Harlow College

HE Learning, Teaching and Assessment Policy

1.0 Objective

This policy document supports Harlow College's Strategic Plan 2019-21 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 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 For the purpose of this document, and as stated in Chapter A and B3 of the QAA Quality Code, Setting and Maintaining Academic Standards:

2.3 The QAA working on behalf of the Office for Students (OfS) sets out what is expected of UK degree-awarding bodies in setting and maintaining the academic standards of 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 B3 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 working in conjunction with Pearson helps 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 works 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 mostly in full time modes.

4.2 Vision statement:

Harlow College will be an inspirational provider which delivers the very highest student outcomes in terms of qualification success and student development. It will be an expanding organisation where students and staff are energised by the excitement and fulfilment of learning.

4.3   The core values, expressed above, could be summarised as:

- Students at the heart
- Be the best
- Work hard and work together
- Always Innovative and Enterprising

The values that the College has, and how the College behaves and manages itself to move from 'Good to Great', are of high importance. How the College should act and manage itself can be summed up as "putting students at the heart of the College".

Our Core Values

- **Students at the Heart**
- Students are at the centre of our decision making
- There are no barriers to student success and progression adopting a growth mind-set attitude
- We know our community – we listen to our students/customers and use their views. We also know our students' needs and aspirations
- We value, care for and support students, but we also know when to apply "tough love"

- **Be your Best**
- We have high expectations and set aspirational targets
- We provide regular, meaningful feedback and action plans that drive measurable improvement
- We build confidence, self-esteem and actively encourage engagement in the community
- We have a positive impact on individuals, broadening their horizons and futures

- **Work hard, work together**
- Our ethos reinforces and values hard work from individuals and teams
- Attendance, punctuality, motivation and effort are critical for success in life and work
- We work across team boundaries to get the job done
- Clear communication and effective collaboration between students, staff, parents and employers helps us to be successful

- **Always Innovative and Enterprising**
- We encourage experimentation and action research – we are not afraid to admit when we have got something wrong
- We believe in learning from others and improving, regularly sharing and implementing good practice
- We use new technologies to improve learning and our business processes
- We encourage creative and original thinking - our mind-set is to challenge problems and provide solutions

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-though – 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 3 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.

5.2 The quality of learning, teaching and assessment is not monitored or improved through these processes alone, Quality team reviews, staff dashboard and college dashboard 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.

5.3 The College's approach works towards ensuring that learning is of a continuously improving quality and is informed by focussed scholarly research.

5.4 The Vice-Principal of Quality and Curriculum with the Head of HE and 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 maters 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 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/ARU 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.

8.0   Associated Documents

QAA Quality Code Part B3 UK Professional Standards

Harlow College HE Strategy

HE Scholarly Activity Policy

Harlow College Examination Policy

Harlow College Malpractice/maladministration Policy

9.0   Review date – June 2021

TRACKING and REFERENCE INFORMATION

Date Approved: 26 June 2018, Reviewed June 2019

Review Date: June 2021

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
- 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