaching staff can also take preventative action through appropriate design of assessment. This might include, for example:

- More individualised assessments
- The use of question banks rather than static, identical assessment for all students
- Frequent changing of assessment instruments
- Appropriate supervision

Throughout their academic career at City College of London, a learner will engage in several sessions designed specifically to enhance their awareness of appropriate forms of referencing a range of resources, and which resources are not deemed appropriate for inclusion in assessed work.

## Feedback to Learners

Feedback is given to learners is essential as it reflects a key performance indicator. It should be taken at regular intervals throughout their course, and can take several forms. A teacher is expected to use constructive feedback and positive reinforcement as a method of supporting learning within the classroom on a daily basis. Feedback to learners for assessed pieces of work should be within one working week or else at the interval recommended by the awarding organisation. Feedback is used to further enhance the learner's development and should ultimately be reflected on their ILP.

## Assessment

### Placement and Diagnostic Testing

At the start of their official relationship with City College of London, learners are given a Diagnostic Test to determine their level in core skills (Literacy/English, Numeracy, ICT) and this includes a non-prescriptive test for dyslexia and a learning styles questionnaire. This is then used to inform the student's ILP and support appropriate differentiation in the lesson planning process. The academy will then offer support for the development of these skills throughout the course. This should not, however, impede or otherwise be used to diminish the appropriate application of entry criteria for a given course of study. For learners of English (or other languages offered by the academy) an entry test to determine the current competency of the learner in reading, writing, speaking and listening for that language will be applied. This will be used to place the student at the most appropriate CEFR Level for study.





## Setting and Marking Learner Work

Learners should, regularly and routinely, be set work to be submitted for marking and/or diagnostic assessment. Routine work should normally be turned around in no more than one working week; and feedback on summative assessment should be within two working weeks. Different courses will have different requirements for out of lesson work and for marking. All courses should, however, plan regular formative assessments. Whatever the form of the work, its regular submission, marking and return help to establish good working patterns, produce good diagnostic evidence, provide information for guidance and progress reports and assist in the overall monitoring of the course and its learners. On most courses, learners undertake formal assessments and examinations. It is important, therefore, that they are prepared for such assessment by means of mock tests and examinations and the frequency of such assessments should be planned within the scheme of work. Best practice for assessment and marking encompasses the following:

- Clear standards based upon objective criteria
- Matching marks to awarding body criteria and mark schemes
- Constructive criticism
- Targets for future assessments
- Recording of marks by both teacher and learner

## Fair Assessment

We aim to provide an assessment framework that provides all learners with the opportunity to achieve their full potential by the most appropriate and direct route. Our policy is based on the concepts of equality, diversity, clarity, consistency and openness. We will endeavour to ensure that all our assessment processes are fair and non-discriminatory. All tutors teaching at the City College of London are made aware of the contents and purpose of this policy. This policy is reviewed annually and may be revised in response to feedback from learners, tutors, and external organisations. Every learner taking a course at the City College of London will be assessed fairly. This means:

- Assessment will be a test of the learner's knowledge, what they understand, and what they are able to do.
- For any particular course, every learner will be assessed using the same overall set of exercises and criteria.
- Assessments will be standardised across different tutors and classes to ensure that all learners have been judged against the same standards.

Learners can also expect:

- An assignment schedule at the beginning of a course
- Appropriate assessment opportunities during the course
- Learning outcomes, assessment criteria and other significant elements of learning and assessment will be made clear at the outset of a course and when assignments are given.
- All work will be assessed. Constructive and focussed feedback, including written and verbal, will be given by the tutor, to enable the learner to improve their performance.
- When work is required to be marked, it will be carried out within 2 weeks of submission by the learner
- Where a learner's work does not satisfy the criteria for passing an assessment, in whole or in part, they will be provided with clear feedback on the basis on which the assessment was made.
- Learners will gain full accreditation for all prior learning on production of the necessary paperwork
- Learners will not be limited to how many times they may take a course unless the awarding body imposes such a limit



## Forms of Assessment

Learners may be assessed by a combination of *formative* and *summative* means. In both cases they are subject to review by the Director of Studies or her/his designated representative. The monitoring process is intended to ensure that assessment tasks set meet the following criteria:

- The assessment fulfils the requirements of the stated learning outcomes in the module or unit specification for the module concerned
- All stated learning outcomes are actually assessed
- Instructions to the learners are clearly stated in the assessment brief
- Standard cover sheets are used for formal assessments
- Standard feedback sheets are issued to learners that provide commentary on each learner's performance based upon meeting the desired learning outcomes of the assessment activity (end of module examinations excepted)

### Formative Assessment

Formative assessment may be conducted at the discretion of the teachers with the support and guidance of the Head of department and Director of Studies, and is done throughout the duration of the course. This does not contribute to the final mark given for the module/course; instead it contributes to learning through providing feedback. It should indicate what is good about a piece of work and why this is good; it should also indicate what is not so good and how the work could be improved. Effective formative feedback will affect what the learner and the teacher do next.

### Summative Assessment

Depending on the award, summative assessment activities are set by either the external awarding body directly or teaching team members within the academy with awarding body validation. It demonstrates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme, and which contributes to the final mark given for the module. It is normally, though not always, used at the end of a unit of teaching. Summative assessment is used to quantify achievement, to reward achievement, to provide data for selection (to the next stage in education or to employment). For all these reasons the validity and reliability of summative assessment are of the greatest importance. Summative assessment can provide information that has formative/diagnostic value.

### Assessment Development

For the most part the development of summative assessments is undertaken by the awarding body and the involvement of the academy is limited to issue and marking. However, where an assessment activity is developed directly by the academy, it must have been monitored/ verified. It also requires confirmation via signature that the Head of department and/or her/his designated representative has approved the assessment for distribution to students. A standardised assessment pro-forma has been developed in order to ensure consistent procedures are maintained across the academy. The most common forms of assessment are Assignments and Examinations, although a number of other methods may be employed, especially for formative purposes. These include, but are not limited to:

- Presentations (individual or group)
- Extended writing tasks
- Short answer writing tasks
- Multiple choice questions
- Journals, learning logs and portfolios
- Posters/display work
- Case studies
- Group projects
- Direct observation
- Computer-aided assessment
- Self and peer assessment



All assessment strategies must clearly indicate to the learner what the Learning Outcomes and Assessment Criteria being assessed are, and what the learner needs to do to achieve a pass. It should also indicate the context/scenario to be used (if appropriate) and when the assessment is to be completed by. This may be an assignment deadline, the time the exam ends or a time at which an in-class activity should be completed. In the development it is important to understand the following definitions:

### **Assessment Criteria**

The knowledge, understanding and skills that markers expect a student to display in an assessment task, and which are taken into account in marking the work. These criteria are based on the intended learning outcomes.

### **Learning Outcomes**

What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

### **Threshold Academic Standard**

This is the minimum level of achievement that a student must demonstrate to be eligible for an academic award. [http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-q.aspx - q3](http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-q.aspx-q3). Threshold academic standards are set out in the national qualifications frameworks and subject benchmark statements.

A full glossary of appropriate terms, including the ones outlined above can be found on the QAA website: <http://www.qaa.ac.uk/AboutUs/glossary/Pages/default.aspx>. All staff should endeavour to make themselves familiar with the terms in this document.

## **Assignment Issue and Submission**

### **Assignment Issue**

Assignments are issued to learners within two weeks of the start of the semester using the approved Assessment Brief, which indicates all criteria that a learner needs to effectively undertake the assignment and how it is assessed. The assignment brief will also be published on the academy intranet for learner reference.

### **Assignment Submission**

Assignment submission dates are made explicit on the academy academic calendar and are also stated clearly on the brief itself. Learners are expected to submit their work as both an electronic 'soft' copy on CD and as a paper based 'hard' copy at reception no later than 5pm on the deadline date. All learner work should be accompanied by a plagiarism report e.g. Turnitin. This is used to support, but not replace assessor scrutiny. Work will not be accepted without the attachment of a plagiarism support. The academy will support students with the facility to check their work.

### **Late Submissions**

Late submissions will be accepted if evidence of mitigating circumstances has been provided in advance of the assessment deadline. This would normally go through the Welfare Officer and/or Director of Studies (dependant on the nature of the circumstances). Approval is at the discretion of the Director of Studies and will be based upon the evidence provided by the learner. Late submission under mitigating circumstances does not incur a fee/penalty. A new submission date will be agreed with the learner and the conditions surrounding submission dates and said penalties then apply to the new date. For all other circumstances (i.e. where mitigation does not apply or has not been evidenced) a learner may submit their assignments up to two weeks after the initial deadline with the additional charge of £50 per assignment. Submissions after this two week grace period will not be accepted under any circumstances and the learner will be advised to re-enrol for the next time the unit is taught. All charges incurred by the re-enrolment are payable by the student.



## Resubmissions

Whilst it is the hope of the academy that, through the appropriate application of academic rigour and learner support, learners will be enabled to pass their assignments first time, the academy also accepts that on occasion this will not be the case and that a fair chance should be given to learners to resubmit work for reassessment. Teachers will give feedback to learners after completion of marking, which should be two weeks from the deadline date. The learner will then be given detailed feedback on the relative merits of their work and constructive feedback that allows them to improve. A learner who has not passed will then have a further two weeks in which to make any amendments and resubmit without cost. All standard deadline conditions apply. Learners are given one opportunity per assignment for resubmission. If a learner should not pass the resubmission they will be advised to re-enrol for the next time the unit is taught. All charges incurred by the re-enrolment are payable by the student

## Examinations

### Responsibility

The Examinations Officer is responsible for the organisation of entries, examinations, dispatch of papers, correlation of results and certificates and all external returns or reports connected to the external examinations process. In line with the general policy every learner should be encouraged to complete examination/course preparations and coursework to the best of their ability. Examinations 'success' must be viewed in relative terms and wherever possible learners must be given the opportunity to complete courses and embark upon final assessment. The academy is responsible for ensuring all learners have the best possible chances of success in external examinations and that none are disadvantaged by organisational or curricular failures.

### **It is the responsibility of the Examinations Officer to:**

- Organise the sitting of all external examinations in accordance with the regulations met by the awarding organisation
- Ensure that learners' specific needs and reasonable adjustments are met
- Receive examination documents from the awarding organisation
- Ensure examination documents are stored securely and in accordance with awarding organization guidance (both before and after examination)
- Appoint and schedule suitably qualified invigilators for examinations
- Take steps to ensure that individual examination entries are accurate and fully understood by the learners
- Ensure that all fees for examination entries have been paid
- Collect completed examination documents from the invigilators
- Dispatch the completed examination documents to the awarding organization
- Receive certificates from the awarding organisation for distribution to learners and ensure that an appropriate audit trail is maintained for their collection
- Ensure new information regarding excluded subject combinations is distributed
- Distribute new information related to assessment requirements and required subject content

### **It is the responsibility of the Head of department to:**

- Check the current viability and any altered requirements of their courses.
- Inform the Director of Studies and Examinations Officer of any changes in examination boards or courses offered before the beginning of the academic year.
- Ensure that all staff delivering courses that are subject to change are clearly informed of the changes prior to planning course details.
- Immediately inform the Director of Studies If errors occur which may adversely affect learner performance



## Registration and Examination Entry

Candidates may book examinations externally, or take it as part of summative assessment for a course of study undertaken at the academy. The examinations officer will ensure that all bookings are appropriate to the level of the candidate's ability, and are checked for anomalies and queries. The examinations officer collects examination fees from all learners due to sit the exam on the payment date outlined in the examination schedule, and then confirms their booking. He/she then submits the entries to the examination boards and provides the invigilators and with printed entry lists. These are checked and amended if necessary. This process may be delegated to an appointed administrator, but ultimate responsibility rests with the examinations officer. All other examination officer responsibilities may not be so delegated. A booking reference will be provided to candidates.

## ID Requirements

Candidates must provide suitable photo ID when booking the examination, and will not be allowed to book an exam without ID being seen. Acceptable ID is either a Passport or UK/EU Driving License. They must bring the same ID for the examination. Candidates will not be admitted without their examination booking reference and photo ID. No refund will be given on bookings where a candidate is refused entry on these grounds.

## Exam Room Arrangements

The academy will ensure that the examination environment meets the prerequisites of the awarding organisation for the conduct of examinations. Specific arrangements include:

- A quiet location free from extraneous noise
- Desks to be arranged according to a prepared seating plan (including space for invigilators)
- Desks to be spaced a minimum of 1.25m from each other
- Candidate IDs are clearly indicated on the desks according to the seating plan
- All seating facing the same direction (or oriented so as to prevent candidates from seeing each other's work if not a paper based exam)
- Each candidate seated at a separate desk
- A clock to be clearly visible to all learners
- Appropriate ventilation/heating
- Room devoid of any display materials which may assist learners in their examination
- Board to indicate the particulars of the examination (start, finish etc.)

## Invigilation

For an exam to proceed, a minimum of two invigilators should be present, preferably at least one of each gender. This is to ensure the safety of the invigilators themselves, allow them to be able to summon assistance if required and to ensure the welfare needs of the candidates. Invigilators should be aware of the awarding organisation expectations for examinations, academy health and safety procedures, and undergo appropriate training (e.g. MyCertis). The responsibilities of the invigilators are as follows:

### **Prior to examination commencement:**

- Receive a list of candidates from Examinations Officer or their appointed representative
- Ensure that the room is ready to receive candidates on time for examination
- Ensure that candidate belongings are stored elsewhere
- Establish the identity of candidates upon arrival
- Verify the identity of candidates prior to exam room entry (Photo ID & booking ref)
- Ensure that no unauthorised materials enter the exam room
- Receive examination papers from examination officer no more than 10 minutes prior to exam start time
- Ensure spare pens etc. are available for the learners
- Ensure that a board marker and wiper are present
- Ensure that all toilet facilities are checked for the presence of unauthorised materials



### **Starting the examination**

- Ensure that all candidates are seated at the correct desk with ID displayed
- Ensure that all candidates have appropriate materials to complete their exam
- Ensure that all candidates are aware of the examination regulations and conduct expected
- Open the examination papers in front of candidates and distribute accordingly
- Ensure that the details of the exam are written clearly on the board
- Ensure that candidates fill in their details accurately and in the appropriate place
- Ensure that candidates do not begin their paper until instructed to do so
- Give candidates appropriate instruction to start their exam
- Establish that candidates should raise their hand if they need anything from an invigilator
- Ensure that candidates are aware of emergency evacuation procedures

### **During examination**

- Monitor the room to ensure that misconduct does not occur
- Move around the room to ensure that sufficient monitoring is given to all candidates
- Escort candidates to toilets where needed, checking again for the presence of unauthorised materials before and after use.
- Be prepared to support candidates during academy evacuation in the event of an emergency
- Expel candidates where misconduct has been identified
- Report all misconduct immediately to the Examinations Officer, who will take the learner and report immediately to the awarding organisation

### **Ending the examination**

- Provide candidates with warnings 15 and 5 minutes prior to the examination end
- Tell candidates to stop when time has ended
- Check papers for accuracy in terms of name and numbers
- Collect papers before candidates leave the room
- Dismiss the candidates in an orderly fashion

### **After examination**

- Ensure papers are handed to examination officer promptly for dispatch to the awarding organisation, or secure storage until this is feasible
- Ensure that any unused papers are returned (or destroyed at the awarding organisation's instruction)

### **Examination Conduct**

It is the responsibility of the administration manager to inform learners of the overall code of conduct required in exams. It is the responsibility of examinations officer to ensure learners are aware of the requirements of the examination and the equipment/resources required. Learners may also be familiar with the format of the examinations via their subject teachers where this forms part of their course of study at the academy.

Candidates are expected arrive no later than 15 minutes prior exam start time. Candidates will not be admitted after the examination start time. Late comers will not be eligible for refund and will be required to rebook the examination.

Candidates are expected to bring their booking reference and Photo ID as well as a black pen and any other requirements as instructed by the examinations officer or his/her delegated representative. Any materials not specifically permitted by the published examination conditions will not be allowed into the exam room. Candidates in possession of unauthorised materials will have those materials confiscated; any other evidence of misconduct seized and be immediately reported to the awarding organisation.



Candidates are expected to abide by the instructions given to them by the invigilators and failure to do so will be regarded as misconduct. In the event of a question, uncertainty or other factor requiring invigilator assistance, the candidate should raise their hand and await assistance from the invigilator.

### Exam Storage

All examination documents will be secured in a sealed envelope which is not opened until immediately before examination commencement and in front of candidates. When this envelope is received (and for completed papers) it is held in a safe on the uppermost floor with keys held only by the examination officer. The safe is fixed to the wall of the room that also has only one entrance which is securely locked.

### Online Examinations

Online examinations are not currently offered at City College of London, however in the event of this changing; the same policies will be upheld with the following differences in place:

- Papers will be downloaded instead of received
- Invigilators will oversee the input of the candidate's login details

### Verification

First marking and internal verification may be completed by the academy. The academy policy on internal verification is expounded in more detail in the Quality Assurance Policy. The academy adopts a verification strategy encapsulated by the acronym CAMERA, that is:

- C Candidates**  
A sample is taken that is representative of the demographic of the candidates, ensuring that no single candidate's work is overrepresented.
- A Assessors**  
All assessors' marking has been sampled and attention has been paid to standardised assessment decisions.
- M Methods of assessment**  
The sample must include the complete range of assessment methods used.
- E Evidence**  
Evidence must be confirmed to be:
  - Valid – relevant to the standards for which competence is claimed
  - Authentic – produced by the learners
  - Current – sufficiently recent for assessors to be confident that the learner still has that same level of skills or knowledge
  - Reliable - genuinely representative of the learner's knowledge and skills
  - Sufficient – meets in full all the requirements of the standards.
- R Records**  
All work must be supported by appropriate records of assessment, including tracking sheets and learner feedback
- A Assessment location**  
Currently only one site is used for assessment, that of the academy. In the advent of further campuses, satellite centres or workplace assessments, sampling should include representation of each location too.



## Issue of Certification

Certificates will be received by the examinations officer from the awarding organisation. Upon receipt, the academy will contact the candidates to let them know of certificate arrival and ask them to collect it. Candidates are required to come in person with photo ID (the same ID used to conduct the examination if relevant) and asked to produce this upon arrival.

A photocopy of the certificate is taken and the candidate is expected to sign and date it upon receipt to indicate they have received it. The academy will not issue certificates to candidates without the production of appropriate evidence of identity. The academy will also not accept certification being collected by third parties.

Replacement certificates may be requested from the awarding organisation directly in accordance with their guidance.

## Malpractice

Malpractice means any act or omission, or attempted act or omission, which:

- Breaches the awarding body's rules and regulations
- Compromises the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or
- Prejudices or otherwise damages the authority, reputation or credibility of City College of London as an institution, the awarding body or damages the authority, reputation or credibility of staff thereof (including any contractor, consultant or other person acting on their behalf).

Persons found to have been engaged in activities deemed to be malpractice will face severe disciplinary proceedings. This is explained fully in the Malpractice Policy.

## Appeals

City College of London is committed to ensuring that whenever its staff assesses learners' work for external qualification this is done fairly, consistently and in accordance with the specification for the qualifications concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills and who have been trained in this activity.

An appeals procedure exists for learners who feel their work has been unfairly or inappropriately assessed. If a student feels that this may not have happened in relation to his/her work, then he/she may make use of this appeals procedure.

In the first instance, such appeals are directed to the tutor or Head of department. However, for externally accredited qualifications, the procedures set out by the accrediting body will take precedence. This is fully explained in the Complaints and Appeals Policy.