



Student Progress Policy

At the Training Centre we serve a diverse community in terms of academic achievement to date. We have excellence as our goal. We intend to provide an exceptional standard of education for all our students so that all are enabled to develop, thrive, learn effectively, make progress and succeed. We believe all can and all should. We are not striving for minimum levels of academic progress. We are ambitious for our students and want them to share this ambition and expectation with regards to what they can achieve via their learning experiences at the Training Centre. We aim to empower our students to be owners of their own learning.

Our aspirations and intentions with regard to Student Progress will be realised if we have high quality and consistent practice in the following areas:

- teaching & learning;
- assessment & marking;
- use of additional learning;
- monitoring of student progress in relation to targets set;
- intervention / additional support;
- monitoring and evaluation of the impact of our practice.

This Policy will summarise key practice in all of the above areas.

A) Teaching & Learning

When high quality learning is evident, then it is clear that there has been high quality teaching. Teaching is facilitation of learning. If learners are not engaged and motivated then the teaching has not been adequate. If academic outcomes for students are not good, then teaching has not been good. In terms of outcomes, this is judged by the levels of progress made by students over time.

In summary, however, it is important to highlight the following.

Tutors must:

- plan all lessons;
- plan lessons which illustrate that the learning needs of all students are being;
- ensure that appropriate resources are used;
- set additional learning where applicable;
- mark and assess written work which provides formative feedback to students;
- provide support for students;
- review own practice, strengths and development needs and take responsibility for own performance
- review and fulfil CPD needs;

Students must:

- value their learning opportunities;
- come to lessons prepared;
- make every effort to engage and make progress;
- respect the rights of all to learn, achieve and succeed;
- engage in all additional support activities as required;
- complete all additional learning;
- take on board assessment / marking feedback and make a conscious effort to address weaker areas in subsequent work / learning activities;
- immediately inform the Training Centre of any changes in circumstances, such as but not limited to changing jobs, moving house or changes of name.

The Training Centre must:

- know what the overall quality of teaching & learning is each term;
- have knowledge of targets and progress being made towards meeting these targets for all students;
- know what support activities are taking place and the impact these are having;
- know the CPD programme / strategy and how this relates to improving teaching & learning.

B) Assessment & Marking

Assessment is inextricably linked with student progress. 'Assessment for Learning' – the on-going formative assessment – and 'Assessment of Learning' – the summative assessment points during the course – must both be used to build a comprehensive picture of students' progress over time.

Assessment – both formative and summative – should:

- help drive improvement for students and tutors;
- give reliable information to students about how they are performing.

For Tutors, assessment should:

- provide an opportunity to monitor student progress towards learning objectives and success criteria and determine additional support and intervention as required;
- inform planning of teaching that enables active learning;
- create opportunities for dialogue between the tutor and student about learning and progress.

For Students, assessment should:

- be linked to clear learning outcomes and success criteria;
- provide opportunity for students to be engaged actively in their own learning and progress;
- provide clear feedback and advice in order that students can make progress;
- motivate, challenge and build confidence.

For the Training Centre, assessment should:

- provide an overview of students' progress and attainment at regular intervals;
- identify areas of strengths and areas for development in the achievement of all students;

- provide information which allows monitoring of effective performance development to take place;
- be recorded in a timely manner on the central database

All assessment must make clear to the students exactly what is being assessed and be displayed where appropriate.

Assessment criteria should be made clear to students.

Every piece of work should be acknowledged in some manner. Students' Competency Workbooks / folders / written work should show evidence of tutor marking & assessment.

C) Additional Learning

To ensure outstanding and good progress – what all our students should be securing – it is essential that additional learning activities are completed. Coursework complements the learning in class. It is not simply repetition / more of the same although, on occasion, consolidation is required.

Coursework must be engaging and stimulating. It must require thought and intellectual engagement and response. Tasks can be varied. They do not need to be exclusively written tasks but they should be substantive pieces of work which show evidence of learning.

D) Monitoring of Student Progress

The Training Centre tracking procedure will enable monitoring of progress being made by each student. All members of staff and tutors, as is appropriate in light of their responsibilities, will accurately assess and collate information on, student attainment and progress and enter these on to the system / submit these in a timely fashion ensuring all deadlines are met. This information is critical to the monitoring of progress, communicating progress and ensuring success is celebrated and under-performance is addressed.

Under-performance may result in students requiring support and / or members of staff / tutors requiring professional development support.

E) Additional Support

When teaching is good and outstanding it results in good and outstanding learning. The experience of the vast majority of our students should therefore be that they do not require additional support to make good and outstanding progress. It is acknowledged, however, that there may be some students who, for a range of reasons, require additional support. We have a range of additional support available for students to address this nature of underperformance.

Students may contact the Training Centre at any time by phone, fax or email, or by the Contact Us button in their electronic learning packs. The Training Centre will arrange for a tutor to call the student back at a time to suit them to discuss any issues they might have.

F) Monitoring & Evaluation

The Role of the Student:

- to take every opportunity to actively engage in their own learning and progress
- to take account of, and respond to, teacher feedback in order to make good progress.
- to complete and submit the provided Evaluation Form at the end of each course.

The Role of the Training Centre:

- to promote good practice and consistency in the quality of marking and assessment;
- to monitor assessments and student evaluations across all subject areas and to act on any issues arising;
- to monitor formative (AfL) and summative assessment (AoL) procedures;
- to ensure that all assessments and marking are notified to our accrediting university in a due and timely manner, where applicable;
- to record student results on the central database.