A Welsh version of this document is available.

CAVC Group Teaching, Learning and Assessment Policy

Commitment

This policy is underpinned by the Group's vision – Inspirational, Inclusive and Influential, and will support our work towards the key drivers of Quality, Efficiency and Growth. The policy will incorporate the following principles:

- Those who access Cardiff and Vale College Group must be **free from discrimination**.
- Learners will be supported to **enable** them to achieve their **potential** whilst in learning, in an environment which removes or minimises disadvantage, takes steps to meet their needs and which encourages participation.
- We will support learners to develop the skills they need to **progress** successfully through their lives.

Scope and Purpose of Policy

The purpose of this policy is to provide a framework for creating excellent learning, teaching and assessment across Cardiff and Vale College Group in every aspect of curriculum, support and delivery. The Group values learning and recognises that learning occurs in many settings, both formal and informal. We facilitate learning for academic, vocational, social and personal purposes in a wide variety of disciplines at all levels to learners from diverse social and cultural backgrounds.

In all its activities, the Group aspires to be a learning organisation in which all members, learners and staff are committed to their learning and that of others. We want to ensure that learners studying across the Group gain excellent knowledge, understanding, skills and learning habits, which lead to successful completion of their studies, meaningful and sustainable employment, progression onto Further or Higher Education and a commitment to Lifelong Learning.

To achieve this, the learning, teaching and assessment process must be systematic and supportive. It must embed assessment as part of the learning process rather than as an end product. This policy is underpinned by the Professional Standards, the 5 Basics of Learning (see Appendix 1) and various Quality procedures and strategies which are founded on continuous improvement in all learning, teaching and assessment.

This policy applies to all learners on all learning programmes regardless of mode or location of study.

This policy applies to all staff who have a teaching, learning and assessment or support for learning role within the Group.

This policy applies to all partners and franchise organisations.

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Policy Statements

The Group is committed to:

- Developing quality policies and procedures to ensure the quality of teaching, learning and assessment across the Group is high. These policies and procedures will ensure the effective monitoring of our performance as well as strategies to improve performance where required.

- Keeping up to date with developments in pedagogical approaches to teaching, learning and assessment. This includes technological developments such as artificial intelligence (AI), virtual intelligence etc. The Group will aim to utilise the benefits of these developments as well as effectively manage the challenges they bring to the integrity of assessment.

- Ensuring all staff are involved in professional development to maximise the effectiveness of teaching, learning and assessment. This professional development will be underpinned by the principles of action research and reflective practice.

- Gathering feedback from learners and stakeholders regarding the quality of teaching, learning and assessment.

- Sharing good practice across the Group and externally via Colleges Wales and NTfW.

- Providing a high standard of resources for learners including, where necessary, industry standard vocational resources and those which support effective digital development.

We will ensure that learners on all levels and types of provision are clearly signposted to any external organisation or body which oversees provision, standards, expectations or redress such as an awarding body, the QAA or the Office for Independent Adjudicators for HE (this list is not exhaustive).

Responsibilities

The Governing Body will be responsible for ensuring that:

- The Policy is reviewed on a regular basis (as per the policy terms of review) and appropriate advice is given on content. The Main Board approves the policy.

Senior Management are responsible for:

- Reviewing this Policy and the attached procedures.
- Monitoring and responding to quality and performance data linked to teaching, learning and assessment.
- Ensuring sufficient budget is provided for professional development activities.
- Ensuring sufficient budget is provided for resources that support teaching, learning and assessment.

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Senior Quality staff are responsible for:

- Maintaining the currency of this policy and associated procedures.
- Providing appropriate training and development and support for staff to ensure they can follow the policy.
- Ensuring appropriate steps are taken to monitor data linked to this policy and that this data is used to inform and improve practice.

All Teaching, Assessor and Support Staff are responsible for:

- Acting in line with this policy and associated procedures.
- Attending relevant professional development events and taking advantage of the opportunities open to them for participation in action research, sharing good practice and reflective practice.

All learners are responsible for:

- Attending information events during induction to ensure they are aware of this policy and its implications for them.
- Acting in line with this policy and any associated procedures to ensure they maximise the opportunities studying at the Group gives them.
- Providing feedback on aspects of teaching, learning and assessment when this is requested.

Legislation and Guidance

- Professional standards for further education teachers and work-based learning practitioners in Wales
- Common Inspection Framework
- Education Workforce Council Guidance
- Digital Standards for Wales FE, WBL and ACL
- Joint Council for Qualifications various guidance on assessment

Equality and Diversity Statement

In accordance with College procedures, this policy was written with consideration of the impact of individuals as per the Equality Act.

Welsh Language Standards

This policy provides opportunities for persons to use either the Welsh or English language. The duties which come from the Standards mean that organisations should not treat the Welsh language less favourably than the English language, together with promoting and facilitating the use of the Welsh language i.e. making it easier for people to use in their day-to-day life.

References

Link to other policies and procedures:

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Quality Policy
Bullying and Harassment Policy
Safeguarding Policy
Staff Development Policy
Equality and Diversity Policy
Plagiarism Policy
Complaints and Compliments Policy

Internal Quality Assurance Procedures
Bullying and Harassment Procedures
Safeguarding Procedures
Plagiarism Procedures
Lesson/Peer Observation Procedures
Complaints and Compliments Procedures

Communication and Storage

This policy is published on the company website.
This policy is stored on the company intranet.
This policy is shared with learners.

Glossary

None

Approval, Change and Review

This policy is reviewed every 2 years.

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5 basics of effective learning
elfen sylfaenol dysgu effeithiol

Cardiff and Vale College
Coleg Caerdydd a'r Fro

Every session should include these 5 elements to support effective learning.
Dylai pob sesiwn gynnwys y 5 elfen hyn i gefnogi dysgu effeithiol.

Digital delivery

1. CLEAR OBJECTIVES BASED ON LEARNER NEEDS
AMCANION CLIR AR SAIL ANGHENION DYSGWYR

Use all the information available to you in the group profile. Consider differentiation and personal progress linked to learners starting point and targets.

Defnyddiwch yr holl wybodaeth sydd ar gael i chi yn y proffil grŵp. Rhowch ystyriaeth i wahaniaethu a chynnydd personol sy'n gysylltiedig â man cychwyn a thargedau dysgwyr.

Establish rapport
Dedicate time getting to know your learners online. Work with them in smaller groups 'seminar' groups.

Sefydlu perthynas
Neilltuwch amser i ddod i adnabod eich dysgwyr ar-lein. Gweithiwch gyda nhw mewn grwpiau llai, grwpiau 'seminar'.

2. CHECK IN
TANIO'R MEDDWL

Engage learners from the beginning in a starter activity, assessing prior knowledge.

Ymgysylltwch â'r dysgwyr o'r cychwyn cyntaf mewn gweithgaredd cychwynnol, gan asesu eu gwybodaeth flaenorol.

Assess learning
Assess 'asynchronous' (blended) learning – checking for understanding.

Asesu dysgu
Aseswch ddysgu 'anghydamserol' (cyfunol) – gan asesu dealltwriaeth.

3. ACTIVE AND COLLABORATIVE LEARNING
DYSGU GWEITHREDOL A DYSGU CYDWEITHREDOL

Involve your learners in work-based projects which enable them to learn through doing and work collaboratively. Maximise blended learning and flipped learning.

Ymglymwch eich dysgwyr mewn prosiectau ar sail gwaith sy'n eu galluogi i ddysgu trwy wneud a gweithio ar y cyd. Manteisiwch yn llawn ar ddysgu cyfunol a dysgu gwrthdro.

Active learning
Focus on active online learning. Ask learners plenty of questions (surface – deep). Expect answers in both oral and written form.

Dysgu actif
Canolbwyntiwch ar ddysgu ar-lein actif. Gofynnwch ddigonedd o gwestiynau i ddysgwyr (arwynebol – manwl). Disgwyliwch atebion ar lafar ac yn ysgrifenedig.

4. DEVELOP SKILLS
DATBLYGU SGILIAU

Ensure your lesson develops employability, digital literacy, literacy, numeracy and Welsh language skills where appropriate.

Sicrhewch fod eich gwers yn datblygu sgiliau cyflogadwyedd, llythrennedd digidol, llythrennedd, rhifedd a sgiliau Iaith Gymraeg lle bo hynny'n briodol.

Structured tasks
Set structured tasks that learners can work through independently / in small online groups.

Tasgau strwythuredig
Gosodwch dasgau strwythuredig y gall dysgwyr weithio arnynt yn annibynnol / mewn grwpiau bach ar-lein.

5. ASSESSMENT FOR LEARNING/CHECK OUT
ASESU AR GYFER DYSGU /MYFYRIO

Include assessment for learning. Allow learners to reflect on their progress from their starting points.

Cofiwch gynnwys asesu ar gyfer dysgu. Caniatewch i'r dysgwyr fyfyrio ar eu cynnydd o'u mannau cychwyn.

Follow-up activities
Include assessment points within the lesson and set further 'asynchronous' work to extend knowledge and skills.

Gweithgareddau dilynol
Cynhwyswch bwyntiau asesu o fewn y wers a gosodwch ragor o waith 'anghydamserol' i ymestyn gwybodaeth a sgiliau.

Use the 5 Minute Lesson Plan – access via your intranet.
Defnyddiwch y Cynllun Gwers 5 Munud – mynediad trwy eich mewnrhwyd

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Date approved:	7th July 2020	Responsible Manager: Assistant Principal, Quality, Teaching and Learning
Approved by:	Main Board	Executive Lead: : Vice Principal, Learner Journey and Quality
Next Review date:	1st July 2025	Accessible to Students: : Yes

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