

ARDEN UNIVERSITY QUALITY ASSURANCE DOCUMENT QA 30 – ARDEN UNIVERSITY LEARNING, TEACHING AND ASSESSMENT STRATEGY

Arden University's teaching, learning and assessment strategy is based on the provision of standalone distance learning material, which promotes flexible learning enabling self study and at home or in the workplace. Study materials should be developed to provide sequential learning with continual access to self-assessment and task-based progress measurement. Access to learning materials should be via on online virtual learning with tutor access facilitated through the provision of an online chat room supplemented by e-mail and telephone contact.

The Teaching and Learning objectives are:

1. To enhance the quality of the student learning experience by creating a supportive and inspiring virtual learning environment which values innovation and knowledge creation.
2. To provide challenging programmes of study relevant to the work place and focused on particular focus groups and sectors independent of place of study and geographical location.
3. To provide a learning experience which fits around, family commitments, employment and other day-to-day life demands.
4. To provide an online environment to facilitate students to keep a consistent check on key deadlines and updates in order to plan and use study time effectively.
5. To provide relevant case study and assignment and assessment exercises, which reflect up to date current work based practices within the field of study related to the programme.
6. To use the internet and other technological resources to provide students with 24 hours per day, 7 day per week access to multimedia learning resources including case studies, assessments, revision materials and peer discussions with tutor feedback and support in the form of discussion groups, chat sessions and one-to-one dialogue.
7. To ensure that appropriate and innovative use is made of educational and support technologies to ensure a good quality formative learning experience.
8. To be informed by the student voice through regular feedback through module review and feedback, student representatives and online chat room facilities.

Specifically in relation to assessment all programmes should have an appropriate assessment strategy, which should provide evidence that:

1. An appropriate range of assessment is offered in accordance with course aims and learning outcomes.
2. There are clear criteria for assessment which distinguishes between different categories of achievement.
3. There are efficient mechanisms in place for providing feedback to students, relating to both formative and summative functions of assessment
4. The purpose and methods of assessment are clearly described, and unambiguously linked to the learning outcomes

5. Students are provided with explicit instructions concerning the weighting, word limit (or equivalent), and length of each assessment
6. The assessment tools used suit the course, module or programme, and provide adequate opportunities for students to achieve learning outcomes
7. The assessments test students at an appropriate academic level, producing accurate measurements of the learning outcomes, and demonstrating students' progression through the course, module or programme
8. The timing and quantity of assessments are clearly expressed, including details of the arrangements for submission, return and feedback for each assignment
9. There are clear and accessible assessment criteria for all levels within the course, module or programme, insuring any special assessment or credit requirements are illustrated
10. The marking criteria for each method and level of assessment are stated clearly, and are consistent with learning outcomes, the validating university's assessment policy, and appropriate general subject benchmarks
11. The rules and regulations for progression, awards and classifications are explained, including details of the conventions for the award of qualifications
12. There is evidence of the policies and procedures in place to ensure the validity, equity, explicitness and reliability of such assessment
13. The procedures for monitoring and evaluating assessment are described, including information on the moderation process, extension procedures, the role and responsibility of external examiners, penalties and procedures concerning plagiarism and cheating, and appeal procedures (including concessions evidence)
14. Students receive sufficient information on the guidance and support available to them in relation to assessment
15. Details of the arrangements for students with special needs are provided, including reasonable adjustments to assessment processes and methods in line with the validating university's policies
16. Information is clearly laid out and is readily available to students, staff and examiners.
17. Plagiarism is addressed through the implemntaion of specific course assessment initiatives which are known to reduce the incidence of inadvertent and/or deliberate plagiaristic activity.