



Leeds City College

Higher Education

Learning and Teaching Policy

Owner: HEDO

Policy Introduced: June 2015

Next Review: July 2016

Endorsed by: He Committee and HE Academic Board

Scope and Purpose of Policy

This policy applies to learning and teaching on the Higher Education provision offered at Leeds City College and is monitored through the HE Teaching and Learning Committee which meets a minimum of three times a year and focuses on a range of related topics.

Its purpose is to ensure that all students are provided with an excellent learning experience whilst responding to the changing context of learning and teaching, in a manner which will make a fundamental contribution towards the achievement of the College's Mission and Strategic Plan. In addition, the HE Learning and Teaching Policy and procedures are fully informed by the requirements of awarding bodies (where appropriate), the United Kingdom Professional Standards Framework (UKPSF), and the QAA Quality Code for Higher Education Part B: Assuring and Enhancing Academic Quality, Chapter B3: Learning and Teaching and Chapter B4: Enabling Student Development and Achievement.

Policy Statement

This policy has been based on the overarching Leeds City College Learning Teaching and Assessment Strategy, which defines the College's vision for learning, *Learning First*, which is that staff and students work as partners to co-create an inspirational learning community.

Learning First focusses on eight dimensions which identify functions of the organisation and business processes that need to be addressed to realise the vision. These are to:

- Create a College Culture which provides an inspirational climate for learning;
- Develop excellent learning relationships between learners and staff, working to create a learning community which is inclusive and supports all learners to achieve their full potential;
- Equip staff with the professional characteristics, skills, knowledge and understanding of contemporary pedagogy to deliver exceptional learning programmes;
- Design and deliver a 'curriculum for learning' where learning is accurately matched to learner needs, ability and inspirations;
- Develop a clear and effective system of measuring the impact of learning which informs improvements;
- Engage the high quality learning resource and accommodation to create inspirational learning environments;
- Plan and organise outstanding learning which fully prepares learners for employment or continuing studies;
- Be rigorous and honest in the assessment of learning, accurately identifying where learners and staff can improve outcomes.

Policy	Higher Education Learning and Teaching Policy	Quality Code Ref
Benefits for Students	<ul style="list-style-type: none"> ❑ Real world learning that is personalised to individual needs and aspirations; ❑ New approaches to learning which better meet the preferred ways of learning of students; ❑ Empowered to fully exploit their own understanding of, and familiarity with, digital technology for their own learning; ❑ Opportunities for all students irrespective of background to achieve their ambitions in an inspiring and inclusive environment; ❑ Increased options for more flexible study patterns which realistically allow learners to balance study, employment and other commitments; ❑ Improved links with employers and wider stakeholders which provides greater opportunity for successful progression; ❑ Creative, dedicated and passionate staff who develop learners and support every learner to progress; ❑ Assessment models that are flexible and innovative, using a wider range of evidence to demonstrate learning. 	<p>Part B</p> <p>B3: 11, 12, 16, 17, 18, 19.</p> <p>B4: 11, 12, 13, 14, 15, 16, 18.</p>
Benefits for Staff	<ul style="list-style-type: none"> ❑ Encouragement and support for staff to improve professional practice through self-reflection in an open and inclusive environment; ❑ A community of learning where all staff recognise and feel valued for their individual contribution to learner success; ❑ A clear framework for improving learning, teaching and assessment which builds on existing best practice; ❑ Identified priorities for action that will focus the whole organisation on what is needed to improve learner outcomes; ❑ Dynamic models of curriculum delivery incorporating new technologies; ❑ Updated to fully understand the potential of learning technology; ❑ Improved learner commitment to their learning through better motivation and desire to succeed. 	<p>Part B</p> <p>B3: 11, 16.</p> <p>B4: 11, 12.</p>
Quality of Learning and Teaching	<p>The quality of learning and teaching is monitored through a range of mechanisms:</p> <ul style="list-style-type: none"> ❑ Observation of learning and teaching ❑ Student Feedback ❑ Analysis of learner outcomes. <p>Each of these pay attention to the ways in which equality and inclusion are considered in the design and delivery of teaching.</p>	<p>Pat B</p> <p>B3: 15, 16.</p> <p>B4: 11, 16.</p>

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	<p>Observation of learning and teaching takes different forms:</p> <ul style="list-style-type: none"> ❑ Peer Observation – an annual process that is mandatory for all tutors solely teaching on HE (See the Peer Observation Process for further information); ❑ Leeds City College Observation of Teaching and Learning (OTL) – an annual process that is mandatory for all tutors teaching on FE programmes; <p>The outcomes of each of the above processes are used to inform the themes and content of the annual HE Sharing Best Practice Conference.</p>	
<p>Work-Related Learning and Employability</p>	<p>LCC HE is committed to ensuring that work-related learning and employability skills are embedded into all Foundation Degrees.</p> <p>The nature of work-related learning opportunities will vary greatly due to the needs of the programmes and the nature of the students involved and may include: students' own employment, voluntary opportunities, block release, working abroad.</p> <p>The College's relationship with a work-experience provider may vary with the nature of the arrangement however all should be organised to ensure that:</p> <ul style="list-style-type: none"> ❑ Aims and outcomes are clearly defined and understood by all parties and where the responsibilities of the College, employer and student are made explicit; ❑ All work-experience opportunities provide adequate opportunities for general or specific learning outcomes to be achieved; ❑ All work-experience opportunities should widen learning opportunities without prejudice to the academic standards of the award being sought, or the quality of the student experience. <p>(Please see Work Related Experience handbooks for employers and students for further information)</p> <p>Validation and review processes will also focus on the development of employability skills, to ensure that these are appropriately embedded.</p>	<p>Part B B3: 16. B4: 11, 12, 16.</p>
<p>Flexible Learning</p>	<p>The College has a commitment to widening access to its Higher Education programmes through ensuring that it offers flexible learning patterns where possible, including distance and blended learning in accordance with the College's approach to technology enhanced learning.</p>	<p>Part B B3: 12, 16. B4: 16.</p>
<p>Scholarly Activity</p>	<p>In addition to opportunities provided through wider college initiatives, Higher Education staff have access to a HE CPD scheme which has been mapped to the UKPSF to facilitate appropriate HEA recognition for</p>	<p>Part B B3: 13, 14. B4: 11, 12, 17.</p>

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	<p>participants. (See HE CPD Scheme for details).</p> <p>Through this process staff are also encouraged to claim recognition for the research and scholarly activity they are engaging with as part of their professional development.</p> <p>HE staff are encouraged to engage with the HE Communities of Professional Practice (HE CoPP) which is facilitated by the HE Learning and Teaching Development Officer.</p>	
Staff Development and Training	<p>All staff associated with learning and teaching will be given appropriate training and development and meet the requirements of the awarding body and where appropriate, the UK Quality Code & UKPSF. This training includes consideration of strategies that are adopted to ensure that consideration of equality and inclusion are embedded into the planning of programmes of learning.</p>	<p>Part B B3: 14. B4: 12, 17.</p>
Equality and Diversity Statement	<p>This policy will be implemented in accordance with the College's Policy on Valuing Diversity and with consideration of public information guidelines set out by awarding bodies and where appropriate, the QAA Quality Code.</p>	<p>Part B B4: 13.</p>
Monitoring and Review	<p>The College will regularly monitor and review this policy and its associated procedures to assess the effectiveness of its implementation and outcomes.</p> <p>The effectiveness and quality of the learning experience will also be monitored through the Annual Monitoring process.</p>	<p>Part B B3: 15, 16.</p>