



Learning, Teaching and Assessment Framework

This document specifies the principles that guide Spurgeon's College's activity in learning, teaching and assessment. It draws on the shared wisdom of learning, teaching and assessment strategies in the British Higher Education sector, and emphasises what is distinctive for the College.

1. Learning

The College's role is to provide opportunities for learning primarily at Higher Education level. The key principles regarding learning are described here.

- 1.1 The College conceives of learning as a holistic process of personal development, covering inter-relating aspects of human personality, the intellectual, spiritual, practical and relational. The degree of focus on these aspects varies between modules, levels and programmes.
- 1.2 The College designs academically rigorous programmes for students from a broad Evangelical constituency, but other students who benefit from study within this framework are welcomed. The College fosters a safe, but challenging environment of learning within each programme, so that students learn as part of a supportive and diverse community.
- 1.3 The College encourages independent, critical thinking and self-motivated learning. The College expects to challenge and encourage students' theological and social commitments.
- 1.4 The College aims to make its programmes relevant to those developing in various forms of Christian ministry/service and comparable activities outside the Christian sector.
- 1.5 The College recognises that significant learning takes place both through and in reflection on professional practice. The College honours the providers of placements to students.
- 1.6 The College encourages life-long learning and several of its courses specifically aim to provide opportunities for this.
- 1.7 The College provides appropriate support for students with with disabilities or learning difficulties and encourages them to find and adopt strategies to maximise their learning.

2. Teaching

The College's Teaching Staff are a team of highly able and experienced communicators, committed to implementing the above principles of learning. The key pedagogical means by which learning is facilitated are described here.

- 2.1 The College motivates and involves students in learning.

- 2.2 The College recognises different educational backgrounds and abilities. The College is committed to facilitating the learning of students without standard academic qualifications where and as appropriate.
- 2.3 The College uses a wide range of means to accommodate a variety of learning styles. These include technology, active and experiential learning techniques, one-to-one tutorials, field-trips, lectures, discussions and seminars, as well as placements and feedback from placement supervisors and others.
- 2.4 The College provides resources for personal learning, including an excellent library, stocking a wide range of current and classic items in print, online resources and other media.
- 2.5 The College incorporates learning from practice into its teaching programmes. In part, this is achieved by utilising a wide range of practitioners and leaders in the teaching programmes.
- 2.6 The College provides Learning Support to students with with disabilities or learning difficulties.
- 2.7 The College benefits from student feedback on teaching and continually seeks to improve the learning opportunities it provides.
- 2.8 The College is committed to the on-going professional development of its teaching staff, holding regular training days and facilitating personally-driven professional development projects.

3. Assessment

Assessment is an important part of the College's educational process. The key principles relating to assessment are described here.

- 3.1 The College recognises the pedagogical significance of assessment.
- 3.2 The College is committed to giving feedback to assessments that includes both summative and formative elements, and to giving it in a reasonable timeframe.
- 3.3 The College formulates assessment tasks that are aligned with programme and modular learning outcomes and teaching activities, relevant to the programme and needs of students, fair as opportunities to demonstrate learning achievements, and appropriate to module ratings.
- 3.4 These assessment tasks should be fair, give opportunities to demonstrate learning outcomes and be appropriate to University ratings and are conducted under the auspices of a Board of Examiners comprising the College's internal examiners, the University moderator and the appointed external examiners. The Board is chaired by the Director of Studies . Recommendations of the Board of Examiners concerning awards and the classification of degrees are subject to the confirmation of the validating University.
- 3.5 External examiners are nominated by the College and appointed by the University. The responsibilities of the external examiners as laid down by the University include:
 - a. the scrutiny and approval of final assessment questions
 - b. the moderation of samples of examination papers, dissertations and essays counting towards final assessment, the entitlement to see all work

- c. participation in meetings of the Board of Examiners
- d. submission of reports to the University

3.6 The College maintains an excellent system of Quality Assurance in marking and moderation, which is understandable and explained to students, transparent to validating bodies, and produces results that are accurate and trustworthy.

3.7 The College values a diversity of assessment tasks within programmes. The appropriate methods of assessment include verbal presentations, seminars, professional practice and reflection on practice (the student's or others'), as well as essays. Critical self-assessment and the application of theory to practice are often elements of marking criteria.

3.8 The College recognises the value of written examinations for assessing more declarative, decontextualised knowledge. The College also recognises the challenge of written examinations for some students with disabilities or learning difficulties.

3.9 The College timetables assessment submission dates bearing educational perspectives in mind.

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