



## TEACHING AND LEARNING POLICY

### AIM

*To encourage, support and enhance learning by responding to the needs and interests of individuals through high quality teaching, innovation and the sharing of good practice.*

*To ensure that students learn and reach their full potential, achieve their individual learning goals and progress successfully.*

### OBJECTIVES

#### Lecturers, trainers and assessors should

- provide access to a broad, flexible and relevant curriculum
- use materials and teaching methods that promote equality of opportunity, recognise and celebrate diversity
- use methods and styles of teaching training consistent with the aims of students' programmes and their individual learning objectives
- challenge and inspire students in order that they gain satisfaction from their learning
- encourage the development of independent learning skills
- ensure that programmes and lessons are planned effectively to meet individual needs and the requirements of awarding organisations
- provide regular and appropriate assessment opportunities which are relevant to the student's course with appropriate feedback which enables students to progress
- involve students in open and regular assessment and evaluation of their work
- ensure that each student has an appropriate Learning Plan with realistic learning goals that is informed by initial diagnostic assessment and is reviewed and updated regularly through progress checks
- promote effective working relationships
- provide effective support for individual students to improve their learning
- be reflective and self-critical of their performance
- show respect for and support learners effectively

#### Learners should

- acquire knowledge and skills
- develop ideas and increase their understanding
- understand what is being asked of them
- develop confidence in what they are doing
- understand how well they are progressing and what they need to do to improve
- apply effort to succeed in their work
- work productively making effective use of their time
- be stimulated by, and show interest in, their work
- show satisfaction with their work
- be reflective and self-critical about their work

- involve themselves in opportunities available for learning, enrichment and support
- show respect for and support others in their learning
- abide by the College Plagiarism Policy
- submit work on time
- attend lectures on time

## **COLLEGE STANDARDS FOR TEACHING AND LEARNING**

The objectives set out in the Teaching and Learning Policy will be achieved through

### **MANAGEMENT OF LEARNING**

#### **(a) Planning**

- Appropriate and detailed electronic schemes of work are prepared and used by all staff and are made available to colleagues.
- Lesson topics meet the requirements of the course specification
- Lecturers draw up and follow lesson plans where appropriate
- Student handbook/course information and programmes of learning are both accessible and available
- Lecturers identify learning goals, existing skills and prior learning
- Study skills are incorporated into programmes of study to suit, where possible, individual students' learning styles
- Where appropriate, content is matched to the individual students' interest, learning goals and ability levels
- Where possible, learning in the classroom is put into a 'real life' context
- Work experience that takes place is related to the course and to the student's career choice

#### **(b) Delivery**

- Learning is broken down into manageable components
- The pace of lessons is geared to match the learning potential of the students
- There is evidence of differentiation within lessons
- Instructions given to students are clear
- Lecturers use language that is accessible to students whilst developing vocabulary appropriately
- Lecturers focus appropriately on the acquisition and development of skills
- Students are given practical learning opportunities where appropriate
- Lecturers manage student behaviour appropriately within lessons and ensure that students remain focused
- Lecturers support and encourage independent learning for students
- Lecturers clearly link lessons to assessment and examination objectives

#### **(c) Assessment**

- Marking and assessment procedures are explained, followed and available to and easily understood by students
- Homework is set regularly, marked with constructive and positive feedback and returned to students in accordance with College standards laid down in the Charter

- Lecturers use a variety of methods for assessing students' work where appropriate

#### **(d) Record Keeping**

- Lecturers, trainers and assessors record learner progress accurately, fully and effectively
- A record is kept of work covered in each lesson/assessment

#### **(e) Review and Evaluation**

- Learner views are sought informally and formally on a regular basis. These views are fed back to learners and used to plan improvements

### **MANAGEMENT OF ENVIRONMENT**

- Lecturers pay due attention to a safe and constructive learning environment for students
- Lecturers have good working relationships with students, providing an environment which is conducive to learning
- Learners' work is displayed and celebrated as appropriate
- Learners are encouraged and helped to work with each other

### **MANAGEMENT OF RESOURCES**

- Learning resources are prepared in advance of lessons in accordance with the scheme of work
- A range of resources is available to meet the needs of students of differing ability levels
- Learning materials are clearly written and presented in a language and style that is accessible to the student
- Lecturers enable students to make effective use of learning resource facilities for their subject

### **MANAGEMENT OF LEARNERS**

- Lecturers liaise with, and refer students to, support services, e.g. personal tutor, careers guidance, skills support and counselling
- Lecturers set and review appropriate individual targets and action plans with students
- Students' understanding of tasks and materials is checked regularly
- Individual support is given to match students' learning requirements and abilities
- Learners are encouraged to take responsibility for their learning and to become actively involved in lessons
- Lecturers support students in their work load and develop their time management skills
- Lecturers respond promptly and appropriately to lapses in student attendance and punctuality

### **MONITORING OF TEACHING AND LEARNING POLICY AND STANDARDS**

Teaching and learning is monitored through observation taking place in accordance with the College scheme for lesson observation.

A database is maintained of observation grades so that reports can be prepared throughout the year of the grade profile or grade analysis for each Department, Division/Curriculum Area and Level of course. Following a Department's period of Internal Inspection Observations (II), the Quality Improvement Manager in conjunction with the Head of Department and the Head of Division/Lifelong Learning Manager (ASHE) will prepare a report which shows the grade profile, summarises the key strengths and weaknesses, action plan and training needs. A report will also be prepared summarising the main outcomes of the student focus group held during the II period.

Copies of all graded observations are submitted to the Quality Improvement Manager and relevant Line Managers.

All teaching which does not meet the College Standards for Teaching and Learning (i.e. is graded as unsatisfactory– grades 4) will result in appropriate support being given to the individual member of staff in consultation with the Head of Department, Head of Division/Lifelong Learning Manager (ASHE). Further observation will be organised in consultation with the individual member of staff and Line Manager. Records will be kept by the Quality Improvement Manager of any support given.

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