

# **Adult Learning, Young People's Learning & Apprenticeships**

## **Teaching, Learning & Assessment Policy & Procedures**

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**The content of this policy are an integral part of the HA Quality Assurance Framework.**

### **1.0 Purpose and Scope of Policy**

Hampshire Achieves is committed to improving the quality of teaching and learning for learners on all funded Adult Learning courses, Young Peoples Learning, and Apprenticeship programmes.

This policy refers to all programmes, supported and/or delivered by Hampshire County Council through Hampshire Achieves incorporating Adult Learning, Young People's Learning and Apprenticeships, including those funded or subsidised by the Education Skills Funding Agency (ESFA).

All staff and tutors will be made aware of the Policy which will be updated on an annual basis. The successful implementation of the Policy depends upon all staff working together to fulfil best practice within teaching learning and assessment.

This policy sets out how we will ensure a high-quality learning experience through well planned and defined teaching, learning and assessment activity.

### **2.0 Linked policies**

This policy is developed in the context of other related policies, including:

- Conflicts of Interest
- CPD policy
- Equality Diversity and Inclusion
- Internal Quality Assurance
- Malpractice and Maladministration
- Qualification & Exams
- Quality Assurance Framework
- RARPA
- Safeguarding & Prevent
- SEND

### **3.0 Underpinning Principles**

When ensuring high quality teaching, learning, and assessment the fundamental principles from research tells us that maximum learning happens when:

- Learning cycles are precise, well planned and ensure progress over time.
- Teaching and learning activities enthuse and motivate learners and therefore foster curiosity and a drive to learn.
- Assessment and feedback are ongoing, accurate, precise and are used to inform successive teaching and adjustments that need to be made.
- The learning environment is both physically and emotionally safe for learners.
- Opportunities for cooperative learning are exploited in order to enable learners to benefit from the social interaction, peer support and problem solving with their peers.
- Research from how the brain develops is an integral part of the planning and delivery process.

For specific guiding principles of programme types please see appendices.

#### **4.0 Expectation of delivery of Teaching Learning and Assessment**

All learners should have equal access and entitlement to:

- a range of well-resourced and structured learning opportunities
- effective teaching that enables/facilitates learning and recall across all programmes.
- availability of appropriate resources to support and facilitate independent learning.
- the ability to manage their own learning and independent learning by having access to an e-Portfolio where appropriate.
- appropriate and wide-ranging assessment which gives clear and effective feedback.
- accurate and effective recording of their progress, support, and achievement.
- effective and appropriate learning support which meets their individual needs which includes a robust initial assessment to identify individual learning needs.
- use of integrated and adaptive learning technologies and e-learning, where appropriate.
- a safe learning environment that promotes health and safe teaching, learning and assessment practices.

#### **5.0 Teaching and Learning**

##### **5.1 Pedagogy**

High quality teaching and delivery is enabled through an understanding of learning theories. Within Hampshire Achieves we use and apply the Principles of Instruction as set out by Rosenshine, as well as an understanding of theories relating to cognitive load and memory. (See appendices A and B for details).

##### **5.2 Rosenshine's Principles**

Curriculums should be designed and implemented to support the 10 principles of Rosenshine which are:

- Review learning.
- Present new material in small steps.
- Ask good quality questions.
- Provide models and worked examples.
- Practise using new material.
- Check for understanding.
- Obtain a high success rate.
- Provide scaffolding and support.
- Encourage independent practice.
- Weekly and monthly review.

##### **5.3 Cognitive load**

Tutors when planning and implementing their curriculum should consider the principle that the brain can only process a finite amount at any one time.

Strategies to support the movement of short term to long-term memory are outlined within Appendix B.

#### **5.4 Teaching and Learning Planning Expectations**

There should be effective planning and preparation for learning which includes:

- curriculum plans in an agreed format which are reviewed and updated regularly.
- curriculum plans incorporating outcomes from initial and ongoing learner assessment (including health assessments for sports/exercise classes as appropriate)
- learning that is personalised to take into account levels of ability, and needs of learners, including additional support needs, including provision of curricular activities that provide different modes of study to meet the needs of a wide range of learners.
- meeting the needs of learners who require additional learning support.
- identification of suitable resources and teaching, learning and assessment materials.
- embedding equality, diversity, and inclusion, highlighting opportunities to address, explore and celebrate diversity with the classroom.
- promoting active citizenship (including British values, Prevent and safeguarding)
- embedding employability skills (English, maths, and digital skills)
- having clear identifiable learning objectives that are SMART.
- having a wide variety of assessment activities and methods, which include the involvement of learner in the assessment, review, and evaluation processes.

#### **5.5 Guiding Principles**

Each curriculum area has guiding principles that underpin how tutors develop and implement their delivery plans. These principles are specific to each area, and they reflect the unique features of each programme and are based on best practice and current pedagogy. For more details of these principles please see appendix G. These are developed in collaboration with tutors by each Programme Manager.

The guiding principles are validated at our Performance Management Group.

The implementation of these guiding principles will be monitored through Quality Assurance activity, including curriculum audits and observation of teaching learning and assessment.

#### **5.6 Tutor Course Files**

From September 2023, all Tutors are required to have Tutor files in place with the approved checklist completed and signed off by the Curriculum Manager. Additionally, all tutors are also expected to have a completed Safeguarding and Prevent checklist in this file.

[Safeguarding Prevent and British Values tutor checklist](#)  
[Tutor Course file checklist \(ACL\)](#)

[Tutor Course file checklist \(APP\)](#)

[Tutor Course file checklist \(YPL\)](#)

## **5.7 Monitoring and improvement activity – teaching and learning**

It is expected that the planned teaching and learning strategies will be monitored, and improvement areas identified through a variety of quality assurance methods (see Quality Assurance Framework).

Teaching and learning will be evaluated through observations of teaching, learning and assessment, and learning walks. These will be evaluated to identify emerging trends or themes. Any identified trends will be used to develop our planned CPD activities.

Learner voice and course evaluation opportunities will be collected and reviewed by tutors, managers, and quality team as appropriate to the size and length of the programme.

Audits of subject areas will take place throughout the academic year. These will include deep dives on a thematic basis, as well as scrutiny of curriculum planning.

Actions for improvement will be added to the relevant action review spreadsheets, which will be monitored regularly by the quality team to ensure all are striving for excellence in curriculum planning and delivery. Where there is scope for individual team improvement this will be added to the Quality Improvement Plan (via Mesma Gen II).

## **6.0 Assessment**

Assessment is an ongoing and intrinsic part of the process of learning, as it acts as the bridge between teaching and learning. To ensure learners make the maximum progress we expect all assessment to be used in a reflective and systematic way. See Appendix C for details of stages of assessment.

It is the tutor's responsibility to choose the best methods of assessing a learner in relation to their individual circumstances. The methods chosen must meet standards of validity, authenticity, currency, sufficiency, and reliability (VACSR), as well as the awarding body requirements. Methods of assessment should be identified clearly within planning documentation.

It is also the responsibility of the tutor to complete a conflict-of-interest form for each cohort of learners where applicable (see Conflict of Interest Policy).

## **6.1 Assessment within non-regulated provision**

For non-regulated provision full implementation of RARPA (Recognising and Recording Progress and Achievement) should be followed. This learner centred staged process aims to improve the learning process for each learner by providing a process that enables reflection of learning and progress at key points. Tutors have a key role in making the RARPA process engaging and beneficial for every learner; and to ensure that the methods used to record and recognise progress and achievement are appropriate and have value for the learner.

The criteria for RARPA applies to non-accredited learning which does not lead to any form of external accreditation (Customised Qualifications) or qualifications, irrespective of course duration. For additional information on RARPA please refer to [Course: RARPA \(participationandlifelonglearning.co.uk\)](http://Course: RARPA (participationandlifelonglearning.co.uk))

## **6.2 Assessment for regulated provision**

### **6.2.1 All tutors have the role and responsibility to**

- have relevant qualifications, knowledge and/or experience in the subject area being assessed.
- have relevant qualifications, training, and experience in the assessment process.
- involve learners in the assessment planning process, ensure that learners are fully briefed on assessment procedures and methods, including appeals procedures.
- judge evidence against the qualification criteria to make assessment decisions.
- provide constructive, supportive, and developmental feedback to individual learners regarding their progress and achievement including recording outcomes of assessment for e-portfolios on OneFile where used.
- contributing to the internal quality assurance process, including working with the IQA to agree assessment processes against the qualification.
- adhere to the awarding organisation's assessment specification in the judgement of evidence towards a qualification.
- follow agreed procedures for recording, storing, reporting and confidentiality of information.
- for awarding body qualifications that require an e-portfolio of evidence OneFile will be used, and learners will be supported to document their learning using this platform.

### **6.2.2 In addition, tutors on vocational programmes must:**

- maintain practice in the relevant sector/occupational area
- develop plans for assessing occupational competence with learners, in line with the qualification specifications.

## **6.3 Accounting for Prior Learning**

Funds must not be used to pay for training for skills, knowledge and behaviours already attained by learners. Hampshire Achieves are committed to ensuring that learners on programmes have relevant prior learning, knowledge, skills, and achievement recognised where it meets the assessment criteria required and is valid, authentic, sufficient, and reliable. This is known as Recognition of Prior Learning (RPL). Before a learner starts their programme there must be a thorough appraisal of the knowledge and skills against those required to achieve learning aim and occupational competencies. Where applicable, this may result in reduced content, duration, and cost.

## **Credit accumulation and transfer (CAT)**

Credit transfer gives recognition to the fact that some units are the same, irrespective of the fact that they appear in different qualifications. Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number. This is to prevent a learner from having to unnecessarily repeat previous learning.

### **6.3.1 Centre/Programme/Team Managers are responsible for:**

- Making all learners aware of RPL/CAT as part of the induction process. Learners eligible for RPL/CAT may identify this themselves or it may be identified by their Tutor.
- Making relevant checks via the Learner Records Service (LRS) to identify prospects for RPL/CAT.
- If the learner PLR is not available and they do know or have evidence of prior attainment they will be referred to the [Get a replacement exam certificate - GOV.UK \(www.gov.uk\)](#) advice. Evidence of proof of equivalency from [UK ENIC](#) where an individual has an international qualification.
- Ensuring a thorough initial assessment is conducted to review and assess any prior learning.
- Documenting any identified prior learning and the evidence assessed
- Providing feedback to the learner on the assessment decision and how this affects their programme of study.
- Developing an individualised Training Plan for each learner, which identifies opportunities for RPL and the types and sources of RPL required to meet the qualification criteria or apprenticeship standard.
- Providing advice and support to learners in building their portfolio/assessment evidence to meet the standards for the programme of study.
- Providing staff training and development in RPL process to relevant staff

### **6.3.2 Process for Prospective apprentices**

- Prospective apprentices will be issued with a skill scan to ensure suitability for the programme.
- All prospective apprentices will then complete an enrolment form that is scrutinised for prior learning, omitting those overqualified and not eligible for funding. Where there is some prior learning, we will assess whether the individual needs an apprenticeship with a minimum duration of 12 months with off the job training.
- Where prior learning is identified from skill scan or enrolment form, a conversation will take place between the admission team, the learner, and their manager to validate the score, reduce content and duration and adjust the Training Plan accordingly.
- Where applicable, agree reduced content, duration, and price for the learner with Programme Manager



- Keeping evidence of appraisals which must demonstrate how prior learning has been considered to adjust the training content, duration, and cost.

#### **6.4 Assessment Planning**

When developing plans for assessing competence with learners the tutor should:

- check that all learners understand the assessment process involved, the support available to them and the complaints and appeals procedures
- agree valid, authentic, current, sufficient, and reliable (VACSR) assessment methods.
- identify appropriate and cost-effective opportunities for assessing performance.
- use innovative methods for recognising and recording learners' progress and achievement.
- identify how past experience and achievements of learners will contribute to the assessment process.
- identify how to protect confidentiality and agree arrangements to deal with sensitive issues.
- ensure that learners' progress is reviewed and that records of achievement are regularly updated.
- be aware of ways of handling difficulties or disputes in the assessment process.
- For HA directly delivered qualifications that require an e-portfolio of evidence the assessment planning should be conducted and recorded using OneFile

#### **6.5 Procedures for learners with learning difficulties and/or disabilities**

Assessment should be a fair test of learners' knowledge and what they are able to do. However, for some learners the usual format of assessment may not be suitable. Tutors must ensure that the likely needs of individual learners are anticipated and not merely responded to as they arise.

Therefore, reasonable adjustments must be made in advance of any assessment activities, as well as during the assessment process, so that the equity, validity, and reliability of the assessments can be assured e.g., adapting assessment materials, (such as using enlarged fonts or providing coloured background to printed resources/materials or use of speech recognition technology) or adapting assessment methods. The needs of the learner should be taken into account at the start of their programme of study.

For externally accredited programmes and qualifications the awarding bodies require evidence and relevant information of learners' individual needs and circumstances to support any additional support.

All reasonable adjustments should be agreed with the Programme Manager (Quality, Planning & Success) (Learner & Learning Support), before they can be applied to any assessment, including external and internal assessment. Any

applied reasonable adjustments should not affect the integrity of the assessment outcome.

## **6.6 Monitoring and improvement activity for Assessment**

In order to ensure consistency of approach and standard, it is necessary to regularly standardise the assessments being made by staff. This should be done through team meetings as well as planned sampling of assessment decisions. Additional monitoring of assessment will be undertaken with observations of teaching learning and assessment and learning walks.

For accredited courses this is done through Internal Quality Assurance activity (see IQA policy) and ultimately through External Quality Assurance visits/sampling.

As part of this review of assessment methodology staff should be considering current best practice, including the use of technology to ensure that assessment methods are appropriate and accessible to all learners.

## **7.0 Assessment Decisions, Marking and Feedback**

It is important that assessment decisions are made within a suitable timeframe and enable the learner to understand their progress and where they need to improve.

Where an e-portfolio is in use, assessment decisions and feedback to learners should be made OneFile.

### **7.1 Assessment Decisions**

When judging evidence against criteria to make assessment decisions the tutor should:

- ensure that the work being assessed is the learner's own work.
- make fair, safe, valid, and reliable assessment decisions based on the agreed standards.
- apply any agreed special arrangements to make sure the assessment is fair.
- make a record of the outcomes of assessments by using an agreed recording system.

### **7.2 Marking of work**

The tutor should:

- give learners written and verbal feedback at an appropriate time and place.
- give learners written and verbal feedback in a constructive and encouraging way, which meets their needs and is appropriate to their level of confidence.
- clearly explain assessment decisions
- provide advice and encouragement to learners where it is necessary for them to re-submit work or to provide more evidence.
- follow the agreed complaints and appeals procedures if learners disagree with the assessment decision.

### 7.2.1 Marking timescales

- **Adult and Community Learning:** A one-week turnaround on all programmes, irrespective of guided learning hours.
- **Apprenticeships and Young People's Learning:** Two-week turnaround on first marking. Any work that needs to be resubmitted by the learner, a one-week turnaround to be allowed for resubmission, with hand-in by dates. One-week turnaround for second marking.
- **Functional Skills:** One-week turnaround, email feedback may be given. Marking of controlled assessments should be completed within 7 days of the assessment taking place, with IQA activity to confirm decision making of 2 weeks.

### 7.3 Feedback on assessment decisions

Effective feedback can lead to good progress if the intervention happens at the point of learning. It must be timely, and time must be given to the learner to acting upon it, as well as the tutor using it to adapt subsequent learning. Feedback can be written or oral, as well as tutor, self or peer directed. Good quality feedback will mean that progress is evident from subsequent learning which has taken place after the point of intervention.

Feedback must be encouraging, developmental and give learners a clear understanding of how they have or have not met the learning outcome criteria.

- provide effective and timely feedback to learners on their progress and achievement.
- enable individuals to take responsibility for their own learning within a supportive framework.
- ensure learner progression.

### 7.4 Review of Progress

It is important to review the progress of your learners, to know not only how they are progressing and what they have achieved, but what they may need to do to improve.

The tutor should:

- ascertain any learner issues or concerns.
- confirm progress and achievement.
- plan and record areas for further development.
- revise, plan and record future learning and assessments.
- Where OneFile is being used for accredited programmes this review of progress should be recorded on OneFile.

### 7.5 Recording assessment activity

Assessment decisions must be recorded using current documentation available from the [Hampshire Achieves VLE](#). For accredited courses with an e-portfolio requirement this should be recorded using OneFile. For accredited programs where an e-portfolio is not being used assessment records should be stored securely within SharePoint. Assessment records must be available to the internal quality assurer, and other Hampshire Achieves staff as appropriate.

## **7.6 End Point Assessment (EPA)**

When an apprentice reaches the end of their training, it is the employer (supported by the training providers tutor and IQA) who will make the decision on whether the apprentice is ready to take their EPA, this decision process or stage is known as the “Gateway”. To be eligible to pass through the Gateway an apprentice must have achieved the relevant criterion that has been made explicit within the related apprenticeship standard. This ensures apprentices are put forward only when they are ready for the assessment.

## **7.7 Appeals Procedure**

If a learner is dissatisfied with an assessment decision made by a tutor, they have the right of appeal. The main reasons for an appeal are likely to be:

- The learner does not understand why the assessment decision has been made because of lack of, or unclear, feedback from the tutor:-
- The learner believes the tutor has missed, misjudged, or misinterpreted some of the evidence put forward for assessment.

Where the learner does not agree with the assessment decision, the learner should advise the Centre indicating the points of disagreement with reasons and reference to the evidence in the portfolio.

There are 3 stages in the appeals procedure and each stage must be completed before proceeding to the next one. All learners who register an appeal will receive a formal reply (see appendix D for template).

## **7.8 Monitoring and Improvement Activity of Assessment Decisions, Marking and Feedback**

Where e-portfolios are being used the IQA will review the written feedback given to learners to ensure that it meets the expected standard and supports the learner in identifying their achievements and what they need to improve upon.

Learner voice activities will include questions relating to the feedback they receive from tutors, including surveys of learners.

Questions to learners by observers may also relate to the progress being made by the learner, and whether or not they know their targets/objectives.

## **8.0 Continuous Professional Development (CPD)**

All individuals should accept responsibility for their own individual performance and continuous professional development in order that their work is fully responsive to the needs of learners and their employers, and that they commit to, continuous self-improvement and excellence.

For tutors on vocational programmes and internal quality assurers, this will include continuous professional development with emphasis on competence in teaching/assessing a particular area of specialism, as well as in relation to teaching, learning and assessment, ensuring they are meeting the occupational competency of the qualification being delivered.

For more details on the CPD Policy please refer to [Hampshire Achieves VLE](#).

### **8.1 Communities of Practice**

To support the professional development of all our staff and to improve cross setting communications and sharing of good practice, subject specific Communities of Practices have been set up and are staff led maximising the opportunities for collaborative working, sharing expertise and knowledge exchange.

### **9.0 Inset Days**

Staff benefit from 5 Inset days per year, 3 of which are focused on teaching, learning and assessment. Guest speakers are invited to present on subjects that the team are focused on improving and shared areas for development which are common across the settings.

### **10.0 Equality, Diversity, and Inclusion (EDI)**

Teaching, learning, assessment must be personalised to meet the needs of individual learners as per statutory expectations, including those from under-represented or disadvantaged groups. Tutors are expected to use a range of strategies and teaching styles that are sensitive to individual needs and have materials available in the format which the learner requires. Ongoing adjustments and guided learning should be used to differentiate and ensure that all learners are able to participate fully in learning.

Teaching, learning and assessment should ensure compliance with our EDI and SEND Policies.

### **11.0 The Prevent Duty/Safeguarding**

Hampshire Achieves treats Safeguarding in its widest context as another curriculum/subject area that learners need to develop their knowledge, skills, and behaviours to keep themselves safe from harm and/or abuse. To this end we have a differentiated approach depending on the type of provision and the characteristics of the learners, for instance all young people complete mandatory training in Prevent, Safeguarding, On-line Safety and British Values in addition to a full tutorial programme which includes:

- Equality & Diversity
- Safeguarding
- Digital awareness and online safety
- Citizenship
- Prejudice and discrimination
- Bullying or Banter
- Positive relationships

All tutors have a duty to safeguard their learners; Prevent is about safeguarding our learners from radicalisation and extremism.

Hampshire Achieves has specific duties and processes are in place to safeguard all learners. It is Hampshire Achieves' responsibility to ensure

overall procedures are in place, and that individual providers adhere to this. Sub-contracted provision such as voluntary and community groups and private training organisations, can access advice and support provided by Hampshire Achieves.

For additional information on Equality and Diversity, Prevent and Safeguarding please refer to [Hampshire Achieves VLE](#).

## **12.0 Monitoring, Review and Audit**

The quality monitoring of teaching, learning and assessment is completed through OTLAs, Curriculum Audits, scrutiny of Curriculum Plans, and Apprentice training plan, IQA activity, learner voice activity/learner surveys, SG Annual Report, PMG, SAR, and the QIP. These activities take place alongside the Valuing Performance cycle (staff appraisals) which focuses on staff knowledge, skills, and behaviours that they require to be highly effective in their roles.

The contents of all policy and procedures will be monitored regularly by HA Performance Management Group (PMG). Policies and procedures will be kept updated in accordance with any mid-year changes in the law, regulations, or changes to the Services' provision, with updates approved by PMG. A summary of all changes will be kept as part of the PMG meeting notes. In addition, an annual cycle of internal policy compliance/audits defined by Senior Managers will provide the assurance of the overall effectiveness of the Services ethos, policies, and procedures, and will confirm operational effectiveness, and compliance with our own quality assurance framework and any relevant laws or regulations.

## Appendix A Rosenshine's Principles of Instruction

### 01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

### 02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

### 03 ASK QUESTIONS



The most successful teachers spend more than half the class time teaching, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

### 04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

### 05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

### 06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

### 07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

### 08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

### 09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

### 10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

[The Principles of Instruction Infographic - e-Learning Infographics \(elearninginfographics.com\)](https://elearninginfographics.com) (The Principles of Instruction Infographic, 2021)



## Appendix B Cognitive Load Theory

OLIVER  
CAVIGLIOLI  
INFORMATION  
DESIGNER &  
ILLUSTRATOR



THE EVIDENCE-BASED CLASSROOM SERIES

### 5: COGNITIVE LOAD THEORY

How we learn is constrained by our biology. Knowing what this entails is an enormous help in designing effective teaching. Cognitive load theory spills the beans on what our limits are and how teachers can reduce their impact. Here is my pick of the most important ideas.

#### 1 WORKING MEMORY LIMITS

Our working memory comprises the attention we use to think. It is very limited and gets jammed as we attempt to get new information organised and into long-term memory.



#### 2 NOVICES AND EXPERTS

Novices and experts think in different ways. Experts easily and fluidly use elaborate schema in their long-term memory to overcome the limits of working memory. Novices, alas, can't.



#### 3 BORROWED KNOWLEDGE

Borrowed knowledge refers to already existing organisation of information held by experts. There is little sense in hoping that novices can succeed in duplicating this achievement.



#### 4 INTRINSIC V EXTRINSIC LOAD

Learning new content is hard enough without overloading novices with extra demands unrelated to the task of learning. This is not a case of making learning easy.



#### 5 TRANSIENT INFORMATION EFFECT

When teachers talk, their words disappear — they are transient. Students have to continually store spoken information in order to relate it to the current stream. This easily overloads.



#### 6 SPLIT ATTENTION

Labels and notes about a diagram placed at a distance from it, causes extraneous load. Scarce working memory is wasted in moving from one to the other in making connections.



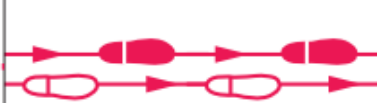
#### 7 MODALITY EFFECT

A cognitive hack that reduces the impact of working memory limits, is to use dual coding. Visual and auditory channels are separate and double the amount of information being absorbed.



#### 8 WORKED EXAMPLE

Worked examples are nothing less than experts' problem-solving schemas made visible. Rather like the slo-mo camera, worked examples show the step-by-step path to success.



#### 9 GUIDANCE FADING EFFECT

The gradual withdrawal of worked examples by completing a partially-worked one is the way to build towards independent problem-solving — synched with a decrease in intrinsic load.





### **What are the 3 Types of Cognitive Load?**

The three types of cognitive load build upon each other, too much of each of the first two (Intrinsic and Extraneous) may not leave enough working memory to deal with the third (Germane).

#### **Intrinsic Cognitive Load.**

Intrinsic cognitive load refers to the innate difficulty of the task. For example, recalling that Clownfish live in anemones would be low intrinsic load, whereas, explaining why both species benefit from this would be a higher level of intrinsic load.

Tutors can match the intrinsic load of a topic to the experience of the learner but can't do much to reduce the complexity of the topic.

#### **Extraneous Cognitive Load.**

Extraneous cognitive load is where tutors have the most control. Extraneous cognitive load is concerned with the material and environment we subject the learners to. Poorly constructed materials and busy classroom environments can lead to the split-attention effect and add to extraneous cognitive load, it is our job to reduce this with the way we present our sessions.

Simply stated the split-attention effect is the distraction generated by using too many conflicting principles. It is detrimental to cognitive load. Reducing the materials down to only contain the elements that are required is crucial. Irrelevant images, distracting sounds, or animations or even fonts that are difficult to read, a monotone voice and complicated vocabulary all add to the extraneous load.

If you don't manage the first two correctly, the next one can't happen...

#### **Germane Cognitive Load.**

Germane load is what we actually want to happen as it is the capacity of the working memory to link new ideas with information in the long-term memory.

The more prior knowledge a learner has, the more effective the germane loading stage. Germane load is where metacognitive strategies come into play, as it is where learners are aware of their thinking processes and able to adapt new information accordingly. Teaching learners the prerequisite skills prior to having them undertake a more complicated task will help them construct new schemas that strengthen their working memory. This means that pre-training, or teaching people prerequisite skills before introducing a more complex topic, will help them establish schemas that extend their working memory; and this then means that they can understand and learn more difficult information.

If we overload the working memory with intrinsic load (making the task too difficult to comprehend or carry out) or extraneous load (giving too many distracting stimuli), we don't leave enough to achieve the goal, the successful germane load. This results in frustration (for all) and a reduction in engagement in future tasks.

### **What are the 5 Principles of Reducing Cognitive Load?**

5 principles that can be used to help reduce cognitive load and thus, increase retention and progress by our learners are outlined below.

### The Coherence Principle.

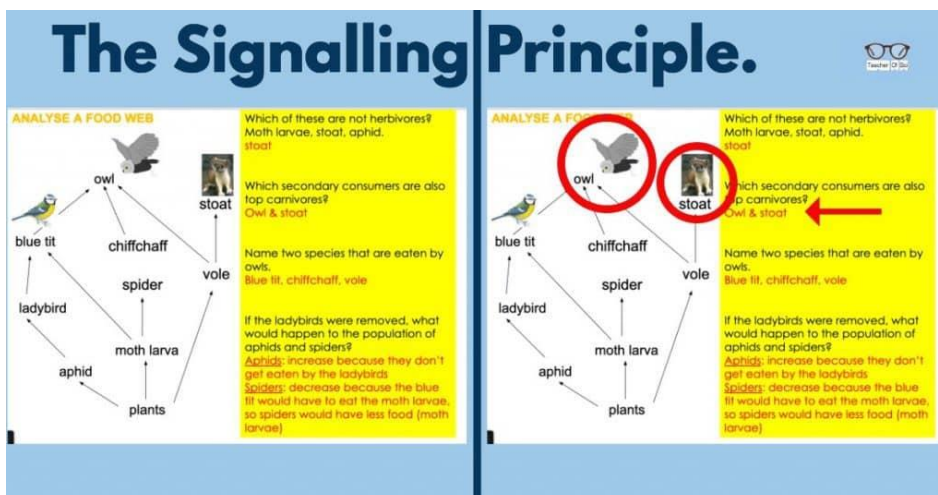
The coherence principle involves reducing the amount of information on each slide/page/worksheet to only that that is necessary. Images, sounds, and words that are not essential, add to cognitive load. Giving the learner's working memory fewer stimuli to focus on enables more processing power to be used by the germane load.



### The Signalling Principle.

The signalling principle tells us to help our learners focus on the information we are talking about by highlighting the important details.

We can do this via arrows or rings around the information. This reduces cognitive load by taking the work of scanning this visual away from the working memory.



### The Redundancy Principle.

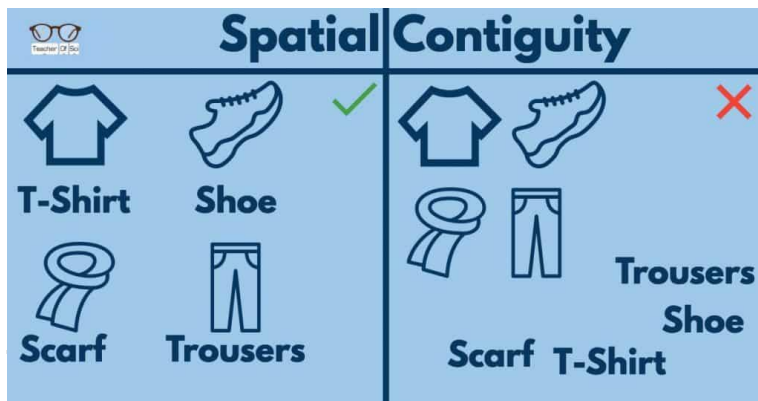
We learn best from images and narration, rather than text and narration. Images (visual) and narration (audio) do not compete with each other, therefore they use less cognitive load. This is known as the “Modality Effect”.

Don't put lots of text on your resources and definitely don't just read out the text word for word (you might as well tell everyone to go to sleep!). Dual coding theory suggests that

images, a small amount of text and narration (visual and verbal stimuli) are the most efficient way of reducing extraneous load.

### **Spatial Contiguity.**

Placing labels next to the thing they are describing, so learners don't have to waste cognitive load juice working anything out. It's about making the working memory's job easier in terms of intrinsic and extraneous load so learners have more use of germane load, the ability to make those connections with previously learned information.



Temporal Contiguity is achieved simply by presenting the visual images and their labels at the same time. By doing this, the working memory knows they should be treated as an individual unit rather than separate entities.

[Cognitive Load Theory - The Definitive Guide \(educationcorner.com\)](https://www.educationcorner.com/cognitive-load-theory-the-definitive-guide/)

## Appendix C Assessment Cycle

Assessment is a way of checking if learning has taken place. It enables you, as the tutor, to ascertain if your learner has gained the required skills, knowledge and understanding needed at a given point in time. It also provides your learners with an opportunity to demonstrate what progress they have made and appreciate what they have achieved so far.<sup>1</sup>



*Figure 1 Assessment Cycle*

### Initial Assessment

Well-planned and executed initial assessment is integral to the induction process. This may commence at the enrolment stage with a pre-course questionnaire to establish learners' interests, experience, and motivation. It may be part of the "getting to know you" activity in induction. It is important that there is also some form of skill/knowledge assessment which can be validated by the tutor's discussion with individual learners about what they can do and want to be able to do.

Initial assessment:

- establishes the existing skill and knowledge levels of learners at their starting point
- may establish how each learner learns
- introduces learners to some of the skills and knowledge they will need to acquire on the programme
- provides information to help tutors plan the programme
- can provide a helpful introduction to assessment in a non-threatening way

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<sup>1</sup> Ann Gravells, 2016, *Principles and Practice of Assessment*, third edition, London, Learning Matters

For Apprenticeships this will include skills scans and meetings with the line manager in order to plan for the delivery and assessment of the apprenticeship.

### **Formative Assessment (interim)**

Formative assessment takes place throughout the course and involves checking that learning is taking place including:

- finding out what knowledge and skills the learners have acquired
- helping to plan the next steps
- enabling the tutor to give feedback
- encouraging motivation
- helping the tutor to modify the course if necessary
- enabling learners to identify what they have learned and what they want to learn next.

### **Summative Assessment (Final)**

This is used at the end of a unit/course to:

- enable learners to recognise their achievements
- justify awarding a qualification or other recognition of achievement
- help the tutor plan future courses
- guide learners through their next steps
- demonstrate the quality of a programme.
- Where OneFile is being used for accredited programmes this final assessment should be recorded on OneFile

## **Appendix D Appeals Procedure**

If a learner is dissatisfied with an assessment decision made by a tutor, they have the right of appeal. The main reasons for an appeal are likely to be:

- The learner does not understand why the assessment decision has been made because of lack of, or unclear, feedback from the tutor.
- The learner believes the tutor has missed, misjudged, or misinterpreted some of the evidence put forward for assessment.

Where the learner does not agree with the assessment decision, the learner should advise the Centre indicating the points of disagreement with reasons and reference to the evidence in the portfolio.

There are 3 stages in the appeals procedure and each stage must be completed before proceeding to the next one. All learners who register an appeal will receive a formal reply (see appendix E for template).

### **Stage 1**

The learner appeals directly to the tutor who has carried out the assessment by completing the Learner Appeal Report. The tutor will advise the learner of the decision in writing within 10 working days.

### **Stage 2**

If the learner is not satisfied with the decision made in Stage 1 they can proceed to Stage 2 by appealing to the Internal Quality Assurer. All learner appeals will be acknowledged and investigated to establish facts and evidence supporting the appeal. If an appeal is considered to be justified, remedial action will be taken. The internal quality assurer will discuss the appeal with the Programme Manager alongside the Development Co-ordinator Quality, Accreditation and Assessment. who will respond within 10 working days of receiving the learner's appeal.

### **Stage 3**

Learners who have exhausted Stage 1 and Stage 2 and are still not satisfied with the decision may proceed to Stage 3. This appeal must be in writing to the Awarding Organisation and must be accompanied by copies of all the documentation used in Stage 1 and Stage 2. The Awarding Organisation decision will be final.

## Appendix E Appeals Template

### Learner Appeal Report

Learner Name:	Tutor Name:	IQA Name:
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### Stage 1 Tutor Decision

Assessment Details
Course: Unit / Learning Outcome: Assessment Method: Original Assessment Decision:
Learner's Reason for Appeal:
Learner's Signature: Date:

	This column to be completed by Centre staff
Tutor's Decision:  Signature: Date:	Date Appeal received: Date replied to Learner: Signature: Date:

Learner's Decision	Date reply received:
I accept the Tutor's decision      ▪	Date forwarded to IQA:
I wish to proceed to Stage 2      ▪	Signature:
Signature:	Date:
Date:	

## Stage 2 IQA Decision

IQA Comments:	
IQA/Moderator Decision: Signature: Date:	Date Learner informed: Signature: Date:
Learner Decision I accept the IQA decision <input type="checkbox"/> I wish to proceed to Stage 3 <input type="checkbox"/>	Date reply received: Date forwarded to Awarding Organisation: Signature:

## Stage 3 Awarding Organisation Decision

Awarding Organisation Decision	
Date Appeal Decision received: Date Learner informed:	Name: Signature: Date:
Learner Response I have received the decision of the Awarding Organisation Signature: Date:	Date reply received: Signature: Date:



## **Appendix F Learner entitlement**

Hampshire Achieves welcomes and values all learners. Through our Hampshire Achieves provision we offer a wide range of courses for adults to help you achieve your career and life goals. We are committed to ensuring your wellbeing, security and providing a safe environment.

We will also aim to provide all the information you may need to succeed on your course as follows:

### **Before the course starts**

- start date, times, number of weeks, fees, and costs
- location (face to face or online)
- level of course – e.g., beginners' level
- what the course will cover
- whether any previous knowledge is required
- any necessary preparation prior to the start of the course
- any materials you will need to provide
- an opportunity to discuss, in confidence if you prefer, any particular needs you may have and how we can support you to achieve your learning goals.

### **At the first session**

- the experience and background of your tutor
- the learning and teaching methods that will be used
- how your progress will be monitored
- relevant health and safety issues
- compliments / complaints procedures
- academic appeals procedures, if required
- arrangements for learning support, if required
- help to access your course if you have a disability or learning difficulty
- how we can ensure a safe learning environment and how you can contribute to this.

### **During your course** we will ask you:

- to take part in regular reviews of your progress
- whether you have the right level and type of support to achieve on your course
- whether you feel safe as a learner with Hampshire Achieves
- whether you want to discuss any safety issues or anything else you feel concerned about
- to comment on how you think your course might be developed and improved to help you and other learners.

**At the end of the course**, you will have the opportunity to provide feedback on all aspects of your learning experience, including the opportunity to share your success on the Adult and Community Learning Wall of Fame.

## **Appendix G Guiding Principles**

### [ACL & Multiply guiding principles](#)

Principle 1: Tutors take a learner centred approach, that takes account of learner's starting points and abilities

Principle 2: For learners to make progress in their learning, they require appropriate class size.

Principle 3: Expert teaching and learning delivery.

Principle 4: All adults courses focus on next steps.

Principle 5: Learners make better progress when they have consistently high rates of attendance.

### [YPL guiding principles](#)

Principle 1 Learners engage better with in person delivery of the curriculum.

Principle 2 Learners make better progress when they have consistently high rates of attendance.

Principle 3 Learners benefit from a tailored mix of personal, social, and academic content delivered in classrooms and in the outdoors.

Principle 4 Learners are taught how to protect themselves from harm/abuse and exploitation.

Principle 5 Digital Skills are an essential life skill.

Principle 6 Expert Teaching and learning delivery.

Principle 7 All YPL programmes contain a significant amount of work-related learning and where appropriate learners complete work experience.

Principle 8 Parents and Carers are key to our learners' success

### [APP guiding principles](#)

Principle 1 Apprentices require a tailored mix of delivery

Principle 2 Expert Teaching and learning delivery

Principle 3 Apprentices benefit from subject sector specialist

Principle 4 The active involvement of the apprentice' manager is essential to ensuring the apprentice fulfils their potential

Principle 5 Work based observations are an integral part of the assessment process

Principle 6 Preparation for End Point Assessment (EPA) starts on the 1<sup>st</sup> day

Principle 7 All apprentices need to have essential Digital Skills