TEACHING, LEARNING AND ASSESSMENT POLICY

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Contents

Introduction

How well we organise, manage, review and enhance the teaching, learning and assessment of our students is an essential ingredient to them achieving their goals. It is essential therefore that we put in place structures to ensure consistency and quality across all elements of these three components.

Terminology

In the context of this policy:

- 'Teaching' means the ways in which we deliver the curriculum to our students. This may include both face-to-face and electronic methods of delivery.
- 'Learning' refers both to student learning and also to learning on the part of teaching specialists.
- 'Assessment' are the ways in which we evaluate students' knowledge, understanding, abilities and skills. This includes providing supportive (formative) feedback to improve student performance.
- The term 'student' can be used interchangeably with 'learner' and the term 'teacher' can be used interchangeably with 'lecturer'.

Scope

1. This policy articulates our overarching approach to teaching and learning and how we ensure that Learning Outcomes are met. This includes teaching observation arrangements.
2. The policy also sets out expectations for the development and maintenance of an effective learning environment, including tutorial arrangements, and for encouraging independent learning.
3. The policy articulates our assessment strategy, in particular, how we ensure that assessment promotes learning and is conducted with rigour and fairness.

Aims

The overall aim of the policy is to make clear the measures we take to ensure the student journey is both effective and student-centred. We will achieve this by:

- Using teaching delivery methods that are varied and designed to encourage student engagement.
- Creating content that relates to real world examples.
- Ensuring that learning opportunities are varied and encourage independent learning.
- Providing students with the maximum opportunity to achieve the intended Learning Outcomes through assessment that is robust, valid, fair and reliable.

Objectives

The objectives of the Teaching, Learning and Assessment Policy are to:

Teaching and Learning

- Foster amongst staff and students a strategic approach to learning that focuses upon: active engagement, reflection and the development of independent learning skills.
- Select and recruit teaching staff that are both qualified and capable of delivering an exceptional learning experience.
- Encourage reflective practice among teaching staff and students.
- Deliver teaching and organise learning resources in a way that ensures every student can attain the learning outcomes.
- Provide effective management and peer support of all members of staff involved in teaching and learning.
- Enable regular and planned engagement between students and teaching staff in order to monitor progress and reflect on development needs.
- Ensure teachers use varied and imaginative teaching methods wherever possible.

Assessment

- Establish appropriate assessment procedures that ensure academic standards are met for each programme.
- Ensure that assessment arrangements are fair, reasonable, valid, reliable and secure.
- Ensure that assessment practices and procedures are reviewed regularly to evaluate their rigour and effectiveness.
- Promote effective learning by applying well-designed and varied assessment practice.
- Ensure formative assessment is used whenever appropriate to enhance student learning.
- Ensure that the assessment methods are clearly communicated to students, including their grading schemes.
- Ensure that internal verification arrangements are effective and rigorous and that roles and responsibilities relating to the management of assessment are well-defined.
- Ensure that appropriate, timely and supportive feedback is provided to students on their assessed work, of both a general and a specific nature.
- Encourage students to adopt good academic conduct in assessment, including timely submission of assessed work.
- Record all assessment decisions accurately and systematically.

Teaching, Learning and Assessment Elements

This procedure is broken down into the following nine key elements:

1. Course Delivery
2. Recognition of Prior Learning
3. Access and Fair Assessment
4. Effective Learning Experiences
5. Assessment and Internal Verification

6. External Assessment
7. Assessment Submission
8. Tutorial Arrangements
9. Teaching Observation and Peer Review

1. Course Delivery

We aim to ensure that all courses are delivered using the most effective methods for students to acquire the underpinning knowledge and skills.

We will achieve this by establishing clear guidance for the teachers delivering the course(s) on what information and resources are needed to meet the awarding body aims. This means that:

- Students are provided with up-to-date copies of all the requisite course materials. This includes, but may not be limited to:
  - Course specification
  - Course handbook
  - Course curriculum
  - Learning resources
  - Support services.
- Teaching, learning and assessment occur in accordance with the requirements of the awarding body.
- Teachers delivering a course meet the awarding body requirements i.e., minimum level qualifications and our own internal quality standards.
- Teachers use varied and effective media to achieve the learning goals. This may include:
  - Videos and PowerPoint slides
  - Creative activities in and outside the class
  - Educational trips and/or Industry Expert guest sessions
  - Practical assessments
  - Quiz challenges
  - Mock examinations
  - Student presentations
  - Group discussions
  - Role play exercises
  - Appropriate learning support materials and handouts.

Implementation and Monitoring Responsibility

- The Principal is ultimately responsible for ensuring the implementation of this procedure.
- On a course level, the Principal is supported by the Programmer Leaders assigned to oversee the course.
- The Academy is responsible for delivering, assessing and marking the course to the required standard. Marking includes internal moderation and ensuring that a suitably qualified external assessor is appointed.
- In some instances, the Academy may be responsible for designing the assignment briefs, according to the awarding body requirements.
- The Academy is responsible for quality assuring the courses via appropriate methods such as teaching and learning observations, feedback, sampling and meetings.

2. Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a process that recognises what students already know and can do, regardless of whether this learning was achieved formally, informally or non-formally.

OfQual defines it as "a method of assessment that considers whether a student can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning". In the context of RPL, it is the role of the awarding body to enable and validate this process.

Applicants must produce valid and reliable evidence of learning that was achieved within an agreed period. Further, they should have attained this through knowledge, understanding or a display of skills they already possess, without the need of a course of learning.

RPL may be claimed against one or more units, but not against part of a unit.

Evidence submitted for RPL must be:
1. Authentic: indisputably the student's own work.
2. Current: meets the requirements of the current learning outcomes and associated assessment criteria.
3. Valid: accurately meets the requirements of the current assessment criteria.
4. Relevant: the evidence generated/provided is appropriate to the content.
5. Sufficient: there is enough of it to confirm consistency of performance regarding meeting of the learning outcome.

The members of the Academy that need to be familiar with RPL include:
• All teaching staff
• Individuals responsible for Quality Assurance
• Assessors / tutors
• Internal Verifiers
• Quality reviewers and external verifiers

The function of RPL is to:
1. Identify what the applicant knows and can do.
2. Compare those skills and knowledge with the unit standard or qualification.
3. Assess the applicant against these standards and requirements.
4. Credit the applicant where applicable.

The process of RPL that the Academy undertakes is as follows:
1. The applicant identifies the learning he/she wants to have evaluated.
2. The assessor/teacher checks the outcomes from the submitted work by the applicant and maps them across to the outcomes of the appropriate awarding body in line with their requirements.
3. The teacher/assessor undertakes a verbal/oral questioning session around the evidence submitted by the applicant to ensure that the rules of assessment are met i.e. (authenticity, currency, validity, relevancy and sufficiency).

4. The assessor/teacher will need to document the discussion with the applicant.
5. Once this is documented and completed, the assessment will go through the normal internal and external verification process which would be in accordance with the awarding body requirements.

The outlined principles and process are in line with inter alia Pearson, City & Guilds, NCFE and BCS. However, for more specific RPL guidance, staff are advised to read the RPL guidance from the relevant awarding bodies.

The UK Quality Code also provides guidance on RPL.

3. Access and Fair Assessment

In accordance with the Equality Act (2010), the Academy will not discriminate against a person on the grounds of a person's disability or special educational needs.

A Disability or Special Educational Need may include, but is not exclusive to:
- Permanent long-term disability, such as visual, hearing or speech impairment.
- Special educational needs, such as dyslexia.
- Long-term illness, such as cancer or diabetes.
- Short-term medical conditions, such as glandular fever.
- Short-term physical impairment, such as fractured limbs.

The Academy will make every effort to cater for the requirements of any student with educational needs in respect of writing the assignments or sitting the examination (where relevant) in order to support them in undertaking the assessment in a fair manner.

Applications for Reasonable Adjustments must be submitted to the Principal, who will then contact and liaise with the appropriate awarding bodies to find the best course of action for the student.

All students will have to submit an official document providing information pertaining to their learning need or difficulty. All applications for Reasonable Adjustments must reach the Academy no later than four to six weeks prior to the assessment or submission date, except in cases of temporary disability which only become known after the date of entry. The Academy will then liaise with the appropriate awarding bodies and gain necessary permissions.

The Academy can make Reasonable Adjustments for candidates with permanent disabilities where prior approval has been granted beforehand by an authorised professional (i.e., Doctor, medical professional etc.). For a candidate with a temporary disability, such as a broken arm, which only becomes known shortly before the assessment submission, the student should contact the Academy immediately to obtain authorisation for a Reasonable Adjustment. A letter with supporting documentation containing details of any issues, and the reason why the Academy was not informed beforehand, must be submitted immediately after the examination/submission deadline.

Applications for Reasonable Adjustments must be accompanied by a note or report detailing any Disability or special educational need. This note/report must be from a registered practitioner. This note must be in English, or translated into English, otherwise it may not be accepted. The Academy has to adhere to the Reasonable Adjustment criteria set by the different awarding bodies it works with.

The different types of provision available to a student requiring Reasonable Adjustments are as follows (all defined and relevant to the awarding bodies):
• Additional time and/or supervised breaks
• Modified question papers, listening components or speaking tests
• Reading of question papers
• Recording of answers via audio or a scribe
• Adapted screens/fonts if using computers

Students may require additional time to read their papers or write their answers. Extra time may be granted for such difficulties including dyslexia, visual difficulties or writing difficulties.

Normally, additional time of up to 25% will be granted, however this is decided by the awarding body once the Academy sends in the request. Should the Academy feel this is not adequate and a student will require more than this, then they should state so clearly on the application for Reasonable Adjustments made to the awarding body.

Some students may require supervised breaks during the examination. This would be appropriate for those who have difficulty concentrating for long periods of time. Students allowed supervised breaks may or may not also be allowed additional time depending on the awarding body.

Some of the awarding bodies may be able to offer a range of modified examinations. Reading/writing question papers, listening components and speaking tests can all be modified in order to give the student the best opportunity to perform to their potential, no matter what their circumstances may be.

Modified question papers: students with severe visual difficulties may require modified reading/writing papers. This could be arranged depending on the awarding bodies offer to support students with visual impairments.

If Braille papers are required, the Academy will ask the awarding body to support this. For visually impaired students, an enlarged print version of the question papers can be requested from the awarding body.

Modified listening components: students may require a modified listening component due to hearing difficulties, visual difficulties or difficulties in writing answers.

Modified listening components for students with hearing difficulties will vary depending on the severity of the loss. For some students, amplification through headphones or other hearing aids may be satisfactory. For some students, an extended version of the listening test may be required. In this case, the Academy will liaise with the awarding body and request the same.

The Academy will not make any extra charge for the provision of modified examination papers or any other administrative arrangements.

Students are normally expected to be able to read question papers. For those who perhaps suffer from a sight impairment or slow reading speed as a result of dyslexia, the Academy will be able to read the papers. Once again, the Academy will take precedence from the awarding body.

Students may record their answers in the following ways:
Students who have writing difficulties can either dictate their answers to an audio recording device, or they can use a typewriter or word processor, if this is their normal way of writing. In some cases, awarding bodies allow scribes. However, this is dependent on the awarding body.

In some cases where students are using computers, the screens and fonts can be adapted.

The Academy aims to ensure that all students are provided with fair access to their assessments. However, we are required to gain necessary permissions from the awarding body and to ensure that all of our procedures are in line with awarding body's requirements.

4. Effective Learning Experiences

We are committed to providing our students with learning experiences that help them achieve their career potential. To achieve this, we aim to offer a range of high-quality programmes that are built around experiential learning experiences across a range of specialisms.

Whilst a number of components go into providing a positive learning experience (e.g., student support), this section covers three specific elements that are not addressed elsewhere. They are:
• Curriculum and Content
• Learning Environment
• High-quality Teaching

We now cover each of these three elements in turn.

Curriculum and Content
The curriculum should aim to provide opportunities for all students to learn and achieve their goals within a supportive environment. In situations where the Academy is delivering courses on behalf of an awarding body, our aim is to interpret their curriculum in the best way possible to ensure our students get full coverage of it.

When it is our responsibility to develop the curriculum, we shall pay respect to the following criteria:
• Builds on the entry level of the course (where one exists).
• Addresses the Learning Outcomes attached to the course.
• Identifies the students' strengths, interests and experiences to date and develops confidence in their capacity to learn and work independently and collaboratively.
• Provides students with rich and varied experiences that introduce a broad range of knowledge, understanding and skills.

- Enables students to think creatively and critically, to solve problems and to make a difference for the better.
- Prepares students for the progression/continuation routes identified in the course documentation.
- Meets the required standards of the academic level the course is delivered to.
- Has a strong focus on relevant future career opportunities.
- Is enjoyable, interesting and provokes a natural commitment to learning.

In developing content that achieves the objectives of the curriculum, we shall address the following elements:
- Provides thorough coverage of the curriculum.
- Provides the student with sufficient preparation to meet the Learning Outcomes.
- Gives the student the necessary preparation for the assignment(s).
- Meets our expectation to provide engaging, compelling and thought-provoking learning experiences.
- Is designed at a sufficient level to stretch the student, whilst ensuring learning is attainable and within reach.
- Has a natural continuity and builds upon previous sessions.
- Works to the strengths of the teaching team to ensure they can perform to their best.

Learning Environment
To ensure our students have the best opportunity to engage with the content, a high-quality learning environment is necessary. To achieve this, we shall work towards meeting the following objectives:
- Provide a timetable that meets the needs of our students as far as is reasonably possible. This means trying to provide compact live sessions that balances a reduced number of learning blocks with an imperative on limiting the number of intensive daily sessions. We shall complement live sessions with recorded sessions wherever possible to ensure that students have maximum opportunities to engage with the content.
- Ensure that classrooms are clean, tidy and comfortable to study in. This includes regulating temperature, ensuring students have ample visibility, providing natural daylight wherever possible and attempting to minimise background noise.
- Provide high-quality digital sessions that are audible, easily visible and maximise engagement through good use of learning mechanisms.

High-quality Teaching
It is a requirement that our programmes are taught by qualified and experienced tutors in order to give our students the best opportunity to achieve their full potential.
To achieve this requirement, we shall:
- Ensure that all recruited staff have the necessary subject specialism in the courses they teach and deliver.
- Ensure that all recruited staff meet our own requirements for delivering engaging and compelling learning experiences. Where possible, we shall evaluate this by requiring candidates to perform micro-teaching sessions at interview.
- All teaching staff must be observed at least once in a term to ensure that appropriate quality of teaching and learning is taking place. Where issues are identified, staff may be observed more than once in a term. The observations form part of the performance managements/appraisal systems within the Academy.
- All teaching staff are expected to develop strong pastoral relationships with their students. They should make the best effort to learn students' strengths and weaknesses through informal discussion with the students and colleagues. This will be evaluated through the student feedback mechanisms.
- Providing internal staff development sessions on teaching and learning enhancement.

- Ensure that learning sessions are designed to challenge and extend each student to their limit within a supportive atmosphere. This will be evaluated by requiring teachers to provide schemes of work and lesson plans. These will be monitored on a regular basis by the Programme Leader.
- Address all elements of historic Periodic Reviews and Annual Monitoring Reports (where such reports exist).
- Address the feedback of external assessors/moderators.
- Ensure that all lessons adopt a range of techniques for teaching and learning. Differentiation, collaborative and independent learning methods should be used where it is deemed they can enhance learning.
- Ensure teachers use the range of available resources wherever possible. Where resources are unavailable, subject staff should pass requests to the Principal for consideration.

5. Assessment and Internal Verification

Assessment is the student's opportunity to demonstrate they have met the requirements passing the course and achieving a qualification and grade commensurate with their performance. It is our responsibility that this takes place in a fair way and in line with the awarding body's expectations.

To achieve this objective, we will aim to incorporate each of the following elements into all of our courses:
- Students undertake formative assessment to ensure that individual learning is progressing effectively.
- Formative feedback is then given to students on an ongoing basis against the assignment briefs.
- Summative assessment briefs are consistent with the module specification document / course handbook.
- Summative assessment briefs are clear and straightforward to understand and students are given adequate opportunity to question the delivery team on their understanding of the brief.
- Summative assessment briefs go through a thorough evaluation process that includes internal moderation and external moderation via an IV assessor (FE) or external examiner (HE). This process is explained graphically below.
- Feedback on all summative assessment is thorough and incorporate feedback and feedforward mechanisms to ensure students have the opportunity to take the learning from this module into future ones.
- All summative assessment goes through the required moderation as dictated by the Quality Assurance policy of the awarding body.
- Student cohorts are represented at assessment boards by members of the teaching team that are familiar with the experience of the students. As a minimum, this should be the Programme Leader, but ideally the Module Leader.

Approved Centre Status
Applied Business Academy acts as an Approved Centre for each awarding body and each awarding body has its own criteria pertaining to assessment of students. The following examples pertain to courses within the portfolio of the Academy at the time this Policy was written:

ATHE: The Academy uses pre-prepared assignment briefs which are given to the tutors. Once the assignments are complete, the tutors will mark and send to IV for internal verification. Once the internal verification process is complete, the certificates are claimed for successful students. These assignments are sampled by an external verifier on an annual basis.

NCFE: The Academy uses pre-prepared course work which is given to the tutors. Once the assignments are complete, the tutors will mark and send to IV for internal verification. Once the internal verification process is complete the certificates are claimed for successful students. These assignments are sampled by an external verifier on an annual basis.

City & Guilds / Pearson: The course tutors (assessors) will design the assignment briefs. These questions will be sent to the Internal Verifier (IV) who will check the level and the standard of the questions and if satisfied then these are set for students. In case of any issues, the IV will notify the tutor to get necessary changes done .The tutor/ assessor will make the necessary changes and forward the briefs back to internal verifier, who upon satisfaction will grant a final approval. The process goes back and forth till the IV finally approves the assessment briefs, which are then securely stored before final release.

Forward to Internal Verifier (IV)

| Assessor prepares assignment questions | → | Internal Verifier checks the level and standard of the questions | → | Sent to assessors and tutors | **IF OK** → | Sent to students for assessment |

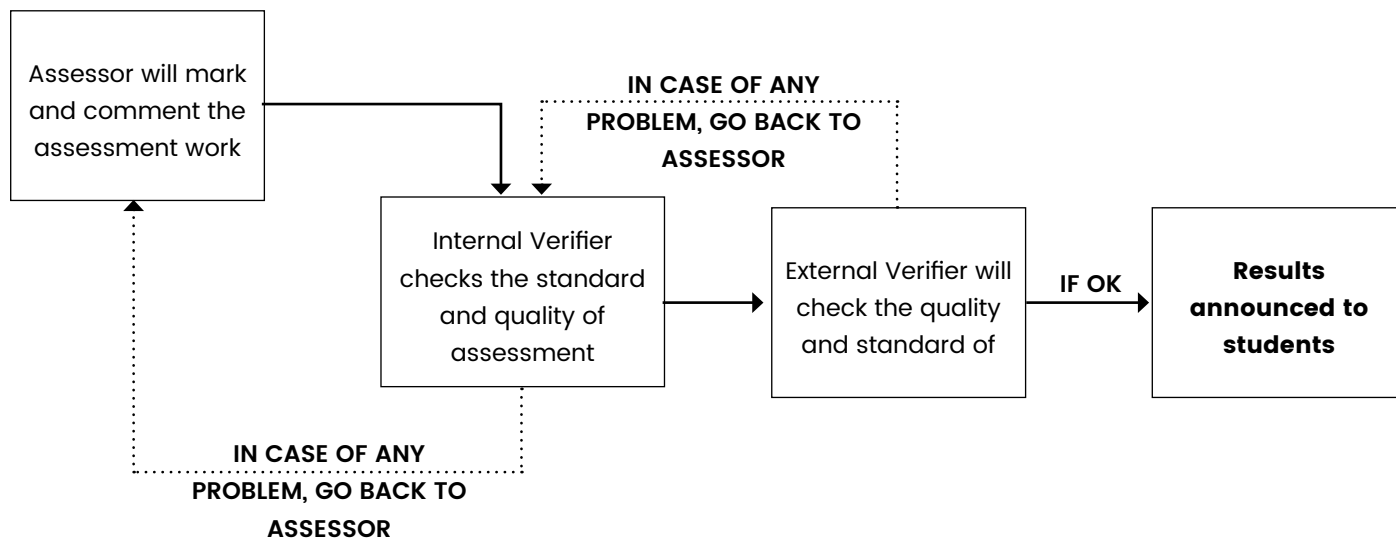**IN CASE OF ANY ISSUES, SENT BACK TO ASSESSOR**
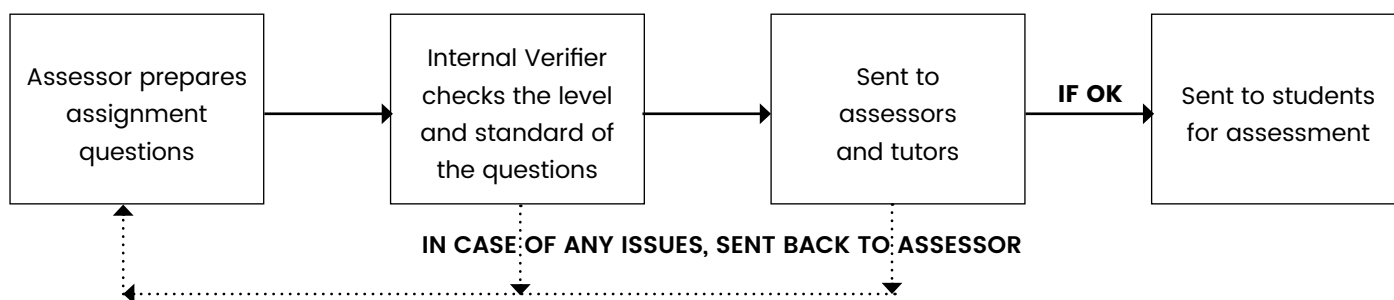
Assessment marking: FE Process
The eight-step process below illustrates the Academy's marking process with FE courses. The process is likely to be different depending on the awarding body. For example, in the case of Higher Education Institution awarding bodies, the final set of marks are likely to pass through an Assessment Board for ratification, having already passed through first marking, second marking and external examiner moderation stages.

1. All assignments will be marked by the course tutors (assessor). Tutors will also provide detailed comments on assignments.
2. The grade and comments of the assessor will be forwarded to the Internal Verifier (IV).
3. The IV will draw a sample (not less than 25% of sample size) of assessed work and will check the procedure and quality of assessment.
4. If the IV is satisfied, the assignments (or a representative sample not less than 25%) will be sent to the Lead Internal Verifier (LIV).
5. If she/he agrees with the overall marks, then she/he will arrange for an External Verifier (EV) to visit the Academy.
6. The External Verifier will check the standard and the quality of work ensuring all learning outcomes are met.
7. Once the EV is satisfied, the final results will be announced to the students.
8. In the case of any queries raised by the EV, the LIV and IV will discuss these issues with the assessor and on a satisfactory report from the EV, the results will be announced to the students. The students will only be told of the result after the IV and LIV agree on the sample passing.

The process of assessment is given on the diagram below

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┌─────────────────┐                    IN CASE OF ANY
│ Assessor will mark │          ┌····· PROBLEM, GO BACK TO ·····┐
│ and comment the │          :            ASSESSOR           :
│ assessment work │          :                               :
└─────────────────┘          ▼                               ▼
         │          ┌─────────────────┐   ┌─────────────────┐        ┌─────────────────┐
         └─────────▶│ Internal Verifier │──▶│ External Verifier │ IF OK │    Results      │
                    │ checks the standard│   │ will check the    │──────▶│ announced to    │
                    │ and quality of    │   │ quality and       │        │   students      │
                    │ assessment        │   │ standard of       │        └─────────────────┘
                    └─────────────────┘   └─────────────────┘
         ▲                   :
         └·····IN CASE OF ANY·····┘
          PROBLEM, GO BACK TO
                ASSESSOR
```

It is the responsibility of the Academy to ensure that:

• Quality Assurance instructions provided by the awarding bodies are followed rigorously.
• Qualifications are delivered in conjunction with the Academy's course delivery policy.
• All academic staff involved in assessment are suitably qualified for the assigned roles.
• Regular tutor evaluations via observations take place to ensure quality.
• Regular student feedback is gathered and acted upon.
• The process is reviewed on a yearly basis (e.g., through the Annual Monitoring Report).

6. External Assessment

The overall assessment process has been described in section 5 above. This section covers the separate, yet related requirement of the Academy to conduct external assessment within the overarching process. The objectives of external assessment are to ensure that:

1. Partners and awarding bodies are satisfied that the assessment being carried out at the Academy is in line with their own Quality Assurance expectations.
2. External review reports (whether from external verifiers, external examiners or systems verifiers) are considered in detail at programme and senior management level.
3. Recommendations and requirements from such reports are followed up by the Academy, with appropriate action.
4. Student representatives are informed of key conclusions, recommendations and requirements from such reports.

Programme and Senior Management Action

On receipt of external verifier/examiner or systems verifier reports, the following actions will be taken:

- A formal acknowledgement of receipt of the report will be sent to the external verifier/examiner/systems verifier that provided the report, along with any comments on the proposed action to be taken by the Academy.
- Programme staff will consider any recommendations or requirements and propose an appropriate plan of action and agreed timescale to meet them.
- Senior management will consider the report, its recommendations and the proposed actions as part of the process of gathering data for annual monitoring.

Dissemination to Students

QAA guidelines stipulate that students must receive copies of external verifier/examiner reports. In this regard, the Academy makes use of student representatives in their capacity as both representatives of and informants to the student body.

Once the external report has been received, and a formal acknowledgement sent to the external verifier/examiner/systems verifier by the Academy, the following actions will take place:

1. The key features of the report, including recommendations or requirements, will be summarised and a copy of the summary will be passed to current student representatives as soon as possible after receipt of the original report.
2. Student representatives will be encouraged to share this information with the student body, preferably through the formal channels of the Student Committee.
3. Academy senior management will take steps to explain the significance of any recommendations or requirements to student representatives.

In normal circumstances, complete copies of external reports will not be passed to student representatives or individual students.

7. Assignment Submission

The overarching assignment submission procedure for the Academy is described in this section. Students should be given clear and full information at the outset of the programme on the nature, timing and general criteria of assessment and the need to plan effectively and manage their own learning appropriately. This procedure must take account of individual learning needs.

The objectives of this process are to ensure that:

- Students receive a published assessment schedule.
- Students know where and how to submit assignments for assessment.
- Students know how to request an extension for submission or to claim extenuating circumstances.
- The handling of referred work and draft submission deadlines are clear to all students.
- Students are aware of the meaning and consequences of academic misconduct, in particular what constitutes plagiarism of work.

Assignment Extensions

Short extensions (less than seven days) can be requested directly between the student and either the Module or Programme Leader. Sufficient reasons for the extension must be given.

Longer extensions (seven days or more) must be requested through the Assignment Extension (AE) form. This is also the form a student should use to request extenuating circumstances.

Responsibilities

- Students are responsible for submitting requests for submission extensions within seven days of the original assignment submission deadline.
- Module Leaders are responsible for enforcing this procedure.
- Module Leaders, in conjunction with the Programme Leaders, are responsible for approving all requests for longer extensions, extenuating circumstances.
- Students are responsible for keeping a copy of any assignments submitted, with the exception of creative and practical assignments.

Monitoring Process

The Academic Board is responsible for monitoring the application of this procedure.

The Procedure

1. All students' assignments must be submitted by the deadline specified on the assessment schedule and assignment brief.
2. Any assignments submitted after the deadline without an AE will not be marked and the student will be deemed to have failed the assignment.
3. It will be the Academic Board's decision as to whether the student will be given a different assignment to complete at a later date to enable all of the outcomes to be covered.
4. In some cases, teachers can request an extension of submission deadline based on how the course has been taught over the term. In such cases, a written request is made by the specific teacher, giving reasons why the extension is required. This is done in order to avoid inconveniencing the students.
5. Where a student has not submitted with a valid reason, a resubmission is allowed. However, final grades will be capped at the pass mark (e.g., 40%) only.
6. All assignments must be submitted in accordance with the assessment schedule and the assignment brief. Details of hand-in procedures will be published in the student/course handbook.
7. If a student fails to meet the submission deadline, they must submit to the Assessment Office an AE form within the deadline date and time. This will automatically give the student an extension of up to seven working days. If a student fails to submit by the AE deadline, then their assignment will not be marked and they will be deemed to have failed the assignment.
8. It is recommended that, wherever possible, teachers give consideration to requests for extensions for the submission of coursework from students with dyslexia and other learning difficulties.
9. When a student with dyslexia requests an extension on a submission deadline, it is recommended that teachers consider granting the extension where the student has made reasonable efforts to meet the deadline and where there appears a genuine reason for non-submission. The general difficulties with time management and study skills that are characteristic of dyslexia may be considered a sufficient reason to grant an extension, if the

student has demonstrated that she/he has made reasonable efforts towards completing the assignment. Any supporting evidence from other individuals such as the student's dyslexia study skills tutor (if she/he has one) or the tutor can be taken into account. However, a teacher can refuse to grant an extension if there does not appear to be a reasonable reason for missing the deadline.

10. Where a student is unable to submit an AE by the stated deadline due to serious illness or hospitalisation, such extenuating circumstances will be taken into consideration by the Programme Leader. In such cases the student will be required to provide evidence of the circumstances.

11. If a student fails to meet all pass criteria on an assignment, they will be allowed a maximum of one referral opportunity, except where the failure is as a result of late submission or where the awarding body requirements specify otherwise. If a student fails to meet the pass criteria after a referral, he/she will fail the assignment.

12. Students will be given clear deadlines for referred work and must keep to the same procedures as for the original submission e.g., use of an AE form to request additional time to submit referred work.

13. Where the awarding body allows students to be given a "pass" mark only for referred work, this can be set by the course team.

14. The Academy course team can set a draft submission procedure for work submitted to deadline and use a "formative assessment submission deadline". At "formative assessment submission deadlines" students would submit "unfinished" assignments for feedback and revision before the final deadline submission date. At the summative stage, the student should submit their work for final marking in line with the deadlines. Failure to comply will result in a cap.

15. All students (with the exception of creative and practical assignments) MUST keep a copy of any written assignment submitted. The Academy maintains the right to request a second copy should it be required.

16. All students MUST accurately reference all source material in assignments.

17. Students should ensure that the assignment responses are handed in on time as indicated on the assessment instrument. Failure to submit on time will result in the assessment being caped to a Pass only. This allows the Academy to be fair to all students who meet deadlines on time. The exception to this rule is when a student has submitted compelling mitigating circumstances, supported by evidence.

18. All students must sign a statement of academic authenticity when submitting assignments. This states that the work is their own and that it has not been copied from any other source e.g., internet, book, another student or group of students.

Grading of Student Assignments

Student work is graded in line with the awarding body's recommendation. For instance, all RQF submission are marked and graded either as a Pass, Merit or Distinction while the DET requires that student work is graded as achieved or not achieved (Pass or Fail).

The award of all merit and distinction should normally be agreed with the internal verifier before confirmation of the mark awarded.

Students will fail assignments if:
- They fail to submit.
- They fail to meet the pass criteria.
- They fail to meet the pass criteria after one referral attempt.
- They fail to submit by the agreed deadline without submitting an AE form.
- They fail to submit by the AE deadline.

- After investigation, the Programme Leader determines that the assignment shows evidence of academic misconduct that is deemed sufficiently serious to merit failure.

All students have the right to appeal an assessment decision according to the Academic Appeals procedure.

8. Tutorial Arrangements

The Academy aims to support students in achieving their qualification and maintaining positive self-esteem in their studies, whilst also maintaining the academic standards as set out by its partners, the awarding bodies whose courses we offer.

Tutorial support will form an essential element in this and all students of the Academy are entitled to a programme of tutorial support which meets the minimum standards set out below.

1. Every student will be assigned a personal tutor for the duration of their studies. This is likely to be a member of the teaching team from within their subject area.
2. All students will be given a minimum of one full session per academic term or trimester per year. Sessions will be one hour in duration – however this time period is nominal and could be longer or shorter depending on each student's individual needs. Within these sessions, students may ask for clarification on learning expectations, such as assignments, previous lessons learnt and life in London in general. Students may elect not to attend these classes, however it will be noted on their record that they chose not to do so.
3. The Welfare Officer will be responsible for the enrichment of student welfare by conducting field trips to industry, museums, or pursue general ideas aimed at student enrichment given by the student body within cost limitations.
4. Programme Leaders may elect to build more tutorial work (either group or individual) into their programmes as they see fit.
5. The tutorial programme will be notified to the students on the timetable which is given to each student.
6. A record of personal discussions between tutor and student will be maintained in the student file. These discussions may take the form of individual learning plans.
7. It is the responsibility of the Principal to monitor the implementation of the tutorial arrangements.
8. The tutorial arrangements will be consistent and complementary to all other Academy procedures.

Implementation
Tutorial support will be implemented in the following way:
1. Tutors will meet students in their class groups, normally in their timetabled tutorial hour. Student attendance will be recorded in the attendance register.
2. Students are entitled to see any information kept in their files and student 'ownership' of the record should be encouraged, but this does not prohibit the tutor writing it down and then reading it to the student for ownership.
3. The tutorial process will be monitored on an annual basis by the Principal.

9. Teacher Observation and Peer Review

The Programme Leaders and/or the Centre Manager will formally observe teachers at varying frequencies, depending on how long the teacher has been at the Academy and also according to the nature of student feedback.

- Newly appointed teachers will be observed twice during their three-month probationary period.
- Newly appointed teachers will also be able to call upon informal support from a professional mentor during their probationary period.
- After the successful completion of the probationary period, teachers will be observed in every term.
- After one year, assuming teachers continue to receive positive feedback from students, they will be observed by the Centre Manager once every year.

The purpose of observations is to review each teacher's approach, style, methodology and performance. The degree and quality of engagement and appropriate use of teaching and learning technology, including the intranet, is an important concern. Appropriate completion of appropriate documentation (schemes of work, lesson plans, etc.), will also be assessed.

Every observation will be followed immediately by the completion of a teacher observation form by the observer in which he/she will review positive and negative features of the session which has been observed. The outcome could be a suggestion that the teacher works upon defined areas for improvement before the next observation. Books, references, online materials or coaching sessions may be suggested to help the teacher improve and develop confidence.

Peer Review

Teachers will also have the opportunity to undertake peer review. Arrangements can be made to cover a class if a teacher wants to participate in peer review. Although peer review is not mandatory, it is considered appropriate that all active teachers should participate in this process at least once or twice a year.

- If a teacher is having problems with one aspect of teaching, the Centre Manager may recommend that they observe a teacher who is particularly strong in that area.
- A teacher may simply wish to get a different slant on their professional practice by observing a colleague.
- A teacher may wish to observe different approaches to student participation and engagement.
- Peer review is an essential feature of team-teaching arrangements.

After peer observations, an informal discussion will take place so that the two teachers can review the lesson.

Performance Review

Teacher observation, peer review and performance review form the basis of professional development. All teachers will participate in the performance review process and outcomes from teacher observations, peer reviews and student feedback will be taken into account as part of this broader process.

Training and development needs will be identified as part of the performance review discussion and may take various forms, including additional observations, job swap arrangements, attendance at professional seminars or workshops or possibly advanced study or research.