

Issue Date:	November 2017
Approved by:	Approved by the Executive on 28 November 2017.
Review Date:	November 2019



POLICY STATEMENT NO. 11f

TITLE: HIGHER EDUCATION: TEACHING AND LEARNING STRATEGY

INTRODUCTION/OVERVIEW:

1. Introduction

As a College offering higher education programmes our focus is squarely on teaching, learning and learner experience. The College will provide to those who wish to engage in a wide range of vocationally directed curriculum, adding value to new or established careers. Teaching and Learning is at the core of all College activities which establishes a sound platform for transformations to occur.

As a phrase the meaning of 'Teaching and Learning' is broad and extensive, incorporating all forms of engagement between academic staff and learners. Given the breadth of curriculum this further means that there is a diverse range of teaching and learning methods and activities across subject area, specialism and level.

The central themes within this strategy articulate the College's commitment to the quality of learning opportunities, programmes and student experience, as well as the core purpose relating to the vocational direction of the curriculum structures, manifested through scholarship. This aligns with the College's values which relate to supporting a wide range of students in their development as autonomous learners, capable of both independent and interdependent learning. HE programmes within the College will have a strong connection between applied vocational and academically enriching knowledge, understanding and professional skills which broadens the acumen of all learners.

The strategy will be consulted as part of Annual Programme Monitoring, Course Monitoring, and College Self-Evaluation.

2. Aims of Higher Education at the New College Stamford:

2.1 The key aims and objectives of the College's Higher Education Strategy have been developed as an integral part of the overall College strategic plan. The HE Strategy is written to ensure it follows the overall strategic direction of the College and embodies the College's values and corporate objectives.

2.2 The College strategy focuses on achieving excellence for all students with the curriculum being aimed very specifically at vocational areas in line with the national skills agenda. Similarly, it is intrinsic in correlating the vocational skills agenda with the quality expectations as determined by QAA policy and benchmarks in changing times.

3. Core Themes

The College will provide a teaching and learning structure for all participants which is directed by the 10 values of:

- A focus on the Learner Experience – throughout all aspects of their programmes
- Scholarship – in the generation and supporting of an Academic Community
- Provision of effective Learning Support
- Connectivity with relevant industries / professions
- Academic and Vocational Quality
- Embedding Innovation and Research
- Continuous Professional Development (CPD) and Personal Development Planning (PDP)
- Flexibility throughout all aspects of the provision
- Inspirational and Innovative Teaching and Learning
- Maintaining a Supportive Environment for all participants

3.1 Teaching and Learning will be informed by **Scholarship**. This considers the College's emphasis on excellence through teaching at all levels of the curriculum, but with a clear focus on the learner journey. Further to this is the value the College has in ensuring that all members of academic staff undertake regular updating of both subject specialist knowledge / skills and those attributed to advances in teaching, learning and assessment practice. It is the use of this range of scholarly activities that not only ensures the currency of our subjects and teaching practice, but furthermore that the means by which knowledge and skills are delivered and acquired are enriching to all participants – producing an environment where a thriving **Academic Community** exists.

3.2 There is an emphasis on continued development and strengthening of **learning support** services and the learning infrastructure, for learners at all levels. This theme considers the spectrum of support services and needs which impact on teaching and learning, as well as the accessibility of learning itself. The College is dedicated to ensuring that all learners have adequate mechanisms that ensure inclusive learning – be this directed by tutorial or other external measures. This takes into consideration modes of learning delivery, specific learning support, and the ability for learners to undertake a range of learning and assessment opportunities. The diverse needs of learners in order to achieve their ambitions through education are a primary driver through advice and guidance to ensure success and progression.

3.3 As an institution dedicated to vocational education across the curriculum, teaching and learning will be flexibly responsive to advances and innovations driven and informed by industry. Furthermore all programmes will have clear **connections** with relevant industries and employers that inform the curriculum either directly or through scholarship. Curriculum will be designed so that it can rapidly alter to ensure learners are provided the most up to date knowledge to foster high level skills and employability.

3.4 All programmes will demonstrate significant quality **enhancement** in various ways.

This will be through peer-based teaching observations, course and module

evaluations, end-of year evaluations, Student Forum, Programme Team Meetings, student evaluation and focus groups, and evaluations by External Examiners/Verifiers. All programmes must ensure that course documentation as well as teaching materials; assessment practice; and subsequent evaluations of teaching and learning exceed the minimum requirements outlined and evaluated by the Quality Assurance Agency and UK Quality code, internal Quality Standards as well as external quality standards defined by University Partners. **Quality** will remain fluid so as to establish a culture of pro-action to address issues in-year, rather than reaction, and adjustment upon conclusion.

- 3.5 All programmes will feature diverse and unique modes of delivery that demonstrates innovation in the **teaching and learning** process. This will feature the application of ICT, e- and blended learning appropriate to the learning styles of those undertaking the programme; inspiration modes of delivery and co-ownership of curriculum. The level of application will vary according to the need of the subject, however all programmes are expected to facilitate innovative teaching practices which support a flexible and enriching learning experience.

Learner Experience is paramount to the success of the learner across all possible measures. The College is dedicated to ensuring that all learners are provided with the opportunity to engage with a range of additional activities that enhance their studies. All learners will be actively involved in the evaluation of teaching and learning through a range of formats to ensure that quality improvements are maintained and that the student voice is integral to future curriculum developments and strategic direction of the College HE provision.

- 3.6 All programmes will undertake regular evaluations of currency in practice to ensure that all relevant content, delivery methods and subject materials are fit for purpose. The process of **continuous professional development** will assure the continued quality of the curriculum as well as mechanisms by which this is facilitated.
- 3.7 The curriculum will be designed to facilitate a range of **flexible** opportunities for learners to vocationally progress. Thus the College's curriculum will allow for studies to be undertaken during the week, evenings, via e-distance or blended learning, wherever possible.
- 3.8 To provide a **supportive environment** in which teaching is recognised, valued and rewarded for all those who teach and support learning throughout the College. This will include the monitoring and updating of resources for teaching and learning as the needs for programmes and students expands. Staff development and updating are key components, where opportunities will be provided and supported by the College. This will include activities that meet, for example, the CPD requirements for membership of the Higher Education Academy, as well as other relevant, subject related updating which benefits the development of the curriculum.
- 3.9 The teaching and learning throughout the college will provide opportunities for enhancing vocational curriculum and skills through methods of flexible co-delivery and **collaboration** across subject areas.

3.10 **Effective teaching and learning** which enables students to engage in curious, critical and creative dialogues; within processes that encourage them to read, write and debate with peers and tutors; provide a means to explore, reflect and engage in public settings.

4. **Performance Indicators**

In measuring the successful implementation of its Teaching and Learning strategy the College will, in part, use the indicators of the Teaching Excellence Framework.

The College is committed to engaging with the Teaching Excellence Framework which uses student satisfaction, progression and continuation rates as a measure of teaching quality.

5. **Teaching and Learning Philosophy**

To draw on the scholarship, expertise and professionalism of all colleagues; work closely with industry; inspiring learners to engage fully in the teaching and learning process, enabling the development of autonomous, reflective and effective learners with high aspirations. The provision of innovative quality learning experiences that develop our learners to be highly employable, capable of advanced study, and confident in their ability to contribute to the economy and society, locally, nationally and internationally.

IMPACT ASSESSMENT:

This policy has been assessed and considered for impact upon people who share the following protected characteristics and factors: race, gender and gender identity, disability (including learning difficulty), religion and belief, sexual orientation, age, pregnancy, maternity and marital status.

EQUALITY IMPACT ASSESSMENT SUMMARY:

This policy has been impact assessed and has identified the following:

- Negative impacts (Y/N)
- Appropriate actions/mitigations to address the negative impacts have been put in place (Y/N)
- Positive impacts (Y/N)

For further detail of the impacts and associated actions, please see the EIA which is attached to the filed copy of this document.

LINKED POLICIES:

MONITORING PROCEDURE:

RESPONSIBILITY:

ENDORSED BY EXECUTIVE:

J. Meenaghan

Principal

28 November 2017

Date