



Teaching, Learning and Assessment Policy and Procedure

Myerscough College is committed to providing high quality teaching, learning and assessment to enable all learners to achieve their full potential. This will be achieved through; high quality teaching and learning opportunities, rigorous assessment and feedback and the sharing of good practice.

The Teaching, Learning and Assessment Policy and Procedure aims to provide an effective framework for the delivery of high quality teaching, learning and assessment.

This policy relates to all College staff engaged in facilitating, supporting and managing learning. It applies to all learning programmes offered through the College irrespective of; type of activity, place of delivery, learning environment, level or the duration of the course. This policy should be applied in conjunction with the relevant assessment policies, ie UCLan Assessment Policy, Assessing Further Education Students – Policy and Procedure and the Work-Based Learning Assessment Policy.

The Teaching, Learning and Assessment Policy and Procedure aims to ensure that teaching at the College is inspirational and of the highest quality by:

- all learners having the opportunity to succeed and be empowered to fulfil their potential,
- developing effective learning skills,
- placing the learner at the centre of the learning process,
- active promotion of diversity and equality of opportunity,
- the self-esteem and aspirations of all learners being raised through mutual support and commitment,
- all staff and learners having high expectations and working together to develop high levels of achievement and success,
- developing employability skills as part of the curriculum,
- taking opportunity to develop maths, English and Information Communication Technology (ICT) skills as appropriate,
- providing excellent progression opportunities,
- recognising and celebrating success,
- using assessment to provide effective learning opportunities through effective feedback,
- using research to inform and inspire students,
- including the development of employability skills in curriculum delivery with strong links to the Learn2Work programme,
- actively promote best practice in terms of embedding sustainability, particularly in the areas of resource efficiency, recycling, energy efficiency, use of renewable energy, conservation of natural resources, and welfare,
- meeting the targets identified in the College Strategic Plan 2012-2022.

This policy embraces the College Values:

- Respect for yourself, each other and the environment,
- Welcoming, honest and open,
- Safe supportive culture,
- Inspiring learners and staff
- Positive and dynamic attitude.

Procedure

1. Each learning area will provide:

- an induction for all learners and staff working in the area,
- a clean, tidy and well-maintained environment,
- a safe environment following College health and safety procedures,
- access to resources that enable effective teaching, learning and assessment to take place and appropriate learning outcomes to be achieved,

- a stimulating environment with displays of learners' work, research activity, posters and relevant learning materials,
- a welcoming environment for all learners promoting equal opportunities
- access to ILT facilities (where appropriate),
- curriculum delivery that provides interaction, flexibility and encourages a wide range of teaching and learning activities,
- opportunities for teaching and learning to be discussed in appropriate meetings with good practice and techniques being shared,
- information regarding learners with learning difficulties and disabilities and necessary adjustments, including access arrangements for assessments, to be shared with all members of the area team,
- support for teaching staff through the Advanced Teaching Practitioners
- appropriate Continuous Professional Development (CPD) opportunities for teaching staff.

2. Tutors will ensure that all lessons are prepared and delivered to the highest standard. Learning sessions at the College will:

- Show clear evidence of planning including a complete and comprehensive scheme of work.
- Have clearly stated outcomes, appropriate to the level and used to monitor student/learner progress.
- Meet all course / programme objectives and requirements,
- Build on learners' prior knowledge and understanding,
- Have strong links between theory, practical and industry practices,
- Promote independent learning where appropriate,
- Be informed by current research and scholarly activity as appropriate,
- Have completed up to date Risk Assessments,
- Follow relevant procedures in relation to Health and Safety,
- Adhere to college policy regarding safeguarding including the wearing of lanyards,
- Use findings from learner feedback to improve planning and delivery,
- Generate learner confidence through the use of sound subject knowledge by tutors.
- Wherever pedagogically possible, more than one teaching and learning method will be included within each lesson.
- Fully incorporate; e-learning techniques, Equality, Diversity and Inclusion, maths and English, promote British Values, where appropriate and subject specific skills into comprehensive schemes of work,
- Provide a teaching schedule that shows the outline plan for the module and provides opportunity for learners to plan ahead,
- Promote best practice in terms of sustainability.

3. Tutors and facilitators will ensure that lessons focus on learner progress and;

- Be stimulating, challenging and delivered at a suitable pace.
- Meet the needs of all individuals with, where appropriate, the full involvement of Inclusive Learning in the planning and delivery of the session,
- Include innovative use of ILT as appropriate,
- Involve all learners in a variety of activities over a period of time and avoid long periods of teacher-led activity,
- Recognise that individuals learn in different ways and at different speeds,
- Provide a range of activities and resources to meet different preferred learning styles over a period of time.
- Allow the learner to be active and participate in learning,
- Promote the use of the VLE and other learning resources such as the library in the support of learning and the provision of additional learning opportunities,
- Provide opportunity for learners to process new material, develop understanding and construct their own meanings.
- Build robust and appropriate tutor and learner relationships.
- Make sure that there are good quality learning resources including handouts, and IT resources and access to library materials.
- Embed and promote relevant research as appropriate.
- Make sure learning materials are free from stereotyping and present positive images in terms of gender, race and disability.
- Actively promote Equality, Diversity and Inclusion including work place situations.
- Actively promote sustainability and link appropriately to industry practice.
- Provide opportunity for the development of employability skills in learners and actively promote the Learn2Work programme.
- Contain frequent checks on learning and understanding through formative assessment.
- Check learning gained in session and provide linkage to follow-on learning opportunities.
- Actively promote the development of English Maths and ILT skills.
- Provide opportunity for learners to take part in module/course evaluation surveys (learner voice) to provide effective evaluation and shape future improvements.
- Share good practice through appropriate meetings including course team meetings and area team meetings.
- Includes examples of good practice and areas for improvement in the annual course SAR/course review process,
- Use effective questioning that engages ALL individual learners,
- Include questioning that stretches learners by engaging them in knowledge recall as well as higher level interpretive, analytical and evaluative skills,
- Conduct teaching sessions at a lively pace without sacrificing rigour in terms of content or learner comprehension,

- Include marking of assessments that is accurate, consistent and diagnostic, identifies incorrect spelling and grammar and provides effective feedback that leads to improvements.

4. College staff will be expected to manage the learning environment in line with College policies on discipline and quality.

- Registers will be completed for each session,
- Poor attendance and punctuality will be monitored and action promptly taken,
- Learners will be expected to use time effectively and take responsibility for their own learning in timetabled sessions and throughout the College,
- Discipline issues will be dealt with promptly by staff with the appropriate reporting procedures followed.

Documents Associated with this Policy:

- Academic Code - Policy and Procedure
- Assessing Further Education Students – Policy and Procedure
- Equality, Diversity and Inclusion – Policy and Procedure
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings
- Inclusive Learning – Policy and Procedure
- Management and Monitoring of Student Attendance - Policy and Procedure
- Noise - Policy and Procedure
- Observation of Teaching and Learning (OTL) - Policy and Procedure
- Ofsted – Common Inspection Framework
- Organisation and Delivery of Work Experience - Policy and Procedure
- Organising Off-Campus Activities 2011-2012 - Policy and Procedure
- Physical Contact and Physical Restraint of Students - Policy and Guidelines
- Procedure for Higher Education and Further Education Course Design and Development
- Risk Assessment Implementation – Policy and Procedure
- Smoke Free - Policy and Procedure
- Student Acceptable Use of IT Resources - Policy and Procedure
- Student Disciplinary Code
- Sustainability Policy 2011
- UCLan Assessment Handbook Doc ASQ/11/10

| Document History | | | |
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| Quality Assurance | | | |
| This Policy and Procedure maps to the following external quality assurance frameworks | | | |
| Framework | | Framework Section Reference(s) | |
| Common Inspection Framework | | Section 28 Effectiveness of Leadership and Management. Section 30 Quality of teaching, Learning and Assessment. Section 31 Personal development, behaviour and welfare | |
| MATRIX | | Element 4 – Continuous Quality Improvement | |
| QAA | | UK Quality Code for Higher Education - Chapter B3: Learning and teaching | |
| QIA | | | |
| SFA | | | |

All Myerscough College Policies are subject to screening for Equality Impact Assessment

Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a negative impact on grounds of: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage or civil partnership, sex or sexual orientation

Myerscough College not only fulfils its legal position in relation to current and future equality legislation, but additionally goes beyond compliance in providing and promoting “Opportunities for all to succeed”, free from any aspect of discrimination, harassment or victimisation.

All staff have a duty of care to look after the interests of and support their colleagues. *This policy takes account of* our commitment to eliminating discrimination, identifying and removing barriers and providing equal opportunities for our learners, staff and visitors to ensure that no one feels excluded or disadvantaged.