
Bury College Policy and Procedures

Higher Education Learning and Teaching Policy

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1. Introduction & Purpose

- 1.1 Bury College works in partnership with a range of Higher Education providers and awarding bodies including the University of Bolton, University of Cumbria, University of Salford and Pearson. The Higher Education curriculum portfolio reflects the college's tertiary and community nature with qualifications available at HNC, HND, Foundation Degree, Bachelor of Arts, Bachelor of Science and Professional Certificate in Education level in both full and part time modes of delivery.
- 1.2 Bury College is responsible for maintaining the academic standards of its programmes in relation to the UK Code of Practice and the assessment regulations of the awarding bodies. The curriculum, the learning and teaching methods used, the information, guidance and support offered to students, and the availability of learning resources together provide learning opportunities which facilitate students; attainment of their programme's intended learning outcomes.
- 1.3 Bury College's mission statement of *Developing individual potential, Inspiring excellence. Promoting prosperity through knowledge*. Is supported by the core values of the college's learning and teaching strategy which are:-
- We believe that intelligence is expandable. Fundamentally we believe in cultivating a growth mindset in our students that acknowledges their capacity to learn beyond the limits of the course.
 - We are accountable for the performance of our students – we understand that the teacher needs to be continuously evaluating their impact on their students' learning.
 - Student success is under-pinned by positive relationships – we believe that teachers are proactive in establishing positive relationships with students.
 - Education is about equipping students with the dispositions essential for their future well-being – we believe that good learning also develops essential skills of resilience, tenacity, confidence, discipline, and that students who learn these skills perform better.
 - We are responsible for improving our professional practice – we are committed to the idea of improving practice as an institution and as individuals.
 - We are prepared to innovate and take risks in our learning delivery. In this context, we promote the concept that learning from mistakes is a critical part of the learning journey for teachers and students.
- 1.4 Underpinning these values are a set of core principles which seek to ensure our students have the best possible experiences:
- We value and develop our employees' diverse talents, initiatives and leadership.

- We work in an inclusive environment that embraces change, new ideas, respect for the individual and equal opportunity to succeed.
- We are personally accountable for delivering on our commitments.
- We create a safe, productive and rewarding learning environment.
- We aim to ensure continuous improvement, innovation and embrace change.
- We view our success as dependent on our students' success both now and in the future.
- When things go wrong we respond positively, with a determination to achieve the highest standards in teaching and learning.
- We do what we say we will do
- We foster creativity, innovation and risk-taking that will improve teaching and learning and improve our students lives.

1.5 The purpose of this policy is to:

- Ensure that all sessions are of the highest possible standard, delivering a unique learning experience to our students and at the appropriate level in relation to the FHEQ.
- Provide an inclusive learning environment which supports achievement for all students regardless of their individual needs and anticipates varied requirements.
- Raise aspirations for all students.
- Make sure that changes to teaching and learning are fully informed by empirical research, driven by college leaders but with the active participation of all college staff, students and partners.
- Reflect research which informs practice but, more importantly, judges the overall effectiveness of teaching in terms of the impact different strategies have on learning and attainment.

2. Implementation.

Effective Learning and Teaching

2.1 Observation of learning and teaching will be carried out with reference to the UK Professional Standards Framework for teaching and supporting learning which can be accessed via the following link:

https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf_2011_english.pdf

2.2 The process is available in the *Higher Education Lesson Observation Procedure 2015/16* document.(link)

2.3 The quality of learning and teaching is not monitored or improved through the observation process alone. The outcomes from the process will inform future quality improvement planning, including CPD, and help to sustain a dialogue which will in turn help to secure the most effective learning and teaching possible.

- 2.4 The college's approach works towards ensuring that learning is of a continuously improving quality and is informed by focussed scholarly research.
- 2.5 A Learning Improvement Leader (LIL) will be assigned a specialist HE focus. Their role will be to support teachers who are new to HE delivery, encouraging them to:
- Undertake continuing research and scholarly activity to ensure teaching teams adopt and adapt the most successful teaching strategies
 - Make the most of opportunities for continuing professional development, leading, as appropriate, to higher awards such as Masters Degrees or PhD.
 - Work with curriculum managers and other curriculum specialists to ensure assessment meets awarding body criteria and is appropriate to the level taught.

Assessment

- 2.6 Valid, reliable, rigorous and fair assessment practice is key to maintaining academic standards and providing a positive student experience.
- 2.7 In order to assure the quality of its assessment practice, the college uses a process of internal and external examiner verification for summative assessment briefs and internally and externally moderates summative student work.
- 2.8 All students will be able to monitor their progress and improve their development through regular opportunities to reflect on feedback through dialogue with staff
- 2.9 The timing of a number of key activities in the college's assessment cycle are determined in conjunction with the awarding body. They relate to:
- The setting of assessments and the delivery of assessment papers.
 - The dates of summative assessment activities are published by the college at the start of each academic year.
- 3.8 It is the responsibility of the Director of Teaching, Learning and Research and Curriculum Directors to ensure that the above schedule is implemented and that deadlines are met.

3. Responsibilities

3.1 Management Responsibilities

- The Leadership Team are responsible for providing an appropriate physical and virtual learning environment.
- The Higher Education Strategic Management and Quality Group will:
 - Continually review and identify strengths or areas for further development through quality monitoring activities.
 - Monitor the development of teaching and learning strategies.

- Review and respond to student feedback regarding teaching and learning
- Develop programmes with relevant vocational content and as appropriate, work based opportunities.
- Ensure we offer the most appropriate mode of study according to learner need and qualification aim.
- Encourage the dissemination of good practice amongst teaching teams via the VLE and through the establishment of staff forums for sharing good practice in learning and teaching at level 4 and above and scholarly activity.
- Appoint teaching teams with appropriate experience and academic qualifications for level 4 and above.
- Support teaching teams to engage in relevant continuous professional development and scholarly activity.

3.2 Those teaching on HE Programmes are responsible for:

- Ensuring learning objectives and planned outcomes effectively meet the learning needs of the full range of learners and support them to become more confident and disciplined in their studies.
- Working in partnership with students to create inspirational, creative and transformational learning experiences.
- Supporting learners to develop their capacity to undertake independent study and scholarly activity.
- Setting clear learning objectives and creating clear links to summative assessment and criteria
- Providing clearly documented course handbooks/equivalent on line materials and assessment schedules for students.
- Contextualising topics i.e. ensuring linkage to application in real world contexts.
- Developing work based learning opportunities for students as appropriate.
- Ensuring resources are produced and edited to reflect the specific nature of the learners needs and promote and support learning.
- Engaging in continuous subject specific scholarly activity to inform teaching and learning.
- Recognising the specific needs of HE learners and how these may differ depending on the type of programme and mode of study.
- Actively promoting learning materials and services provided within the college, by partner institutions or external bodies.
- Promoting awareness of academic integrity among students and applying college/awarding body processes regarding academic conduct, as appropriate.
- Reflect on their own teaching practice as part of their continuous professional development.

3.3 Responsibilities of Higher Education Students.

- Attending scheduled classes on time, arrive prepared to learn.
- Informing teachers of absences in advance and be proactive in catching up on missed work.
- Utilising online resources provided by the College and partner institution (if appropriate).
- Reading and referring to course documentation to ensure understanding of delivery and assessment methods.
- Showing respect to others and being conscious of equality, diversity and inclusion.
- Providing feedback on all aspects of learning and teaching learning on the course.

4. Associated Documents

QAA Quality Code Part B3
UK Professional Standards
Bury College HE Strategy
Bury College Teaching & Learning Strategy
HE Observation Procedures
Scholarly Activity Policy
Bury College Examination Policy
Bury College Assessment Policy
Bury College Malpractice Policy
HE Student Engagement Policy

5. Monitoring, Review and Evaluation

- The implementation of this policy will be monitored by HESMQ and will be reviewed annually in consultation with the staff, students and external partners.



Equality

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