



MidKent College Teaching, Learning and Assessment (TLA) Policy

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****Major change is defined as:**

Anything that represents a significant change of working practice, legal requirement, procedure or process within the organisation, or a change that impacts an employee's terms and conditions of employment.

****Minor change is defined as:**

Any change of dates, job titles or terminology that do not represent a significant change to working practice. Examples changes of terminology to reflect current legislation/ DfE/Ofsted such as the change of terminology in the safeguarding policy from peer-on-peer abuse to child-on-child abuse.

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Policy Cross References	
<i>This policy should be read in conjunction with any other associated policies, with particular reference to:</i>	
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MidKent College Safeguarding Policy 2024-2026	MKC-Safeguarding-002

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1 INTRODUCTION

1.1 INTRODUCTION

This policy sets out MidKent College's policy on Teaching, Learning and Assessment and covers all teaching and related activities carried out by staff at the MidKent College including HE provision, Apprenticeships and Partnerships.

The policy is written to recognise, and where appropriate comply, with the Education Inspection Framework and requirements of awarding organisations and our University partners.

2 TEACHING, LEARNING AND ASSESSMENT (TLA)

2.1 INTRODUCTION

Assessment applies to assessment against individual or course objectives set as part of any further education learning programme provided by the College and to all forms of assessment, both formal and informal, including:

- Diagnostic assessment, which establishes baseline performance to enable learning and any necessary support to be planned.
- Formative assessment, which is part of the learning process and supports development.
- Summative assessment, which takes place after learning has occurred and measures the final outputs from the learning process.

2.1.1 Purpose

The purpose of this element of the policy is:

- To support and promote excellent teaching, learning and assessment practice for all those who choose to learn at or through the College.
- To underpin and promote excellent, confident and student-focused teaching for all MidKent College students.
- To promote critical, reflective and confident learning in order to develop autonomous students who respect each other.
- To support the vision and values enshrined in the College's Strategic Priorities.
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group of students or individuals.
- To ensure that the assessment procedure is open fair and free from bias and to the national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

2.1.2 Teaching, Learning and Assessment Statement

MidKent College is committed to providing teaching, learning and assessment practice that:

- Is in line with the professional standards laid down for the sector for teaching, learning and assessment.
- Strives to match the immediate and long-term interests, needs, examination and accreditation requirements of the students.
- Combines the best of classroom practice with the best of new electronic learning and assessment practices.
- Strives to accommodate individuals by being inclusive and individualised.
- Is subject to evaluation and continuous improvement.

Teachers – for the purpose of this policy the term “Teachers” refers to any student-facing member of staff and includes, but is not limited to, “Tutors”, “Staff”, “Assessors”, “Lecturers” and “Agency Staff”.

Students – for the purpose of this policy the term “Students” refers to anyone undertaking learning at MidKent College and includes, but is not limited to, “Learner”, “Adult Learner” and “Apprentice”.

2.2 RESPONSIBILITIES

It is the responsibility of teaching staff to implement the policy objectives set out above and those which are explicit in:

- The current inspection regime.
- Awarding Organisation regulations.

Directors and Curriculum Managers – supported by the Advanced Practitioners, are responsible for providing a range of opportunities for teachers to improve, expand and update their professional teaching skills and encourage experimentation and creativity.

2.3 TEACHING, LEARNING AND ASSESSMENT

The College recognises that teaching, learning and assessment are complex and dynamic processes which are impossible to encapsulate in a set of procedures. For this reason, teaching staff receive extensive training and Continual Professional Development to ensure that best practice is adhered to.

2.3.1 Expectations and Meeting Students’ Needs

- TLA should be effectively planned and sequenced for each lesson, unit and subject area.
- Clear and realistic learning outcomes should be linked to the appropriate awarding organisations specifications.
- Reference to initial assessments and starting points.
- All students and teachers to set challenging targets for students and record progress to ensure that all students make substantial and sustained progress from their starting points.
- All teachers to promote the development of English, Mathematics and Digital Skills within lessons to ensure students have the vocational-based vocabulary and skills to succeed in their future careers.
- All teachers should have a commitment to English, mathematics, Equality, Diversity and Inclusion (EDI) and equal access for all.

- All teaching staff should participate in reflective practice to ensure sharing of best practice in teaching and learning methods.

2.3.2 The Management of TLA

- All students should feel safe, valued and respected in all learning environments.
- Health and Safety regulations must be observed at all times in all learning environments.
- A structured induction to the college and the course being studied, including initial screening and diagnostic assessment for full time and substantial part time students.
- All sessions should start and end promptly.
- Teaching should be energising, motivational and varied and appropriate for the intended outcomes. Sessions should be well paced and well sequenced.
- Sessions should include methods of checking on the learning taking place and have reinforcement built in.
- Learning opportunities should be provided which challenge and develop students to help them achieve their goals and enable progression to higher levels of study or employment.
- The management of sessions should ensure that all students are included.
- An atmosphere of mutual respect should be created, without discrimination and where there is discrimination of any sort it should be actively discouraged.
- Teachers should make every effort to ensure their materials and resources are not discriminatory or stereotypical and are in line with the College's EDI policy.
- Students should be supported in developing their abilities to work independently and in understanding their own learning processes and styles. Learning tasks should be differentiated according to the abilities of the student.
- Students should be encouraged to make maximum use of both resources and time.
- To include industry related experiences e.g. visits, guest speakers or placements etc.

2.3.3 The Resourcing of TLA

- Learning content should be presented with clarity and effectiveness.
- A range of accessible resources should be used, through a variety of media where appropriate.
- Information Communication Technology (ICT) should be incorporated into TLA programmes where appropriate.
- Maximum use should be made of the College learning environments.

2.3.4 The Monitoring and Assessment of Learning

- Students will be informed of the assessment strategies to be used in assessing their learning.
- Students will be given an accurate and comprehensive assessment plan.
- Assessment planning will be implemented in a manner that ensures student assessment loads are manageable.
- Formative Assessment must take place prior to summative assessment.
- The main function of formative assessment is to provide feedback to enable the student to make improvements or attain a higher grade.
- All students to receive feedback on their progress.

- Summative assessment is a final assessment decision on an assignment task in relation to the assessment criteria of each unit. It is the definitive assessment and recording of the student's achievement.
- All forms of feedback including electronic, written or oral, should be constructive and identify criteria that has and has not been achieved.
- Feedback should encourage students to read assessment criteria and encourage them to identify the criteria they have not met and how this is to be rectified.
- Students can expect that where individual verbal feedback is given in the presence of other students, it will be done as discreetly as the learning situation allows.
- Students should be encouraged to participate in the assessment process and should be given the opportunity not only to comment on their progress but also to summarise their learning in relation to the set learning objectives.
- All assessment will be fair and applied equally to all students.
- All assessment materials will be free from any overt or covert discrimination, either in wording or in content.
- Assessment criteria will be presented in clear, unambiguous language and will differentiate only on the basis of a student's knowledge, skills and understanding.
- The procedures used to assess, and the systems used to record progress and achievement will be designed to meet the needs of the students, the learning being assessed and the criteria laid down by the Awarding Organisation.
- Assessment recording systems will be fit-for-purpose, non-bureaucratic and appropriate to the content and delivery style of the course. They may include the use of electronic media, practical performances, competitions, photographic evidence, student testimony and other forms of evidence, including written work.
- All records of student progress must be stored securely.
- When requested, assessment information must be communicated to Awarding Organisation in a timely and accurate manner.
- Assessment information will be used by the College for Quality Assurance purposes.
- It is the responsibility of all staff to ensure that the data captured and recorded on the faculty/college management systems is accurate.
- Arrangements should be made for retaking the assessment in such a way that does not adversely affect other assessments, does not give an unfair advantage over other students and is in line with awarding organisations and procedures.
- Any further assessment opportunity must ensure that the assessment remains fit for purpose and in line with the original requirements.

2.3.5 Support and Guidance for Learning

- Students should be provided with individual support, through individual learning plans, reviews, 1 to 1's and tutorials.
- Support should be readily accessible, regular, and sensitive to individual needs.
- Students who require additional support should be provided with access to College support services.
- Teachers should ensure that they are aware of core support services provided by the College.
- Teachers should strive to add value to their students' careers in a variety of ways in line with industry standards.
- Teachers should take all opportunities to develop students' employability skills and prepare them for their next steps in education, training or employment.

2.3.6 Equality, Diversity, Inclusion and Safeguarding

- All students should be treated equally with respect to gender, gender reassignment, marriage and civil, partnership, disability, race, ethnicity, religion or belief, age, language and sexual orientation.
- Each student should be treated as an individual in their own right.
- All episodes of discrimination within the learning environment should be suitably challenged and, where necessary, reported to the appropriate line-manager.
- All staff have a responsibility for the safeguarding of students, in line with the college's safeguarding policy and should be aware of college procedures particularly with regard to the reporting of concerns to named managers, welfare and safeguarding.

3 THE SUBMISSION OF STUDENT WORK

3.1 INTRODUCTION

The submission and marking of student work should be timely and where appropriate provide time for students to resubmit or re-take assessments. This applies to all college programmes unless the awarding organisation has alternative policies that are given in writing to the student.

3.2 PROCEDURES

- Students are encouraged to submit all coursework on or before the date specified by the tutor/lecturer when the assignment is set.
- This date will be clearly shown on the front sheet of any assignment brief or task set and be clearly communicated to students.
- Students will not be penalised for late submissions in the marking of their work. If a tutor/lecturer agrees to accept work after the deadline the grade awarded will not be affected by the late submission unless the grading criteria requires evidence of:
 - Meeting agreed timelines.
 - The ability to plan/organise time effectively.
 - The ability to work to industrial/commercial practices that include implicit timelines.
- If initial deadlines have not been met the opportunity for re-submission by the learner will be lost. Therefore, it is imperative that the tutor ensures the minimum expectation of pass criteria is met to avoid the learner not achieving the unit.

4 REQUESTS FOR ASSIGNMENT EXTENSIONS

4.1 INTRODUCTION

This section outlines the appropriate procedure for how and when a student may apply for an extension for submission of an assignment/coursework following or prior to a set/agreed date of submission by the tutor. It sets out the process that must be followed by both the student and tutor (assessor of the assignment) when any request for an extension is made.

In the event of exceptional circumstances, the student is given the opportunity to request an assignment extension. However acceptable reasons where this may be considered must be outlined at the induction stage of the programme and made clear to all students.

Staff are to refer to the relevant Awarding Organisation guidelines for the qualifications being delivered to ensure that rules regarding submission of evidence are adhered to.

4.2 PROCEDURES

- These details should be made available and discussed with students at the start of the academic year or beginning of any qualification, whichever comes first.
- Students should be made aware of upcoming deadlines and the importance of meeting these in terms of timely assignment submission in line with the timely completion of any qualification.
- Discussion around the circumstances in which an extension for assignment submission must be clear and this policy should always be referred to.
- At the earliest opportunity students should inform their tutor that they are unlikely to meet an agreed deadline for submission of a set assignment.
- They must give the reason as to why this is and discuss any additional support they might need with their studies so that they do not fall too far behind.
- The teacher will be responsible for making the students aware of how to apply for an extension.
- The teacher is also responsible for ensuring the process for requesting an extension is followed correctly and any request is handled with sensitivity and in a professional manner.
- All requests should be taken seriously and afforded the same consideration.
- The student is responsible for reading this policy thoroughly and seeking additional information from their tutor where required. They will be expected to follow the policy and accept the outcome of any decision made in response to their request and/or where applicable any appeal decision.
- In the instance of an appeal against the decision made by the teacher the appropriate Curriculum Director or Curriculum Manager will be responsible for dealing with the appeal, following this policy's procedure and making a decision based on the information and evidence provided. All appeals should be taken seriously and afforded the same consideration.

5 COURSEWORK ASSESSMENT, PLAGIARISM AND MALPRACTICE

5.1 INTRODUCTION

Cheating, plagiarism and malpractice is any act by a student or a member of staff which undermines the integrity and validity of assessment, the certification of qualifications and/or damages the authority of those responsible for conducting the assessment and certification. It specifically prohibits cheating, which is an attempt deliberately to deceive assessors or examiners and plagiarism, which is the presentation of the work of another as if it was one's own. This applies to all work completed by students for the purposes of assessment, both formative and summative.

The College and Awarding Organisation do not tolerate actions (or attempted actions) of malpractice by students or staff in connection with qualifications where coursework forms a part of the overall assessment. Penalties or sanctions may be imposed on students or centres where incidents (or attempted incidents) of malpractice have been proven.

Awarding Organisations may withhold results or certificates where there are suspicions of malpractice. Therefore, it is in the interests of all students and centre staff to be vigilant regarding assessment malpractice. Where malpractice occurs, or is suspected, it should be dealt with in an open and fair manner.

Please refer to the Quality Policy for full procedures relating to Coursework Assessment, Plagiarism and Malpractice guidance.

6 APPEALS AGAINST COLLEGE ASSESSMENT

6.1 INTRODUCTION

This appeals process is for use where there are no guidelines set out by the external awarding or validating organisation (e.g. the University of Kent). It is also to be used when the awarding or validating organisation states that you must have gone through the centre's appeals procedure in the first instance prior to accessing the Awarding Organisation appeals procedure. Where an appeal is against an awarding or validating organisation assessment, it is the responsibility of the course team to ensure that students are aware of the rules that are set down by the Awarding Organisation and know how to use them when applicable.

6.2 PROCEDURES

In the absence of a formal procedure the following guidelines must be used. Students can appeal against the following:

- The assessment plan – the student can appeal if they do not agree with the suggested methods, location, time and/or criteria.
- The assessment – the student has the right to appeal if they feel that the assessment differed from what was agreed on the assessment plan/schedule or they feel that they did not receive a fair assessment.
- The assessment decision – the student can appeal if they feel the assessor's judgment was unfair.

6.2.1 Stage 1

Assessor/course tutor

The student wishing to appeal against an assessment decision must discuss the reasons for the appeal with the assessor or tutor.

If the student remains dissatisfied with the decision reached, the student must give written notice of the appeal to the course tutor within 5 days of receiving the assessment decision. Details must include the title of the assessment, date and reasons for appeal.

6.2.2 Stage 2

Internal Verifier/Internal Quality Assurer

The course tutor will arrange for the Lead Internal Verifier/Internal Verifier/Internal Quality Assurer/Moderator or Independent Marker to reconsider the assessment decision.

The Internal Verifier/Internal Quality Assurer/Moderator or Independent Marker will notify the student of the decision within 5 working days of receiving the appeal.

If the assessment has been by observation of a performance or presentation, there should be sufficient evidence to facilitate a re-assessment with an additional assessor e.g. the performance or presentation should be recorded and there should be supporting notes, and/or artefacts, handouts, photographs etc. If there is insufficient evidence to be able to make a second assessment decision, another assignment may need to be set.

6.2.3 Stage 3

Curriculum Manager (CM)

If the student is still unhappy with the reconsidered assessment decision, the Internal Verifier/Internal Quality Assurer/moderator or Independent Marker must forward the documentation to the CM within 48 hours of the re-assessment decision being given to the student.

The CM will set a date for a panel to consider the appeal within 10 days of the Internal Verifier/Internal Quality Assurer or Independent Marker's assessment/decision. The student may be accompanied by their student representative or a student colleague. Documentation will be submitted to members of the panel within 48 hours of the meeting being arranged.

Membership of the panel:

- Director
- CM
- Quality Co-ordinator/Quality Nominee

The appeals panel will make a decision based on the evidence supplied by the Internal Verifier/Internal Quality Assurer/CM and the student. The student must accept the decision of the panel as final. This does not affect the student's right to follow the awarding body's appeals procedure.

The Appeal Form is photocopied, with the master copy kept in the Lead IV/ Internal Verifier/Internal Quality Assurer /Moderators file and a copy given to the student.

6.2.4 Stage 4

Awarding Organisation Appeal

If the student is still not satisfied with the decision at this stage and this procedure has been fully exhausted, they can appeal to the relevant Awarding Organisation for the qualification in question. The Awarding Organisation will investigate the appeal in accordance with their procedure, taking the appropriate action.

6.2.5 Stage 5

National Examination Board in Occupational Safety and Health (NEBOSH)

The National Examination Board in Occupational Safety and Health (NEBOSH) contacts, processes and timescales are indicated below. The NEBOSH complaints procedure states that, if the enquirer remains dissatisfied, they may escalate their complaint to NEBOSH.

All complaints received by NEBOSH are dealt with in accordance with their procedures. All complaints will be acknowledged in writing within 10 working days. Correspondence and discussions regarding the complaint will be logged. Complaints will be investigated promptly and fairly. All complaints will be resolved, and a written response provided within 25 working days. In the event that resolution is not possible within this timescale NEBOSH will advise in writing of the reason for the delay and the expected date of resolution. Where NEBOSH find that any corrective and/or preventative action is required; this will be recorded and monitored to ensure improvements are made.

If the concern relates to an examination result or malpractice in the conduct of an examination, the complaint will be dealt with under either the Enquiry about Result Procedure or Malpractice Policy.

The NEBOSH policy meets the requirements of the regulatory criteria for open and transparent procedures for complaints as set out in the SQA Accreditation regulatory principles (2014) document published by Scottish Qualifications Authority (SQA) Accreditation in Scotland.

To make a complaint please e-mail info@nebosh.org.uk or write to the following address:

Customer Service Manager
NEBOSH
Dominus Way
Meridian Business Park
Leicester
LE19 1QW

If the NEBOSH qualification is accredited by Scottish Qualification Accreditation (SQA) and the assessment process took place within the United Kingdom (UK), the student may also seek regulatory advice from SQA Accreditation.

NEBOSH regulatory review of unresolved complaints for SQA-accredited qualifications
Following the exhaustion of the complaints procedure, the candidate or course provider remains dissatisfied and where the relevant NEBOSH qualification is accredited by SQA Accreditation and assessed within the UK, the student may seek regulatory advice from SQA Accreditation: <http://accreditation.sqa.org.uk>

6.2.6 Other Awarding Organisations

Guidelines can be found throughout these procedures in relation to other awarding organisations. These procedures have been updated following the Joint Council for Qualifications (JCQ) in June 2024 which cover AQA, City and Guilds, CEA, OCR, Pearson and WJEC CBAC. A link can be found below:

[JCQ Joint Council for Qualifications](#)

7 APPENDICES

7.1 ASSIGNMENT EXTENSION REQUEST (APPENDIX 1)



Assignment Extension Request

This form must be completed by the student and signed by the tutor who has set the assignment no later than 24 hours prior to hand in date.

Maximum length of extension permissible is **five** working days.

Title of Assignment:

Unit:

Name of Tutor:

Original Deadline Set:

Reason for Extension
(to include extenuating circumstances for consideration to be given for requests greater than 5 days extension)

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Signed (student):

Date:

Number of extensions requested to date:

Staff Use Only

Please Tick for Outcome:	Accepted:		Not Accepted:	
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New Submission Date:		Confirmed Number of Extensions to Date:	
Signed <i>(Course Tutor)</i>		Date:	
Outcome of Appeal <i>(Including any new submission date)</i>		Signed Curriculum Director <i>(for appeal only)</i>	
		Date:	