



<b>Policy:</b>	<b>Learning, Teaching and Assessment Policy</b>
<b>Date of approval:</b>	March 2026
<b>Effective date:</b>	April 2026
<b>Next review date:</b>	March 2027

## **1. Purpose**

Kingsford Education Group (KEG) is committed to delivering high-quality learning, teaching, and assessment that supports student success, academic achievement, and employability.

The purpose of this policy is to provide a comprehensive framework for learning, teaching, and assessment practices that ensure academic standards are maintained and that students are supported to achieve their full potential.

This policy aims to develop KEG's capacity as a learning organisation, promote student-centred and inclusive learning, ensure valid and reliable assessment practices, support widening participation and access to education, and align learning and teaching practices with regulatory expectations and sector standards.

## **2. Scope**

This policy applies to all academic provision delivered by Kingsford Education Group (KEG) and to all staff involved in teaching, learning, assessment, and academic support.

It applies to all programmes, modules, and delivery modes, and covers all aspects of learning, teaching, assessment, and academic support.

## **3. Learning and Teaching Principles**

KEG is committed to delivering high-quality, inclusive, and student-centred learning and teaching.

- Learning and teaching practices will ensure that students develop subject knowledge, independent learning skills, and critical, analytical, and creative thinking abilities.
- Teaching will be designed to support progression from guided learning to independent and autonomous study.
- Learning opportunities will be inclusive and responsive to diverse student needs, including those from different cultural and educational backgrounds and those for whom English is an additional language.
- Teaching will support the transfer of knowledge and skills to professional and work-based contexts, enhancing employability.
- Learning environments, including physical and digital platforms, will be safe, accessible, and conducive to effective learning.
- All teaching staff will be appropriately qualified, supported, and engaged in continuous professional development.

#### **4. Learning Outcomes and Standards**

All programmes and modules will have clearly defined learning outcomes aligned with relevant academic frameworks and awarding body requirements.

- Learning outcomes will be delivered at the appropriate academic level and will be clearly communicated to students.
- Teaching and learning activities will be designed to enable students to achieve these outcomes.
- Academic standards will be set, maintained, and reviewed in line with sector expectations and awarding body requirements.

#### **5. Teaching Delivery and Student Engagement**

Teaching will be planned and delivered in a way that promotes active engagement, participation, and independent learning.

Lecturers will:

- Use a range of teaching methods to support different learning styles
- Monitor student progress throughout sessions
- Use formative activities to support learning
- Provide opportunities for discussion, reflection, and critical thinking

Students will be encouraged to take an active role in their learning and to engage with learning resources and activities.

Feedback from students will be used to enhance teaching practices and improve the student experience.

#### **6. Assessment Principles**

- Assessment at KEG will be fair, valid, reliable, transparent, and inclusive.
- Assessment will enable students to demonstrate the extent to which they have achieved the intended learning outcomes.
- Assessment methods will be appropriate to the subject and level of study and will not disadvantage any individual or group.
- Assessment practices will ensure that academic standards are maintained and that decisions are consistent and evidence-based.

- Recognition of prior learning will be considered in accordance with established procedures.

## **7. Assessment Design and Practice**

Assessment tasks will be clearly linked to learning outcomes and assessment criteria.

- Assignment briefs will be fit for purpose and internally verified prior to issue.
- Students will not be over-assessed, and assessment will be proportionate to the learning outcomes.
- A range of assessment methods will be used to support different learning approaches and reduce reliance on any single method.
- Assessment design will minimise the risk of academic misconduct by promoting authentic and contextualised tasks.

## **8. Feedback and Assessment Turnaround**

Students will receive clear, constructive, and timely feedback on their work.

Feedback will:

- Be linked to assessment criteria and learning outcomes
- Highlight strengths and areas for improvement
- Support student development and progression

Feedback will normally be provided within a defined timeframe, typically within three weeks of submission.

## **9. Internal Verification and Quality Assurance**

Assessment decisions will be subject to internal verification to ensure consistency, fairness, and reliability.

- Internal verification will include sampling of assessed work, review of assessment decisions, and feedback to assessors.
- Assessment outcomes will be reviewed and approved through formal processes such as Assessment and Progression Boards.
- All assessment decisions will be recorded accurately and communicated to students in a timely manner.

## **10. Academic Integrity and Assessment Security**

KEG is committed to maintaining academic integrity.

Measures to prevent academic misconduct include:

- Use of plagiarism detection tools
- Clear guidance on referencing and academic practice
- Design of assessments that require original and applied responses
- Opportunities for formative feedback

Students may be required to submit work through approved systems, and limits may apply to submission attempts in line with institutional procedures.

### **11. Reassessment and Progression**

Students will be given opportunities for reassessment in accordance with programme and awarding body requirements.

- Reassessment will normally be limited and structured to maintain academic standards.
- Decisions regarding reassessment, retakes, and progression will be made by Assessment and Progression Boards.
- Retakes may require full engagement with the unit and may be subject to conditions or fees.

### **12. Equality and Inclusivity in Learning and Assessment**

KEG is committed to ensuring that learning and assessment are inclusive and accessible.

Reasonable adjustments will be made for students with disabilities or additional needs in accordance with institutional policies.

Teaching and assessment practices will promote equality, diversity, and inclusion.

### **13. Student Support**

Students will be supported throughout their studies to enable successful learning and progression.

Support will include access to personal tutors, academic support services, and guidance on study skills and employability.

Students with additional needs will receive appropriate support and adjustments.

Students will have clear routes to raise concerns and seek assistance.

### **14. Professional Standards**

Staff and students are expected to uphold high standards of professionalism.

This includes maintaining integrity, respecting others, attending scheduled sessions, and engaging positively in learning. Students are expected to submit their own work and follow academic conventions, including appropriate referencing. Staff will maintain professional standards in teaching, communication, and student support.

### **15. Use of Technology in Learning**

KEG will utilise digital platforms and learning technologies to enhance teaching and learning. Virtual Learning Environments and other tools will support access to resources, communication, and assessment. Staff and students will be supported in the effective use of these technologies.

### **16. Monitoring and Enhancement**

Learning, teaching, and assessment practices will be monitored and continuously improved through:

- Student feedback
- Peer observation and review
- Programme and module evaluation
- Quality assurance processes
- Data analysis on student outcomes

Enhancement activities will be discussed through academic committees and used to improve provision.

### **17. Governance and Oversight**

The Academic Board has overall responsibility for the quality of learning, teaching, and assessment. Senior Management Team and academic leaders will ensure effective implementation of this policy. Quality Assurance processes will support monitoring and continuous improvement.