



Harlow College and Stansted Airport College

HE Learning, Teaching and Assessment Policy

Author: Executive Team Member with responsibility for Higher Education
Approved: 16 June 2023 – Standards & Curriculum Committee
Review: June 2026

1.0 Objective

This policy document supports Harlow College and Stansted Airport College's Strategic Plan by outlining the policies pertaining to successful Higher Education Learning, Teaching and Assessment across all of our HE provision.

2.0 Scope

2.1 This document sets out the principles and practices of the Learning, Teaching and Assessment policy that apply to all the HE courses delivered by Harlow College and Stansted Airport College across all modes of delivery, full time, part time, and blended learning. In providing HE delivery the College works in conjunction with the following:

- Pearson

2.2 This ensures condition B8: Standards of the OfS Regulatory Framework are followed.

2.3 To comply with The Office for Students (OfS) Standard B8. The OfS sets out what is expected of UK degree-awarding bodies and the qualifications and credit that they award. It identifies the relevant UK and European frameworks, statements and reference points, and explains how these relate to each other and provide a context for the quality assurance of standards.

2.4 The B8 regulation focuses on the way that higher education providers take a strategic approach to promoting the effective engagement of students in their learning. It includes their approach to appointing and supporting staff who are equally engaged in delivering inspirational teaching and facilitating learning.

2.5 Harlow College and Stansted Airport College work in conjunction with Pearson to maintain these Academic standards by agreeing:

- To follow Pearson awarding bodies comprehensive academic frameworks and regulations that govern how they award academic credit and qualifications.
- To assist Pearson awarding body to maintain a definitive record of each programme and qualification that they approve (and of subsequent changes to it) which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.
- To follow Pearson awarding bodies establish processes for the approval of taught programmes to ensure that academic standards are maintained at a level which meets the UK threshold standard for the qualification and are in accordance with their own academic frameworks and regulations.
- To maintain accurate records to support Pearson awarding body to ensure that credit and qualifications are awarded only where:
 - the achievement of relevant learning outcomes (module learning outcomes in the case of credit, and programme outcomes in the case of qualifications) has been demonstrated through assessment

- both the UK threshold standards and the academic standards of the relevant degree-awarding body have been satisfied.
- To carry out accurate and timely annual review processes and reports for Pearson awarding body to ensure that processes for the monitoring and review of programmes are implemented which explicitly address whether the UK threshold academic standards are achieved and whether the academic standards required by Pearson are being maintained.
- To attend and facilitate standardisation activities, Awards Boards and External Examiner reviews in order to maintain academic standards on behalf of, or in conjunction with, Pearson awarding body.
- Higher Education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.

3.0 Definitions and Terminology:

HE- Higher Education

QAA – Quality Assurance Agency

LTA – Learning, Teaching and Assessment

ITT – Initial Teacher Training

EE – External Examiner

CPD – Continuous Professional Development

IV – Internal Verification

OfS – Office for Students

4.0 Introduction:

4.1 Harlow College and Stansted Airport College work in partnership with Pearson. The Higher Education curriculum portfolio reflects the College's tertiary and community nature with qualifications available at HNC and HND levels and Higher Apprenticeships in full and part time modes.

4.2 Strategic Summary

We are committed to ensuring that we change and transform the lives of young people and adults in our community. We want all of our learners to achieve their ambitions, contribute significantly to the productivity of the economy and have happy and purposeful lives. We have a relentless focus on "More than courses. Careers".

Our next phase builds on the key partnerships that we have established with

employers, businesses, civic, community groups, schools, colleges and universities – we pride ourselves on our enterprising approach, ensuring that we develop the skills needed for our thriving innovation corridor.

At the core of our Strategy we have recently updated our values and mission:

S: **Students** at the heart

T: **Teamwork** - work together, achieve together

A: Be **Ambitious**, Build Futures

R: **Respect** each other, share similarities and celebrate differences

Our Skills statement alongside our plan demonstrates our commitment to supporting students into careers, hence our mission/strapline:

- More than course. Careers.

We have shaped our plan around the following intentions:

- Career-led curriculum – developing through our partnerships the technical, academic, digital, employability, maths and English skills required to be successful in the next steps in life. Offering a strong pastoral support programme with personal development and well-being at its heart.
- Quality of Education – continuing our drive to be excellent, providing high quality learning, teaching and assessment, with digital technologies effectively embedded. Equipping our students with transferable learning skills that means they are well equipped for a rapidly changing world.
- Resources – Shaping our learning spaces to mirror the workplace, investing in our infrastructure, technologies and partnerships to grow and diversify. Ensuring our staff have cutting-edge industry skills and access to a high quality CPD programme. Maintaining our financial stability to enable investment in our approach to ultimately benefit students.

5.0. Implementation:

Effective Learning, Teaching and Assessment (LTA)

5.1 Learning, Teaching and Assessment standards are monitored in the following ways:

- Initial Teacher Training staff (ITT) – formal observation process
- Probationary staff – Observation process
- All other teaching staff through Walkthroughs and the 'Power of 3' peer observation groups

5.2 Walk-through – every team member will have a minimum of one walkthrough by a member of the college observation team. Findings are captured using Pro-observe and development plans are created. In addition, there are three cross college walkthroughs per year.

- 5.3 Power of 3 – a group of teaching staff along with a trained observer work together to raise standards with regards to their own LTA through peer observation and target setting. All peer observation and development points are recoded on pro-observe in the development planning section.
- 5.4 The quality of learning, teaching and assessment is not monitored or improved through these processes alone, Quality team reviews, team dashboard and college dashboard (Pro-Metrix) information inform the success of a team or individual but always recognise if practise falls below the expected professional standard. In addition student engagement activities form an important source of information for the purposes of triangulation.
- 5.5 The College’s approach works towards ensuring that learning is of a continuously improving quality and is informed by focussed scholarly research.
- 5.6 The Vice-Principal of Quality and Curriculum with the Head of HE and Executive Director for Quality monitors the:
- Undertaking of continuing research and scholarly activity through staff scholarly activity plans to ensure teaching teams adopt and adapt the most successful teaching strategies.
 - Up-take of opportunities for continuing professional development, leading, as appropriate, to higher awards such as Masters Degrees or PhD.
 - Work with curriculum managers and other curriculum specialists to ensure assessment meets awarding body criteria and is appropriate to the level taught.

6.0 Assessment:

- 6.1 Valid, reliable, rigorous and fair assessment practice is key to maintaining academic standards and providing a positive student experience.
- 6.2 In order to assure the quality of its assessment practice, the college uses a process of internal and external examiner verification for summative assessment briefs and internally and externally moderates summative student work.
- 6.3 All students will be able to monitor their progress and improve their development through regular opportunities to reflect on feedback through dialogue with staff
- 6.4 The timings of a number of key activities in the college’s assessment cycle are determined in conjunction with the awarding body. They relate to:
- The setting of assessments and the delivery of assessment papers via an Assessment Plan.
 - The dates of summative assessment activities which are published by the college at the start of each academic year.
- 6.5 It is the responsibility of the Vice-Principal and the Heads of Academy to ensure that the above schedule is implemented and that deadlines are met.

7.0 Responsibilities

7.1 Management Responsibilities

The Executive Team:

- Provide strategic direction relating to all matters HE
- Responsible for providing an appropriate physical and virtual learning environment.
- Appoint teaching teams with appropriate experience and academic qualifications for level 4 and above.

The Quality Team:

- Continually review and identify strengths or areas for further development through quality monitoring activities at team and individual level through a range of supportive team reviews, staff development days and CPD.
- Review and respond to student feedback regarding learning, teaching and assessment.
- Develop/seek approval for programmes with relevant vocational content and as appropriate, work based opportunities.
- Encourage the dissemination of good practice amongst teaching teams via the Power of 3, VLE and through the establishment of staff forums for sharing good practice in learning and teaching at Level 4 and above and scholarly activity.
- Support teaching teams to engage in relevant continuous professional development and scholarly activity.

7.2 Those teaching on HE Programmes are responsible for:

- Ensuring learning objectives and planned outcomes effectively meet the learning needs of the full range of learners and support them to become more confident and disciplined in their studies.
- Working in partnership with students to create innovative, creative and transformational learning experiences.
- Supporting learners to develop their capacity to undertake independent study and scholarly activity.
- Setting clear learning objectives and creating clear links to summative assessment and criteria
- Providing clearly documented course handbooks/equivalent, on-line materials and assessment schedules for students.
- Contextualising topics i.e. ensuring linkage to application in real world contexts.
- Developing work based learning opportunities for students as appropriate.

- Ensuring resources are produced and edited to reflect the specific nature of the learners needs and promote and support learning.
- Engaging in continuous subject specific scholarly activity to inform learning and teaching.
- Recognising the specific needs of HE learners and how these may differ depending on the type of programme and mode of study.
- Actively promoting learning materials and services provided within the college, by partner institutions or external bodies.
- Promoting awareness of academic integrity among students and applying college/awarding body processes regarding academic conduct, as appropriate.
- Reflect on their own teaching practice as part of their continuous professional development.

7.3 Responsibilities of Harlow College and Stansted Airport College's Higher Education Students:

- Attending scheduled classes on time, arrive prepared to learn.
- Informing teachers of absences in advance and be proactive in catching up on missed work.
- Utilising online resources provided by the College and partner institution.
- Reading and referring to course documentation to ensure understanding of delivery and assessment methods.
- Showing respect to others and being courteous at all times.
- Providing feedback on all aspects of learning, teaching and assessment on the course through the range of student engagement mechanisms.

TRACKING and REFERENCE INFORMATION

Date Approved: 16 June 2023– Standards & Curriculum Committee

Review Date: June 2025

Author/Responsibility: Executive Team Member with Responsibility for HE

Equality Impact Assessment: TBA

List of related policies, procedures and other documents:

- QAA Quality Code Part B3 UK Professional Standards
- B8 OfS regulatory Framework
- Harlow College HE Strategy
- HE Scholarly Activity Policy
- Harlow College Examination Policy
- Harlow College Malpractice/maladministration Policy

Complaints: If you wish to submit a complaint about the application of this policy or the procedure of it, please send your request in accordance with the provisions of the Grievance Procedure.

Monitoring: The application of this policy and associated procedure will be monitored by the Executive Team Member with Responsibility for HE.

Easy reading: To receive this policy/procedure in a different format, please contact HR Services