

HE Teaching, Learning and Assessment Policy (draft)

Introduction:

ASFC recognises that the quality of teaching, learning and assessment is paramount to the HE student experience. This policy is intended to detail the robust approach taken with regards to enhancing and developing the quality of teaching, learning and assessment within the HE provision at ASFC.

1. Teaching and Learning:

All HE tutors will:

- 1.1 Take part in the Review of Learning which includes an observation of teaching and learning and student focus groups (see separate Review of Learning Policy)
- 1.2 Ensure students are supported well to maximise their learning success (see HE and Skills Induction Period Policy)
- 1.3 Utilise outputs and feedback from student surveys, focus groups and other student voice activities to improve the learning experience of HE students
- 1.4 Ensure teaching and learning methods are fully inclusive
- 1.5 Support and populate the VLE, Blackboard and other relevant e learning platforms
- 1.6 Ensure opportunities are available to enhance and develop employability skills (see Employability Strategy)
- 1.7 Promote the enhancement and development of students' Academic Skills (see HE Academic Skills Policy)
- 1.8 Take part in professional development and scholarly activity to continually enhance their approach to teaching, learning and assessment and subject knowledge
- 1.9 Promote the enhancement of teaching and learning through the use of information and communication technologies
- 1.10 Aim to deliver learning opportunities that will challenge and stretch students as well as supporting and nurturing them, so that they are confident enough to take intellectual and creative risks, and to pursue activities and interests that go beyond the curriculum

In addition:

In order to continually enhance teaching, learning and assessment the college expects HE staff to engage in a broad range of scholarly activity including:

- Updating subject knowledge by reading and assimilating journal articles, research papers and publications.
- Attending subject specific conferences- research and development
- Professional practice including scholarly activity, supervision of research projects
- Involvement in external examination and validation panels
- Peer observations of teaching and learning
- Attend CPD events- seminars, workshops, conferences (internal, partnership and external)
- Disseminate and share relevant professional development and scholarly activities across the HE team

2. Assessment:

Introduction:

In line with the *UK Quality Code for Higher Education Chapter B6: Assessment of students and accreditation of prior learning* (QAA, 2011), assessment describes any processes that appraise an individual's knowledge, understanding, abilities or skills.

Our HE provision at ASFC is committed to ensuring all assessment:

- 2.1 promotes student learning by providing the student with feedback, normally to help improve his/her performance
- 2.2 evaluates student knowledge, understanding, abilities and skills
- 2.3 provides a mark or grade that enables a student's performance to be established, and may also be used to make progress decisions
- 2.4 enables the public (including employers) and higher education providers, to know that an individual has attained an appropriate level of achievement that reflects the academic standards set by the awarding institution and agreed UK norms including

the frameworks for higher education qualifications. This may include demonstrating fitness to practice or meeting other professional requirements.

2.5 is valid, in assessment tasks and associated criteria will effectively measure student attainment of the intended learning outcomes

2.6 is reliable, in that, it has clear and consistent processes for the setting, marking, grading and moderation of assignments

2.7 provides clear, accurate, consistent and timely information regarding assessment tasks and procedures and this is available to students, staff and external examiners and assessors.

Marking

Students will be supplied with ongoing feedback in relation to a plan or draft of work for each module. This must be submitted two weeks before to guarantee feedback. Work must be submitted by the hand in date and marks and feedback will be supplied within four working weeks.

In addition:

Formative and summative assessment will be incorporated into programmes/level to ensure that the purposes of assessment are adequately addressed. All HE programmes will include diagnostic assessment.

Students are entitled to feedback on all (submitted) formative and summative assessment tasks. The nature, extent and timing of feedback for each assessment task should be clear to students in advance.

Plagiarism is minimised through careful task design, explicit education and appropriate monitoring of academic misconduct.

A sample of assignments from each course will be second marked internally and a further sample, sent to our university partner, as requested, for moderation and second marking.

Assessment criteria is detailed in module handbooks for every HE programme.