Hampshire Achieves Teaching, Learning & Assessment Policy & Procedures

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Reviewer(s):	Wendy Scott Amy Beadell

Contents

Teaching, Learning and Assessment Policy and Procedures
'The contents of this policy are an integral part of the Hampshire Achieves (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, and Young Peoples Learning (including SEND Employability).

This policy refers to all programmes, supported and/or delivered by Hampshire County Council through Hampshire Achieves incorporating Adult Learning, and Young People's Learning, including those funded or subsidised by the DfE.

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
  [Course: Hampshire Achieves Policies and Procedures](#)

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 utilised 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 links below
[HA Adult Learning guiding principles (ATL)](#)

[YPL guiding principles](#)

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 do not assign to any particular pedagogy but recognise the influence and application of the Principles of Instruction as set out by Rosenshine, as well as an understanding of theories relating to cognitive load and memory on current best practice.
For more information please see [Course: CPD - Teaching Theory](#)

5.1.1 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.

5.1.2 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 [Course: CPD - Teaching Theory](#)

5.2 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 essential skills (English, maths and digital) and employability 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.

5.2.1 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. 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.
[HA Adult Learning guiding principles (ATL)](#)

[YPL guiding principles](#)

5.2.2 Tutor Course Files
All Tutors are required to have Tutor files in place with the approved checklist completed and signed off by the Development Managers. Additionally, all tutors are also expected to have a completed Safeguarding and Prevent checklist in this file (SP01).
These documents can be found within the HA Quality documentation templates section on the VLE [Course: HA Quality documentation templates](#)

5.3 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 the quality team as appropriate to the size and length of the programme.

Thematic reviews of subject areas will take place throughout the academic year, which will include 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 provision's Quality Improvement Plan.

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.

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 organisation 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: Tutor Handbook (participationandlifelonglearning.co.uk)](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
- contribute 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

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.

1.1.1 Managers are responsible for:
- making all learners aware of RPL as part of the induction process. Learners eligible for RPL 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
- if the learner Personal Learner Record (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 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.

6.4 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.

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 by the manager with SENCO responsibilities (Hampshire Achieves Manager (Youth Skills & SEND Inclusion) 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.

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 Learning**: A one-week turnaround on all programmes, irrespective of guided learning hours.
- **Young People's Learning**: Work from learners should be marked, within a two-week period.
- **Functional Skills**: One-week turnaround, email feedback may be given. Specific timescales for controlled assessments can be found in the Skills for Life Policy

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 act 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 and what they need to close the gap.

- 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.

7.5   Recording assessment activity
Assessment decisions must be recorded using current documentation available from the [Hampshire Achieves VLE.](#) 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   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. Details of the appeals procedures and be found in the [Internal Quality Assurance Policy and Procedures](#)

7.7   Monitoring and Improvement Activity of Assessment Decisions, Marking and Feedback
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 an 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 communications and sharing of good practice, Communities of Practices have been set up and are staff led maximising the opportunities for collaborative working, sharing expertise and knowledge exchange.

8.2   Inset Days
Staff benefit from 5 Inset days per year, 3 of which are focused on teaching, learning and assessment. Staff working part-time should attend at least 3 INSET days. 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.

9.0   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.

10.0   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:
- healthy and respectful relationships
- boundaries and consent
- Equality, diversity and inclusion: stereotyping, prejudice, and equality including *LGBTQ+.
- body confidence and self-esteem
- Safeguarding topics including
  - how to recognise an abusive relationship, including coercive and controlling behaviour
  - the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
  - what constitutes sexual harassment and sexual violence and why these are always unacceptable.

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, Diversity and Inclusion, Prevent and Safeguarding please refer to Hampshire Achieves VLE.

11.0 Monitoring, Review and Audit

The quality monitoring of teaching, learning and assessment is completed through OTLAs, Curriculum reviews, scrutiny of Curriculum Plans, IQA activity, learner voice activity/learner surveys, Safeguarding Annual Report, PMG, SAR, and QiPs. 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 Hampshire Achieves 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. All policy and procedures will be reviewed in line with our policy schedule to determine their effectiveness, and where any changes are required, these will be applied and ratified. 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.