

Emil Dale

Teaching, Learning and Assessment Policy

Full-time provision: BTEC, CertHE, BA (Hons) and associated Private Sector training

Version 2

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Approved by:

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1. Purpose

1. This policy sets out Emil Dale's approach to the design, delivery, support, assessment and quality assurance of teaching and learning across its full-time provision. It establishes a consistent institutional framework while recognising that different qualification routes are governed by different academic partners and assessment regulations.
2. The policy is intended to ensure that students receive high-quality, professionally relevant and inclusive training; that assessment is fair, transparent, reliable and appropriate to the learning being assessed; and that students are supported to develop as skilled, reflective, resilient and employable performers.

2. Scope

1. This policy applies to:
 - a. the Two-Year Sixth Form Programme, including the BTEC qualification delivered in partnership with North Hertfordshire College (NHC);
 - b. the One-Year Programme, including the Certificate of Higher Education (CertHE) in Musical Theatre Performance delivered in partnership with the University of Bedfordshire (UoB);
 - c. the Three-Year Programme, including the BA (Hons) Musical Theatre delivered in partnership with the University of Bedfordshire;
 - d. all Private Sector classes, projects, rehearsals, performances, industry preparation and assessments that sit alongside those qualifications; and
 - e. all PAYE staff, Freelancers, visiting tutors, assessors, directors, choreographers, musical directors and other practitioners involved in the teaching, learning, assessment or academic support of full-time students.
2. Where a qualification-specific regulation, academic partner rule or awarding-body requirement conflicts with this policy, the relevant academic partner or awarding-body requirement takes precedence for that qualification assessment.

3. Academic Partnerships, and the Relationship between Private Sector Training and Qualifications

1. Emil Dale's full-time programmes combine recognised academic qualifications, delivered through our academic partnerships, with additional professional and vocational training provided directly by Emil Dale.
2. The different elements of each programme are designed to complement one another; however, it is important to distinguish between qualification delivery and Private Sector training.

3.1 BTEC / Sixth Form Programme

1. The BTEC qualification is delivered by Emil Dale in partnership with North Hertfordshire College (NHC) and is subject to the relevant Pearson and NHC academic and quality assurance requirements. Students undertake the units, learning outcomes and assessments required for successful completion of their BTEC qualification.
2. Alongside the BTEC, students may receive additional Private Sector training from Emil Dale. This provides further practical, technical, performance and industry-focused development beyond the requirements of the BTEC qualification.

3.2 CertHE and BA (Hons) Programmes

3. The CertHE in Musical Theatre Performance and BA (Hons) Musical Theatre are delivered by Emil Dale in partnership with the University of Bedfordshire (UoB). Students undertake the approved modules, learning outcomes and assessments required by the University for the relevant qualification.
4. Alongside their University programme, students may undertake additional Private Sector training delivered by Emil Dale. This sits outside the University qualification and provides additional vocational and professional development.

3.3 Private Sector Training

1. Private Sector training is designed to complement rather than form part of the academic qualification. Its purpose is to broaden and deepen a student's training and provide experiences, skills and professional perspectives that cannot necessarily be incorporated within the structure, learning outcomes or assessment requirements of the relevant qualification.
2. This may include additional technical training in singing, dance and acting; repertoire and performance work; audition preparation; workshops and masterclasses; projects and productions; industry preparation; and opportunities to work with a wider range of current practitioners and industry professionals.
3. The Private Sector programme allows Emil Dale greater flexibility to respond to developments within the performing arts industry and to expose students to different practitioners, techniques, working methods and professional perspectives. It recognises that no single qualification specification can encompass every aspect of the training and professional preparation that may benefit an emerging musical theatre performer.
4. Private Sector training has no bearing on a student's successful completion of their BTEC, CertHE or BA (Hons) qualification. A student's qualification is determined solely by their successful completion of the relevant academic requirements and assessments set by the applicable awarding body or academic partner.
5. Where permitted under the student's programme and contractual arrangements, students may opt out of some or all Private Sector training. Choosing not to participate in Private Sector training will not disadvantage a student academically, affect their qualification grades, prevent them from completing their qualification, or alter the academic assessment of their qualification.
6. Where an activity contains both qualification and Private Sector elements, Emil Dale will make clear which elements are required for the qualification and which form part of the additional Private Sector programme. A student who has opted out of Private Sector training will remain entitled and expected to participate fully in all teaching, learning and assessment required for their qualification.
7. Private Sector training may have its own formative assessment, feedback, progress reviews and professional-development expectations. These are intended to support the student's wider development as a performer and must not be represented as contributing to the student's formal BTEC, CertHE or BA (Hons) award unless an activity has separately and explicitly been designated as part of an approved qualification assessment.

4. Related frameworks and documents

1. This policy should be read alongside the relevant student handbook, Freelancer Handbook, course and module/unit documentation, academic partner regulations, and Emil Dale policies including Safeguarding, SEND, Equality and Diversity, Attendance, Academic Appeals, Complaints, Disciplinary, Remote Learning, Working with Intimacy, Health and Safety, and Acceptable Use/IT.
2. For BTEC provision, assessment and quality assurance must also comply with NHC and Pearson requirements. For Degree and CertHE provision, assessment and academic regulations must comply with University of Bedfordshire requirements.

3. Private Sector training is governed by Emil Dale's own curriculum, quality and assessment arrangements.

5. Our teaching and learning principles

1. Teaching and learning at Emil Dale are underpinned by the following principles:
 - a. All-round musical theatre training: Students develop in singing, acting and dance as interconnected disciplines, with technical, artistic, academic and professional learning designed to reinforce one another.
 - b. Professional relevance: Training should reflect the expectations, working practices, pace, collaboration and standards of the contemporary performing arts industry.
 - c. High expectations with appropriate support: Students are expected to demonstrate commitment, punctuality, preparation, discipline and resilience, while staff provide clear teaching, meaningful feedback, reasonable support and appropriate challenge.
 - d. Learning through practice and reflection: Practical learning, rehearsal, performance, experimentation, observation, discussion, critical reflection and independent study all contribute to development.
 - e. Individual artistic development: Students are supported to develop their own artistic identity, confidence, versatility and understanding rather than merely reproduce a single style or method.
 - f. Inclusive and respectful practice: Teaching, materials, assessment and learning environments should enable participation by a diverse student body and be delivered in accordance with equality, SEND, safeguarding and accessibility responsibilities.
 - g. Student responsibility: Students are expected to take increasing responsibility for preparation, independent practice, meeting deadlines, responding to feedback, monitoring their progress and seeking support when needed.

6. Curriculum design and review

1. Curriculum design must ensure that qualification requirements and professional training are coherent rather than operating as disconnected strands. Qualification units/modules provide defined academic learning outcomes and standards; Private Sector training supplements these with additional technical, performance, audition and industry-focused development.
2. Qualification content must map to the relevant approved specification, module/unit learning outcomes, assessment criteria and partner requirements.
3. Private Sector content should be planned with clear aims, progression and expected outcomes, even where it is not credit-bearing.
4. Curriculum sequencing should support progressive development from foundations towards greater technical, artistic and professional independence.
5. Curriculum planning should consider the balance of singing, acting, dance, academic study, rehearsal, performance, independent study, fitness/conditioning and industry preparation.
6. Heads of Department and Course Leaders should review content in response to student progress, external examiner/verifier feedback, partner review, staff expertise, industry practice, emerging professional expectations and student voice.
7. Live projects, rehearsals, productions, masterclasses, auditions, workshops and industry-facing activity may form important learning experiences where they have clear educational or professional-development value.
8. Curriculum review should consider representation, inclusion, access, student wellbeing, safe practice and the suitability of material for the age and context of the cohort.

7. Expectations for teaching practice

1. Emil Dale engages experienced practitioners and educators and values the professional autonomy and specialist expertise they bring. Within that autonomy, all teaching must remain consistent with the curriculum, learning outcomes, safeguarding requirements, professional standards and expectations of the relevant Head of Department or Course Leader.
2. Teachers and tutors are expected to:
 - a. be appropriately prepared and understand the purpose, level and intended outcomes of the class, unit, project or rehearsal;
 - b. communicate clear expectations, including what students are learning, the standard expected and, where relevant, how learning will be assessed;
 - c. use methods appropriate to the discipline and learning stage, including demonstration, coaching, rehearsal, questioning, discussion, guided practice, individual feedback, group feedback and independent tasks;
 - d. differentiate appropriately so that students are challenged while reasonable adjustments and support needs are recognised;
 - e. promote safe technical practice and avoid teaching methods that create unnecessary risk of injury, distress, humiliation or inappropriate pressure;
 - f. model professional conduct, inclusive language, constructive challenge, respectful communication and appropriate boundaries;
 - g. create opportunities for students to apply feedback and demonstrate improvement over time;
 - h. identify students who are falling behind, repeatedly disengaging or experiencing barriers to learning and raise concerns promptly with the relevant Course Leader or Head of Department;
 - i. maintain appropriate records where required, including attendance/registers, assessment records, feedback, report writing and evidence required by academic partners; and
 - j. use Emil Dale systems and academic partner systems appropriately, including BREO or other approved platforms where relevant.

8. Learning environment and student engagement

1. The learning environment should be purposeful, disciplined, supportive and reflective of professional rehearsal and performance settings. Students should understand that intensive vocational training requires active participation, reliability and readiness to learn.
 - a. Students are expected to attend all timetabled learning and assessment unless an absence has been authorised or an approved adjustment applies.
 - b. Students should arrive prepared, in the required clothing/footwear and with the equipment, script, score, repertoire or other materials required for the session.
 - c. Students should participate actively in individual, pair, ensemble and collaborative work and contribute to a respectful learning culture.
 - d. Students should make appropriate use of independent study, practice and rehearsal time and should take responsibility for catching up on work missed.
 - e. Where injury or health circumstances affect practical participation, the relevant health, fitness-to-study, pink slip and reasonable adjustment processes must be followed; non-participation should not be assumed automatically.
 - f. Teachers should encourage students to reflect on their own progress, respond constructively to feedback and identify achievable next steps.

9. Inclusive teaching, SEND and reasonable adjustments

1. Emil Dale aims to remove unnecessary barriers to learning while maintaining the academic and professional standards of each course. Students may have disabilities, specific learning differences, neurodivergence, physical or mental health conditions, temporary injuries or other circumstances that affect how they access learning or assessment.
2. Known support needs should be shared with relevant staff on a need-to-know basis and in accordance with data protection requirements.
3. Reasonable adjustments should support access to learning and assessment without changing the competence standard or learning outcome being assessed.
4. Teaching staff should implement agreed adjustments and seek advice if they believe an adjustment is unclear, impracticable, unsafe or incompatible with an assessment requirement.
5. Students should be signposted to the relevant Course Leader, Curriculum/Academic Support, Welfare provision, NHC or UoB support services as appropriate.
6. Inclusive practice should be considered proactively in lesson planning, materials, communication, pacing, feedback, group work and assessment design rather than relying solely on individual retrospective adjustments.
7. Material selection and practical work must also comply with safeguarding, equality, consent/intimacy and health and safety expectations.

10. Assessment principles

1. Assessment at Emil Dale may be practical, written, verbal, reflective, recorded, portfolio-based, performance-based or a combination of methods. Assessment should be proportionate and should measure the knowledge, skills, understanding or professional competence that the relevant learning outcome is intended to assess.
2. Assessment must be:
 - a. valid - it assesses the intended learning outcome or competence;
 - b. reliable - judgements are consistent and based on agreed criteria and standards;
 - c. fair and inclusive - students have an equitable opportunity to demonstrate achievement and approved adjustments are implemented;
 - d. transparent - students know what is expected, what criteria apply, when assessment takes place and how work should be submitted;
 - e. authentic - assessed work represents the student's own knowledge, skills and performance;
 - f. developmental - formative assessment and feedback support improvement as well as summative judgement; and
 - g. appropriately evidenced - assessment records and evidence are retained as required by Emil Dale, NHC, Pearson or UoB.

11. Qualification assessment

11.1 BTEC

1. BTEC assessment is delivered through Emil Dale under the academic partnership with North Hertfordshire College and must follow the approved BTEC specification, assignment briefs, grading criteria, internal verification/quality assurance requirements and any NHC or Pearson procedures.
2. Students must be given the relevant assignment brief and understand the learning aims, assessment criteria and submission requirements.

3. Assessment decisions must be made against the published BTEC criteria rather than comparative performance within the cohort.
4. Assessment, resubmission, special consideration, extenuating circumstances, appeals, malpractice and quality assurance must follow the applicable NHC/Pearson rules.
5. Required assessment evidence must be complete, appropriately stored and available for internal and external verification.

11.2 Degree and CertHE

1. Degree and CertHE assessment is delivered by Emil Dale as part of programmes validated by the University of Bedfordshire. The University's approved module specifications, assessment briefs, marking criteria, submission systems, academic integrity rules, mitigation, appeals, moderation and assessment board arrangements take precedence for credit-bearing assessments.
2. Students must have access to the relevant assessment brief, learning outcomes, marking criteria, deadlines and submission arrangements, normally through BREO.
3. Staff marking or assessing University work must follow University requirements, including any moderation, second marking, sampling or external examining arrangements.
4. Academic misconduct, late submission, mitigation and academic appeal matters must be handled through the University's approved processes where they relate to qualification assessments.

12. Private Sector assessment and progress review

1. Private Sector training does not contribute credit to the BTEC, Degree or CertHE qualification, but it forms an important part of Emil Dale's wider professional training. It may therefore include structured assessment, progress review, performance targets, auditions, projects, reports and practical benchmarks.
2. For each assessed Private Sector discipline or project, students should be told the broad expectations, assessment method and relevant criteria or performance indicators in advance.
3. Private Sector assessment may consider technical development, application, preparation, professionalism, responsiveness to feedback, artistic communication, consistency, ensemble practice and other discipline-specific outcomes.
4. Private Sector judgements should be evidence-based and should not rely on popularity, casting preference or subjective personal favour.
5. Where a numerical or descriptive grade is used, departments should apply a shared interpretation of the scale and undertake appropriate standardisation.
6. Private Sector assessment outcomes may inform targets, reports, tutorials, progression discussions and professional preparation. They must not be represented as marks or credits awarded by NHC, Pearson or UoB.
7. Where a student is unable to complete a Private Sector assessment for a legitimate reason, the Course Leader/Head of Department will determine whether an alternative assessment, deferral or other adjustment is appropriate.

13. Formative assessment, feedback and target-setting

1. Feedback is a central part of vocational training. It may be immediate and practical, verbal, written, individual or group-based. Students should receive feedback frequently enough to understand their current performance and what they need to do next.
2. Feedback should be specific, constructive, proportionate and related to the learning objective, criteria or professional standard.
3. Teachers should distinguish clearly between formative coaching and formal summative assessment.

4. Feedback should recognise strengths as well as areas for development and, where appropriate, give students clear next steps or targets.
5. Students should be given reasonable opportunities to act on feedback through subsequent practice, rehearsal, independent work or assessment.
6. Assessment feedback and reports must be completed within required timescales. Where a partner or awarding body sets a deadline, that deadline takes precedence.
7. Exit interviews, tutorials, reports and progress reviews may be used to consolidate feedback across disciplines and identify priorities for the next stage of training.

14. Academic integrity and use of artificial intelligence

1. Students must submit authentic work and must comply with the academic integrity rules applicable to their programme. Plagiarism, collusion, fabrication, cheating, impersonation or other conduct that creates an improper assessment advantage may constitute academic or assessment misconduct.
2. AI tools may support learning where their use is permitted and transparent, for example for certain planning, accessibility, language or study-support purposes.
3. AI tools must not be used to generate work that is then submitted as the student's own where this is prohibited by the relevant assessment rules.
4. Teachers should make expectations clear for each assessment and must follow NHC/Pearson or UoB academic integrity requirements for qualification work.

15. Mitigating circumstances, special consideration and absence from assessment

1. A student who is unable to participate in or submit an assessment because of illness, injury, disability-related circumstances, bereavement or other significant personal circumstances must use the formal process applicable to that assessment.
2. For Degree/CertHE qualification assessments, students must use the University of Bedfordshire mitigation process.
3. For BTEC qualification assessments, students must follow the process advised by the Sixth Form Course Leader under NHC/Pearson arrangements, including special consideration or extenuating circumstances where applicable.
4. For Private Sector assessments, the relevant Course Leader or Head of Department will consider the circumstances and determine an appropriate response.
5. Individual teachers or Freelancers must not independently authorise mitigation, special consideration or changes to formal qualification assessment requirements unless they have delegated authority to do so.

16. Assessment appeals and complaints

1. Students have the right to raise legitimate concerns about assessment. Academic appeals must be distinguished from general complaints: an appeal challenges an academic decision through the relevant academic process; a complaint concerns the quality of service, process, conduct or experience.
2. BTEC academic appeals must follow the relevant NHC/Pearson route.
3. Degree/CertHE academic appeals must follow the University of Bedfordshire route.
4. Private Sector assessment concerns should normally be raised first with the relevant Head of Department or Course Leader, with escalation through Emil Dale's complaints or appeals processes where appropriate.
5. Students cannot normally appeal solely because they disagree with academic or professional judgement where the correct procedure and criteria have been applied.

17. Quality assurance of assessment

1. Emil Dale must be able to demonstrate that assessment standards are understood and applied consistently. Quality assurance arrangements will be proportionate to the type of assessment and must comply with partner requirements.
2. BTEC assessment will be subject to the required internal verification, standardisation, sampling and external quality assurance arrangements.
3. Degree and CertHE assessment will be subject to UoB's moderation, assessment board, external examining and other academic quality processes.
4. Private Sector assessment should use departmental standardisation, moderation, review of criteria and/or sampling where this is necessary to promote consistency.
5. Assessors should declare conflicts of interest and should not assess where an unmanaged personal or professional conflict could reasonably call the fairness of the decision into question.
6. Assessment evidence, marks, feedback and moderation records must be stored securely and retained for the required period.

18. Monitoring student progress

1. Student progress is monitored through a combination of attendance, class engagement, formative feedback, assessment outcomes, reports, tutorials, projects, productions and professional readiness.
2. Concerns should be identified early and communicated through the appropriate Course Leader/Head of Department route.
3. Where progress is below the expected standard, students should normally be given clear feedback and an opportunity to improve, together with appropriate academic or welfare support where relevant.
4. Persistent non-engagement, failure to participate, failure to meet assessment requirements or insufficient progress may lead to formal intervention under the relevant academic, attendance, fitness-to-study or disciplinary process.
5. Academic underperformance should not automatically be treated as misconduct; the underlying reason, available support and relevant qualification regulations must be considered.

19. Practical performance, casting and assessment

1. Performance and production work can operate simultaneously as training, professional simulation and, in some cases, formal assessment. Staff must be clear about the purpose of the activity and avoid conflating casting decisions with qualification assessment unless casting itself forms part of an approved assessment method.
2. Casting may take account of the artistic and practical needs of a project and is not necessarily an assessment ranking.
3. Where performance contributes to formal assessment, the relevant learning outcomes and criteria must be applied consistently.
4. Students should understand when a rehearsal, project, showing or performance is formative, summative, professionally developmental or a combination of these.
5. Material selection, physical contact, intimacy, choreography and performance practice must comply with safeguarding, equality, health and safety, consent and Working with Intimacy requirements.

20. Industry engagement and employability

1. Emil Dale's training is designed to prepare students for sustainable careers in musical theatre and related performing arts. Teaching should therefore help students connect technical and artistic learning with the realities of professional practice.
2. Industry professionals, visiting practitioners and current professional practice should inform learning where appropriate.
3. Students should develop professional behaviours including reliability, preparation, communication, collaboration, adaptability and resilience.
4. Training should expose students to audition practice, self-taping, repertoire, professional rehearsal expectations, performance contexts and career planning appropriate to their stage of training.
5. Where appropriate, students should develop wider career skills relevant to portfolio and freelance careers, including networking, self-management, problem-solving, CV/application practice, professional communication and an understanding of self-employed working.

21. Digital and remote learning

1. Face-to-face practical training is the normal mode of delivery for full-time provision. Digital platforms may support learning, assessment, communication, resources and independent study. Remote or online teaching may be used where educationally appropriate or necessary and must follow Emil Dale's Remote Learning, safeguarding, data protection and acceptable-use requirements.
2. Technology should be selected because it supports the learning outcome, not simply for convenience.
3. Students should be given clear instructions for accessing digital materials, submitting work and participating in online learning.
4. Accessibility, digital exclusion, privacy, safeguarding and security should be considered when technology is used.
5. Alternative arrangements should be considered where a student cannot reasonably access a required digital method because of an agreed support need.

22. Student voice and enhancement

1. Student feedback is an important source of evidence for improving teaching and learning. Emil Dale will seek feedback through appropriate formal and informal channels, which may include student representatives, surveys, tutorials, meetings, exit interviews, complaints/compliments and course review.
2. Student feedback should be considered alongside assessment outcomes, attendance, staff reflection, partner feedback, external examiner/verifier findings and industry input.
3. Feedback should not be used to lower academic or professional standards, but may identify where curriculum, communication, teaching methods, support or assessment design can be improved.
4. Where appropriate, students should be informed of meaningful changes made in response to feedback.

23. Staff development, observation and reflective practice

1. High-quality vocational training depends on practitioners who remain current both professionally and educationally. Emil Dale therefore expects staff and Freelancers involved in teaching to engage with appropriate briefing, development and reflective practice.
2. Heads of Department and Course Leaders should provide relevant induction/briefing for staff delivering qualification units, including assessment requirements and partner expectations.

3. Teaching quality may be reviewed through lesson observation, learning walks, peer observation, student feedback, assessment review, departmental discussion or other proportionate quality activity.
4. Feedback from quality activity should be developmental and should identify good practice as well as any required improvement.
5. Where concerns are identified, appropriate follow-up may include mentoring, coaching, additional observation, standardisation, training or changes to teaching allocation.
6. Staff are encouraged to keep their professional knowledge current and to share relevant industry practice, pedagogical insight and effective teaching approaches.

24. Roles and responsibilities

1. **Principal:** Overall responsibility for educational quality, culture, standards and institutional oversight.
2. **Course Leaders:** Responsibility for course-level delivery, student progress, partner requirements, academic communication and escalation of concerns.
3. **Heads of Department:** Responsibility for disciplinary curriculum coherence, standards, staff briefing, teaching quality, progress monitoring and Private Sector assessment consistency.
4. **Business, Compliance & Strategy Manager:** Responsibility for policy oversight, compliance coordination and ensuring institutional policies align with legal, regulatory and partnership expectations.
5. **Teaching staff and Freelancers:** Responsibility for high-quality delivery, fair assessment within delegated authority, timely feedback/records, safeguarding, inclusive practice and escalation of concerns.
6. **Students:** Responsibility for attendance, preparation, active engagement, independent practice/study, academic integrity, meeting deadlines, acting on feedback and seeking support where needed.

25. Monitoring and review of this policy

1. This policy will be reviewed annually and may be amended sooner where there is a significant change to academic partner requirements, awarding-body rules, legislation, regulatory expectations, curriculum design or Emil Dale's operational arrangements.
2. Evidence informing review may include student outcomes, assessment data, external examiner/verifier reports, NHC/UoB monitoring, internal quality assurance, teaching observations, complaints and appeals, student voice, staff feedback, industry input and the Self-Assessment Report/Quality Improvement Plan where applicable.

25. Document Control

Version Number	Date of Issue	Review Date	Author	Changes Made/ detail
1	June 2025	July 2026	Sophie Canny	First issue
2	11 th August 2026	August 2027	Sarah Moore	Comprehensive review and update to reflect the NHC partnership

Appendix A – Application by provision

Provision	Qualification rules	Assessment route	Primary quality oversight
BTEC / Sixth Form	NHC/Pearson	Qualification assessment plus Emil Dale Private Sector assessment	NHC/Pearson requirements + Emil Dale course/department QA
CertHE	University of Bedfordshire	UoB qualification assessment plus Emil Dale Private Sector assessment	UoB academic quality + Emil Dale course/department QA
BA (Hons)	University of Bedfordshire	UoB qualification assessment plus Emil Dale Private Sector assessment	UoB academic quality + Emil Dale course/department QA
Private Sector	Emil Dale	Practical, verbal, written, project, performance and progress assessment as applicable	Course Leaders / Heads of Department / Senior Management