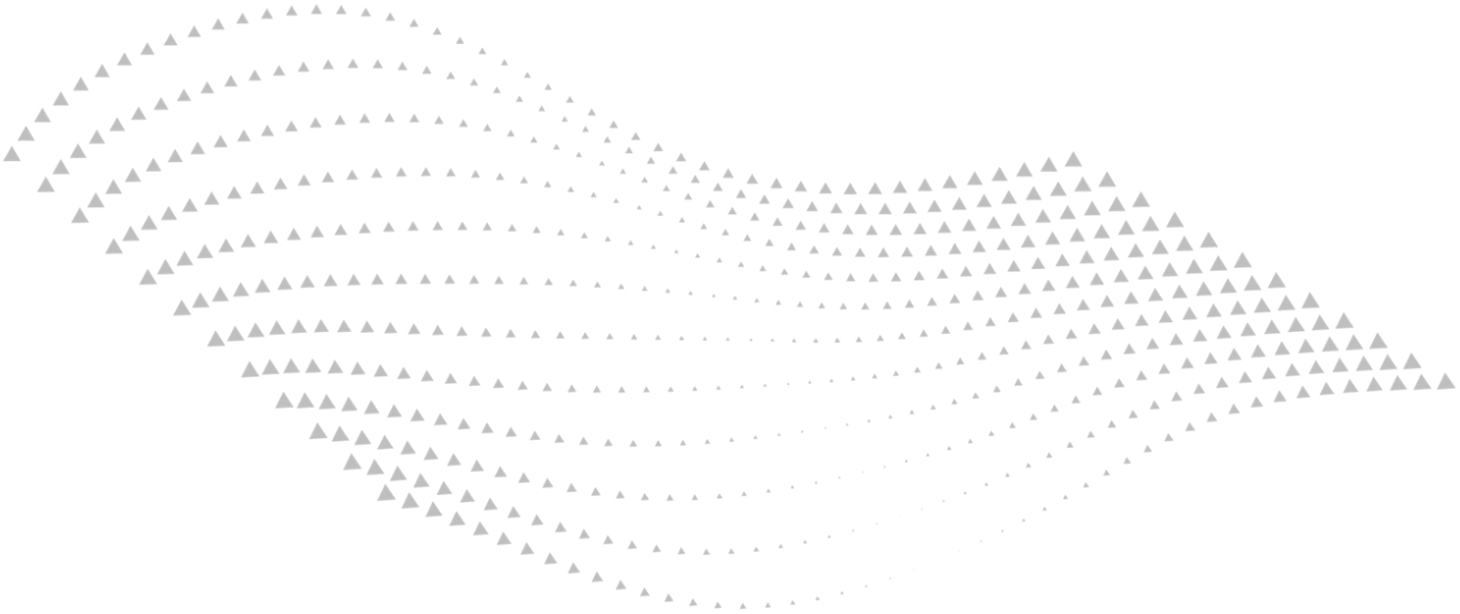
BIMM UNIVERSITY | A university for the creative industries

Further Education
Learning & Teaching Strategy



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Introduction

This Strategy, which applies to all Further Education provision delivered at BIMM University is comprised of 3 parts:

A. Curriculum Intent, Delivery & Assessment
B. Teaching & Learning Observation Policy
C. Academic Staff Development Plan

Our Mission

To appropriately prepare all students for study in Higher Education and/or further training, and to provide them with the knowledge and skillset to achieve a sustainable career in the creative arts industries.

BIMM University Values

1. That the development of identity, creativity and imagination are fundamental to success in the creative arts.
2. That being creative requires risk-taking, collaboration, determination, and the development of resilience through the experience of both success and failure.
3. That all students should be provided with opportunities to develop the communication, emotional intelligence and teamwork skills that underpin continuous development of their creative practice.

Our approach to learning and teaching will produce completing students who are:

- Employable and Entrepreneurial
- Resilient and Adaptable
- Creative, Collaborative and Connected
- Globally Aware
- Socially Responsible
- Intellectually Curious
- Self-Aware

Scope

The Further Education Learning and Teaching Strategy aims to provide an accessible, relevant and practical strategy for Further Education Learning and teaching at BIMM University. This document sets out to show how BIMM will meet statutory FE accountabilities, the systematic methodologies employed to deliver outstanding Learning and Teaching, and the quality assurance framework utilised to ensure the highest standards continue to be met across all BIMM Further Education delivery centres.

Part A: Curriculum Intent, Delivery & Assessment

1 Intent

The University is committed to providing high quality teaching and pastoral support for its Further Education students, in accordance with the Ofsted Education Inspection Framework (EIF), and in line with the practices and guiding principles of our funding partners and awarding bodies.

The University aims to meet these expectations as follows:

1.1 Equity, Diversity & Inclusion

Our values centre around collaboration, equity, and inclusion. We embrace cultural differences. The University recognises that long-term success is achieved by creating a community and culture of respect, inclusivity, and equity, where everyone is valued for their contribution, and has the same opportunity and ambition to flourish and succeed.

1.2 Ambition

Our curriculum is ambitious and designed to give all students – particularly the most disadvantaged and those with special educational needs, disabilities, or high needs – the knowledge, skills, and cultural capital they need to progress and succeed. Our FE Centres have a strong culture of commitment to vocational training, learners are persistent in the face of difficulties, and have a consistently high and positive attitude to education. We put attendance at the front and centre of teaching and learning.

1.3 Industry

Our curriculum is designed by current creative industry professionals, employers and educators with extensive experiential knowledge who utilise high end creative industry resources, skills, and practices to effectively prepare students for work in the creative industries and further training. ‘The Creative Industry is inside BIMM buildings and our study programmes’.

1.4 Sequenced Learning

Our curriculum is sequenced, allowing students to reduce cognitive load and build the cognitive architecture required to embed skills and learning in long term memory. Our sequenced curriculum develops knowledge and concepts coherently, allowing students to build upon prior knowledge.

1.5 Creativity

Our Curriculum fosters creative expression, allowing students to synthesise the world around them, explore ideas and concepts, and develop confidence, positive well-being practice and resilience.

1.6 Core Skills

Our curriculum core skills include vocational competency, oracy, literacy, numeracy, and digital skills, providing students with the resilience, core skills and digital literacy to succeed in further training or the workplace.

1.7 Challenge

Sessions are knowledge-rich and challenging to all. There is an expectation of approaching professional practice and strong vocational links to the creative industries.

1.8 Assessment

University lecturers use low and high stakes assessment well, to help students embed and use knowledge fluently, or to check understanding and inform teaching.

1.9 Progression

The curriculum is innovative, relevant, and responsive, ensuring that students are ready for the next stage of education, employment, or training. Students gain qualifications that allow them to go on to destinations that meet their interests, aspirations and learning aims.

1.10 Vocational Skills

The University works in partnership with local and national industry, employers, parents/carers, and stakeholders to ensure that the curriculum delivers current, appropriate, and relevant knowledge and skills. We don't just consult with professionals and employers, they design and deliver our curriculum.

1.11 Community

University-wide themes (Prevent, Safeguarding, Universal Values, wellbeing, mental and physical health, and employment) are embedded to enrich understanding and the lives of our students, delivery teams and the wider community.

2. The Three "I"s

Intent	Implementation	Impact Aim
Equity, Diversity & Inclusion	• Student Equal Opportunities & Diversity Policy • Student Code of Conduct • Bullying and Harassment Policy & Procedure • Safeguarding Policy	Students have consistently high levels of respect for others. They play a highly positive role in creating an environment that values and nurtures difference. Bullying and harassment are never tolerated.
Ambition	• FE Learning & Teaching Strategy • Student Code of Conduct	The curriculum ensures that all students benefit from high academic, technical and vocational ambitions. The curriculum is ambitious for disadvantaged students or those with SEND, including those who have high needs
Industry	• FE Careers & Employability Policy	The curriculum offers students the knowledge and skills that reflect the needs of the local, regional, and national context.

Intent	Implementation	Impact Aim
	• FE Learning & Teaching Strategy	The curriculum intent takes into account the needs of students, employers, and the local, regional, and national economy, as necessary
Sequenced Learning	• FE Learning & Teaching Strategy • FE Quality Assurance & Enhancement Policy	The work that students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
Creativity	• Student Code of Conduct • FE Learning & Teaching Strategy	We promote the personal development of students. We go beyond the expected, so that students have access to a wide, rich set of experiences that teach them why it is important to contribute actively to society. We provide a range of opportunities for students to develop their talents and interests
Core Skills	• FE Learning & Teaching Strategy	Students acquire and develop high-quality skills and produce work of a consistently high standard
Challenge	• FE Learning & Teaching Strategy • Student Code of Conduct	The work that students do over time embodies consistently demanding curriculum goals
Assessment	• FE Learning & Teaching Strategy	Assessment helps students to embed and use knowledge fluently and to show that they are competent in applying their skills. Effective assessment assists teachers to produce clear and achievable next steps for students
Progression	• FE Careers & Employability Policy • FE Learning & Teaching Strategy	All learning builds towards an end point. Students are being prepared for their next stage of education, training, or employment at each stage of their learning. Students are ready for their next steps
Vocational Skills	• FE Careers & Employability Policy • FE Learning & Teaching Strategy	The curriculum is taught by current Creative Industry professionals, and Educators with extensive experiential knowledge who utilise high end Creative Industry resources, skills, and practices to effectively prepare students for work in the Creative Industries and Further Study
Community	• Student Code of Conduct • Universal Values Statement • Prevent Duty Policy	Students have access to a wide, rich set of experiences that teach them why it is important to contribute actively to society

3. Delivery

3.1 FE Lecturers will deliver high quality learning and teaching that is directly informed by the above BIMM University FE Statement of Curriculum Intent. Delivery will carefully consider statutory requirements as laid out in the criteria for the Ofsted Education Inspection Framework key judgement area, Quality of Education, and be reflective of educational partners policies and procedures. Schemes of Work must detail a clear and sequenced trajectory through the intent, implementation and impact of learning and teaching. Lecturer planning will detail a coherent and appropriate course of learning that is ambitious for all, including learners with high needs. FE Lecturers will ensure that the curriculum and personal development of

learners extends beyond the academic, technical, or vocational. BIMM lecturers create a safe, disciplined, and positive environment that supports the development of all learner's behaviour and attitudes.

3.2 The following list is not exhaustive, or exclusive of other considerations that support high quality delivery. All BIMM FE lecturers will:

- start and finish lessons on time, with a strong focus on attendance and punctuality.
- foster a safe and respectful culture, where learners are motivated and have a positive attitude to learning.
- deliver a Scheme of Work that is coherently planned and sequenced towards building knowledge and applied skills and embedding in long-term memory.
- deliver a Scheme of Work that is coherently planned to ensure that individual learners' needs are met, and they are sufficiently stretched and challenged with a clear and purposeful line of sight to individual targets.
- prepare all learners effectively for their next steps in employment or training.
- use initial assessment of learners' prior knowledge and skills to benchmark starting points, inform curriculum, and track learner progress throughout the course of learning.
- provide lessons that are ambitious for all.
- deliver knowledge and acquisition of skills that are correct, current, up-to-date, and vocationally relevant.
- embed Universal Values, equality, diversity, and inclusion into the classroom culture, taking opportunities to explore beyond the academic where appropriate.
- provide lessons which have a professional expectation for learners' behaviour and conduct.
- utilise safe and appropriate vocational resources that reflect the current needs and working practice of industry.
- embed numeracy, literacy, and ICT, taking opportunities to explore beyond the curricular where appropriate.
- ensure that the aims and objectives of a session, and the knowledge and skills to be gained are made explicit to the learners.
- provide lessons that contain a wide variety of interesting, challenging, and innovative activities, approaches, resources, and methods that are professional and academic level appropriate.
- include a variety of methods and approaches to the systematic checking and correction of learning.
- provide opportunities for learners to individually demonstrate their learning and progress across the study programme.
- take frequent opportunities to celebrate the distance travelled in a learner's knowledge, skills, and progress.
- enhance delivery through links to industry, employers, guest speakers, work experience opportunities and masterclasses.
- take responsibility for guiding learners both inside and outside the classroom.
- reflect frequently on their own teaching practice, and attend high quality and relevant professional development opportunities.
- provide lessons that are conducted in a safe environment and uphold the safeguarding policy.

4. Assessment

When used effectively, assessment can help learners to embed and use knowledge fluently and to show that they are competent in applying their skills. The results of effective assessment assist teachers to produce clear and achievable next steps for learners. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and learners. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse. (FE & Skills EIF).

4.1 Initial Assessment Testing (IAT)

Programme Leaders have responsibility for coordinating and tracking a series of Initial Assessment Tests (IAT), conducted by Lecturers, Assessment & Curriculum Leads, SEND managers and Student Services. The IATs are tracked on Pro-Monitor, or utilising a Learner Progress Tracker (LPT). This tracking allows FE teams to evaluate each learner comprehensively during the induction period, and then each term ahead of timetabled progress tutorials with the appropriate Programme Leader. The LPT will yield a 'score' indicating whether a learner is on the right course at the right level, and how they are progressing. It also serves to highlight areas where additional support may be needed.

- All LPT tasks to be completed and scored by week 5
- All learners will receive a progress tutorial with their Programme Leader each term, usually around half-term. This tutorial reviews learner progress, attendance & punctuality, target grade and pastoral support. Progress tutorials notes are logged on the VLE or Pro-Monitor so that learners may access.

The Initial Assessment Tasks

Five assessed activities are set (the sixth will be attendance and punctuality). Each of these tasks will be scored and count towards an overall Induction score for each learner.

The scores assigned for each task are between 1 - 4.

- *4 is excellent*
- *3 is good*
- *2 is acceptable*
- *1 is unacceptable*

The assessed activities are:

1. **Academic Task**
   Learners are assessed on the quality of a piece of written work, is it appropriate to the level of study and have they met deadlines (scored at 1 if they fail to meet deadlines)? This task is scored and facilitated by the lecturer setting the work.

2. **Vocational Task**
   Learners are initially assessed in class holistically on the quality of their professional skills, for Music Producers this would be the ability to produce a piece of music, for Dancers this could be a performance. This task is scored and facilitated by Performance or Composition Lecturers.

3. **Group Task**
   Learners are initially assessed in class holistically on their ability to work as part of a group/team. This task is scored and facilitated by Project class Lecturers.

4. **ICT Task**
   Learners are assessed on ability to successfully upload an assignment using correct naming conventions and file format. This task is scored and facilitated by FE Curriculum & Assessment Lead.

5. **Health and Safety Task**
   Learners are assessed by completing H&S activity on VLE. This task is scored and facilitated by Programme Leaders.

6. **Attendance and Punctuality**
   This task is facilitated by Student Services

4.2 Maths & English IAT

Initial Assessment testing in Maths & English will also be conducted with all FE learners utilising skills diagnostic resources such as BKSB. Maths and English IAT results are recorded on the LPT but do not contribute towards the Initial Assessment progress tracking score. Maths & English IAT scores are not summative or judgemental. They enable FE Teams to identify where learners may need extra support or may need Lecturers to “stretch and challenge”.

4.3 Formal Assessment

FE Assessment and Curriculum Leads and Programme Leaders will guide Lecturers in the Awarding Body guidelines for assessment feedback specific to their courses. Standardisation exercises will take place at least once every academic year.

4.4 Written Assignments

All written assignments must be submitted on a Word (.docx) or PDF (.pdf) format, with the exception of PebblePad submissions. This is so that work can be assessed effectively, and feedback given to learners to improve their work. Student name and relevant unit details must be included on all submitted work. We advise using the BIMM FE Written Work Template for most written submissions.

All written assignments must be submitted via the BIMM Virtual Learning Environment (VLE) in order that work is time-stamped and so that responsibility is taken for the ‘authenticity’ of work by the learner signing a ‘candidate statement.’ This means that the work submitted is truly the submitting learner’s and any ‘sources of information’ or ‘references’ or have been

identified in the context of the work.

4.5 Assessment and Feedback

When a written assignment is submitted by the prescribed hand-in deadline, formal feedback will be given within 15 days of the submission date. This will allow a learner to improve the work, in line with the assessor's feedback, and potentially achieve a higher grade. Each written assignment can be 'resubmitted' once within an agreed timeframe (usually two weeks after receiving feedback) in order to improve it.

4.6 Assessment Dates and Deadlines

Submission deadline dates will be communicated to learners in advance of published deadlines. These will also be shown on the BIMM VLE assessment calendar.

4.7 Late Submissions Policy

Work must be submitted by the published deadline otherwise the grade will be 'capped.' If 'work for Optional Units' is submitted more than two weeks late, the submission will be 'capped' at a pass grade. If work for Core Units is submitted more than 24 hours late, the submission will be capped at a pass.

4.8 Practical Assessments and Presentations

Some learner formal assessments will be practical assessments or presentations. These methods permit tutors to assist in demonstrating the full extent of learner knowledge, skills, and competencies in specific areas.

If a learner fails to attend a scheduled slot for a practical assessment or a presentation, this will be treated as 'non-submission of work by a given deadline.' As with written submissions, the learner will forfeit the opportunity to resubmit work once formal feedback has been received.

However, if a learner contacts the FE Centre prior to the scheduled assessment and can provide suitable proof of either illness (e.g., a doctor's note) or other plausible reason for absence, supported by documentation, the FE Assessment & Curriculum Lead and FE Student Support Officer may allow for a resubmission or extension at their discretion.

4.9 Word Counts for Written Work

Wherever written submissions are required, learners will be advised of a maximum word count. It is expected that the submission will be around the given word count, although 20% above or below the maximum is acceptable.
If a submission is below 50% of the given word count, the submission will not be considered sufficient, and the opportunity to resubmit the work will be forfeited.

4.10 Resubmissions

If a learner submits work within the agreed deadlines, they will have the opportunity to resubmit work, once it has been marked, in order to improve the grade.

In keeping with Awarding Organisation guidelines, only one resubmission is permitted for each assignment. Learners will usually have a two-week window within which to resubmit work once they have received formal feedback for the initial submission.

4.11 Academic Misconduct

For the completion of coursework, we strongly encourage students to 'reference' and include information obtained from other documents, books, and online resources. However, these

sources must be identified in the context of the work, otherwise the work will be considered to contain 'plagiarism.' Academic Misconduct is serious and will incur disciplinary action. Please see our Academic Misconduct Procedure.

4.12 Acceptable Use of AI

Artificial Intelligence (AI) offers opportunities to support and enrich our learning process. Whether we're brainstorming ideas, dissecting complex texts, or honing our grammar and writing style, these tools can provide assistance and spark creativity. But it's important we use them in a way that upholds the principles of academic integrity, and that we remember the true purpose of our work.

At BIMM, our mission is to nurture critical thinking, refine our communication skills, deepen our literacy, and stoke our creativity. Assignments are not merely tasks to complete; they are chances to explore and express our ideas, to learn from each other, and to grow personally and academically.

Guidelines for how we can use AI ethically and responsibly:

- AI is here to assist us, to inspire and clarify. However, the thoughts, analysis, and crafting of your assignments should be primarily your own.
- Just as we acknowledge human sources, any significant insights or phrases borrowed from AI should also be properly cited. As with any source, it should be limited to a quotation of no more than a couple of sentences, as **AI can be used to support your work, but not be your work.**
- Use AI to clarify doubts and seek further understanding. It may not be used as a way to avoid reading, thinking deeply, or engaging with the text. AI may be used to give you feedback on your writing with suggestions for improvement before the assignment is submitted. It is not acceptable to ask AI to rewrite work for you beyond your capabilities and submit the rewrite.
- AI is a tool to understand and develop skills, not to finish an assignment.

Unattributed use of AI-generated content, over-reliance on AI for your work, or using AI to avoid reading or analysis could be considered academic misconduct.

In order to verify that you have genuinely learned from the assignment and have not resorted to using AI or cheating you may be asked to discuss the topic verbally and demonstrate your knowledge and understanding of anything submitted. An inability to support/extend your work through conversation or extension questions will demonstrate a need to relearn the material and provide new evidence of the learning.

4.13 Internal Verification

Internal verification (IV) refers to the quality assurance of assignment briefs and assessment decisions as well as the standardisation and, in some cases, continuous professional development (CPD) of staff. Internal verification ensures the accuracy and consistency of assessment decisions between assessors and ensures that assessors are consistent in their interpretation and application of the standards of each accredited qualification. Internal verification is an essential part of the delivery and assessment of vocational qualifications.

Without an appropriate IV process and at least one dedicated internal verifier (who is separate to the assessor) vocational qualifications cannot be conducted.

Every BIMM FE Centre has a Lead Internal Verifier (IV), this is usually the Head of FE Curriculum and Assessment. The internal verifier acts as an auditor, reviewing the audit trail from assessment planning to the final assessment decision on each unit. They are concerned with checking that the assessor has tested the validity, reliability, currency, sufficiency and authenticity of the evidence presented against the standards as a measure of quality assurance.

BIMM FE Lead IV responsibilities include:

- Planning, tracking and verifying assessment, to ensure an adequate audit trail.
- Identifying possible issues at each stage of the assessment process (plagiarism, slow progress etc).
- Identify good and bad assessment practice, which can be used in subsequent standardisation procedures, professional development, further visits or professional discussion.
- Manage and improve the quality of vocational qualification delivery, including standardising assessment practice within the centre.
- Identify support needs, and develop and support assessors in both their assessment practice and their career.
- Keep and maintain records of quality assurance activities which are available for auditing by the awarding body.
- Liaising with Awarding Organisations and other stakeholders.

4.14 Assessors

The following list is not exhaustive, or exclusive of other considerations that support high quality assessment. All BIMM FE lecturers will:

- clearly understand the importance of assessing learners' progress frequently, to help them plan and adapt each learning activity, and to make them most effective.
- use assessment frequently and effectively to ensure that all learners receive constructive feedback on their progress in each session, and towards achieving their main learning goals or qualifications.
- use a wide range of assessment methods, at appropriate times in learners' programmes of study, to help learners understand what they need to do to improve.
- set relevant and interesting assessments that encompass a wide range of research and presentation skills, provide challenge for learners at all levels, and have a strong link to their future career aims.
- provide high quality feedback that is focused sharply on further skill development.
- work collaboratively and transparently with the wider FE team to ensure learners receive holistic and appropriate assessment and feedback.
- are skilled at assessing learners' starting points and developing schemes of work that build on learners' skills and knowledge coherently, comprehensively, and constructively.

- use full and accurate information about learners' prior attainment and a breadth of information from accurate initial and diagnostic assessment of their skills on entry, all of which they use well to inform their assessment plans. Lecturers use accurate profiles of learners, which include information about any barriers to learning established from knowledge of learners' backgrounds and previous learning experiences. As a result, they lecturers are able to tailor their support and intervention to meet learners' needs.
- make creative use of technology, and a wide range of resources as part of assessment activities in every session.
- offer opportunities for self-assessment and reflection, correction, peer discussion and teacher feedback.
- create Schemes of Work that clearly identify when formal assessment is due to take place.
- will use assessment to have accurate and comprehensive information about learners.
- use assessment to adapt their approaches to meet learner needs, and ensure support structures and plans are place for those with educational needs or a disability.
- plan assessments carefully, making sure that they are relevant and interesting, and that curriculum prescribed by the awarding organisation is adapted accordingly.
- ensure that assessment is linked appropriately to awarding organisation requirements.
- place considerable emphasis on the use of assessment to support wider skill and knowledge development, not just specific assessment criteria.
- provide clear and appropriate assessments in line with Awarding Body guidance that accurately measure performance against learning outcomes and provide good opportunities for the learner to succeed.
- will use clear annotation linking to outcomes and strengths, providing developmental feedback to learners allowing them to move forward in future assessments, and their wider development. To support their written feedback, learners will also be given verbal feedback on their assessments by the tutor. All feedback will use and refer to the learner's aspirational targets and progress towards them. Written and verbal feedback will be compliant with Awarding Body guidelines.
- will annotate for spelling, punctuation, and grammar (SPaG). Feedback on SPaG will form part of the summary feedback. SPaG does not affect the grade unless it is noted in the criteria or awarding body guidance that it should. Improvement in SPaG will be evident in progressive feedback through the unit or course.
- will take ownership of their learner's assessment, from communicating deadlines to confirming final grades. If a learner has not submitted work, FE lecturers will chase student submissions.
- will engage learners to be responsible for their learning and take responsibility for their own assessment. Supporting and enabling learners to develop the necessary study and academic skills to help them reach their full potential.
- will effectively track all assessment assigned to them, monitor submissions and escalate any concerns appropriately and in a timely manner to FE Assessment and Curriculum Leads, Student Services, and Programme leaders.

5. Quality Improvement Plan and Self-Assessment Report

5.1 Self-Assessment Report (SAR)

A Self-Assessment Report (SAR) is a critical reflection on the previous academic year's provision. It is conducted annually by the Group FE Lead utilising annual area reviews from Local Centre FE Leads, Curriculum & Assessment Leads, Student Services, SEND managers and Programme Leaders, as well as evidence from quality assurance exercises and activities such as Student Rep forums, Boards of Studies, external and internal audits. The FE SAR and QIP falls under the remit of QACC under the following term of reference.

An FE SAR provides evidence of self-evaluation and gives confidence that the University is reflective. It outlines what needs to be done to improve and forms the framework for improvements. This is submitted to our funding partner annually.

5.2 Features of Effective Self-Assessment

- focuses primarily on learners, their experiences and achievements, as the basis on which judgements are made.
- honestly identifies shortcomings and areas for development, as well as strengths.
- demonstrates a consistent approach across all areas and that all team findings have been drawn together and validated by senior management.
- involves academic and non-academic staff, managers, leaders and executive officers.
- takes account of the views of learners, employers and other stakeholders, including partner organisations where applicable.
- tracks progress from year to year in consolidating strengths and remedying weaknesses.
- draws together and evaluates evidence from a range of reliable sources and activities.
- is fully integrated with the planning cycle, so that objectives, targets and actions for each year reflect the outcomes of self-assessment.

5.3 Scope

BIMM FE SARs will:

- respond to the BIMM FE Learning and Teaching Strategy statement of intent.
- cover the previous academic year.
- include a brief introduction, setting out relevant background information, a summary of the process for undertaking self-assessment and a summary including significant strengths and weaknesses identified.
- be cross-referenced to an appropriate range of sources of evidence supporting each judgement.
- be reflective on our delivery of the BIMM FE Learning and Teaching Strategy
- evaluate statistical data on learner outcomes.
- be evaluative rather than descriptive, clearly identifying both strengths and weaknesses.
- be open and honest in recognising where improvement is needed.

- identify actions which have already been undertaken, or are underway, to address weaknesses and refer to external inspections, assessments and reviews and show progress that has been made in addressing their recommendations.

5.4 Evidence

The following evidence list is not exhaustive, or exclusive of other relevant forms of evidence that support effective SAR writing. SARs will consider the following:

- FE QIP (a working document that documents local FE quality improvement objectives and actions).
- Boards of Studies.
- Student Representation Forums.
- FE Management Team Meetings (FEMT).
- Utilise three-year data trends, graphs and numerical examples where possible to analyse.
- Retention, Pass and Achievement (RPA) data.
- Attendance & Punctuality data.
- Comparison against National Achievement Rates Tables.
- In year performance tracking.
- Maths & English.
- EDI.
- Assessment & Curriculum Lead annual report.
- Programme Leader annual report.
- SEND Manager annual report.
- Pastoral annual report.
- Awarding Organisation External Quality Assurer (EQA) Annual Report.
- Quality Assurance reports (Lesson Observations, internal and external audits).
- Lecturer views.
- Learner views.
- Parent/Carer views.
- Employer Views.
- Safeguarding Reports (CPOMS).
- Health and Safety Reports (Engage).
- Progression data.

The SAR will work towards a summative conclusion that provides key strengths and areas for improvement linked to the QIP.

5.5 Quality Improvement Plan

The QIP is a working document that sets out a strategy to address the highlighted areas for development identified in the SAR. The QIP is overseen by the Group FE Lead and reported to QACC.

The QIP will utilise SMART targets to ensure there is a clear relationship between the SAR & QIP, that impacts are measurable, and have a clear line of accountability to be delivered within a realistic and appropriate time frame.

Part B: FE Teaching & Learning Observation Policy

1. Policy Overview

The purpose of this Policy is to clearly identify the way that teaching observations are used and managed in Further Education Centres at BIMM University. As an organisation, BIMM places very high value on the quality of learning and teaching within its campuses and utilises both management and peer observation of teaching in order to monitor and report on standards, provide opportunities for feedback and mentoring and sharing of good practice. Our aim is to develop a culture of critical self-reflection that is effectively supported by peer feedback.

2. The Policy

The primary objectives of teaching observations are as follows:

- To develop new lecturers as pedagogical professionals in line with sector expectations.
- To ensure that experienced lecturers are fully supported in their classroom practice and their professional development.
- To promote a community of learning where best practice is shared between peers
- To maintain appropriate professional standards in line with the EIF and ensure and enhance the quality of the learning experience for all students.
- To foster dynamic approaches to learning and teaching that are student centred, holistic, creative and innovative.
- To recognise and value the variety and quality of learning, teaching and assessment practice.
- To ensure learning and teaching is compliant with Further Education sector statutory requirements and educational frameworks.
- To ensure that where appropriate, teaching and learning aligns with academic partners and Awarding Organisations (AOs) expectations.

3. Implementation

Responsibility for implementing the objectives of this strategy is held by the Quality Assurance and Compliance Committee (QACC), with support from the FE Steering Group. This committee oversees the construction and approval of the schemes for observations in FE and ensures that criteria and approaches used are suitable and effective in achieving the objectives of this observation policy. Academic Board has responsibility to ensure that educational and legislative frameworks and approaches to teaching and learning specific to Further Education.

4. Operation of Observation Scheme

Operation of observation schemes is the responsibility of each local FE Centre academic leadership team which will include FE Centre Lead, FE Assessment & Curriculum Lead, and the Higher Education (HE) academic leadership team where appropriate.

Observations will be undertaken by a small team of experienced observers in each campus who are trained and supported by the campus's designated FE Centre academic leadership team. Staff who are acting as observers must undertake training and regular refresher sessions to ensure that they are up to date with the current scheme.
Staff new to observation will be required to co-observe until they are confident to work autonomously.
The FE Steering Group will work to support campuses in their approach to training and delivery.

5. Lesson Learning Walks

All Further Education lessons will be subject to at least one 'learning walk' annually. Learning walks are short visits by one or two members of the observation team to observe and reflect on the quality of learning taking place in a class. A learning walk provides a 'quality snapshot' and is not to be considered a formal observation or evaluation of lecturer performance/teaching, nor should it be an observation of teaching or an assessment of performance. Additionally, no student evaluation of teaching should be requested.
Where there is reasonable concern regarding the quality of learning taking place in a class, appropriate measures towards improving the quality of learning should be considered. These may include (but are not limited to):

- Reviewing class profiles
- Reviewing additional support needs
- Reviewing student experience
- Reviewing resources
- Referral for lesson observation

A learning enhancement plan will then be agreed with the FE Centre academic leadership team.

6. Peer Lesson Observations

Peer lesson observations will be agreed between FE lecturers and facilitated by the FE Centre academic leadership team. Peer lesson observations should allow for a developmental approach towards improving the learning and teaching taking place and improvement of the student experience.

All lecturers are encouraged to observe their peers, as and when they wish to, and colleagues at all levels within the organisation may drop in to observe teaching with the agreement of the lecturer being observed. This may be purely informal with only verbal feedback or more formal providing written feedback and comments designed to provide support in professional personal development, as agreed with the FE Centre academic leadership team.

A peer lesson observation is not to be considered a formal observation or evaluation of lecturer performance/teaching, nor should it be an observation of teaching or an assessment of performance. Additionally, no student evaluation of teaching should be requested.

7. Funding Partner Lesson Observations

FE Funding partners may carry out lesson observations of learning and teaching on an annual basis. Additional visits may occur as required to support continual quality/developmental improvements and compliance within the EIF and the sub-contracting contract.

8. Reporting

Centres will provide a progress report on implementation of the annual observation scheme quarterly to FE Steering Group, using the relevant report structure for the scheme.

9. Cross-Campus Moderation

Observation schemes will be subject to cross-campus standardisation processes in line with the details set out in that scheme. Reporting of these processes will be facilitated by the FE Steering Group and submitted to QACC.

Part C: Further Education Academic Staff Development Plan

1. Introduction

BIMM University is committed to the Continuing Professional Development (CPD) of lecturers and those who support learning and teaching within the Institute. BIMM ensures that FE Teams are best placed to implement the FE Learning and Teaching Strategy by supporting the ongoing professional development of all FE Teams. Everyone involved in learning and teaching or supporting student learning is appropriately qualified, supported and developed.

2. Scope

This plan covers all campuses in the UK and Europe delivering Further Education (FE) Provision. It does not cover training provided within campuses and centralised professional teams that is not related to learning and teaching, academic development and quality enhancement (although it does cover related activities such as admissions and enrolment).

Goal	Activity	Facilitated Through	Output	Evaluation
To ensure the induction of FE Lecturers is effective	Development of an online Introduction to FE Learning and Teaching	FESG and Digital Education teams	All staff new to teaching in Further Education to have completed successfully.	Participant feedback. FEMT feedback. Observations
To support FE Lecturers in the delivery of teaching & learning	Development of a range of CPD provision that supports Lecturers to deliver in accordance with the FE Learning and Teaching Strategy	QACC, FESG, FEMT	Staff supported to deliver effectively and in line with the FE Learning and Teaching Strategy	Participant feedback. Quarterly Observation report
To facilitate Continuing Professional Development	Sponsor FE Team members to undertake post graduate teaching qualifications, senior FE	QACC, FESG, FEMT	Increased staff with Post Graduate teaching qualifications	Participant feedback. FEMT feedback. Quarterly

for academic staff.	Team members to undertake mentor roles where appropriate. Facilitate termly FE specific training events. Support professional practice through appropriate use of FE depping procedure. Encourage Lecturers to utilise professional practice in curriculum design. All FE Lecturers to engage with the FE Observation strategy.		Creation of a successful and reflective community of practice FE Curriculum reflects the current needs of the creative industries	Observations reports. Curriculum review
To improve the assessment literacy of FE Teams	Standardisation of assessment across FE programmes All FE Lecturers to engage with the FE Learning and Teaching Assessment strategy	FESG, HoA&C, FEMT	Compliance with AO assessment expectations Evidence of standardised best assessment practice throughout FE Teams	FESG, FEMT

Further Reading.

https://www.gov.uk/government/publications/teaching-learning-and-assessment-in-further-education-and-skills-what-works-and-why

https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif