

Teaching, Learning and Assessment Strategy

Excellence in Teaching, Learning and Assessment at Myerscough College

Learning now for the Future

Personalised, assessment centred, engaging learning for the changing world delivered through inspirational teaching

Myerscough College and University Centre aims to provide an exceptional learning experience within all provisions across Further Education, Higher Education and Apprenticeship and Skills.

We will cultivate professional and personal growth of all students and staff, through continuous reflective practice, where students and staff work collaboratively to support achievement of educational and career related goals.

We will foster student learning through creative, evidence based and innovative approaches to teaching, learning and assessment, leading the sector and sharing good practice at every opportunity.

Learners are supported in all aspects of their learning, where diversity is celebrated and students are encouraged to contribute to wider society. We will inspire learners to reach their full potential and provide significant opportunities to nurture their confidence, motivation and resilience.

Context

Myerscough College's Mission 'Inspiring Excellence' and The College will provide opportunities for all students to succeed, inspire students to exceed their expectations through stimulating and challenging study programmes and help today's students become tomorrow's skilled workers.

This Strategy links directly with the following objectives from the 2020 – 2025 Strategic Plan:

- Provide excellent teaching, applied research and scholarly activity that creates curious and aspirational learners, improves achievement and transforms lives
- Enable students at all levels and contexts to develop their personal development and employability skills to enable them to achieve their aspirations and full potential.
- Develop high level technical, creative and digital skills in staff and students
- Promote and embed a culture of ambition, innovation, resilience and high performance supported by coaching and supportive challenge

Scope

Myerscough College and University Centre delivers a wide range of courses across the areas of Further Education, Higher Education, Apprenticeships and Skills and 14-16 provision. The Teaching and Learning policy and procedure aims to provide a holistic overview of processes to support the effective delivery of teaching and learning across all these specific remits, while recognising that each remit has its own external policy drivers and influences.

The key external policy drivers for Higher Education include the QAA Quality Code, Teaching Excellence and Student Outcomes Framework, UK Professional Standards Framework and the UCLan Teaching, Learning and Assessment Strategy.

The key external policy drivers for Further Education and Apprenticeships and Skills include the Ofsted Education Inspection Framework and the Education and Training Foundation Professional Standards for Teachers and Trainers in Education and Training.

The TLA Strategy aims to ensure that high quality, effective, teaching, learning and assessment is available to all students at all centres and throughout their learning journey including; Higher Education and Further Education, Apprenticeships and Skills, 14 –16, full and part-time. It includes all provision, including sub-contractors

External References

QAA Quality Code for Higher Education

Education Inspection Framework

Awarding Body guidance

The Teaching Excellence and Student Outcomes Framework

The HE Academy UK Professional Standards Framework

The Framework for Higher Education Qualifications in England, Wales and Northern Ireland

ETF Professional Standards

Management

Responsibility for the Teaching, Learning and Assessment Strategy:

Quality of Education Strategy group

The Quality of Education Strategy Group is led by the Director of Quality and Performance, together with the Assistant Principal A&S, Assistant Principal FE and Assistant Principal HE. There is also membership of Head of Teaching and Learning, Assistant Principal Partnerships and Development, Head of Quality Assurance, Heads of Area and Head of Inclusive Learning. All members are responsible for driving the TLA Strategy forwards by applying its principles in everything they do.

- The Quality of Education Strategy Group develops the strategy and key TLA focus for each academic year, setting targets and allocating lead responsibility to various members of the group.
- The group will ensure that all Teaching and Learning decisions and strategic discussions are communicated well to all managers, so that there is a clear line of communication to all teaching staff.
- Senior Leaders will ensure that Teaching, Learning and Assessment is embedded and targets are set through the Annual Review and Development process for all Heads of Area.

Heads of Area

- Ensure TLA Strategy is communicated effectively to all teaching staff and is acted upon as part of everyday teaching practice.
- Plan and implement all aspects of TLA within their curriculum area, also planning for continuous review, reflection and improvement.
- Work with teaching staff to remove barriers from teaching practice development, advising and recommending on plans for improvement.
- Work with Inclusive Learning staff to ensure all learners are supported to reach their full potential.
- Be central to communication channels between teaching staff and Head of Teaching and Learning and SLT to provide regular feedback to support the planning and improving of teaching practice and learner experience
- Set key TLA targets in the Annual Review and Development process for all teaching staff.
- Include reference to the TLA Strategy in all relevant area meetings and events.

Assistant Heads

- Work with Heads of Area to communicate and deliver the TLA Strategy across the curriculum area.
- Share best practice in teaching, learning and assessment and provide excellent leadership and support to colleagues through team meeting and observation feedback.
- Ensure the provision of detailed and highly effective schemes of work and lesson plans that motivate learners and support achievement.
- Keep up to date with subject specialist pedagogy and maintain good industry links.

Teaching and Learning Coaches

- A defined role and responsibility for the improvement of Teaching and Learning across curriculum areas. They are responsible for implementing support and development as well as embedding operational outcomes.
- Will influence and guide teaching staff to challenge their beliefs and practices linked to teaching and learning
- Will promote and encourage change by communicating the TLA Strategy effectively.

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- Contribute to the Professional Development programme and events throughout the year, to enhance scholarship and learning opportunities.

All Teaching Staff

All teaching staff and those involved with delivery of the curriculum have a responsibility for effective teaching, learning and assessment and must always work to achieve an excellent learning experience for our students.

- Work with peers and managers to improve pedagogy of all aspects of the curriculum, to improve the student experience and success.
- Work in partnership with inclusive learning staff to ensure teaching and learning enables all students to reach their potential.
- Undertake focused and relevant staff development to improve scholarship by engaging in review and reflection of pedagogy and own teaching practice.
- Seek feedback from peers, managers and students to improve own performance, with a continuous inquisitive approach.

Inclusive Learning Staff

The Inclusive Learning team is responsible for assessing what support is needed if a learner has identified as SEND or needing SEND support and planning the right support package for that learner.

- Provide exam access arrangements across all College provisions and provide a bank of staff across these provisions in a variety of support roles e.g. Specialist tutors, mentors, advisors, note takers.
- Provide support for all staff providing a service to learners who have as identified as SEND.
- Liaise with teaching staff to ensure that learners' individual needs are met and that all learners reach their potential and achieve their learning goals.

Monitoring and Reviewing

It is a responsibility of all teaching staff to ensure that students receive high quality learning opportunities through engaging, relevant and rigorous assessment strategies. The quality of Teaching Learning and Assessment will be reviewed continuously and rigorously to ensure that there is timely acting on any areas of concern but also to be proactive and identify further developments and innovations.

The Senior Leadership Team monitors progress against targets. Regular reporting of progress is additionally made to the Corporation and Principalship and the Governors Quality and Standards Committee. The Curriculum Managers Meeting monitors the operational aspects of the TLA Strategy Group. The Quality of Education Strategy Group will review the TLA Strategy annually.

Monthly meetings with Head of Teaching and Learning and Teaching and Learning Coaches will review, reflect and discuss both successes and challenges to improving teaching practice. This group will also actively plan for improvement as well as provide feedback on all Teaching, Learning and Assessment initiatives.

Other Mechanisms by which we will review the quality of Teaching:

Observation outcomes
Strategic Plan targets and monitoring
Learner Voice surveys and feedback
NSS feedback
Students' success through module and programme completion rates
Student retention data
Teaching qualification data
All TEF-related metrics for HE
Landex Peer Review process

Aim**Overall Aim of the Teaching, Learning and Assessment Strategy:**

To develop a student-centred success culture and a staff-centred enabling culture which provides high quality Teaching, Learning and Assessment that encourages high aspiration and achievement for all learners to progress to their chosen destination.

Objectives

1. Design and deliver curriculum which is underpinned by teaching excellence that engages, inspires and stimulates all students.
2. Cultivate an inclusive learning environment that supports staff and students to progress, integrates technology into the learning process, using industry leading resources to inspire.
3. Develop support systems which are tailored to individual needs, foster aspirations, and promote independent learning.
4. Ensure assessment methods and learning opportunities promote achievement and progression.
5. Promote a scholarly environment which facilitates professional discussion and development, innovation and reflection.
6. Enhance student employability skills through personalisation which actively promotes FREDIE and reflects and responds to the needs of employers.

While objectives, principles and outcomes apply across all provision, their delivery and specific areas of focus may be differentiated and contextualised specifically for HE, FE, Apprenticeships and Skills and between modes of delivery such as distance learning.

1. Design and deliver curriculum, which is underpinned by teaching excellence that engages, inspires and stimulates all students.

Key Principles

- High quality teaching and learning, based on evidence informed practice, focused on meeting individual needs and encouraging aspirations and achievement for all learners.
- Curriculum which is innovative, comprehensive, up-to-date and linked explicitly to vocational and professional practice and employment opportunities.
- The curriculum supports comprehensive skill development of students across FE, HE and Apprenticeships and Skills, including Maths, English, employability skills and self-belief.
- High quality teaching and learning resources, which support an immersive engaging learning environment as well as academic challenge, vocational and technical skill development.
- Regular review of curriculum with a wide range of stakeholder input.

Operational Outcomes

- To provide all learners with a high-quality teaching and learning experience, which fosters aspiration, encourages the spirit of critical inquiry and is focused on meeting individual learner needs.
 - Provide learning opportunities which are flexible and responsive to the diverse needs of the learners and their interests, whilst nurturing curiosity and motivation to learn about specialist industries and the world around them.
 - A wide range of research informed teaching, learning and assessment strategies will be used to engage, motivate and maximise learning for all students.
 - Learning opportunities will embed the development of a wide range of life skills, including reflection of self, critical evaluation, development of verbal and written communication as well as an appreciation of diverse viewpoints.
 - Regular review of the curriculum using a wide range of stakeholder input to ensure content is current and meets industry needs.
 - Student feedback is continuously reviewed and utilised to enhance student engagement through effective curriculum design, pedagogy and assessment strategies.
 - Teaching staff maximise opportunities to talk about teaching and learning and make professional development explicit to enhance learning, developing self-reflection and high expectations throughout.
- ## 2. Cultivate an inclusive learning environment that supports staff and students to progress, integrates technology into the learning process, using leading industry resources to inspire.

Key Principles

- To provide learning, teaching and assessment that is accessible to all with the aim of widening participation and promoting engagement from students from all geographical locations and with prior educational experiences.
- To value and recognise individual and cultural diversity through the provision of an inclusive context of support and respect for all staff and students.
- The learning experience is intrinsic and influential to student and staff success.

Operational Outcomes

- The College is committed to ensuring that flexible, learning opportunities exist for all students, from recruitment and induction through to the design of all programmes and the place and timing of study.
- Recruitment is rigorous and induction facilitates the support required to ensure that all learners are on the most appropriate course and can succeed.
- Learning materials are presented in accessible formats and where appropriate, are available prior to the session. There are a variety of approaches to teaching and assessment adopted in order to be inclusive, while ensuring equality of the teaching, learning and assessment experience.
- Inclusive Learning support staff skills and expertise is fully utilised to ensure all learners reach their full potential in learning.
- The College adopts flexible approaches in teaching, learning and assessment to ensure that all students are supported and not presented with unreasonable barriers to achieve and progress.
- The College will provide professional development opportunities for all its staff.
- Collaboration is fostered between students, teachers and employers to maximise the opportunities to share good practice and success.
- Learning environments must be industry and skill focused and flexible to facilitate a wide range of teaching strategies to be employed and encourage interaction and deeper learning.
- Teaching strategies will facilitate peer learning and a culture of enquiry, where students act as resources for each other, debate interesting issues and appreciate diversity and each other's' opinions.
- Students will be supported to become digital learners and leaders, central to the development of independent learning skills. Staff will be supported to utilise technology at every opportunity to maximise student engagement and achievement as well as developing efficient processes.
- Technology will be embedded as part as the learning experience, to engage students and support timely feedback and monitoring of progress, along with facilitating student experience with current industry technology.
- The learning environment is a welcoming, safe, respectful and motivating culture with exceptionally high standards of professionalism.
- The learning experience encourages both staff and students to take risks and be creative, challenge themselves continuously, be responsive and adaptable and seek feedback on their performance.
- Both staff and students develop a reflective approach to their learning, to be the best that they can be.
- Excellence in teaching is recognised through the College 'My Star' awards, UCLan's Golden Roses awards, UCLan's 'We Heart You' initiative and progression opportunities for staff, for example, Senior Lecturer posts and Teaching and Learning Coaches.

3. Develop support systems which are tailored to individual needs, foster aspirations and promote independent learning.

Key Principles

- Students are provided with informative and effective guidance to ensure they experience the right learning pathway.
- All students have access to learning support, mentoring and coaching throughout their programme of study.
- Provide access and support for all learners to have their needs identified and for appropriate mentoring to be put into place.
- Tutorial system provides clear focus on individual needs, progression and aspirations, setting challenging targets with a strong focus on independent and confident learners.
- Used to gather regular feedback to ensure consistency to high quality teaching and learning to meet learners' needs.

Operational Outcomes

- All full-time students will have a course tutor group, where a course tutorial programme will support the development of students academically and personally, facilitate reflection and contribute to the enrichment of the study programme.
- Regular 1:1 tutorials will be in place for all full time and substantial part time students, to facilitate coaching and mentoring, review and set targets and progress, explore progression options, remove barriers to learning and support the independence of students to succeed.
- Tutors will provide regular feedback in lessons to indicate how to improve and mark work which will contribute to the review of progress during 1:1 tutorials.
- A central electronic record of progress meetings, targets and discussion will be available on ProMonitor updated regularly, accessible by tutors and students to develop an aspirational approach to progress and support.
- Tutorials are an integral part of developing student employability skills and supporting reflection on readiness industry and work.
- Students across all courses and levels will be supported and encouraged to become independent learners, taking responsibility for their own progress and performance against agreed targets.

4. Ensure assessment methods and learning opportunities promote achievement and progression.

Key Principles

- Assessment for learning is intrinsic to outstanding teaching and learning, engagement and the development of independent learners.
- Assessment practices will be interwoven into Teaching and Learning at all stages, with a focus on utilising feedback and discussion to improve learning, achievement and develop a focus on lifelong learning.
- Assessment will enhance learning opportunities to challenge and move learners' forwards, support rigorous reflection, target setting and monitoring of achievement and progression.

Operational Outcomes

- College module design, teaching and assessment will seek to develop high level academic skills in learners. This is intended to prepare them for the workplace and their continued lifelong learning.
- Highly effective assessment strategies will be designed by the programme team which will clearly relate to the learning outcomes and follow on from learning activities within the module.
- Teaching staff will maximise formative assessment opportunities to provide bespoke guidance and feedback to students.
- The assessment process will be transparent to all students, so that they can see how their work will be judged before they complete it.
- Regular and timely feedback will be provided for students to monitor and support their own development. Feedback will be clearly structured in a way which moves students forward in their learning and additionally used for target setting.
- Peer support and collaboration between students will be supported through module and learning design, teaching and assessment approach in addition to explicit student dissemination events.
- Teaching and learning facilitates regular and meaningful levels of both formative and summative assessment at all points of the course, which will encourage application of learning in a holistic manner, build necessary skills so learners are reflective and independent and support a culture of enquiry and problem solving.

5. Promote a scholarly environment which facilitates professional discussion and development, innovation and reflection.

Key Principles

- The College is committed to on-going professional development and will support all tutors to maintain and enhance their professional practice. A key aspiration of the TLA Strategy is to embed research and scholarship into all teaching and learning activities.

Operational Outcomes

- On-going professional development is fundamental to ensuring teaching excellence. Opportunities for professional development are supported through the College's Annual Review and Development process.
 - Observation of Teaching, Learning and Assessment will promote a culture of professional dialogue, reflection and continuous improvement in teaching, learning and assessment.
 - Staff engagement with professional development will be facilitated by maintaining and developing a high quality CPD programme. The Quality of Education Strategy Group in addition to the Scholarship Steering Group will be instrumental in designing relevant professional development which will enhance and improve the learning experience. The internal CPD programme provides staff with space and time to reflect on and develop their teaching practice. Additionally, the internal annual research bidding process supports staff in undertaking research and scholarly activity. This process allows staff to bid for time and resources which will support their scholarly activity.
 - The FE and HE Tutor Forums will be integral to the professional development of all teaching staff. Their purpose is to ensure that all teaching staff are kept abreast of current developments in teaching, learning and assessment. In addition, the annual Research Conference and Teaching and Learning Conference will act as a platform to showcase academic development. These events are additional opportunities for experts to share good practice.
 - The College will promote collaborative, reflective scholarship through a shared approach to teaching and learning with the use of cross-curricular Teacher Learning Communities (TLCs).
 - Team meetings, tutor forums and Teaching and Learning events throughout the year expose teaching staff to new ideas and theory in teaching and learning practice. Teaching and Learning Coaches will provide timely support in teaching, learning and assessment practices. This will include one-to-one support, CPD and support in designing effective learning materials.
 - Research informed teaching and learning will continue to be promoted through implementation of the University accredited route to HE Academy Fellowship. This initiative provides recognition for HE tutors and opportunity to enhance their scholarly activity in relation to higher education teaching and learning. A time allowance is additionally built into all HE tutors workloads to develop their research and scholarly activity.
- ## 6. Enhance student employability skills through personalisation which actively promotes FREDIE and reflects and responds to the needs of employers.

Key Principles

- The College is committed to providing intellectually stimulating learning experiences that develop students as independent learners.
- Emphasis will be placed on student diversity and the benefits of learning from different individual and cultural viewpoints will be embraced.

- Employability will be developed through the Colleges' on-going work with local, national and international industries, this will be further enhanced as the College collects information on the impact of study and learning gain.

Operational Outcomes

- The College will ensure that curriculum is designed to enable students' entry into, and progression through relevant industries.
- The College will build on its active and established links with employers and industry, both in the UK and globally, to involve industry representatives in module and programme design.
- Where appropriate and possible, programmes will have professional body accreditation or recognition, and will continue to support and value the recruitment of teaching staff from industry, including those who maintain established professional careers alongside their work for the College.
- The College will ensure that programme learning outcomes link to vocational and professional skill requirements and that assessment, wherever possible, is derived from real world scenarios and working practice.
- The College's commitment to providing engaging and work-related teaching, learning and assessment is based on its approach which facilitates students to develop as independent learners. Module design, delivery, assessment and feedback are all created in order to support this approach.

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