

CAST COMMERCIAL ACUMEN LIMITED

Teaching, Learning and Assessment Policy

1. Policy Intent

- 1.1. As a leading provider of commercial acumen, business acumen and financial acumen training Cast Commercial Acumen Limited (“CAST”) has a duty to ensure that our teaching, learning, and assessment are of the highest standard and are at the core of all provision.
- 1.2. CAST is committed to providing a blended learning approach for all learners. As well as ensuring that learners are prepared to engage with electronic and online programmes and systems required for their current and future employment, this also means that learners will be able to effectively engage with teaching, learning and assessment at times when it is convenient and appropriate for them. Blended learning will be delivered in a combination of face-to-face, classroom, and self-directed study – all of which will take place in some degree online and physically in person, depending on the needs of the learner and the requirements of the programme.
- 1.3. The key strategic aims of this policy have been developed to ensure that all learners are:
 - a) taught in an innovative and engaging manner using a blended approach to delivery and assessment.
 - b) are assessed using a wide range of techniques.
 - c) supported to develop the relevant knowledge, skills, and behaviours.
 - d) ensure that learning, learner safety and learner wellbeing are at the core of all training, learning and assessment activities.

2. Scope of Policy

- 2.1. This policy applies to all teaching, learning and assessment activities undertaken with CAST.

3. Impact on the Learner

- 3.1. The implementation of this policy will ensure that all learners can expect the highest standards of teaching, learning and assessment to support them in their development and where appropriate, career progression.

4. Definitions

- 4.1. **Teaching** means, a planned approach to provide someone with knowledge or training.
- 4.2. **Learning** means, to gain knowledge of a new skill or activity.
- 4.3. **Assessment** means, the judgement of the amount, value, quality, or importance of something.

5. Procedure

5.1. Curriculum Planning

To achieve the key strategic aims for Teaching, Learning and Assessment CAST will continuously develop a range of programmes that offer development opportunities to every course participant by:

- a) Annually reviewing the content and range of programmes, taking account of the needs and demands of its learners, business, and the community, meeting the strategic priorities of the organisation and responding to client priorities.
- b) Ensuring that the portfolio of programmes offered is a direct result of a robust curriculum and business planning process, including the involvement and contributions of relevant sector-based clients, which considers need, quality, and viability.
- c) Embedding personalised learning in teaching, learning and assessment practices in order to make a significant contribution to the development of learners' wider employability, life, and learning skills, whilst ensuring learners are effectively challenged and attain at the highest levels.
- d) Harnessing technology to provide flexible, appropriate and accessible learning resources that provide choice and encourage opportunities for independent learning.
- e) Ensuring programmes are planned, delivered and assessed in a manner which supports individual learner progress and success.

5.2. Teaching, Learning and Assessment

To ensure that teaching, learning and assessment of the highest quality, CAST is committed to the following principles and hallmarks of best practice:

5.2.1. Equality, Equity and Entitlement

- a) All learners have access to appropriate learning opportunities.
- b) The promotion of inclusive practice
- c) Learner diversity is promoted and celebrated.

5.2.2. Professional Standing

- a) Delivery team members are professionally qualified or have extensive competence in their respective subject areas.
- b) Delivery team members who deliver commercial acumen training or financial acumen training are qualified accountants from a recognised professional body e.g., ACA, ACCA, CIMA, CIPFA
- c) All delivery team members have a minimum of 5 years 'full-time' experience (i.e., it is their main job) training in a variety of different companies across different industry sectors.

- d) All delivery team members are committed to continuously improving their performance by undertaking regular professional development to maintain up to date industry expertise.
- e) All delivery team members adhere to the professional standards of the sector through CAST policies and procedures.

5.2.3. Differentiated and Personalised Learning

- a) Delivery team members personalise learning based on individual knowledge, skills, behaviours, understanding, abilities, and attitudes.
- b) Initial assessments ensures Learner support and challenge needs are identified and met at the earliest opportunity.
- c) The planning of teaching, learning and assessment takes into account learner experience to ensure every opportunity is taken to support their personal development needs.
- d) Teaching motivates learners and engages their interest in learning.
- e) Teaching identifies, explores, and corrects misconceptions.
- f) Sessions are planned to actively stretch and challenge learners.
- g) Learners are supported and guided in becoming active and curious learners to:
 - create their own hypotheses.
 - ask their own questions.
 - coach one another
 - set goals for themselves, monitor their progress and experiment with ideas for taking risks.
 - know that mistakes and 'being stuck' are part of learning.
 - expect to be stretched and challenged.
- h) Work is sufficiently varied and challenging to maintain learner engagement, but not so difficult as to discourage them.
- i) Assessment is both formative and summative and supports learning both in and out of the workplace.
- j) Learners take an active role in their learning through planning, learning approaches, monitoring progress and feedback.
- k) Sufficient time is always given for learner reflection, enabling them to review what they have learnt and how they have learnt it.
- l) Learners know their levels of achievement and make progress towards their goals.
- m) Initial assessment information, together with knowledge of factors that might influence learner progress, is used rigorously to shape teaching, and assess its impact.

- n) A relentless focus on learners staying on track through regular monitoring of progress, and early intervention at the point at which learners begin to fall behind.
- o) Learner progress reviews are integrated into the learning process to enable learners and employers to clearly see how they are progressing.
- p) Consistent approach to sessions that includes opportunities for learners to set and review individual targets.
- q) Vocational and Skills Coaches draw attention to small steps in learning, and provide frequent, task-based feedback.
- r) There is always a focus on higher order thinking skills and learning how to learn.
- s) There are frequent opportunities for all learners to extend the breadth and depth of their learning.

5.2.4. Assessment

- a) A range of assessment methods are used.
- b) All learners receive regular developmental feedback that clearly outlines strengths and areas for development.
- c) Regular checks are made on the quality of assessment and feedback.
- d) Assessment reflects current industry best practice.

5.2.5. Monitoring Learner Progress

- a) Regular checks of learning are made, and learners made aware of their progress.
- b) The outcomes of progress reviews from line managers influence future learning.
- c) Learners are involved and supported in setting personal learning goals and monitoring their own performance.
- d) Constructive and developmental feedback is given to learners on their efforts and achievements in learning activities.
- e) 100% attendance and punctuality at sessions are the expectations for all learners.

5.2.6. Reflective Practice

- a) All delivery team members recognise the importance of critically reflecting upon their own professional practice and that of others.
- b) Delivery team members evaluate their own and others' performance and identify opportunities for their personal and professional development through sector reviews, programme reviews, the self-assessment process, and observations of teaching, learning and assessment (OTLAs).
- c) Delivery team members analyse and discuss their own practice and plan action to improve their teaching, thereby raising the achievements of their learners.
- d) Delivery team members are up to date on current research and practice in learning and development.

- e) Delivery team members are up to date on relevant industry standards and practice.

5.3. Learning Support

For some learners ensuring adequate development progress requires additional learning support. Depending on the course or training programme, a comprehensive personalised support plan is available, where required, and is created with the learner. The plan outlines the profile of the learner and include access arrangements and recommended teaching and learning strategies in order to support their success.

5.4. Quality Assurance and Improvement

- a) Learning provision is continually evaluated.
- b) Feedback surveys of learners' views of their experiences are used to inform, evaluate, and improve curriculum provision.
- c) Employers' views of provision are used to inform, evaluate, and improve curriculum provision.
- d) Compliments, concerns, and complaints about provision are systematically sought, investigated, recorded, evaluated, and used to improve curriculum provision.
- e) Self-assessment and annual development planning are undertaken for all learning programmes.
- f) Supportive activities for the sharing of best practice in teaching and learning take place throughout the year.

6. Responsibilities

6.1. Managing Director

- a) Ensuring CAST is fully compliant with legal requirements
- b) Ensuring effective implementation of this policy
- c) Ensuring this policy is reviewed on a regular basis

6.2. Managers:

- a) Ensuring this policy is fully supported by their team
- b) Ensuring that all employees are aware of this policy and receive adequate training to ensure its implementation.
- c) Ensuring resources are available to ensure the full implementation of this policy

6.3. CAST Training Team Members:


- a) Ensuring this policy is fully implemented
- b) Ensuring that appropriate CPD is identified and undertaken

7. Policy Review and Implementation

7.1. CAST shall review this Policy not less than two years and otherwise as required in order to ensure that it remains up-to-date and fit for purpose.

7.2. This Policy will be updated as necessary to reflect current best practice, official guidance, and in line with current legislation.

7.3. This Policy shall be deemed effective as of 13th April 2023. No part of this Policy shall have retroactive effect and shall thus apply only to matters occurring on or after this date. This Policy has been approved and authorised by:

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Approved by:	Clayton John Ainger
Signature:	

This Teaching, Learning and Assessment Policy is not contractual and may be varied by Cast Commercial Acumen Limited at any time.