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<b>Purpose:</b>	Embed excellence in teaching, learning and assessment ensuring maximum impact for all learners	
<b>Audience:</b>	Anyone working on behalf of PEQF Babcock. This policy should also be shared with our learners, employers and those representing Babcock through sub-contracted provision.	
<b>Scope:</b>	This policy applies to our training delivered across the PEQF contract	
<b>Version:</b>	1	<b>Issue date:</b> 13/01/2021
<b>Last modified:</b>		<b>Review due:</b> 13/01/2022
<b>Reference number:</b>	C922P	
<b>Cross-referenced policies:</b>	C002 Equality, Diversity and Inclusion Policy, for Babcock employees C002P Learner Equality, Diversity and Inclusion Policy C197P Learner Welfare and Safeguarding Policy QA006C Student Assessment Policy	
<b>Further information:</b>	Observation of teaching, learning and assessment policy and procedures	

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## Policy statement

Excellence in teaching, learning and assessment (TLA) is a fundamental right of all learners on Babcock training programmes. Our key priority continues to be to maximise the impact of learning for all; regardless of protected characteristics, and in line with eligibility criteria or previous academic experiences, work experience and skills levels.

This policy builds on and confirms Babcock's commitment to reinforce its reputation as a top quality training provider, which is 'trusted to deliver' through providing the highest standards of learning experience for all customers, including: learners, their employers and other key stakeholders.

All aspects of teaching, learning and assessment delivery methodology and resourcing are included in this policy, from pre-programme/sign up and induction, to the ongoing development of a wide range of new vocational, technical and knowledge skills which reinforce behaviours, through our own delivery or with collaborative partners.

We recognise that our learners have varying and individual needs which can change as they develop, however, the principles underpinning this TLA policy will always be applied regardless of the programme they are following, their length of programme as well as any internal or external influences.

All learners will receive learning as well as information, advice and guidance, alongside a strong commitment to health and safety, environmental sustainability, local citizenship, safeguarding and equality, diversity and inclusion.

All learners will be given the opportunity to inform and influence change as outlined in the Student Handbook with regards to Surveys, Student representatives and Learner Voice.

Through ongoing quality improvement, we fully embrace the ideals of current TLA research and develop and apply technology and innovation as appropriate to the programme, context, sector, target audience and delivery methodology.

This will be supported by the provision of continuous, inspiring and engaging development opportunities for all staff; to ensure all learners benefit from the highest standard of support and development throughout their learning programme.

In addition to this policy, our approach to matters of TLA is also covered within wider policies which help to inform the Operating procedures of the contract and wider business.

In line with our environmental policy, our learning resources will be provided, wherever possible, electronically, to promote sustainability through the reduction of paper wastage.

## Policy Aims

Babcock is committed to:

- Teaching, learning and assessment excellence
- Providing staff with the infrastructure, support skills and expertise to facilitate the highest standard of learning experience to all learners



- Empowering all learners to become independent, autonomous and ambitious in their studies, both in and out of the workplace
- Providing varied delivery and assessment methodology to support and motivate outstanding progress and achievement
- Enhancing teaching, learning and assessment through safe and appropriate use of technology, for example, the internet
- Ensuring an inclusive and diverse learning environment for all learners, and removing barriers to learning wherever feasible
- Consistently embedding the fundamental rights and human values of Mutual Respect and tolerance, Democracy, Individual Liberty and the Rule of Law across every aspect of the programme.
- Promoting the importance of 'freedom of expression' whilst recognising, challenging and addressing extremist behaviours and ideologies
- Embedding and reinforcing equality, diversity and inclusion, safeguarding, British values, health and safety, and environmental sustainability across all provision
- Continuing to focus on learners' employability and other career and life skills through the provision of a wide range of information, advice and guidance; providing this both internally and through signposting to other collaborative partners and external organisations

These aims will be achieved by setting appropriately challenging but achievable targets within our quality planning cycle and will be routinely reviewed the Quality Group Panel

## Implementation of our policy

### Our employees

Our values reflect Babcock's commitment to all learners and the sector in which we work. We aim to encourage and motivate our own employees through ongoing learning and development to enable them to deliver a consistently high quality of service.

In-house training is identified through a wide range of self-assessment activities, including observation of TLA which informs the Quality Improvement Plan and Performance Cycle.

Our Quality Strategy outlines our ongoing commitment to our employees, ensuring everyone has easy access to:

- A structured and comprehensive induction
- Online and offline resources and training modules
- Additional external training and qualifications
- Continual education on our policies and procedures



# Engineering & Training Services

## Teaching, Learning and Assessment Policy



- Team activities and opportunities to share good practice
- Monthly performance reviews. Module Lead feedback, personal development reviews
- Standardisation and calibration sessions
- Programme and session planning resources
- Self assessment activities (including taking on board 'Learner Voice')
- Planned graded and ungraded teaching, learning and assessment observations and evaluation templates

### Our learners

Teaching, learning and assessment is at the heart of what we do. We strive to provide a consistently high quality service to empower all learners to apply effective and meaningful vocational and life skills as well as knowledge both in and out of the workplace.

The environments in which our learners learn varies from one to one sessions, group learning, lectures, independent study sessions and role plays with specialist training rooms and settings; utilising current industry standards and state of the art equipment

Our teaching, learning and assessment tools are wide ranging and include:

- Initial and diagnostic assessment to ascertain preferred learning styles and current skills level
- Learning support packs including student handbooks and module guides
- Access to appropriate internal and external online learning resources, recorded sessions, interactive assessments and e-modules
- Sector specific workbooks, course materials and guides
- State of the art equipment for learners to practice their skills on
- Access to expert lecturer who have a wealth of experience and knowledge for their sector
- Receiving qualitative marking and feedback including recommendations where appropriate to develop further learning
- Opportunity to feedback on learning provided via surveys, face to face academic reviews with Lecturers, progress reviews with Progression Development Coaches and Student Representative meetings
- Access to a wide range of information, advice and guidance on skills and welfare support to reduce barriers to learning



## Implementation, Monitoring and Evaluation

This policy applies to all teaching and learning programmes and is implemented across PEQF's training delivery via the management team.

Babcock monitors compliance with this policy to assess its overall effect and allows improvements and corrective action to be taken where appropriate. The monitoring process includes data collection, periodic audits and a review of the policy, to ensure practical application, continued relevance, and future requirements are met. The operational management team, supported by the quality team are responsible for the monitoring and review process, including scheduled grading and ungraded observations of performance, sampling audits or processes and products of work. Any areas of improvement/development will be closely monitored through the performance review process.