TEACHING AND LEARNING POLICY FOR HE STUDENTS

Scope
This policy applies to students undertaking HE qualifications at Grantham College except where the regulations of the awarding body or validating institution take precedence.

Rationale
The purpose of this policy is to establish a framework for standards relating to teaching, learning and assessment and to provide guidelines for staff and students to ensure best practice.

Entitlement
Students will be entitled to receive a high quality teaching, learning and assessment experience whilst studying at Grantham College. Students will be supported to achieve their qualification and will be registered and entered for qualifications and examinations appropriately, providing that they have met their learning agreement conditions.

Policy Statement
The College will make every effort to ensure that students achieve their qualification aims to the maximum of their ability. They will be supported to do so through high quality teaching, learning and assessment processes as outlined in the Teaching & Learning Strategy. The College is committed to the principles of equality, diversity and inclusion and these underpin this policy.

Definitions
Teaching and learning activities are designed to both convey learning and to emphasise the student's responsibility for engaging in structured learning activities beyond those in timetabled lessons so that as they progress they take increasing ownership of their learning. Learning may take any of the following forms below, although this list is not exhaustive:

- Scheduled learning – usually a timetabled activity which the student is expected to attend or undertake at a fixed time

- Guided learning – activities defined by the tutor that the student is expected to complete within a specified period of time

- Independent learning – activities recommended by the tutor that the student may undertake in order to augment their studies at a time of their choice

- Autonomous learning – activities which are determined by the student and undertaken at a time of their choice

- Work related learning or work experience placement learning – learning activities which are undertaken in the workplace and intended to contextualise learning from other activities

The principal objectives of the College's courses are to develop students personally, professionally and academically by developing intellectual rigour, initiative and creativity which will enable then to adapt and respond to the future needs of employers and society and to thrive in life and work.

Course design and delivery

Curricula should be grounded in discipline or vocation and course outcomes designed so that students develop transferable skills in addition to essential subject-specific knowledge and skills in order to enhance students' career development and employability.

Courses should be designed around principles of currency, relevance, inclusion, equity and validity and designed as a whole, rather than emerging from a combination of modules.

Groups of students with differing entry characteristics should be indistinguishable from one another in their achievements on and following graduation.

All students should be helped to become independent and self-directed in their learning to achieve high academic standards.

The environment for learning should be engaging, inspiring and inclusive with learning opportunities designed to help all students to achieve through experiencing a range of learning and teaching methods, including traditional lectures, group work, research work and presentation and independent learning.

Students will be supported and guided in independent study to help them shape and manage their own learning.

The learning environment includes the digital environment: students should be supported in their engagement with online learning opportunities and VLEs. Students should have opportunities to engage in co-curricular activities such as those derived from relevant work related or work experience placements, work-based projects, volunteering activities, course representation, additional qualifications etc. where available.

Students should have opportunities to contribute to the shaping of their learning experience. Course teams should actively engage students in matters relevant to their course.

Attendance

Student attendance at timetabled learning activities is an important part of the learning process and an essential element towards achieving learning outcomes. Poor attendance is recognised as an indicator of broader barriers to learning and the College endeavours to support students whose attendance is low.

Attendance is monitored through the register system; the completion of register is the responsibility of the tutor for the class.

Students should be reminded of the importance of regular attendance and tutors must be aware of the importance of attendance as an indicator or student engagement. Concerns about student absence are followed up by the course team in order to ensure that students are able to pursue their studies effectively and prolonged or poor attendance should be reported to the Vice Principal: HE & IoT and discussed at the Course review team meeting and the SAB/progression Board meetings.

Tutors should recognise that some students may face additional barriers to attendance due to personal circumstances and must ensure that students are not disadvantaged due to protected equality characteristics.

Student support
Support for students, both pastoral and academic, is available from a variety of sources which can be accessed independently by the student or signposted to the student by the tutor. Details of student support can be found on the VLE.

Assessment
The HE Assessment Policy describes the methods and regulations for assessment and feedback. In addition to the formal feedback described in this policy, learning activities should include tasks which generate opportunities for formative feedback to encourage self-assessment on the part of the student to inform their future learning and academic practices.

Quality Assurance – version control			
Review period	2 yearly	**Review carried out by**	Vice Principal: HE and IoT
Approved by	Steven Peacock	**Date approved**	03/11/22
Equality Impact Assessment date	May 2	**Last review date**	Nov 22