



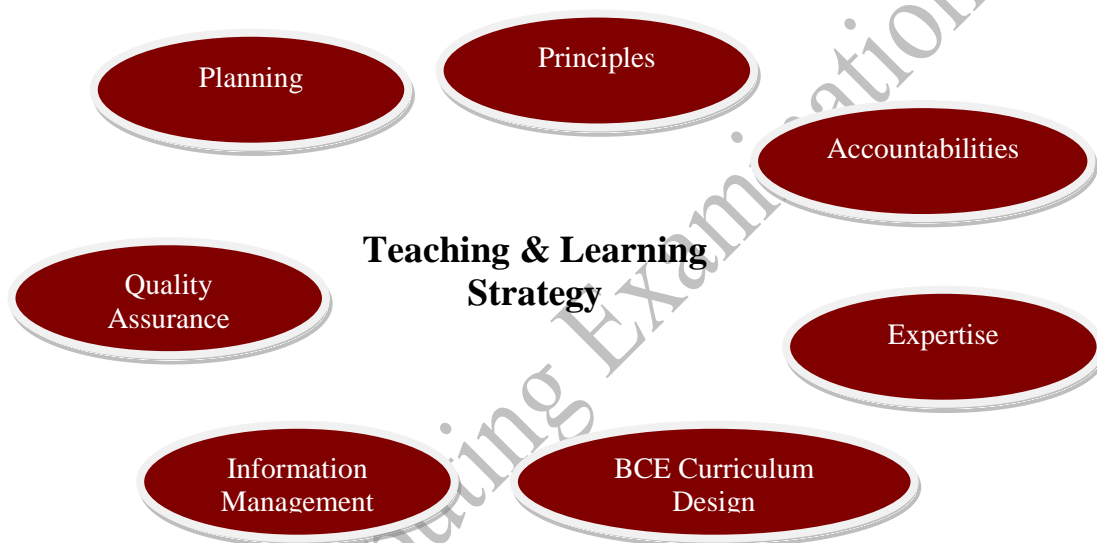
Business & Computing Examinations (BCE)

LONDON (UK)

BCE Centre Teaching and Learning Strategy

Introduction

This strategy underpins BCE Approved Centre approaches to Teaching and Learning policy and embraces the following specifications:



Principles

- **Critical self-awareness** to evaluate and improve all activities which contribute to Centre learning experience.
- **Delivering excellence** in teaching across BCE Business and Computing Qualifications.
- **Equipping learners** with the higher level skills required for entry into further education programmes.
- **Equipping learners** with the language and practical skills required in the industry.
- **Equipping learners** with the wider employability skills needed to succeed in the workplace.
- A **commitment to fostering** a participative approach to learning, with a strong focus on developing team working, reporting writing, presentation and research writing skills.

Accountabilities

BCE Approved Centres should ensure they have:

- overall accountability for academic standards
- responsibility for ensuring the curriculum provided is fit for purpose and that teaching is of high quality.
- needs to ensure that teaching staff and learning resources are sufficient for learner numbers.
- effective support and guidance is given to their teaching teams.

Expertise

- All tutors are recruited on the basis of having the appropriate qualifications and sufficient experience to deliver high quality learning. Centre Heads should assure all qualifications are verified and have clear rationale for all appointments.
- All teaching staff are given the necessary training both on the content and assessment criteria of BCE qualifications and in their roles as invigilators managing BCE examinations.

BCE Curriculum Design

Centres should:

- ensure that all qualifications are taught in a coherent manner which gives sufficient time to deliver the stated learning outcomes and gives learners the time and support to effectively prepare for assessment.
- ensure that the guided learning hours are structured to accommodate learner private study
- ensure that qualifications are structured to give learners the opportunity to take a progress test on regular basis.

The Management of Information

Centres should:

- ensure learners are given proper advice on the information they need in relation to the curriculum, assessment criteria, examination arrangements and the level of support available.
- help learners in navigating BCE website, highlighting areas of importance.

Quality Assurance

Centres should:

- ensure quality assurance effectiveness of teaching and learning in the following ways.

Learner Feedback

- Through the evidence gained from regular learner surveys. Feedback can be gained through surveys at both the midpoint and end point of subject/unit.

- Through Student/Staff Liaison Committee (SSLC) meeting structures, student representatives can have an important role to play in providing feedback to management.
- Through the effective management of student complaints and issues by Student Welfare Officer.
- Through the feedback given to tutors during one to one academic tuition sessions.

Internal Review and Oversight

- Through annual quality review process which critically reviews the learning experience offered to learners. This review process focuses in particular on the quality of the learning environment and resources and wider services provided to learners.
- Through the oversight provided by asking for regular reports on performance.
- Through the management of improvement projects across all BCE Qualifications.

Professional Development

- Through formal and peer observations. All tutors can be subjected to either a formal observation conducted by their line manager or a peer observation conducted by a colleague each academic term.
- Through teaching team meetings conducted regularly.
- Through teaching development which look to foster best practice in terms of teaching methodology.

Through Departmental Action Planning

- Implementing effective management and tracking all examination results both for formative and for summative assessment. This evidence can be used to inform action planning and identify development needs for that department or team going forward.

Planning

The evidence gained from quality improvement activities can help inform the planning and strategic decisions.