

Teaching, Learning & Assessment Handbook



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Summary of Changes

Date	Page(s)	By	Details of Amendments
01/12/2023	n/a	MN	Annual Review
16/12/2024	n/a	BT	Annual Review, minor formatting amendments
	9, 10	BT	Amendment of 'student(s)' to 'learner(s)'

Introduction

New Generation Training and Consultancy (NGTC) is a private training providers based in Greater Manchester, providing education and training nationally. All companies within the NGTC family uphold the same company Vision, Mission and Core Values and follow our policies and procedures.

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

This policy applies to all staff delivering educational programmes on behalf of NGTC.

Reason for policy

To ensure that:

- Colleagues have clear information, advice and guidance given about us, the expected. standards of teaching, learning and assessment and the strategies that will be implemented to achieve these across all our contracts.
- Colleagues understand that meeting at least supportive and independent pathways expectations for teaching, learning and assessment is the standard for all staff facilitating learning activities.
- Each learner is supported to achieve their full potential whilst studying with us, through this and our robust information, advice, and guidance mantra.
- Each learner's experience of learning is wholly positive.
- Foster an inclusive approach to teaching delivery through the provision of tailored learning support, to maximise successful learning outcomes.

Handbook and Policy Statement

Learning Ethos and Expectations

Our commitment is that we will:

- Be an inclusive institution, whilst having a clear intent to meet the needs of learners, employers, and regional requirements.
- Aim to establish an ethos based on an excellence within a safe and supportive learning environment.
- Place learners at the centre of everything we do and ensure our expectations of them are high.
- Provide robust and advice and guidance at the beginning and throughout the programme.
- Match individual learners' needs with suitable courses and, where we cannot meet their needs, signpost them to a provider who can.
- Consider and recognise previous learning experiences/learning and ensure all delivery colleagues provide a differentiated approach to the setting of curriculum goals and the sequence of delivery.
- Provide a range of learning environments aimed at encouraging independent and flexible learning.
- Provide learning resources appropriate to learning styles and maximise the use of technology.
- Provide learners with a breadth of learning experience incorporating the development of functionality, critical thinking, and problem-solving skills with a focus on personal development, behaviour, and welfare.
- Ensure learners receive sound next steps and career advice and guidance through their learning programmes.

Learner Induction

Our commitment is that we will:

- Provide a learner handbook.
- Provide learners with a clear overview of their programme, including how they will be assessed, progress reviewed and how the programme will be funded.

- Review agreed expectations from all relevant stakeholders, including code of conduct.
- Provide the learner with key support contacts and details available to them.
- Provide the learner with safeguarding and Prevent information, including reporting any concerns.
- Provide the learner with information around key policies, for example but not exhaustive; health, safety and wellbeing, harassment and bullying, equality and diversity, data protection, whistleblowing and fraud prevention, e-safety, working safely.
- Provide the learner with information around careers, education, information, advice, and guidance (CEIAG).
- Provide the learner with details of how to submit any complaints and how to appeal against assessment.

Teaching and Tutoring

Our commitment is that we will:

- Provide high quality teaching and learning and commit to the continuous improvement of the learner experience.
- Ensure the learners' starting point is established using robust initial assessment (IA), including identified recognised prior learning (RPL).
- Ensure teaching and learning focuses on the appropriate sequencing of components and allow learners to demonstrate their skills in terms of recall and building expertise.
- Provide learners with challenging targets to raise aspirations and ensure their potential to achieve curriculum goals is evident.
- Ensure all staff reflect on their current practice, develop strategies to enhance teaching, tutoring, learning and achieve a result which is beyond expectations.
- Ensure continuous professional development (CPD) events are held both internally and externally to support our staff in the development of their own expertise and andragogy.

Ensure the quality and operational management team provide our staff with ongoing coaching and support. This includes supporting them in the use of technology and remote teaching and learning techniques, including during periods of disruption.

- Ensure the coaching and development cycle is companywide and used as a tool to develop and measure impact.
- Ensure the provision of continued teaching, learning and assessment using technology, when this is the chosen method of delivery and learner awareness is raised to stay safe online.
- Provide online resources and a range of technology solutions to support learner progress.

Assessment

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

- Assessing an individual's progress to deliver constructive and developmental feedback to support future success and provide every opportunity to stretch beyond the standards.
- Assessing an individual's performance to allow for formal grading and certification.
- Establishing the effectiveness of memory recall and impact of sustained learning
- Checking on the development of learners' progress and to inform them of distance travelled in relation to progress towards achievement of curriculum goals and aspirations.
- Making assessment decision based on learner evidence being valid, reliable, consistent and authentic.

The approach to assessment follows the following principals:

- Working within Awarding Organisation guidelines, the assessment process should always be appropriate for each individual learner and adopt the flexibility allowed to us by Ofqual during any periods of disruption.
- Learners will be made aware of the procedures for appeal against assessment decisions both internally and externally.
- Formal assessment will always comply with Awarding Organisation regulations and adequate preparations for such assessment Special assessment adjustments need to be applied for, when appropriate, through the Awarding Organisations.
- Initial assessment, completed predominantly online, will be carried out and assessed against screening indicators, where available, to determine any additional learning support needs and advice given accordingly.

- When receiving the portfolio from a learner the centre should record who received the portfolio, candidate name, when the portfolio was received, delivery staff name and where it has been stored. When the portfolio is returned to the learner it should be signed for. The centre must store all retained portfolios in a secure store.

In situations where a portfolio cannot be found then a full investigation will be triggered by the IQAs, in liaison with their respective Head of Quality/Head of Department.

The External Quality Assurance (EQA) will be contacted for guidance and at this time the QA will discuss the photocopied assessment evidence for the candidate which is held by the centre. It may be a requirement that assessment and or evidence collection will need to be repeated. All Awarding Organisations require centres to retain records for a minimum of 3 years to make them available for certification queries.

These records should be scanned and contain details of learner, delivery staff, QA, enrolment, and registration. These records should be supported by the assessment records and verification documentation. Portfolios should be returned to the learner following the EQA's and examiners' visit. Copied assessment records will be retained by the centre.

Conflicts of Interest

The following aspects are subject to conflict-of-interest requirements:

Observation and Assessment

The purpose of this policy is to provide guidance to staff and any other relevant individuals on handling conflicts, or potential conflicts, of interest that may arise because of their roles as assessors, invigilators, internal verifiers, or assessment-related administrators. This policy applies to all staff or other individuals whenever they interact or potentially interact with any NGTC assessment-related functions. The purpose of this policy is to:

- a) Defines what is meant by conflict of interest in these circumstances.
- b) Describes the role of conflict of interest in the context of working for NGTC in an assessment- related function.
- c) Sets out which conflicts can be managed and how they should manage, and those which are considered unmanageable and therefore cannot be allowed.
- d) Illustrates potential conflict of interest situations.

The most important feature of the policy is the instruction that individuals should always disclose an activity if there is any doubt about whether it represents a conflict of interest. The policy describes how and when such disclosures should be made, that is, as soon as potential or actual conflict is discovered. This should be done by completion of a report at the time (i.e. before the activity is carried out). The policy describes the procedures that should be followed and how to handle potential conflicts of interest. It is important that all individuals and organisations with which NGTC has dealings are confident that its assessment-related operations are free from improper influence.

This policy applies to staff and other individuals who:

- a) Interact or potentially interact with the assessment-related work of NGTC. This includes individuals involved with all aspects of devising, setting, marking, administering, invigilating, internally verifying or any other activity connected with the assessment of learners and associated supporting resources and services.
- b) The individuals falling within the scope of this policy include full-time, part time, pro rata and bank staff of NGTC, including associate staff and external examiners.
- c) The content of the policy cannot cover every potential conflict and must be interpreted in the light of the circumstances of each case.

Definition

A simple definition of conflict of interest is a situation in which an individual or organisation has competing interests or loyalties. Conflicts of interest can arise in a variety of circumstances, for example:

- a) An individual whose personal interest's conflict with his/her professional position.
- b) An individual scheduled to assess, invigilate, or internally verify the work of friends, relatives, or colleagues undertaking regulated and non-regulated qualifications within NGTC.
- c) An individual undertaking assessment for NGTC in their own workplace.

Roles and Responsibilities

All relevant staff have a responsibility to be aware of the potential for a conflict of interest. It is possible that staff working in any assessment-related role might encounter potential conflicts of interest from time to time. Such situations must be carefully managed to ensure

that any conflict of interest does not detrimentally impact on standards of, or public confidence in, NGTC provision or the reputations of partner awarding bodies.

The Conflict of Interest policy is a requirement of the induction of all new assessors, invigilators, internal verifiers, and assessment-related administration staff.

Any day-to-day concerns identified by an individual should be raised with their line manager. Where there is a notified potential conflict of interest for an individual, the individual and line manager must document this carefully, together with those activities that must be avoided to prevent NGTC or any of its partner awarding bodies being brought into disrepute. Notification should be signed by both the individual and the line manager, brought to the attention of the Head of Quality and forwarded to the Operations Director, where such documents will be retained for audit purposes.

Any concerns that the individual feels are urgent should be communicated immediately to the Head of Centre and may be done so in confidence. It is an individual's right to raise concerns relating to conflict of interest directly with the Head of Centre and to receive a response to their concerns. It should be noted that individuals are protected under the Whistleblowing procedure.

As and when the situation arises, assessors, invigilators, internal verifiers, and administrators of assessment-related materials must notify their line managers of any learners enrolled, if family members or other close relatives or friends are employed at NGTC.

Handling Conflicts, or Potential Conflicts of Interest in Specific Areas and Functions

The following are examples of conflicts or potential conflicts of interest from different areas and routes at NGTC. These notes are intended to be helpful to staff in making decisions that relate to potential conflict of interest situations in their day-to-day work.

If a teaching member of staff is involved in any way with the development of a secure assessment for either internal or national use, he or she cannot make use of the knowledge of that assessment in any teaching or learning activity.

Assessors, invigilators, internal verifiers, and assessment related administrators do not take responsibility to ensure the security and confidentiality of all assessment instruments, including examination papers.

Learning and teaching materials are not based on live examinations or other assessment materials (although they can make use of past examination of other assessment materials)

A member of staff is not asked to assess, invigilate or internally verify the work of an enrolled learner who is a family member, other relative, close friend or colleague undertaking CPD

Goods and Services

No employee or associate of the company should procure goods or services where he or she also has an interest in the activity of the other party without approval of the Head of Centre.

Company Sensitive Information

As outlined in the employee contract of employment and associate SLA you must adhere to the confidentiality clause which clearly states that in order to protect the business you must not disclose any confidential information discussed in the course of your duties. Sharing company sensitive information to external sources that could be used by others to obtain a competitive advantage.

Partnership Arrangements

All potential partnerships should declare any conflict of interest as part of the companies' due diligence process.

On receipt of this information, we will review the declaration and decide on how to proceed.

Partnership arrangements where there is a declared conflict will be managed in a way that will ensure the relevant parties are not included in the decision making and monitoring.

Reporting

Any conflicts of interest will be reported to the Operations Director and the relevant awarding organisation.

Consequence of non-compliance

All staff who fall within the scope of this policy are informed that disciplinary action, through the Disciplinary Process, may be taken against them as a result of non-compliance or contravention of this policy