



**Higher Education Teaching, Learning  
and Assessment Strategy 2018-2021**

*To inspire, challenge and transform lives.*

## Mission

### *To Inspire, Challenge and Transform Lives*

Our Core values are:

1. **Integrity and honesty:** we act honestly, ethically and legally in all we do
2. **Openness:** we are open to new ideas and share knowledge
3. **Trust and mutual respect:** we treat everyone with fairness and integrity
4. **Courage:** we have the courage to act on our convictions
5. **Social responsibility:** we are responsible to our colleagues, students and the environment where we live and work
6. **Accountability:** we are accountable for our actions and seek to improve lives
7. **Excellence:** we strive for excellence in all we do

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## **Introduction**

As a long standing provider of education within the lifelong learning sector, of which HE forms a significant component, Hugh Baird College is committed to providing a high quality learning experience.

The success of all students is a key goal and the College believes that outstanding teaching and learning provision (one of its key strategic aims) is essential to a high quality student experience. The College's HE teaching and learning experience is supported by high quality pastoral and academic support recognising that student success is fostered through the development of the 'whole' student and teaching and learning that supports the enhancement of knowledge and skills critical for employment and allowing students to access and progress their chosen career path. In promoting a supportive and caring learning environment Hugh Baird College endeavours to provide an excellent student experience, leading to improved achievement and success.

## **Responsibility for the Strategy**

The strategic vision of Teaching, Learning and Assessment college wide is overseen by the Vice Principal, Curriculum & Quality. Within HE the operational direction is overseen by the HE Academic Lead: Student Experience in conjunction with the Assistant Director of Quality who drive forward the strategy through a supporting action plan which, in particular, directs the implementation of all quality improvement initiatives used to ultimately promote an outstanding learning experience.

The operational direction will be further supported by the HE Teaching Excellence and Data Group (TED) which will have particular responsibility for the embedding of operational outcomes in teaching practice within the HE Directorate and, in particular, those contained in the HE Strategy action plan. In addition, the committee and its individual members will:

- Act as change agents associated with the implementation of the Teaching, Learning & Assessment Strategy.
- Influence and guide personnel within course teams and use the outcomes of the strategy to inform pedagogy to support outstanding student success.
- Critically analyse performance of course teams, based on Module Evaluation, Student Questionnaire course team data, NSS and Graduate Outcome results and implement support to ensure all delivery provides an outstanding learning experience.
- Drive staff development for HE TL&A and Data initiatives.

Student engagement in the TL&A process will be facilitated both through consultation of the Student body via a standing agenda item at Staff/ Student Liaison Committee (SSLC) meetings.

## **Vision**

Chapter B3 of the UK Quality Code for Higher Education (2012) recognises that teaching and learning exist in many different forms involving a mix of formal and informal arrangements and as such can best be described as “support for learning”. The College is committed to providing this support in all its forms and, as with the wider College vision statement, holds teaching and learning to be a fundamental factor in terms of ensuring that it provides inspiring, innovative and outstanding provision that serves the needs of both the local and wider community.

### **Our students can expect:**

- A learning experience that challenges and creates excellent career opportunities
- To learn from highly committed, highly knowledgeable and highly skilled staff
- High quality physical and supportive learning environments that utilise up to date technology to foster and develop learning

### **Key aim:**

Ultimately the aim of the College is to produce graduates who:

- are motivated and self-directed critical thinkers, capable of independent enquiry
- possess both sound academic knowledge and vocational expertise

In terms of Institutional recognition, this strategy seeks to support the achievement of the following Key Performance Indicators:

- To be in the top quartile in all NSS category responses
- To maintain the existing standards evidenced by the TEF Gold status awarded June 2017
- To successfully maintain GOLD status at institutional level

### **Objectives:**

Drawing from both the wider College vision and the University Centre HE strategy, the key objectives of the teaching and learning strategy are:

- To provide an environment in which all students can enjoy their learning, be ambitious and have very high standards of academic and personal achievement which will enable them to progress to employment or further study.

- To develop resources and inclusive learning environments that are of a consistently high quality, support the College's evolution, promote sustainability and inspire learning.
- To continue to focus on high quality teaching excellence and ensure students are career ready on completion of their course.
- To further develop support systems that ensure all students receive the necessary support to continue and complete their education.
- To focus on graduate skills and work-based learning in order to ensure students are work ready on graduation.
- To focus on stretch and challenge of all students in order to raise aspirations and add value.
- To invest in knowledge economy through staff development and research with a College support and funding commitment.

Furthermore, acknowledgement is given to chapter B3 of the Quality Code (2012) in terms of recognising the need to:

- Adhere to inclusive learning through the promotion of equality, diversity and equal opportunity
- Work in partnership with staff (all those who facilitate learning), students and other stakeholders in order to ensure that the learning experience is responsive to need.

## **Teaching Quality**

### **Engaging Students in Teaching and Learning**

The overarching concept underpinning the approach to Higher Education is that of independent learning which Candy (1991) suggests involves the self-development and construction of knowledge along with evaluatory and critical reasoning skills. This is a fundamental cornerstone of Higher Education and a philosophy that is set at the heart of the College's approach. Further acknowledged within the HE Strategy is the recognition of a student body encompassed by a Widening Participation agenda. In order to effectively address identified need, therefore, there will be a continued emphasis on designing and implementing learning experiences from which students can continue to learn effectively and independently. It has been acknowledged that FE institutions have a great deal of expertise which can be utilised effectively within Higher Education (LSDA, 2003). In particular, the relatively small group size and close student-teacher working relationship that this cultivates are positive features of the University Centre environment which will be used to implement high impact active learning methods such as guided lectures, blended activity, seminars, role-play, simulation, peer teaching and collaborative learning activities.

In terms of student transition between levels it is acknowledged that the journey towards independent learning is a graduated one requiring approaches to support this developmental process. At level four, traditional approaches such as lectures, seminars and active learning methods encourage the accumulation of a sound knowledge base whilst the incorporation of guest speakers, visits and live briefs will ensure an effective vocational context. The initial step from level three to level four is often a challenging one for individuals and it is essential that students are supported fully in developing underpinning skills essential at this level. Where not directly addressed through specific taught module elements teaching and learning methods will underpin the development of these skills alongside any dedicated support services that eligible students may receive through Disabled Student Allowance provision. In addition, support for key underpinning skills will be further addressed through additional mechanisms such as:

- Weekly Tutorial hour
- Workshops provided by LLC staff
- Facilitator workshops
- Access to partner University and College specific online material

Higher order cognitive skills such as evaluation and synthesis are encouraged and developed at level five, whilst at level six students are regarded as highly independent students able to utilise research skills effectively and apply vocational, academic and transferable skills in order to solve complex problems unaided. At these higher levels it is recognised that whilst traditional classroom delivery will form part of the delivery approach a significant corner stone will be the use of structured academic supervision that, in part, will utilise a coaching approach.

Course scheduling will also reflect the need to move students towards independence through a staged shift from directed to facilitated learning. This will form a pivotal part of student transition strategy in terms of teaching and learning and allow exposure to a variety of experiences, in line with chapter B3 of the Quality code which acknowledges that there are many forms of learning, both formal and informal, that contribute to the learning experience.

The concept of Widening Participation is an essential priority area for the College which has a reputation for working with “non-traditional” students. The continued development of teaching and learning strategies will help to ensure that all students are able to achieve their learning goals and benefit from an outstanding student experience. In particular, emphasis will be placed on developing methods that not only effectively support but also provide a legitimate “HE” experience that encourage the development of wider practical professional skills such as, but not limited to, respect for other points of view; capacity to critique peer responses in a supportive manner; openness to new ideas; critical analysis and interpretation skills and confident verbal communication.

## Valuing Teaching and Learning

The commitment to the promotion of outstanding teaching and learning will be reflected in a number of mechanisms designed to underpin delivery and celebrate excellent practice.

The College operates a “Coaching Initiative” which is intended to be a supportive and developmental process aimed at developing teaching and learning approaches with staff selected to participate on a rolling basis by members of the College’s Learning Observation Team. The key aims are:

1. To support teaching staff to raise the quality of their teaching, learning and assessment and so further improve the learners’ (*sic*) experience of learning, particularly in relation to embedding stretch and challenge;
2. To identify individual and cross-College training needs and implement appropriate training solutions;
3. To provide evidence for College performance management processes, such as appraisals, probationary review and capability;
4. To provide evidence for wider College quality assurance processes, such as self-assessment;
5. To provide a structure by which best practice can be identified for further dissemination.

(HBC, 2017)

In order to ensure the developmental nature of this process, outcomes of an individual member of staff’s engagement with the process will not usually be used for the purposes of performance management with discussion around development needs and sharing of good practice feeding into individual appraisals. For the purposes of HE delivery, staff will be observed by HE members of the LOT.

In addition, support for teaching and learning and practitioner experimentation will be facilitated via:

- Formal/ coaching observations of teaching and learning, peer observations and learning walks to improve teachers’ skills to support outstanding learning
- Timetabling that supports the pursuit of scholarly activity
- Timely and effective responses to key stakeholder feedback to support continued improvement in the learning experience

Best practice is formally shared as an ongoing schedule of staff development sessions culminating in a ‘celebration’ of outstanding practice and a culture of ‘learning from each other’ both in contributions to the HE staff teaching and learning journal (The Unicorn) and in an annual teaching and learning event. Recognition of excellent practice in teaching and learning is also formally acknowledged through an annual staff awards event.

A new focus of the 2018-21 strategy will be the introduction of a “Communities of Practice” model. The intention over this period will be to establish small informal groups of staff and students with the aim of exploring good practice and emerging pedagogy. Outcomes of this informal research will be shared via staff development sessions and, where appropriate, the staff journal.

## **Rigour and Stretch**

A system of aspirational target setting via the College’s Value Added process will be used to set individual student targets for each academic year of their programme. Initial starting points will be identified through the use of initial assessment with progress reviewed at six points across the two Semesters. Programmes for which there is no grade other than pass/fail will utilise the College’s “Numbered” system with the remainder using the “Graded” version mapped to partner HEI grading criteria. This mapping will enable the setting of accurate, achievable and stretching targets.

- Wider skills are promoted effectively and embedded within course design with a focus on reflection and challenge through Personal Development Planning.
- Where appropriate e-learning technologies are embedded within course design and teaching approaches to augment classroom delivery and to effectively support off campus and independent learning as well as facilitating distance learning where appropriate.
- A continuous audit of learning and assessment materials, approaches and facilities will ensure fitness for purpose and inform future curriculum design.
- Student voice mechanisms coupled with External Examiner scrutiny ensure that the content and delivery of the curriculum are relevant and reflect the diverse needs of students.

## **Assessment and Feedback**

In line with Constructivist principles it is recognised that assessment and feedback form a cornerstone of learning and the Strategy seeks to ensure that they are used effectively in supporting students’ development, progression and attainment.

- As acknowledged within chapter B3 of the Quality Code, assessment for learning provides the bedrock for formative assessment strategies, allowing maximum opportunity for student self-reflection, tutor feedback and academic and vocational development.
- All assessment methods, both formative and summative meet standards of authenticity, reliability and validity and allow the effective referencing of learning outcomes.
- A rigorous schedule of internal moderation ensures the consistency of standards and is further augmented through prescribed external scrutiny.



- Module Information Packs and schemes of work acknowledge the importance of timely and supportive feedback by giving appropriate consideration to workload. Scheduling information is clear and consistent with information across all course documentation whether paper based or electronic.
- A greater depth of study and successful achievement are supported through the provision of assessment criteria to all students through handbooks and online documentation.
- Feedback and feed forward marking approaches provide students with critical, supportive and clear identification of key areas for development designed to stretch and challenge.
- Both through course design and delivery students benefit from engagement in a wide range of formative assessment opportunities with feedback mechanisms following Black and Wiliams' (1999) medal and mission model providing maximum opportunity for individual academic development.
- A range of assessment methods is adopted to minimise opportunities for plagiarism and ensure authenticity of student work and enhance differentiation.

In terms of summative assessment this strategy should be read in conjunction with the HE Assessment Policy which outlines the procedures and practices that all HE staff within the HE Directorate will follow in conducting fair assessment processes. In particular, the following principles and procedures apply:

- Recognition that learning may take place in a wide variety of settings including conventional taught courses; online learning; learning outside courses; professional and employment experience; personal and leisure experience; self-directed study etc. is acknowledged in line with partner University regulations. Their recognition of prior learning policies facilitate the formal recognition of learning and experience gained elsewhere, and where appropriate, provides for credit to be attached to that learning or experience.
- The purpose of assessment is to provide the opportunity for students to demonstrate that they have fulfilled the learning outcomes of the course and achieved the standard required for the award they seek.
- Special arrangements for the assessment of students with disabilities and/or learning difficulties are to be made where valid supporting evidence has been made available and, where, on the basis of this evidence, special arrangements are deemed necessary and reasonable adjustment is possible. The HE Directorate will follow procedural guidelines as stated in partner University academic regulations.
- The outcomes of assessment must reflect individual student achievement in relation to the standards required for the target award as referenced in the Framework for Higher Education Qualifications (FHEQ), Professional and/or Statutory Body requirements and appropriate subject benchmark statements.

- Assessment methods are derived from, and reflect, the variety of the learning outcomes identified for each module/programme of study at the required level. The methods used measure the extent to which students have achieved the learning outcomes and should accommodate and encourage creativity and originality.
- Assessment will reflect individual student achievement and relate it to a standard for each award which is recognised and maintained across Universities and other higher education institutions in the United Kingdom.
- All modules will be assessed in line with partner University academic regulations.
- All HE students are required to adhere to published partner University submission deadlines for any form of assessment. The partner University's Academic Regulations set down processes for extension requests along with the penalties for late submission of work; schemes for extenuating circumstances; and academic appeals. Students are to be signposted to these regulations via Student Handbooks.

## **Learning Environment**

### **Resources**

All learning spaces are of high quality and include Wi-Fi access and interactive whiteboard technology as standard along with access to a variety of moving image media.

High quality Library Learning facilities and dedicated break out spaces provide a platform for collaborative and individual learning whilst the provision of electronic resources through the LLC and VLE allows access to an increasingly wide range of materials. Access to book stock is augmented by LLC facilities that provide 24-hour remote access to a wide range of electronic publications both at the College and partner institutions via the use of an Athens account.

In order to facilitate the distribution of course materials, documentation, information and provide administrative support students will have access to a range of Virtual Learning Environments hosted by both the College and partner HEIs. Although utilising different platforms, in terms of Teaching Learning and Assessment, these will further provide the basis for the development of blended learning provision intended to further facilitate a culture of independent learning. In addition, students have access to partner HEI learning platforms, as appropriate, with systems such as Blackboard providing access to originality reports.

The Higher Education Teaching and Learning strategy will be underpinned by the College wide ILT strategy which aims to achieve a fully inclusive learning environment where all staff make full use of ILT/ ICT to enhance their teaching and administration and students, irrespective of

ability and place of study, make full use of ICT<sup>1</sup> and high quality e-Learning<sup>2</sup> to support their learning, aspirations, achievements and progression.

The ongoing review of this strategy ultimately aims to achieve a move towards what Garrison and Vaughan (2008:5) describe as a “thoughtful fusion of face to face and online learning” and to ensure continually evolving support mechanisms that ultimately match the pace, learning style and expectations of the digital age. New modes of delivery will be developed and implemented alongside traditional teaching and learning methods within programme disciplines as appropriate. The intention underlying this approach is to:

- Promote flexible approaches to teaching and learning that will encourage student autonomy
- Ensure wider curriculum access
- Provide high quality alternative teaching and learning approaches that match student needs and in turn facilitate an excellent learning experience
- Allow students to make use of both existing and new technology in order to develop their learning potential and equip them to operate within a competitive digital environment

The principal driver for this is the development of the Microsoft Teams Application as the framework for the College’s VLE which will support the move towards a community of inquiry model (Garrison and Vaughan, 2008), borrowing from familiar communication aspects of current social media, including the use of blogs, wikis, discussion boards, live journals and apps as well as bespoke teaching and learning materials. This will be further facilitated through the curriculum development process with the incorporation of these approaches into delivery and assessment.

Staff will be supported by both the College Quality Officer: e-learning & Training and the HE Academic Lead (Student Experience) via a continuous programme of staff development which offers both technical and pedagogical training and support.

## **Scholarship, Research and Professional Practice**

In order to meet the aim of providing “teaching informed by professional practice, research and scholarship” the strategy will support the concept of “Scholarly Activity” with the intention of impacting positively on the student experience in terms of:

- Student Satisfaction: Through enhancement of the curriculum/ student experience
- Attainment: Through challenging students to encompass new and emerging ideas

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<sup>1</sup> ICT – Information Communications Technology –the use of ICT to support the core business of colleges, the delivery and management of learning.

<sup>2</sup> e-Learning – is learning supported or enhanced through the application of ICT.

- Employability: Through the development of skills and ideas current within industry

In line with the findings of King & Widdowson (2009) it is acknowledged that, as a HE in FE provider, the College is not a research led institution and, as such, the definition and nature of scholarly activity must be considered within the parameters of its operation. For the purposes of this strategy the term will be used to encompass any activity that promotes currency of teaching staff and has a demonstrable impact on the curriculum and or student experience. Such activity may well fall outside of the normal CPD opportunities undertaken by staff but in all cases will be undertaken with the express aim of enhancing the student experience and being made available for peer review within the organisation.

The following list of suggested activity, taken from the HEFCE Good Practice Guide, is intended to provide a guide as to possible forms of activity but is not exhaustive:

- Action research
- Applied/practitioner research
- Conference/event attendance
- Conference presentations/workshops
- Consultancy to industry
- Curriculum development that involves literature searching/work with a HEI
- Higher qualifications
- Industrial secondments
- Research projects
- Subject updating
- Writing for publications

The procedures for implementation and monitoring of this activity are set out within the College's Scholarly Activity Policy.

## **Personalised Learning**

The provision of personal tutor support ensures all students at the University Centre are supported as individuals and each aspires to develop the essential and wider skills that result in successful progression into higher study and employment. This will be facilitated by the following:

- Ensuring every student completes initial assessment on entry informing target setting to provide personalised learning support.
- All staff using initial assessment results to inform and tailor subsequent delivery and support requirements recorded through the use of group profiles.

- Providing each full time and substantial part time student with individualised support through allocation of a Personal Tutor ensuring they overcome potential barriers to successful learning and achievement.
- Negotiating challenging targets for successful learning through regular reviews of progress ensuring each student is developing the skills essential for progression onto further study or employment.
- Ensuring students who are 'at risk' are subject to reviews of greater regularity to address barriers to their progress.
- Ensuring all students are involved in reflective evaluation of their progress via the review system.
- Ensuring all students are provided with access to impartial, quality career advice and guidance on progression opportunities through student services and through a range of career events.
- Providing opportunities, where appropriate, for students engage in entrepreneurial, social and engagement activities.

## **Student Outcomes and Learning Gain**

### **Employability, Further Study and Transferable Skills**

It is anticipated that the approaches outlined above will ensure that students are provided with the appropriate academic skills to allow them to successfully move onto further study.

As outlined within the HE Strategy, provision within the Directorate will focus on the development of courses that align with local LEP priorities and provide students with key industry relevant skills in order to aid graduates to acquire professional employment. Central to this is the recruitment of staff with appropriate industrial experience within their particular fields and the emphasis on both continual CPD and Scholarly Activity whilst the use of guest speakers further provides input based on current sector practice.

Curriculum design is informed through effective collaboration with employers in order to ensure students are equipped with those skills deemed necessary to function within industry and commerce. This process will further enhance opportunities to take up work related opportunities.

Where work experience placements do not form part of a particular programme, graduate skills and currency will be promoted through the use of live briefs, industry related visits and the incorporation of key skillsets into Schemes of Work.

## Quality Assurance

The quality of Teaching and Learning will be assured via a number of processes:

### Induction:

All new lecturers will receive an induction supported by the Directorate's HE Academic Leads further supported by the College's probationary Review procedures. The initial part of the process provides for development needs to be determined based on experience and individual needs and where appropriate provide for the delivery of staff development sessions as required. New staff should expect:

- Allocation of support from a member of the HEAL team
- Allocation of a curriculum mentor
- Opportunity to peer observe two teaching / assessment sessions delivered by experienced staff as part of their development
- Opportunity to attend any of the development sessions provided by the HE staff development calendar
- Peer observation by a member of the HE Learning Observation Team (LOT) to receive developmental feedback prior to formal observation
- Further developmental support thereafter should it be required

### Staff Transition

Staff moving from FE to HE delivery will be supported via a similar system to that outlined for new staff. Specifically:

- A curriculum mentor to oversee the authoring of new modules for validation
- Internal validation panel meetings to provide wider guidance and support as to the quality of documentation and TL&A strategies within.
- A teaching and learning mentor who will support with pedagogical issues such as approaches to learning, assessment and documentation/ record keeping.
- The opportunity to undertake peer observations on established members of the HE team.
- Introductory staff development sessions focusing on delivery at level four with subsequent sessions focusing on levels five and six as required.
- Developmental observations conducted by members of the HE LOT.
- Support from members of partnership HEIs as deemed appropriate.
- Opportunity to review developmental action points identified via formal and informal observations which inform both probationary and appraisal review.

### **Teaching and Learning Observation:**

In addition to the Coaching Initiative outlined above a formal HE specific teaching and learning observation system of announced observations (known as Learning Reviews) is overseen by a HE specific subset of the College's LOT. This system allows the identification of development needs and is a key mechanism in terms of assuring the quality of teaching and learning at the College. The HE subset of the LOT was formed in 2012 in order to distinguish between the demands of Higher Education levels and the primarily Ofsted driven approach of the wider College system with a set of HE specific criteria generated, mapped to the UK Quality Code. HE specific observation paperwork takes into account wider HE integration factors such as the promotion of Equality and Diversity, English and Maths, Self-Reflection, Wider Practical Professional Skills and Employability. This is an announced process and seeks to determine Significant Strengths, Strengths, Areas for improvement and Significant Areas for Improvement. Judgements are discussed at a feedback meeting (held within five working days of the observation) and an action plan created to allow staff to develop any SAFI. Judgements under this process will count towards the Performance Management process where deemed appropriate.

### **Walk Through Observations:**

The formal observation process is complimented by the use of "Learning Walks" which focus on key themes. Whilst general themes are identified and "walks" scheduled prior to the start of the academic year the system is also informed via a range of sources, the main driver being the analysis observation reports. Other sources include, but are not confined to, the results of Module Evaluation Questionnaires and twice yearly Student Questionnaires, Student Voice activity, External Examiner reports, Course Reviews and course team requests.

### **Developmental Observations:**

Whilst recruitment procedures support the acquisition of appropriately qualified and experienced HE staff, it is recognised that, in some cases, this may require the Directorate to draw upon the expertise of existing cross college staff mainly Further Education backgrounds. In order to support the transition from FE to HE a system of developmental observations will be exploited in order to both ensure the quality of delivery whilst allowing the identification and subsequent discussion of best practice. This process aims to work on a "critical friend" principle whilst supporting transitioning staff to develop key level appropriate skills.

### **Peer Observation:**

The term "Peer Observation" has been traditionally used within a number of contexts at HBC to describe a number of cross College initiatives intended to help, inform and develop practice. Traditionally, within the sector, the focus is mostly either performance related or

seen in terms of learning from an experienced practitioner. The appropriateness of this Ofsted type model to HE has been questioned (Gosling, 2009; Nasta, 2011) with institutions having to balance the need to both quality assure and develop teaching practice against what Ball (2003) terms the “terrors of performativity”. There is no doubt that the key to improving the student experience is experimentation and review and there is a clear need to augment formal observation processes with a system that allows staff freedom to reflect and develop a pedagogical approach that meets the needs of their individual cohorts as opposed to imposing a prescribed set of methods. Furthermore, there is an acknowledgement that any process adopted should utilise what Simmons and Lea (2013) describe as a more andragogic approach to learning and provide staff with the framework to support professional conversations (Gray, 2010; O’Leary, 2013). Whilst the ongoing development of the College’s Coaching Initiative aims to facilitate this, it is also acknowledged that staff can gain great benefit from observing their peers.

With this in mind, staff within the Directorate are encouraged to collaborate on cross disciplinary projects with students in order to observe and develop best practice. In addition, close collaboration is encouraged with Partner HEI schools and departments in order to foster a culture of peer observation intended to broaden HE teaching experience and identify good practice.

### **Staff Development:**

An ongoing calendar of staff development throughout the academic year will support the sharing and dissemination of good practice and the development of skills. Although mainly scheduled in advance, this system aims to incorporate a degree of fluidity which will allow it to react to identified needs drawn from, but not confined to, questionnaire results, focus groups and observations. In addition, the appraisal process allows the identification of targets and training which can be accessed via the College’s formal CPD system.

### **Teaching and Learning Area**

With the development of Microsoft Teams, the existing teaching and learning page within the staff development section of the VLE will be redeveloped to facilitate the dissemination of good practice and act as a forum which can be used to exchange ideas in line with the community of inquiry model.

In addition to the above, the Student Voice will form a key indicator as to the quality of teaching and learning through the use of questionnaires, MEQs, focus groups and representation at Staff/Student Liaison Committees which will consider teaching and learning as a standard agenda item. Procedures for the quality assurance of assessment are detailed in the HE Assessment policy.



The above Strategy will be reviewed annually in terms of the production of an accompanying action plan intended to monitor and drive forward the key actions required to ensure that the University Centre is able to support the provision of outstanding learning in all its forms. As such this is a working document with its direction determined not only by the demands of employers, institutional requirements and educational and strategic developments but also, more importantly, the needs of a constantly evolving student body.

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