

Policy Title **Higher Education Learning, Teaching & Assessment**

Author/Responsible Manager	Vice Principal/Director of Learner Experience and Quality
Original Issue Date	January 2015
Approved By and Date	Updated January 2023
Next Review Date	January 2025
EIA Completion date	Sept 2020
Risk Assessment (please note here any identified risks of non-compliance with the policy)	

CONTENTS	PAGE NUMBER
1. Equality Impact Assessment	
2. Aim	2
3. Roles and Responsibilities	2
4. Closure of Programme	3
5. Induction	3
6. Staff new to teaching Higher Education	3
7. Staff qualifications	4
8. HE Student Voice & Engagement	4
9. HE admission & Appeals	4
10. Appeals and complaints about Recruitment, Selection, and Admissions	5
11. Recognition of Prior Learning	5
12. Marking, Assessment, Malpractice and Plagiarism	6
13. Appeals Procedure for HE	7
14. Academic Literacy	8
15. Employability, Enterprise and Entrepreneurship	8
16. Extenuating Circumstances	9
17. Additional Learning Needs	9
18. Learning and Teaching	9
19. Appendix 1 – Student Induction Checklist	11

Equality Impact Assessment				
Characteristic	No impact	Positive impact	Negative impact	Evidence
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pregnancy/Maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Religion/belief	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sexual orientation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marriage & civil partnership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Carried out by: R Evans				

Actions required:

Action	Date	Reviewed by	Date

2. Aim

Higher Education is an integral and valued provision within the College. We identify the importance of Higher Education programmes for widening participation. We are committed to offering the best possible student learning experience for all our students whilst supporting them to reach their full potential and become confident, independent lifelong learners.

We aim to develop a culture which: engages students both individually and collectively as partners to enhance their learning and the learning environment; inspires students to participate in active learning and; embraces learner success within the context of a widening participation and inclusive College. We will seek to develop a culture of partnership with our students, engender a community atmosphere and provide a nurturing and challenging environment.

Kendal College is committed to enabling students to develop their potential and to support them to:

- engage actively in learning and participate fully in the learning opportunities that are available to them;
- understand their learning environment, its culture and resources;
- embrace the aims and expectations of their chosen programme of study;
- demonstrate understanding of, and an ability to reflect upon, the ways in which their skills and knowledge are developing;
- recognise and value their existing knowledge and skills, and build upon them;
- make effective and responsible use of advice, guidance and feedback from formative and summative assessment provided during their programme;
- avail themselves of the opportunities to acquire and develop learning skills;
- understand sound, academic practice and behave with integrity;
- contextualise and apply their developing knowledge and skills to their wider experience and plans for the future;
- work together in an informal environment as well as in formal learning sessions;
- act responsibly in planning their use of the resources available to support learning, including the effective use of their own time in independent study;
- give constructive feedback on their perception of the quality of their learning experience;
- engage in monitoring and influencing the curriculum;
- show commitment to attaining the academic standards that have been defined for their programme;
- develop the skills, knowledge and confidence to gain employment in their chosen field or progress to the next level of education.

3. Roles and Responsibilities

- The Higher Education Co-Ordinator

The HE Co-Ordinator manages the application process, supporting students through their choices and transitions. S/he provides financial guidance to assist students in applying for student loans and relevant bursaries. The HE Co-Ordinator organises guidance and interview sessions with Curriculum staff and makes offer letters. The HE Co-Ordinator organises the student Higher Education forum.

- Programme tutor

The Programme tutor is responsible for a cohort on a higher education programme. S/he is responsible for providing pastoral care for students and for overseeing their progress through their programme. The Programme tutor should ensure that a course representative is elected and that the representative is aware of all the relevant meetings, training dates etc. have been communicated. The Programme tutor should ensure that students receive a suitable induction to the College.

- Programme leader

The Programme leader is responsible for ensuring that moderation processes are completed as required by the awarding organisation/HEI and attending moderation meetings as appropriate. The Programme leader is responsible for ensuring that students receive accurate and up-to-date Student Handbooks and that staff have received and read any relevant information. The Programme leader will be a point of contact for University Partners and should ensure that any relevant information is passed on to the course team and students.

The Programme leader should be conversant with any feedback given by the course students or staff team. S/he should ensure that Module Evaluation Questionnaires have been completed for all modules and staff have written appropriate summaries. These should be forwarded to the Head of Faculty. Summaries should also be forwarded to the Director of Learner Experience and Quality. The Programme leader is responsible for writing the Continuous Course Enhancement for UCLAN or UoC and this should be submitted by the end of August to the Director of Learner Experience and Quality. For HNC/HND courses the Programme leader should ensure that their APMR and Programme Action Plan should be submitted to the Faculty Head including any actions from the External Examiner Report and that they take a full role with the Faculty Head in evaluating the programme through the Self-Assessment report process.

- Head of Faculty

The Head of Faculty is responsible for resourcing the course including staffing and ensuring that staff are suitable for the course and that additional development is provided as appropriate, and that CVs are forwarded to the awarding organisation. The Department Head should also ensure that the course has suitable resources, e.g. online and physical access to books, journals and relevant guest speakers.

- Vice Principal Education and Standards and Director of Learner Experience and Quality

The Vice Principal retains overall responsibility for Higher Education within the College and will formally monitor student progress through the termly Performance Review meetings, Module Evaluation Questionnaire summaries, student feedback and questionnaire results, attendance, retention and success rates, departmental SARs and Action plans, as reported by the Director of Learner Experience and Quality.

4. Closure of Programme

Kendal College considers that when we enrol a student on a Higher Education Programme we have made a commitment to that student to support them to complete their qualification. A number of reasons may mean that the College withdraws a programme (staffing, strategic realignment of portfolio, reduction in recruitment etc.). Should this be the case, the College commits to making provision for any remaining students. This may be finding places for students at other institutions. Where this is not possible the College commits to offering students the opportunity to complete at the College even where this is not financially viable.

5. Induction

All Higher Education Students must receive a comprehensive induction which follows the tick list in Appendix 1. Heads of Faculty will ensure that students have received this indication.

6. Staff new to teaching Higher Education

All staff new to teaching on HE programmes must be assigned a mentor. Staff who are also new to teaching at Kendal College must be observed by a Head of Faculty within the first three weeks of teaching. Whilst this is developmental it must also be ensured that the new staff member is meeting the quality requirements. An individual development plan will be produced and this becomes part of the probationary process.

7. Staff Qualifications

Staff must be appropriately qualified to teach on all Kendal College programmes. Generally, this should include qualifications at a higher level than they are teaching. Head of Faculty will scrutinise CVs and ensure these are provided to Awarding Organisations or HEIs. In the case of extensive relevant experience or expertise, a Faculty Head may decide that the lecturer may become part of the teaching team with the same level of qualification.

8. HE Student Voice & Engagement

The College encourages all students to contribute to the continuous improvement of their programmes.

All HE groups elect a student representative who is invited to the Student Conference in November to give their feedback directly to College managers in a range of focus groups. They are also invited to Learner Voice meetings and the College Student Council, which take place once per term.

The College values feedback and suggestions from all HE students and recognises that representatives may not always be able to attend the meetings outlined above. As such, the College runs a HE Forum for all HE students in the Autumn and Spring Term; Faculty Heads or the HE Coordinator visit all groups to seek their views; students can contact the College management directly through the 'Feedback Button' on the Hub; and the College engages with the broader student voice through a number of surveys.

9. HE Admissions and Appeals

Admission for HE applicants should follow the quality requirements of The UK Quality Code for Higher Education and reflects the following principles:

- Be transparent;
- Enable the College to select students who are able to complete the programme as judged by their achievements and potential;
- Strive to use assessment methods that are reliable and valid;
- Seek to minimise barriers for applicants;
- Be professional in every respect and underpinned by appropriate organisational structures and processes.

This policy requires Kendal College personnel to follow the QAA Quality Code.

For up to date Advice and Guidance from QAA in the Quality Code on admissions, recruitment and widening participation,

[file:///thoth/StaffDocuments\\$/tb/Downloads/advice-and-guidance-admissions-recruitment-and-widening-access.pdf](file:///thoth/StaffDocuments$/tb/Downloads/advice-and-guidance-admissions-recruitment-and-widening-access.pdf)

For up to date Advice and Guidance from QAA in the Quality Code on concerns, complaints, appeals, follow this link:

[file:///thoth/StaffDocuments\\$/tb/Downloads/qc-a-g-concerns-complaint-appeals.pdf](file:///thoth/StaffDocuments$/tb/Downloads/qc-a-g-concerns-complaint-appeals.pdf)

All HE applicants are invited into College for information, advice and guidance with a subject specialist and the College's Higher Education Co-ordinator in Student Services who will provide information on how to apply, student finance and support available from the universities. This process should help prospective students to make informed decisions about whether they wish to undertake the programme.

Any additional selection processes such as auditions, portfolios, skills and dexterity tests should be explained clearly to prospective students. (Promotional materials will identify where there are additional entry criteria to be considered, for example disclosure and barring service check.

Where a prospective student is not able to gain admission to a programme, the reasons should be clearly given to the student by the interviewing staff member and an appointment should be offered with the Student Services Team to advice on alternatives. The prospective student should also be advised of appeals and complaints process.

Early applications for Higher Education programmes are encouraged and accepted throughout the year and there is no closing date. Late admissions are permissible dependent on the students' ability to join the programme and succeed.

Prospective students who require specialist support are encouraged to apply and disclose any learning differences as soon as possible so that arrangements can be made for support.

10. Appeals and complaints about recruitment, selection and admission

A student may not appeal against an academic judgement made about their capability to complete a programme. However, they may appeal against any procedures followed - for example, if they feel discrimination has occurred.

They should lodge an appeal to request a review of the processes. This appeal should be made in writing to the Principal, who will handle the appeal within 5 working days to reflect the need for prospective students to pursue their next course of action.

11. Recognition of Prior Learning

Recognition of Prior Learning (RPL) is the process used to assess and formally recognise learning which has taken place in the past. Such learning may have been:

- Undertaken at another educational institution where qualifications and academic credits were achieved;
- Achieved from experiences outside the formal education and training systems (e.g. work/ life experience), or via non-credit bearing courses.

RPL is the process of considering an applicant's prior certificated or experiential learning, in order for them to gain advanced standing on a course. The credit or experience to be used for RPL must be relevant to the applicant's course of study. University Partners may use different titles, e.g. Accreditation of Prior Learning.

- **UCLan**

Through the Credit Accumulation and Transfer Scheme (CATS), it is possible for students to claim for modules to be awarded towards their course on the basis of previous academic, professional, vocational or experiential learning. In some circumstances students may claim credit for their elective module where the previous learning is not directly related to their main area of study. This opportunity is open to all students but it is most likely to be of value to students who have undertaken previous higher education courses (certificated learning) which could count for credit, or those who can demonstrate significant learning from their life/work experience (experiential learning).

Full-time students are limited in the amount of accreditation they can seek without jeopardising their full-time status but even so accreditation of one or two modules may be possible. Students should claim within six weeks of the start of their course. Applications should be made via the University, guidance can be accessed at:

https://www.uclan.ac.uk/study_here/apl.php

- **University of Cumbria**

For the University to consider a claim for APL, the applicant must be applying to, or registered on, a programme/course at the University. APL claims are usually dealt with during the admission process to a course. However, they can also be considered when a student is already studying on a course.

APL is administered by the APL Officers who sit within the Admissions department of the External Relations service. Any specific queries relating to the APL procedures and processes should be made through the APL Officers in the first instance via: APL and Assessment Administrators

Admissions, Awards and Compliance

University of Cumbria

Bowerham Road

Lancaster. LA1 3JD

Email: apl@cumbria.ac.uk

Phone: 01524 590856

- **HNC/HND**

Refer to the Assessment and RPL for HNC/HND from Pearson

12. Marking, Assessment, Malpractice and Plagiarism

- All procedures in respect of assessment, including marking criteria and schemes, will be explicitly publicised within a student handbook to include types of assessment, re-assessment criteria and how they will be applied consistently and fairly.
- Assessment criteria are developed in conjunction with the validating university and are in line with qualification benchmarks as determined within the FHEQ (Framework for HE Qualifications) or SVUK (Standards Verification UK). Assessment briefs and learning outcomes will, in many cases, be provided by the University. Where this is not the case, tutors will identify a range of assessment methods best suited to the needs of the course and as identified within the module descriptor. Assessment can include extended assignments, peer assessed activities, self-reflection, examinations and workplace assessment (these would normally be approved as part of course validation).
- **UoC academic regulations including those for marking and assessment are available at <http://www.cumbria.ac.uk/AboutUs/Services/AQD/AcademicReg.aspx>**
- **UCLan academic regulations including those for marking and assessment are available at http://www.uclan.ac.uk/aqasu/academic_regulations.php**
- For HNC/HND assignments the requirements of Pearson Edexcel for the production and verification of assignment briefs should be followed and Kendal College Assessment and RPL for HNC/HND policy.
- Special arrangements can be made for learners with disabilities/differences for whom supporting evidence has been made available in-line with the university requirements.
- At the start of each academic year students will receive an academic planner which clearly states the hand-in dates for assignments. Assignment briefs complete with marking criteria should be given to students at the beginning of the relevant module.

- Both formative and summative assessment will be designed to ensure that student performance is at the right level and in line with Academic Infrastructure and subject benchmark statements as well as incorporating external subject guidelines provided by professional, statutory and/or regulatory bodies (PSRBs).
- It is the students' responsibility to submit assignments by the due deadline using the appropriate completed cover sheet as required by the relevant University Department. Authorisation for late submission requires written permission. Procedures for the granting of extensions or extenuating circumstances must be followed as set down by the relevant University and will include penalties for unauthorised lateness.
- Once marked/unmarked work has been submitted to a tutor or their representative, it is the tutor's responsibility to ensure that it is stored in a safe place.
- Students will be provided with a mark and feedback within 15 working days, as far as is practicably possible, in line with the moderation board requirements. The marking should be in line with Awarding Organisation/ HEI criteria.
- Feedback should aim to motivate, and provide clear guidance on how the work could be developed further, or how the learner could further increase their knowledge and skills, even if the highest grade achievable is awarded. Tutors should use the relevant Learning Outcomes and the University Marking Criteria and refer specifically to these in their feedback. There may be additional feedback requirements relating to specific Universities and these should also be adhered to. This can include constructive comments from a range of sources including employers, peers and practitioners.
- **The College identifies plagiarism as:**
 - The inappropriate use of published and unpublished text, images or other media, where no academic reference is evident, or where the source is not acknowledged;
 - Unauthorised levels of collaboration between learners. Where plagiarism has been identified disciplinary action may be taken and could result in the student being unable to achieve the award.
- Where plagiarism has been identified disciplinary action may be taken both under the Kendal College and relevant University procedures and could result in the student being unable to achieve the award. The use of plagiarism detection software (such as "Turnitin") can be used where there is an identified risk and tutors should refer to the Universities for support in accessing the software.
- Where a piece of work does not meet the required standard to achieve a Pass, the resubmission process as laid down by the relevant University will be followed.
- On completion of assessment, moderation takes place across the programme and in line with the Universities' procedures. Grades remain provisional until the final course board confirmation.
- Module assessment boards are operated in line with university procedures and include External Examiners as advisers. Module assessment boards have the responsibility to determine the mark/grade achieved by each student and to make recommendations for reassessment.
- All outcomes of assessments and grading must remain confidential and peer assessments dealt with sensitively
- Students' grades will be recorded using the College tracking system and the system laid down by the relevant University.

13. Appeals Procedure for HE

Kendal College aims to ensure that students have fair, effective and timely procedures for handling students' appeals. Where a student has received their marks from the moderation board they have a right to appeal according to the relevant University regulations. (These can be accessed at

<http://www.cumbria.ac.uk/AboutUs/Services/AQD/AcademicReg.aspx> in Appendix 5 and

https://www.uclan.ac.uk/students/study/examinations_and_awards/academic_appeals.php

For HNC/HND the Kendal College Assessment and RPL policy for HNC/HND should be used.

Student Handbook notes how to access the appeals procedures, but the Programme tutor should also assist the student to access the appropriate regulations and to ensure that the student receives appropriate guidance and support during the appeal process.

14. Academic literacy

We are committed to helping learners to develop their academic literacy, both to support them to achieve the greatest level of success on their programme, but also to help them develop independent skills and ownership of their own learning.

To achieve this, the College offers the following:

Group tutorials: booked through the Learning Centre, the following programme will be available in Semester 1 each year:

- Avoiding plagiarism and Using the Harvard Reference system
- Accessing higher education resources
- Writing your essay
- Writing your report
- Presentation for Assessment

And in Semester 2

- Developing your research skills
- Writing your research report

Programme tutors and Lecturers may also request group tutorials that are delivered to support areas of need they have identified through the e-learning package: Skills for the Higher Education Student. This free programme is available to enrolled students before or during their programme. It develops academic literacy, for example, referencing, essay and report writing, how essays are marked.

Assignment Writing Support Service

Higher Education students may submit 1000 words of any one assignment within their first semester modules to the LRC staff. The student may elect to receive face-to-face feedback on the quality of their academic writing (rather than the theoretical or vocational content). Scripts are not annotated, but feedback will help students to develop their writing skills.

15. Employability, Enterprise and Entrepreneurship

Kendal College is committed to supporting students to achieve their best possible progression after their course. The following services are available:

- CV writing, job applications, interview preparation and support to develop self-employment. One-to-one appointments can be booked with the Learning Centre staff during LC opening hours. This service is available up to 12 months after the student successfully achieves their programme;
- On-line resources available through the Hub, for example to build an HE-appropriate CV;
- Support to access an internship. Suggestions for employers who are prepared to offer Internships can be accessed via the Student Services team. Programme tutors can give appropriate references which reflect the student's performance on programme;
- Up to two free courses per year to support employability. The menu is included in the Kendal College student handbook. Course tutors should discuss with any student wishing to undertake additional courses to decide whether they have the capacity for the additional work. Where a student does not complete their additional course without mitigation, they may be subject to registration costs and relevant fees.

16. Extenuating Circumstances

If a student is unable to complete the assessment work within the given timeframes for legitimate reasons, they can apply for Extenuating Circumstances to be recognised, these could include situations where the student has experienced:

- Significant illness or injury
- The death of, or critical/significant illness of, a close family member/dependent
- Family crisis or major financial problems leading to acute stress
- Absence for jury service or maternity, paternity or adoption leave
- A criminal act where you have been a victim
- In exceptional cases absences caused by work commitments will be considered.

The Extenuating Circumstances procedure will be provided by the relevant HEI and adhered to by Kendal College staff.

17. Additional Learning Needs

Kendal College is committed to supporting learners in achieving their potential and minimising barriers to learning. Students are encouraged to disclose any additional needs as early as possible so that support can be effectively organised. All Higher Education Students will be interviewed by a member of the relevant programme teaching team and students will be asked at interview whether they wish to declare any additional needs, a further opportunity is given at the completion of the enrolment form. Where an additional need is disclosed the interview should refer for an interview with the Learning Services team as soon as possible.

18. Learning and Teaching

• Academic Professional Development

Kendal College aims to offer the best possible learning and teaching experience to our Higher Education Students.

We aim to develop a learning and teaching community of practice and enquiry across the HE provision which engages with innovation and research to inform teaching practice. We will provide opportunities for sharing best practice through CPD experiences and an annual Higher Education learning and teaching lunch.

Kendal College lecturers are encouraged to attend the CPD Bitesize programme which delivers sessions on a number of topics. Further, there is a specific programme for Higher Education. There is an expectation that all lecturers teaching on higher education programmes attend these specific sessions and, if unable to attend, inform the Quality Team who will organise alternative provision.

- Scholarly Activity Remission

Lecturers teaching on HE programmes are allocated remission for scholarly activity. Remission is allocated as follows:

4 hours for repeat modules.

8 hours for new modules.

Additional remission hours may be given for new programmes, particularly at Level 6. There is an expectation that this time is used for updating of knowledge not preparation and that staff complete their CPD record to show how they have used this time.

Where a staff member wishes to undertake a research project they should discuss this with their Department Head in the first instance.

- Qualifications

All staff who teach on HE courses, with the exception of guest speakers, should have a teaching qualification or be enrolled on an appropriate course.

Kendal College is committed to supporting staff in improving their qualification level, particularly those staff teaching on Higher Education Programmes. This includes support to undertake an MA, MSc, MBA or PhD level qualification. Staff should discuss this with their Head of Faculty.

- Observation

All Higher Education teaching staff are subject to the College Observation of Teaching and Learning Policy.

- Peer observation

All lecturers teaching on Higher Education are required to undertake a peer observation of a Higher Education session. We particularly encourage staff to undertake this at another College, support to organise these can be accessed through Teaching and Learning Coaches or the Director of Learner Experience and Quality.

Appendix 1

STUDENT INDUCTION CHECKLIST

Item	Content	Responsibility	Timescale	Yes/No
1	Kendal College Welcome: <ul style="list-style-type: none"> • About the College • What is expected of students and the College • The HE Student Charter • Induction checklist 	Course tutor	Start of week 1	

Item	Content	Responsibility	Timescale	Yes/No
2	Timetable: <ul style="list-style-type: none"> The timetable 	Course tutor	Briefing pack and confirmed at Start of week 1	
3	Course Aims and Structure: <ul style="list-style-type: none"> Course aims Overview of course structure Number and duration of modules per week Teaching methods 	Course tutor	Start of week 1	
4	Key Personnel and explanation of roles: <ul style="list-style-type: none"> Course tutor – contact details Module tutors – contact details HE-Co-ordinator Learning Support and service provided 	Course tutor Module tutors Student Services Learning support tutor	Start of week 1	
5	Key information (available in Kendal College Student Handbook): <ul style="list-style-type: none"> Equality and Diversity policy Complaints and Complements Role of the External Examiner Getting a placement 	Course tutor Module tutors	Week 1-2	
6	Health and Safety: <ul style="list-style-type: none"> HE Student Handbook Course Handbook College website – The Hub First-aiders 	Course tutor Name and location of First-aiders Location of assembly point	Start of week 1	
7	Location of key facilities: <ul style="list-style-type: none"> Tour of facilities 	Course tutor	Start of week 1	
8	Key documents: <ul style="list-style-type: none"> Course Handbook Module Handbooks Kendal College HE Student Handbook Timetable 	Course tutor Module tutor	week 1	

Item	Content	Responsibility	Timescale	Yes/No
9	Communication: <ul style="list-style-type: none"> Email contact / telephone contact College website Moodle Staff room Programme Hub page University VLE pages 	Course team	week 1	
10	Attendance: <ul style="list-style-type: none"> The importance of attendance for your studies Informing your tutor of absence 	Course tutor	Week 2	
11	Assessments: <ul style="list-style-type: none"> Assessments (forms of assessment, handing in assignments, unfair means, extensions and Mitigating Circumstances, appeal procedures) Assignment hand in dates Assessment grading and feedback 	Course tutor Course team	Week 2	
12	Time Management: <ul style="list-style-type: none"> Need to plan to dedicate an additional 9 hours per week per module (for full time), and 4/5 hours per week (for part time) Importance of background reading – weekly Research for assignments (library tour etc.) Production of assignments (use of ICT, and practical applications) Drawing up own planning schedule to aid with time management 	Course tutor Module Tutors	Week 2	
13	Student Representation: <ul style="list-style-type: none"> Electing a student representative How students can be involved in quality improvements: He forum, visit from University leaders, HOS 	Course tutor Module Tutors	Week 2	
14	Study Skills: <ul style="list-style-type: none"> Library Centre induction and resources available for study skills HE Student Handbook (referencing and using unfair means) Services to students (assignment 	Learning Centre Staff Course Tutor/s	Week 1-3	

Item	Content	Responsibility	Timescale	Yes/No
	feedback service, menu of group tutorials, e-learning package)			

