

HE Learning, Teaching and Assessment Policy

Effective from	01 September 2023	Document number	2.9
Formal review cycle:	Annual		
Next formal review due	01.08.2024		
Policy owner:	HE Manager		

Approval required

SMT Y/N	Y	SMT approved/review date	18/07/2023
Governor Y/N	N	Governor approved/review date	N/A

Publication

Website Y/N	Y	Intranet Y/N	Y	Student VLE Y/N	N	Date published	31/07/23
Audience		All staff, all students					
Area/s of Staff Intranet		Strategies, Policies and Procedures					

Changes made

Version	Author	Date	Section	Changes summary
2	HE Manager	April 23		Copied into new policy template Observation details updated in line with reviewed policy

Introduction

The College's mission statement is "Enriching lives through learning" with a key strategic goal to deliver good value, high quality learning for all students resulting in high achievement rates. The purpose of this policy is to provide a framework within which all aspects of higher education learning, teaching and assessment are planned through high quality teaching, learning and course design.

The following details how the objectives of this policy will be met and identifies:

1. Purpose

2. Scope

This policy is applicable to all staff involved in the development and teaching of higher education at Craven College.

3. Responsibilities

- The Higher Education Manager has overall responsibility for applying this policy fairly and accurately
- The Higher Education Manager, Director of Quality, Director of Curriculum, Heads of Department and Higher Education Tutors are responsible for ensuring compliance

4. Communication

This policy will be published on the College intranet and the College website. It is the responsibility of the HE Manager and Head of Department to ensure all staff involved in the development and teaching of higher education at Craven College are aware of the policy.

5. Implementation

5.1 Setting and maintaining academic standards

- 5.1.1 The College ensures that qualifications delivered are designed in line with the requirements of Framework for Higher Education Qualifications by consulting with appropriate external examiners when undertaking course design or consulting with established partners, employers and awarding organisations. This safeguards the student experience and ensures that the course is at positioned at the appropriate level and is securely linked relevant the Benchmark Statement.
- 5.1.2 All courses have clear aims; have a coherent programme of modules or units that are consistent with its aims.
- 5.1.3 The College is aware of the need to differentiate between levels so that students achieve and progress at each level and to ensure that these programmes are equivalent to those delivered elsewhere.
- 5.1.4 Courses will have clearly defined access and progression routes.

5.2 Assuring and enhancing academic quality

- 5.2.1 Students benefit from high expectations, engagement, care, support and motivation from staff. Guidance will be provided from first enquiry to completion of studies and beyond.
- 5.2.2 Teachers of each module or unit will have appropriate up to date knowledge and skills.
- 5.2.3 All courses will be subjected to rigorous formal review and evaluation.

- 5.2.4 Staff will use their skills and expertise to plan and deliver teaching and learning opportunities using quality resources in order to support and meet each student's needs.
- 5.2.5 Teaching and learning sessions will be effectively managed to create an environment that is conducive to learning.
- 5.2.6 Students will be initially assessed to identify their starting point and will be monitored in their progress and set challenging targets to build on and extend learning.
- 5.2.7 Students will be facilitated to understand how to improve as a result of frequent, detailed, accurate and personalised feedback from staff following assessment of their learning.
- 5.2.8 Assessment activities will be aligned to the unit or module learning outcomes and adhere to partner university or awarding organisation requirements.
- 5.2.9 Summative assessment activities will be second considered / second marked in line with the partner university / awarding organisation policy and procedure.
- 5.2.10 Modules or units will be reviewed and evaluated informally and formally with the aim of continuous improvement of student learning.
- 5.2.11 Teaching and learning will develop transferable skills and support the achievement of learning goals and career aims. External bodies such as the partner institutions; Advance HE and the UK Quality Code for Higher Education may be useful sources of consultation.
- 5.2.12 Enhancements of teaching and learning will be supported through College delivered and personal CPD.
- 5.2.13 Appropriate and timely information, advice and guidance will support learning effectively.
- 5.2.14 Equality and diversity will be promoted through teaching and learning.
- 5.2.15 Students may make College aware of any additional consideration through the procedure as appropriate.
- 5.2.16 Partner institutions ensure a single point of contact for the College and regular update meetings allow for jointly agreed goals and strategies.
- 5.2.17 The College will provide and maintain resources and facilities to support learning, teaching and assessment

[See appendix 1 for processes and guidance for the following:](#)

[Observations](#)

[Assessment to promote learning and achievement](#)

[Marking and feedback guidance](#)

[Student Attendance](#)

6. Monitoring

The policy objectives will be monitored through

1. External Examiner and Awarding Organisation Reports
2. Lesson Observation Records
3. Course Progress Reviews
4. Annual monitoring at course and College level

7. Associated documentation

Observation of Teaching and Learning Policy

Appendix 1: Processes and Guidance

1. Observations

Walkthrough observations

All teaching staff are to receive one Walkthrough observation per term from the HOD and/or Quality Team. These will consist of: -

- Term 1 – Walkthrough observation for all departments on all valid teaching staff, undertaken by a HOD from an alternative department, Quality or SMT Lead. All first observations will be dual observations for standardisation.
- Terms 2 & 3 – Walkthrough observation for all departments, unless the observee has been formally observed as part of Deep Dive activities.

All Walkthrough observations should be no longer than 15 minutes in length.

Peer Walkthrough observations

It is beneficial for all staff to participate in peer walkthroughs to develop and enhance our practice. These should be completed throughout the academic year both within and outside of your department. These should be a minimum of 15 minutes. There is an expectation that staff complete a minimum of one peer walkthrough observation per academic year.

Observations of new members of Staff

A developmental observation must take place within three weeks of the new member of staff commencing teaching. This should be followed by a formal observation within six weeks of commencing teaching. These observations should be a minimum of 30 minutes and up to 60 minutes.

Agency staff

Agency staff at the college should be observed if they are covering for three teaching sessions or more through a Walkthrough observation by the HOD. This should take place within the first week of teaching. These observations should be a minimum of 30 minutes and up to 60 minutes.

Formal observations

Staff teaching in areas within Supported Intervention will have Formal Observations as part of the Deep Dive process. These observations should be a minimum of 30 minutes and up to 60 minutes. The most At Risk courses in Supported Intervention will include observations by external experts to ensure a robust approach and to replicate inspection practices.

In year risk-based observations

Where a collection of factors indicate that the Quality of Education is less than College expectations, in-year observations of lessons will take place. These can include but are not exclusively: significant dip in retention, repeated walkthroughs show that suggested improvements are not fully embedded in practice; learner voice feedback; student or stakeholder complaints; consistently poor attendance at lessons.

These formal observations may be completed as a dual observation with the HOD and/or Quality Team/SMT Lead. These observations should be a minimum of 30 minutes and up to 60 minutes.

At request observation

A member of staff can request an informal observation by the Quality Team for developmental purposes. This observation will be completed over a 30 minute period.

Re observations

Should areas for development be identified from an individual's observation, a focused and supportive development plan will then be agreed with the Quality and Professional Development Manager and/or Head of Department and put into place for a minimum of 4 and maximum of 8 weeks.

A re-observation must be carried out, after the mentoring and support process has been completed. These observations should be a minimum of 30 minutes and up to 60 minutes.

Where a re-observation demonstrates weak embedding of expected practice against the OTLA indicators, Department Heads and Managers will undertake a review. This review will take into account wider aspects of performance that impacts on students including: student surveys, student feedback, complaints, attendance, retention, results and achievement. This review will inform appropriate action. This action may include referral to the Formal Capability Procedure as guided by Human Resources. This re-observation will take place within a notified window of one week.

Appeals

As no grading decision is made, it is not necessary to have an appeal process within this policy. However, if you do not agree with findings, you have the opportunity to ask your manager to conduct a walkthrough. This can also be brought to the attention of the Quality and Professional Development Manager who manages standardisation across observers.

Full details can be found in the College [Observation of Teaching, Learning and Assessment Policy](#).

2. Assessment to promote learning and achievement

Formative assessment

Every HE student should have the opportunity to improve their skills through formative assessment. This might take the form of in-class exercises, group presentations, practice reports or draft work. Feedback on formative work should show how improvements can be made to summative work.

It is important for students to fully understand the learning objectives and how these are aligned with the assessment criteria and students should be given training on the process. Exemplar work may be used where appropriate to demonstrate the standard and layout of

assessments. Peer feedback on first drafts and marking exercises are also beneficial to develop skills.

Summative work

A range of assessment types should be available on each programme as appropriate. Assessment types may include presentations, reports, examinations, practical exercises, role plays, creative work, live briefs and essays.

The assessment approval system ensures that all assessments are internally and externally approved. The process is that:

- Assessment briefs are brought to the Assessment Approvals Committee for approval
- Assessment Briefs are reviewed by the partner university Faculty contact (University of Hull foundation degrees and degrees)
- Assessment briefs for all other level 4 and above courses will brought to the Assessment Approvals Committee for approval prior to approval by the Awarding Organisation (if required)

Assessment Submission Procedure

All coursework will be routinely scrutinised using the originality checking software, Turnitin, which must be set to anonymous upload. Students will have the opportunity to use the originality checking software with a draft of their work to increase their awareness of good academic practice and learn in practical ways how to improve their academic literacy skills.

All student work must be submitted recording their student reference number, they must not include their name. Each piece of work must also include record of the word count or presentation length.

All work must be named using the following format ahead of submission to Turnitin:

File name: student number (without the ST) + module initials (see the module list for your course which includes the initials) + task number e.g. 123456PPD1

- Details regarding assessment submission are found in each Module Handbook, and in the Course Handbook for each course
- Deadlines are non-negotiable, students experiencing problems outside their control must apply for an extension or additional consideration
- The submission deadline time must be agreed by the team, taking partner university / awarding body regulations into consideration, and clearly indicated on the assessment briefs and on the electronic upload. All written work and other work that can be submitted electronically will be submitted via Turn-it-in, which enables proof of submission
- The relevant regulations for each programme (available on the College [website](#)) explain the consequences of missing a deadline

Penalties for late submission (University of Hull)

There is a University standard system of penalties for late submission of coursework. The aim of the system is to encourage good time-management skills, and to operate a clear, simple, rigorous and transparent system.

The following penalties must be adhered to:

- a) Penalties are a percentage of the **maximum mark** available for the assessment component which has been submitted late.
- b) All coursework assessments must have a published submission time which should be no later than 4pm and this time must be communicated effectively to students.
- c) The late submission penalties which must be applied to coursework submitted after the published deadline are:
 - i) Up to and including 24 hours after the deadline, a penalty of 10%.
 - ii) More than 24 hours and up to and including 5 working days after the deadline; either a penalty of 10% or the mark awarded is reduced to the pass mark, **whichever results in the lower mark.**
 - iii) Where work is submitted outside of the stipulated late period (greater than 5 working days late) it should not be marked and a mark of zero awarded.

Examples applying the penalties in (c) for coursework submitted up to and including 24 hours after the deadline:

- If the maximum mark for the assessment is 100 and a student submits the assessment 2 hours after the deadline, the student's mark will be reduced by 10 (so that a mark of 65 will be reduced to 55, a mark of 48 will be reduced to 38 and so on).
- If the maximum mark for the assessment is 50 and a student submits the assessment 2 hours after the deadline, the student's mark will be reduced by 5 (so that a mark of 40 will be reduced to 35, a mark of 36 will be reduced to 31 and so on).

Examples applying the penalties in (d) for coursework submitted more than 24 hours and up to and including 5 working days after the deadline:

Where the maximum mark for the assessment is 100

Student	A	B	C	D	E
Pre-penalty mark	100	50	45	40	30
10% penalty of the maximum mark – in this case 100	90	40	35	30	20
or					
Mark awarded is reduced to the pass mark	40	40	40	40	40
Outcome (the lower mark)	40	40	35	30	20

Penalties for late submission (Pearson)

Failure to submit an assessment by the prescribed date and time without prior permission will result in a recording of fail at the first attempt. Students are normally permitted one reassessment opportunity per failed unit, however, the grade for that unit will be capped at a Pass.

Attendance at Presentations

Students are expected to upload presentation slides to Turnitin by the submission deadline, failure to do so will result in a late submission penalty. Failure to attend an allocated presentation delivery time will result in a mark of 0 being awarded for that assessment.

Students may apply for additional consideration; however, this will only be granted in exceptional circumstances.

Overlength Assessments

Overlength assessment applies to all forms of assessment with a stipulated length or size, for example timed performances, presentations or lab work; word count for essays, reports, or other documented/written tasks.

For summative assessed work, the College will normally not mark beyond the stipulated assignment length. This must be made clear in course handbooks, the course team, assignment briefs and where they are used submission pro forma.

Where a learning outcome/competency of working to an assignment brief includes adhering to a word count, presentation time or other stipulation, this must be explained and made clear to students on the course team and/or in module handbooks.

NOTE: where appropriate, the assignment brief must make clear the distinction between a guide (write/present up to x words/minutes; write/present between x and y words/minutes) and a precise expectation (write/present x words/minutes).

Overlength assessments:

- a) Assignment length does not include the assignment title or instructions.
- b) Unless otherwise specified the published word count must exclude charts, graphs, tables etc included in the assignment.
- c) Unless otherwise specified the published word count must exclude references in footnotes, appendices, references lists and bibliographies but must include other footnotes, quotations and in text references and citations.
- d) Assessment briefs must instruct students to declare the assignment length, e.g. word count, slide numbers, detailed time on the coversheet.
- e) An erroneous word count declaration must be dealt with as suspected use of academic misconduct. The case must then be followed up according to the Regulations governing Academic Misconduct.

3. Marking and feedback guidance

Feedback, following moderation / second consideration, should be given to the students inside a four-week period excluding College holidays. Students are made aware that all grades are subject to approval by the Board of Examiners and ratification by partner university / awarding body as appropriate.

Feedback should:

- Align to learning outcomes and should indicate specifically whether each outcome has been achieved, and if not the reasons for this judgement
- Be suitable to level and encourage a scholarly approach
- Identify academic skills and transferable skills in addition to specific learning outcomes
- Identify strengths to build on
- Identify areas for future development
- Clearly express professional judgements

Marking electronic submissions

Whilst electronic submission programmes are a useful guide as to the originality of student work, tutors should not see them in isolation. These programmes are not infallible and small alterations in the use of a referencing system, for example, may suggest a higher similarity rating than expected. Occasionally texts are used which the programme does not recognise and can be wrongly identified as the student's own work.

Where the tutor believes that it has an impact on the originality of the work the HE Student Academic Misconduct Policy should be consulted.

Referencing

It is key that students understand the need for referencing sources properly and can demonstrate the range of resources they have used and the way in which this research is supporting the development of their work. Referencing guides are available, which tutors must as a baseline of practice for students. However, the College recognises that developing technologies, the range of electronic devices and software programmes in use, means that students may choose to use an alternative system. Discussion with the student and a consistent approach is recommended.

Second Consideration and Second Marking

Second consideration / second marking of assessments enables marked work and feedback to be critically appraised to ensure that the marking criteria have been correctly applied and that feedback to students is constructive. Second consideration / second marking is applied to higher education assessments except where the Awarding Organisation has other requirements. All members of the Course Team are expected to take part in the second consideration / second marking process. New tutors will have more support with their first marking from a more experienced member of staff

Responsibilities of second consideration are:

- to ensure that assessments carried out are accurately assessed
- to ensure that feedback to students supports their learning and development

- sample size will be determined by university partner / awarding body guidelines. In addition, all fails should be second considered / second marked
- sample size should also ensure that a range of marks and students are considered
- clear records must be taken of second consideration / second marking process

If during second consideration it is felt that marks should be adjusted, this should be discussed with the original marker and an agreement reached. In such cases, all pieces of work for that assessment must then be second considered. If agreement cannot be reached, the HE Manager or a member of the HE Quality Team will also second consider the work.

Second marking:

For assessment tasks that contribute 70% or more to a module equal to or greater than 30 credits, second marking must be undertaken.

Where marks agree (within a 10% margin) then either:

- a) a final grade is agreed through discussion between the 2 markers, or
- b) an average of the two marks awarded is taken.

Where there is a greater than 10% discrepancy in marks, a third marker must be employed.

4. Student Attendance

Whilst attendance is not mandatory, the College does recommend that students should attend at least 80% of the programme. It is clear that good attendance is linked to success. Course tutors should alert the HE Team where students have poor attendance. These students are contacted by the HE Team via letter and email to encourage good attendance and signpost students to support if needed. Course tutors liaise with students to establish whether there is a need for additional support (either academic or pastoral) and to remind students of the guidelines for the extension and additional consideration procedures.