



POLICY 012: LEARNING, TEACHING, ASSESSMENT AND ATTAINMENT

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Policy 012: LEARNING, TEACHING, ASSESSMENT AND ATTAINMENT

1. PURPOSE

1.1 This Policy outlines ACM's approach to learning, teaching, assessment at ACM.

1.2 It is the intention of this Policy to clearly outline the ways in which ACM promises to achieve its strategic aim of developing autonomous learners who are equipped to sustain a career in the creative industries.

1.2 This Policy has been written in accordance with ACM's Learning, Teaching, Assessment and Attainment Strategy.

2. POLICY DETAILS

2.1 ACM is committed to delivering an architecture for learning that supports and celebrates differentiation and inclusion.

2.2 ACM has constructed the education programme to ensure that students experience being part of a discipline-specific community; an engaging and dynamic cohort; and a focused and purposeful project group applying the knowledge and skills developed in each of the modules.

2.3 ACM understands the different needs of students across each academic level, and the transitions between them. ACM will work to ensure that students obtain the knowledge and skills at each level, and support them in preparing for and achieving the learning journey of each level.

2.4 ACM believes that pastoral care and academic learning should work in parallel in order to achieve the best possible outcome for students. Senior academic staff will support the students on the learning journey of each level alongside the delivery of the modules for that level.

2.5 ACM will ensure there is flexibility in the learning, teaching and assessment strategies to support students with additional needs, disabilities, or other mitigating circumstances. Details on ACM's approach to supporting students with Additional Needs and Disabilities can be found in ACM's Additional Needs and Disabilities Policy which can be found here: acm.ac.uk/policies.

2.6 ACM encourages and challenges its staff to continuously improve the attainment rates of students in widening participation groups as defined in ACM's Access and Participation Plan.

2.7 ACM recognises the value of transferable skills, which may be learned anywhere, and we encourage all students to engage in life-long and life-wide learning. This is reflected in the programme design and curriculum development.

2.8 ACM will skills-match all academic staff with the learning provision to ensure that students have consistent and high-quality learning that is appropriate to the level at which they are studying.

2.9 ACM will assure the high standards of delivery are maintained through carrying out session observations via formal learning walks. This not only supports the student journey but also the professional development of ACM's academic staff.

2.10 Students progress through their learning journey is continuously reviewed throughout the modules, via feedback from peers and academic staff in both formal and informal structures. This works to empower the students to take ownership of their progression, recognise the skills, knowledge and understanding they have gained at any given point, and identify what they need to accomplish in order to develop and achieve their goals.

2.11 Students receive positive, constructive and applicable feedback so that ACM can assist them in making progress in their personal, professional and academic journey.

2.12 ACM double marks all research projects at FHEQ Level 6, and ensures standardisation across all marking at each level. Moderation procedures are carried out as part of each marking event to ensure parity across grading.

2.13 ACM complies with the academic regulations of its validating partners, Middlesex University, East Surrey College and Walsall Studio School and provides samples of work as required.

2.14 ACM has five core development pathways benchmarked at each level, building the capacity of the student up to graduate level. These are:

- A. Musical Literacy
- B. Digital Literacy
- C. Research
- D. Professional Conduct
- E. Enterprise

ACM has appointed Level Leaders to champion this development for all students.

2.15 ACM Learning Resources and Library have been developed to support the five core development pathways outlined in 2.11 and all of the validated programmes. ACM aims to provide dedicated study space on each of our campuses and access to a wholly digital collection of resources which encompass relevant academic and professional fields.

3. POLICY SCOPE

3.1 This Policy applies to all students at ACM, studying across all levels and at all campuses.

3.2 This Policy also applies to the academic staff across all ACM campuses.

4. RELATED POLICIES

- Student Engagement and Participation
- Additional Needs and Disability
- Reasonable Adjustments
- Extenuating Circumstances
- Safeguarding

5. POLICY OWNER

5.1 This Policy is under the responsibility of the Academic Board. The responsible committee will ensure the cyclical review of this Policy is carried out under ACM's Quality Assurance Framework.

6. DEFINITIONS

6.1 Discipline-specific community: These are sessions that relate to the specific subject area, or pathway, and involve the entire community in that area. These ensure consistency and standardisation of approach and direction of the module.

6.2 Engaging and dynamic cohort: These are sessions that enable specialist interests through discussion, debate, demonstrations, case studies, and peer-review. They usually consist of a smaller group of students (normally around 20-28 students).

6.3 Focused project groups: These are sessions of around 6-9 students working independently and collectively on projects that enable them to apply the knowledge and skills gained in the modules in a professionally-relevant context.

6.4 Life-long learning: Life-long learning is an attitude that recognises that learning never stops and is relevant for every job role and creative work project throughout your career.

6.5 Life-wide learning: Life-wide learning encapsulates the skills you learn in any aspect of your social, community, or professional life and you can apply them outside of the initial context in which you learned them.

7. EXHIBITS/APPENDICES/FORMS

There are no relevant exhibits, appendices or forms related

8. DOCUMENT HISTORY AND NEXT REVIEW

Version: 2.0

Approved on: 07 September 2020

Approved by: Integrated Executive

Date of next review: August 2021