



**2023**

**Evaluation of HE Teaching,  
Learning and Assessment  
(HE25)**

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**Description:**

The purpose of this Code of Practice is to outline how TEC Partnership will evaluate the effectiveness of Teaching and Learning in Higher Education. TEC Partnership provides outstanding Teaching, Learning and Assessment across the Partnership by inspiring our HE learners to achieve, and in turn to develop them as practitioners and employees with the skills to succeed. This policy outlines a professional and developmental process that encourages the sharing of good practice and an action planning process that empowers HE staff to be the best that they can be. This code of practice applies to all constituent parts of TEC Partnership where higher education is being delivered.

If you need any further advice on how the regulations work, please contact the HE Quality Office.

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**This document is available in alternative forms on request.**

**Revision History**

Reference	Change
1	New

## 1. Introduction

- 1.1 This code of practice sets out how TEC Partnership will evaluate teaching, learning and assessment in higher education, wherever higher education is delivered within TEC Partnership. TEC Partnership is ambitious for its students, has the highest expectations and believes that delivering outstanding experiences is realised through exceptional intent and implementation of our HE delivery. TEC Partnership aims to consolidate our TEF status and create an environment where innovation is pursued; creativity is the norm and technology enhanced learning is embraced by all HE teachers.
- 1.2 It is the TEC Partnership's aim to ensure that all students have an excellent learning experience with staff and students having high expectations and aspirations to be successful. The principles of inclusion and fairness underpin our work on teaching, learning and assessment and the use of student voice throughout our evaluation strategy.
- 1.3 TEC Partnership is committed to evaluating all higher education teaching, learning and assessment aligns with UK sector recognised standards for higher education, including the UK Quality Code, the Framework for Higher Education Qualifications, and the UK Professional Standards Framework for Higher Education (2023).

[UK Quality Code for Higher Education](#)  
[Framework for Higher Education Qualifications](#)  
[UK Professional Standards Framework \(2023\)](#)

It is expected that TEC Partnership staff who undertake evaluation within the scope of this code of practice have appropriate experience of UK higher education aligned with these frameworks.

- 1.4 We are committed to aligning all courses, teaching, learning and assessment so that all graduates have developed the attributes expected of a 'TEC Partnership Graduate', namely:

### Fortitude and Criticality

- Adapting to changing situations
- Being productively disruptive
- Preparing for unknown futures
- Resilience
- Finding alternative solutions to problems

### Teamwork

- Human interaction skills
- Leadership and followership skills
- Project development and/or management

### Presentation

- Confidence in communication
- Digital skills and adaptability
- Time Keeping
- Self-Presentation

### Personal Values

- Professional attitudes and values
- Ethics and morals
- Self-Care and care of others

## 2. Purpose

2.1 Students are central to every TEC Partnership initiative and this is reflected in our mission: 'To enrich the lives of all by providing high quality education and training'. The purpose of this code of practice is:

- To improve HE Teaching, Learning and Assessment throughout the TEC Partnership in order to provide a consistently exceptional learning experience for students.
- To recognise, disseminate and promote innovative and outstanding practice in pedagogy and research.
- To support the creation of individual, team and Curriculum Area staff improvement plans
- To foster a culture of transparency, trust and innovation so that staff feel empowered and able to work together to develop a community of practice which enriches teaching, research and scholarship and improves student outcomes
- To ensure exceptional practice in the development of graduate employability skills including digital skills
- To ensure strong practice in promoting and embedding inclusion and valuing diversity
- To ensure technology enhances, improves and elevates learning, teaching and scholarship.
- To provide a broad and rich evidence base for evaluation of the quality of Higher Education across the TEC Partnership, both with our staff and students as partners.
- To ensure that our practices are fully compliant with the UK Quality Code for HE and our conditions of registration with the Office for Students, and ensure our HE teaching, learning and assessment aligns with the UK PSF (2023).

## 3. Scope

3.1 This policy applies to all types of HE Teaching, Learning and Assessment within TEC Partnership, this may include:

- Distance learning
- Classroom based provision including work related learning.
- Work based and commercial.
- Subcontracted provision
- Online and remote provision
- Additional learning support
- Tutorials
- Enrichment/ enhancement activities
- Taster sessions/ pre-induction activity
- Formative and summative assessment and feedback to learners

3.2 Where a HE teacher is also teaching on FE provision, the type of long observation will be determined by the percentage split in the timetable, so that only one formal observation occurs per year. The type of provision not covered by the long observation will be covered instead by learning walks.

## 4. Types of Evaluation

4.1 TEC Partnership recognises that to retain its strong performance there needs to be a comprehensive and rich evidence base upon which we can draw to evaluate the quality of the HE education we provide. This evidence will be drawn principally from the following activities.

- Learning Walks
- Peer observations
- Long observations with professional discussion
- Periodic Reviews

### 4.2 Evaluation Activity types:

Observation Type	What are these?	How often will these happen?	When will these happen?	Who will undertake these?	How and when will I get feedback?
Learning Walks	<ul style="list-style-type: none"> <li>• A series of individual 10–15-minute visits to multiple learning and student environments chained together to form a continuous activity for around 40-90 mins</li> <li>• These may be no notice.</li> <li>• These may be themed e.g., Tutorials, safeguarding, scholarship, assessment, etc.</li> <li>• There may be interaction with students.</li> <li>• Can be undertaken as a digital activity.</li> </ul>	Throughout the year	Throughout the year	Learning evaluation team	General feedback only to be given to managers within 48 hours. No specific feedback to individual staff provided.
Peer Observations	<ul style="list-style-type: none"> <li>• Are ungraded developmental tools to create an ethos of sharing best practice.</li> <li>• These may have a particular focus agreed by both involved or may be exploratory.</li> <li>• Can be organised by tutors themselves, or managers. Feedback should go to the quality team.</li> <li>• Can be undertaken as a digital activity.</li> </ul>	Recommended at least once a year	Throughout the year	Peers/colleagues	Feedback for peer observations will be based on a professional discussion between the observer and observee about the practice they have seen and how they may choose to deploy it.
Long observation with professional discussion	<ul style="list-style-type: none"> <li>• Formal evaluative observations</li> <li>• For staff who are new to teaching HE or new to teaching HE at the Partnership</li> <li>• No notice</li> <li>• Minimum of 30 mins</li> <li>• Student interaction and work scrutiny as standard</li> </ul>	<p>Experienced staff – once per year.</p> <p>New staff - Once per term in year 1.</p>	As specified with no notice	Learning evaluation team	You will receive developmental feedback within 48 hours. Three possible judgements:

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Observation Type	What are these?	How often will these happen?	When will these happen?	Who will undertake these?	How and when will I get feedback?
	<ul style="list-style-type: none"> <li>• Developmental feedback provided.</li> <li>• Can be undertaken as a digital activity. Followed by professional discussion linked to the UKPSF</li> </ul>				<p>Exceeds expectations.</p> <p>Meets expectations.</p> <p>Does not yet meet expectations.</p>
Periodic Reviews	<ul style="list-style-type: none"> <li>• These are a focused evaluative review of a cross section of learning from the students' perspective.</li> <li>• The visit phase will typically lasts 1-4 days depending on the scale of the area in scope.</li> <li>• 2 working days' notice.</li> <li>• Could be horizontal slice of activity i.e. a review on Admissions or Complaints and Appeals or student support across the partnership or a vertical review i.e. a specific curriculum area or faculty.</li> <li>• Could include meetings with students, managers and teachers, review of scholarship, observations of teaching and learning for staff, observation of the quality of learning support, case studies, joint observations and co-reviews with students, review of graduate attributes and leadership and management.</li> <li>• Can be undertaken as a digital activity</li> </ul>	Monthly on average and never twice in the same area annually.	Throughout the year	Learning Evaluation Team	<p>Holistic feedback provided to the manager within 48 hours of the close of the thematic review. No individual feedback provided to teachers.</p> <p>Judgements are either Met or Not Met on UK Quality Code, with degrees of confidence.</p> <p>Actions are to be entered into Faculty QIP and next SEED.</p>

4.2 All HE staff new to the Partnership will be allocated a mentor for support and development within their first week of employment. New HE staff will work with Quality Managers (or equivalent at each site) to agree a support and coaching plan based on their prior experiences and skills. All new staff will complete the 'New to HE Tutor training' programme as part of their induction to TEC Partnership. All staff new to TEC Partnership will participate in at least one ungraded developmental observation and peer learning opportunity within their first 6 weeks and one formal observation in the first term. Further observations throughout the year will then be undertaken to support and inform progress and development.

## 5. The Feedback Cycle

5.1 The Partnership recognises that individual observations of teaching learning and assessment are not always the best way to holistically assess practitioner performance. This is why the focus of this policy is primarily developmental in nature. Where a member of staff is judged to 'Not Meet Expectation' they will be offered relevant coaching and then be reobserved within 6 weeks.

5.2 Evaluative activity is done to ensure that learners have an excellent standard of education. It should always be honest, and evidence based and it should never pre-suppose there is a right way or a wrong way to teach. There is no requirement for practitioners to have specific planning documentation in the sessions, but there will be an expectation that planning can be clearly seen and discussed. Practitioners will be expected to be professionally reflective, willing to take ownership of their own CPD and be open to receiving feedback.

As a result, there is no automatic link between the outcome of a single lesson observation or evaluation of TLA activity and the Partnership's Capability or Disciplinary Policy. The exception is when serious professional misconduct or significant health and safety breaches are observed.

5.3 Individual practitioners will be required to improve performance if any significant issues arise within observations and will be given support to do so if required. Where there is a sustained failure to improve over time the line manager will discuss the next steps with the HR team. This may lead to the use of formal performance management processes.

## 6. Ensuring consistency in approaches to evaluative activity

### 6.1. Licence to Observe.

Each observer conducting Learning Walks and or Long Observations and Professional Discussion activity will be required to complete a License to Observe process. This consists of joint Learning Walks and Long Observations and Professional Discussions with a suitably experienced member of the Quality Team. Observers in Higher Education must be credible and have relevant HE expertise.

6.2 Learning Walks. To have a License to Observe, every member of the observation team will undertake a joint Learning Walk. There should be consistency in evaluations made during observations, written and verbal feedback. Where this is not present further training will be given and a new Learning Walk embarked upon.

6.3 Long Observation and Professional Discussion. To have a License to Observe, every member of the observation team will undertake a joint Long Observation and Professional Discussion. There should be consistency in evaluations made during observations, written and verbal feedback. Where this is not present further training will be given and a new Long Observation and Professional Discussion embarked upon.

### 6.4. Moderation and Monitoring of Observation feedback.

Quality Teams from across TEC Partnership will conduct termly moderation activity on Long Observation and Professional Discussion Reports and Learning Walk activity. This will be reported to Group Higher Education Curriculum, Quality and Standards (HECQS).

An annual moderation meeting across TEC Partnership will conduct moderation activity on the actions from Learning Walks and Long Observations and Professional Discussions. These actions will be reported into the Quality Enhancement Report and the HE Quality Improvement Plan.

At Curriculum level, feedback on Teaching, Learning and Assessment will be reported to the relevant HE Co-ordinators Enhancement Group (HECEG) and the actions monitored by the chairs of each HECEG.

Group HECQS will be responsible for the monitoring of Group wide Teaching, Learning and Assessment in HE and will report on this to the Executive Leadership Team.

## 6.5 Support Mechanisms

Where there are significant concerns with Teaching, Learning and Assessment, the Quality Intervention process can be deployed to assist a manager with entrenched quality improvement issues. The process assigns a senior manager with specific pertinent experience to review the provision in partnership and remove any barriers to improvement that the manager is experiencing. A lower-level Quality Intervention can be used to support individual programme leaders with challenges to quality at local level and is operated by the quality team.

## 7. Appeals/Complaint on evaluative activity

### 7.1 Complaint

For all type of evaluative activity, staff members have the right of complaint about the process. This should be done following the process below. We encourage informal dialogue at Stage 1, as a concern before entering the formal stage but realise that on some occasions this is not possible:

Stage 1 (Concern Phase) – Informal discussion raised by observed to the observer about issues with the process.

Stage 2 (Formal Stage) – Where a member of staff feels they wish to complain about the execution of an evaluative activity they may do so formally in writing to the Executive Director of Quality. This must include a clear explanation of the grounds for complaint. The Executive Director of Quality will assess the complaint if an investigation is deemed necessary will assign an appropriate member of staff to investigate the complaint and seek a resolution. This will normally involve taking evidence from the observer and observed.

The possible outcomes of the process are:

- 1) No case to answer or no investigation required.
- 2) Complaint not upheld and no case to answer. The complainant will be written to and have explained the reason for the decision;
- 3) Complaint upheld and action taken. This could include retraining of observer or removal of observer as an approved observer.
- 4) For the most serious breaches where it is deemed appropriate the complaint will be investigated under Human Resources policy and procedure.

### 7.2 Appeal

For Long Observations and Professional Discussion only it is possible for appeal the result of a Long Observation and Professional Discussion Report. We would always encourage professional dialogue as a concern before entering the formal stage but recognise that on some occasions this is not possible. The following stages for investigation of appeal exist:

Two weeks after feedback

Stage 1 (Concern Phase) Informal discussion between the observed and the observer.



Stage 2 (Formal Stage) – Where a member of staff feels they wish to appeal about the result of a Long Observation and Professional Discussion Report they may do so formally in writing to the Group Vice Principal Quality, Curriculum and Standards. This must include a clear explanation of the grounds for appeal. The Group Vice Principal Quality, Curriculum and Standards will assess the appeal. If an investigation is deemed necessary, they will assign an appropriate member of staff to investigate the appeal and seek a resolution. This will normally involve taking evidence from the observer and observed.

The possible outcomes of the process are:

- 1) No case to answer or no investigation required.
- 2) Appeal not upheld and original Long Observation and Professional Discussion Report stands. The appellant will be written to and have explained the reason for the decision;
- 3) Appeal upheld and the Long Observation and Professional Discussion Report is adjusted;
- 4) Appeal upheld and a new Long Observation and Professional Discussion conducted by a third party;

In cases where the appeal is upheld the Group Vice Principal Quality, Curriculum and Standards may remove Licence to Observe from the observer who can embark on further training.

