Teaching & Learning Policy

SCOPE AND PURPOSE

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 that form part of the overall 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 self-assessment reports and to shape development priorities.

This policy should be adhered to by staff to ensure that:

- Colleagues have clear information, advice and guidance, the expected standards of teaching, learning and assessment and the strategies that will be implemented to achieve these.

- 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.

LEARNING ETHOS AND EXPECTATIONS

We will:

- Be an inclusive institution, whilst having a clear intent to meet the needs of learners, employers, and regional requirements.

- Establish an ethos based on 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 advice and guidance before and throughout the programme.

- Match individual learners' needs and, where we cannot meet their needs, signpost them to a provider who can.

- Recognise previous learning experiences and ensure all delivery colleagues provide a differentiated approach to curriculum delivery.

- Provide learning resources appropriate to learning styles that encourage independent and flexible learning.

- 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 guidance through their learning programmes.

- Offer reasonable adjustments to support learners with additional medical or learning needs.

LEARNER EXPECTATIONS

Learners should:

- Take appropriate responsibility for your own learning, development, and progression.

- Attend and participate in the training required to successfully complete the course.

- Promptly inform us, if any issues arise that may, affect your learning, development, and progression.

- Respond to and engage with follow-up communications following completion of the training, and during the next six months, to record progression as a result of the course.

- Take responsibility to share evidence requested, to help us monitor the effectiveness of training.

- Support the completion of paperwork and ensure that you sign your Participation Agreement.

- Tell us as soon as you can if you think you may need additional support with your learning due to a disability or learning difficulty.

- All learners have the right to express themselves and participate freely in online sessions.

- Learners, trainers, and support staff are expected to treat each other with courtesy and respect.

- Learners must be committed to completing the full training. If you are unable to attend a live session, you should email DMS4all with the reason for your absence, and catchup using the videos and slides provided.

- Our bootcamp sessions are designed to be interactive, so we encourage you to use your webcam and microphone and be active participants in the training. Learners get more out of lessons when they interact.

- Offensive or inappropriate language or images should not be used in any form of communication. This includes background images and settings in Zoom and other video platforms.

- Any communication considered offensive or inappropriate will be flagged and appropriate action taken.

- If you receive inappropriate messages from others in the class please notify us immediately.

- Personal issues should be handled by private email or telephone call to our support staff.

- You are not permitted to distribute, copy, or use any of the information or images contained within the course for any other purpose than for private study, unless otherwise stated.

- Should you wish to withdraw prior to completion of the course or transfer to a later bootcamp, please email support staff with the reason.

- On completion of the course:

  o If you are unemployed or an independent learner (employed but looking to change career), you will be asked to attend an interview.

  o If you are sent by your employer, they will be required to pay a contribution towards your training and should provide new digital marketing duties/responsibilities.

  o Self-employed learners are required to complete a self-declaration explaining how they will use what they've learnt on the course to grow their business.

LEARNER INDUCTION

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 how to report concerns.

- Provide the learner with information around key policies, for example health, safety and wellbeing, safeguarding, prevent, equality and diversity, data protection, and whistleblowing.

- 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.

- Describe reasonable adjustments available for learners, especially those who have disclosed disabilities or learning difficulties during their application or induction.

REASONABLE ADJUSTMENTS IN ONLINE LEARNING

During the application, on-boarding and induction processes learners are encouraged to confidentially share any learning, mental, or physical disabilities they wish to make us aware of. Once a need is identified, either before or during the course, we work with the learner to provide support, so they can participate in the course on the same basis as other learners.

Online learning provides many benefits to learners with disabilities, particularly for those who may prefer not to disclose their disability. Online learning can also allow learners to access education at a time that best suits them and without the need to travel.

Learners also can modify electronic files, including e-reading materials, into formats that suit their learning needs, including converting text documents to audio files, particularly benefiting learners who are blind or have vision impairments, and those with learning disabilities.

Our learning materials include recorded sessions accessed via Zoom, learning materials in PDF format, PowerPoint presentations, and online discussion in the form of Zoom sessions and a WhatsApp digital drop-in which can consist of text, audio, and video.

Learners are required to complete digital forms, submit work, access live sessions and learning material via an online learning portal. While efforts can be made to make many materials and methodologies accessible, reasonable adjustments will vary by disability type and learner.

What is reasonable?

Reasonable adjustments are actions taken to enable learners with disabilities to participate in education on the same basis as other learners while balancing the interests of all parties. Depending on the circumstances, adjustments can be made to practices, services, policies, or procedures. In deciding whether an adjustment is reasonable, all relevant circumstances and information should be considered, including:

- Practicality and effectiveness.

- Potential learning disruption or health and safety impact.

- Impact of the disability on the learner's learning, participation, and independence.

- Views of the learner about their preferred adjustment.

- Impact on relevant parties, such as other learners, staff, and the education provider.

- Costs and benefits of making the adjustment.

- Need to maintain the essential requirements or academic integrity of the course.

Reasonable adjustments made for learners with disabilities often benefit learners who do not have a disability.

Examples of reasonable adjustments and support

These can include, but are not limited to:

- Supplying learning material in advance of sessions.

- Alternative formats of course material.

- Live captioning during online lessons for learners who are hearing impaired or deaf.

- Use of learner's own assistive software.

- Access to recordings of sessions, allowing easy review of video content.

- Transcription of session recordings as a separate text file.

- Separate chat logs included with session recordings.

- Consistent formatting and use of headings in course materials to help learners using eReading software to navigate the content.

- Consideration of how to present hyperlinks and image alt tags to aid learners using screen readers.

- Written descriptions of assessment tasks to aid learners with learning disabilities.

- Consistent formatting, fonts, and colours (with sufficient contrast) in course materials to help learners who might experience screen fatigue easily.

- Allowing learners with anxiety, or other conditions, to take part in online sessions using voice or text only.

TEACHING AND TUTORING

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 with an initial assessment, including identifying prior learning.

- 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 events are held both internally and externally to support our staff in the development of their own expertise and pedagogy.

- 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.

- 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.

- Make every effort made to contact learners if a session must be cancelled.

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 their learning.

- Assessing an individual's performance to allow for 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.

- The assessment process should be appropriate for each learner.

- Learners will be made aware of the procedures for appeal against assessment decisions.

- Initial assessment will be carried out and assessed against screening indicators, where available, to determine any additional learning support needs and advice given accordingly.

CONFLICTS OF INTEREST

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

Observation and Assessment

- In the event of any family members working for us, they will not be allowed to assess and/or internally quality assure one another, nor act as an invigilator for any examinations they may sit. A learner undertaking a qualification with us will not be assessed by a family member and the internal quality assurance of assessments for the said learner will not be undertaken by a family member.

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 CEO.

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 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.

RELATED POLICIES, PROCEDURES AND GUIDANCE

- Complaints and Appeals Policy
- Safeguarding Policy
- Prevent Strategy
- Health and Wellbeing Policy
- Equal Opportunity Policy
- Privacy Notice
- Department for Education Complaints Procedure
- Recruitment Policy
- Whistleblowing Policy

SAFEGUARDING

Our Safeguarding and associated policies set a framework for the expected standard of behaviour. We are committed to ensuring that a safe and suitable environment is provided for all users of our services, especially those who are considered adults at risk of harm, abuse, and neglect as well as children. We also look to protect our employees and subcontractors.

Our safeguarding policy and associated policies are based on the following principles:

- The welfare of children, young people and vulnerable adults is the primary concern.

- All children, young people and vulnerable adults have the right to protection from abuse.

- It is the responsibility of experts to determine if abuse has taken place, but it is everyone's responsibility to report any concerns using the appropriate procedures outlined in the policy.

- All incidents of suspicious practice and allegations must be taken seriously and responded to swiftly and appropriately.

- Confidentiality must be upheld in line with all current legislation.

Our Safeguarding and related policies are available from the policies section of our website: https://www.dms4all.co.uk/policies-and-statutory-information/

WHISTLEBLOWING

Our Whistleblowing Policy sets out the way in which concerns about malpractice may be raised.

LEARNER APPEALS

Our Learner Appeals Procedure in part of our Complaints and Appeals Policy. If you are dissatisfied with an assessment outcome you have the right to appeal. Reasons for appeal are likely to be:

- You do not feel that you were given adequate access to assessment.

- You were not satisfied with the methods used to assess your work.

- You feel that there is an element of bias in your assessment.

Learners are advised to keep their own copies of all documents used in the Appeals Procedure.

LOST COURSEWORK

We take precautions to avoid the loss or theft of coursework. If work goes missing it should be reported to the management team as soon as possible, detailing the name of the learner, and units missing.

We will identify units completed and evidence that has already been gathered before discussing with the learner and arranging for any outstanding evidence to be gathered with the least possible inconvenience to the learner.

VALUES AND ATTRIBUTES

Trainers should think critically about their own educational assumptions, values, and practice in the context of a changing contemporary and educational world, drawing on relevant research as part of evidence-based practice.

Trainers should act with honesty and integrity to maintain high standards of ethnics and professional behaviour in support of learners and their expectations.

Trainers are 'dual professionals'; they are both vocational/subject specialists and trainers, committed to maintaining and developing their expertise to ensure the best outcomes for their learners.

Trainers should:

- Develop your own judgement of what works and does not work in your training.
- Reflect on what works best in your training to meet the diverse needs of the learners.
- Evaluate and challenge your practice, values, and beliefs.
- Inspire, motivate, and raise aspirations of learners through your enthusiasm and knowledge.
- Be creative and innovative in selecting and adapting strategies to help and guide learners.
- Value and promote social and cultural diversity, equality of opportunities and inclusivity.
- Build positive, collaborative relationships with colleagues and learners, maintaining professional knowledge and understanding.
- Maintain and update knowledge of your subject and/or vocational area.
- Manage and promote positive learner behaviour.
- Develop your expertise and skills to ensure the best outcomes for learners.
- Motivate and inspire learners to promote achievement and develop their skills to enable progression.
- Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment.
- Support learners in the use of technology, and work to overcome individual barriers to learning.
- Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
- Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement.
- Maintain and update your training expertise and vocational skills.
- Contribute to organisational development and quality improvement.
- Consider the options for Reasonable Adjustments, where required, to adopt an inclusive approach to teaching and assessment, considering the needs of learners requiring Additional Learning Support.

Trainers have appropriate skills and expertise to provide good-quality teaching, learning assessment and information and support services for each learner.

- Learners understand how well they are progressing towards their learning goals and what they need to do to improve.
- Feedback on marked work should be given within appropriate time limits and in accordance

with the assessment schedule, where applicable.

- Give choices about the next stage of their education, employment and offer impartial career advice and guidance.

- Instil employability skills, along with personal development, so that learners are prepared to respect others and contribute to the wider society and life in Britain.

- Understanding how to keep themselves safe, spot potential risks and keep healthy, both emotionally and physically.

- Understand risks: sexual exploitation and extremism, including when using the internet and social media.

- To inspire self-confidence, self-awareness and understand how to be a successful learner.

- Through following guidelines for behaviour and conduct, how to manage their own feelings, behaviour, and ability to relate to others.

- Learning, teaching, training, and assessment promote equality and support diversity.

- Staff are sensitive to and promote equality of opportunity.

- Staff maximise the opportunities in sessions to promote equality of opportunity and diversity.

- Session plans and schemes of work demonstrate how staff will promote equality and support diversity.

- Staff attend scheduled events to maintain knowledge levels, share ideas and continuously improve embedding skills.

SESSION OBSERVATIONS

We take a proactive approach to ensuring that the education we deliver is of high quality. One of the ways in which we achieve this is through regular session observations and continuous professional development.

Our approach is aligned with institutional and national priorities in relation to teaching and learner outcomes. Our system is supportive and through monitoring and recognition, encourages continuous improvement whilst indicating any developmental needs of our staff.

Via the consistent implementation of session observations, we ensure staff receive informed feedback, advice on how to improve, whilst also ensuring that we recognise outstanding practice, and can disseminate relevant outcomes.

The observation will be undertaken by a peer or senior of the individual, and will align with the Ofsted Education Inspection Framework and the Further education and skills inspection handbook.

All those who teach are observed at least annually, but more often if a risk factor or need is identified. New trainers will be observed during their first wave of delivery to help identify any developmental needs. If developmental needs are identified, further observation may be carried out post-development.

There are reports of observations undertaken, the findings, including identification of good practice, and the impact of any development undertaken. This is help us to improve the quality of teaching and learning.

SESSION RECORDINGS

The recording of teaching material is intended for use by learners to catch up on missed course content, or to review materials covered in live sessions.

- Recorded teaching materials benefit all learners by providing an opportunity to re-visit material presented during live sessions. It is particularly useful for reviewing complex information, new terminology, and difficult concepts.

- Recorded learning materials are particularly beneficial to certain groups of learners, for example those with specific learning needs and those whose first language is not English.

- Online sessions are automatically recorded by Zoom, and links to access the recordings are emailed to learners enrolled on the specific bootcamp at the end of each week.

- Whilst we use every effort to ensure that recordings are available there may be instances where there are, for example, IT or operational issues which will affect our ability to provide access to all recordings.

- No copying, circulating, or recording by learners of these recordings is permitted. Learners are allowed to download session recordings to aid their own learning.

- Recordings are retained for 2-weeks after the completion of each bootcamp, they are then deleted from the Zoom server to free up space for future bootcamps.

Data Protection, Copyright, and other rights

- GDPR Article 6(1)(e) gives us a lawful basis for making session recordings under 'public task' relating to teaching and learning where: "processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller".

- It is the responsibility of the lead trainer and presenting trainer to ensure that the material does not breach copyright and any necessary consents to use third-party materials have been obtained.

- The copyright in teaching materials resides with Enterprise4all.

- Trainers are asked to temporarily assign their performer's rights to Enterprise4all to allow learners access to those recordings.

- Moral rights (i.e. right to be identified as the author of copyright work and right to object to any derogatory treatment of the work) do not apply in copyright terms to works created as part of employment, but those rights can be asserted by individuals if they wish to have their work attributed.

- Session recordings are not intended for use as a performance management tool. However, we reserve the right to use these recordings to perform session observations with prior notice before the session takes place.

- Recording of guest lecturers requires their explicit consent.

APPENDIX A

TRAINER CHECKLIST

This checklist will help trainers to ensure that each session is organised in a consistent and efficient manner, leaving learners with a clear understanding of the material covered and what is expected of them before the next session.

Before each session:

- Read the session notes and ensure that you have all necessary resources.

- Check the Zoom link is working properly, and your internet connection is stable.

- Open the Zoom room at least 10 minutes before the session to greet learners and address any technical issues.

- Check that the session is being recorded to the cloud.

During each session:

- Start the session promptly at the scheduled time.

- Review the previous session and ensure that learners are up to speed.

- Present material in an engaging and interactive manner, using resources where possible.

- Encourage learners to ask questions and provide feedback throughout the session.

- Provide practical exercises or assignments to reinforce learning.

- Allow time for breaks to give learners a chance to stretch and refresh themselves.

At the end of each session:

- Summarize key points covered in the session.

- Preview material to be covered in the next session and remind learners of the date and time.

- Encourage learners to ask any final questions or provide feedback.

- Remind learners to complete any exercises or coursework before the next session.

- Thank learners for their participation and engagement.

- Close the Zoom call and ensure that all learners have logged out.

- Review any technical issues that may have arisen, and address as needed.

- Reflect on the session and leaner feedback, note areas for further development, and incorporate into future sessions and/or discuss with the lead trainer where appropriate.

APPENDIX B

TEACHING, LEARNING AND ASSESSMENT OBSERVATION FORM

Trainer		Observer	
Programme		Subject/Topic	
Cohort		No. learners	
Date		Delivery	
Start time		End time	

Specific are of focus as agreed (if applicable)

Specific target (what?)	How will it be achieved in this lesson?
e.g. Use of resources	• •

Context: (What did you see as you joined the session? What were the learners doing? How had the room/session been prepared? Was this the morning or evening etc.? Did the context have any impact on the learners/session?)

Learner Comments: (Are learners aware of what they are learning? Are they enjoying the session? Do they feel they have been included? Will they be able to link learning to their workplace or their targeted role?)

Areas of Good Practice / Key Strengths

Plan and Structure The session is well planned with a clear structure and it is clear that all learners are able to evidence learning in sessions. Regular breaks are planned in longer sessions.	
Differentiation A range of activities (group and individual work & in-session support) are planned and carried out. Individuals' needs are planned for and built into the session.	
Stretch and Challenge The session is pitched at a high level and techniques are used to ensure the more able learners are suitably challenged and the less confident learners are not left behind.	
Engagement All learners were engaged in all group/individual activities. Learners were clear on instructions and responded to questions throughout	
Assessment/Feedback for Learner A range of assessment methods were used to enhance and measure learning throughout. Errors were corrected consistently, enabling learners to improve	
Development of English and Numeracy All learners developed a range of English and Numeracy skills in the lesson where appropriate	

Wider Development	
Naturally occurring and vocationally relevant opportunities were taken to develop learners' awareness of Safeguarding, Prevent, Health and Safety, Equality and Diversity, and/or British Values	

Additional Comments

Were learners with support needs given appropriate strategies to help them learn?
Were any wider topics naturally discussed in the session?
Were there any areas of outstanding practice that should be shared?

Review of targets / Previous Areas for Development (if applicable)

Summary of Key Strengths

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Areas for development - feed into ongoing review or next observation	Suggestions (2-3) for addressing the areas for development
	•
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	•

Trainer Comments

Trainer	
Observer	
Date completed	