



TyneCoastCollege

Learning and Teaching Policy

This policy is available on-line at: www.tynecoast.ac.uk

- We will consider any request for this policy to be made available in an alternative format or language. Please note the College may charge for this. Please contact: Principal – Tyne Met College.
- We review our policies regularly to update them and to ensure that they are accessible and fair to all. We welcome suggestions for improving the accessibility or fairness of this policy.
- All our policies are subject to equality impact assessments*. We are always keen to hear from anyone who wishes to contribute to these impact assessments. Please contact: Principal – Tyne Met College.
*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, sex or sexual orientation.

Approved by:	Version:	Issue Date:	Review Date:	Contact Person:
SEG	Version 5	November 2020	November 2023	Principal – Tyne Met College

Equal Opportunities: Impact Assessed

Review: 3 years

POLICY NUMBER 39

1 Policy Statement

This policy has been formulated in a way which draws together various theories, practices and statutory requirements associated with learning and teaching. It is a response to the quality agendas presented by Ofsted through the Education Inspection Framework (EIF) and QAA through the UK Quality Code (UKQC). It is also a challenge to develop our approach to learning and teaching which will take full advantage of the emerging technologies the College is creating for all its students and staff.

2 Scope

This policy applies to all College programmes except those for which the application policy is that of a validating Higher Education institution or other Awarding Body.

3 Aim

The overall aim of this policy is to channel and direct the experience of learning and the practice of teaching in ways which maximise our students¹ potential taking cognisance of national benchmarks where appropriate and promote lifelong interest and commitment of learning.

4 Principles on which this policy and its associated practices are based

There are three general and inter-related principles which should inform our approach to learning and teaching:

- 1) The student should be at the centre of everything we do;
- 2) Everything we do should promote inclusive learning;
- 3) Everything we do should be guided by evidence-based practice which enhances successful learning.

¹ The terms students and teaching staff are used throughout this College policy statement. For work-based learning provision the term 'students' could be substituted with 'learners' or 'candidates' or 'apprentices' and the term 'teaching staff' could be substituted with 'assessors'.

- 4.1 Putting the student at the centre of the learning process** places the greatest emphasis on developing individual students' capability to learn and personalising their learning. This model of teaching and learning emphasises the importance of practices such as the initial diagnostic assessment of students, identifying students' learning styles as a tool for discussing learning, differentiating classroom activities and assessment, promoting student-centred formative assessment, developing higher order thinking skills such as analysis, synthesis and evaluation, and setting and reviewing learning targets by means of individual learning plans in regular tutorial sessions. Such practices are central to good and effective learning and they are standard practice across the College. The College has created a learning environment where the transmission of information and data will be readily accessible via electronic format.
- 4.2 Promoting inclusive learning** is a wide-ranging educational idea which develops further the principle of putting the student and not the provider at the centre of everything we do. It requires us to match up provision to the needs of all the prospective students served by the College irrespective of their age, gender, race, ethnicity, religion and learning difficulty or disability. We will draw down additional support and resources where educationally necessary to help students achieve. We will promote equality of opportunity and tackle issues of racism and discrimination. This element of the policy is vital to achieving the College Vision; it is what the College is all about and should therefore be central to our core business, namely teaching and successful learning for all.
- 4.3 Pursuing evidence-based practice** challenges us to re-consider teaching-learning practices which are less successful and concentrate on practices which have been proved to be more successful in raising student achievement and commitment to learning.

5 Students' Entitlements

Within the framework of the three general principles stated above, all students in the College are entitled to;

- 5.1** information, support and guidance on the course or programme of their choice and what is expected of them, i.e. the learning requirements associated with the level of award;
- 5.2** initial assessment of their capability to succeed on the course or programme, including any additional help they may need such as support with English, maths and ICT;
- 5.3** access to courses or programmes all of which minimise barriers to students who have a learning difficulty and/or disability;
- 5.4** a comprehensive induction programme, including the approaches to teaching and learning that will be employed on the course or programme;

- 5.5 where appropriate, an Individual Learning Plan based upon the outcomes of initial assessment which identifies specific and challenging targets agreed with their lecturer and Performance and Progression Coach (PPC);
- 5.6 continuous guidance and support from the teaching staff addressing progress in learning and achievement and lack of progress due to learning errors and/or difficulties being experienced;
- 5.7 guidance on the full range of learning resources available including ICT and e-learning resources;
- 5.8 opportunities for developing their understanding and use of learning resources including ICT and e-learning;
- 5.9 support in using learning resources including ICT and e-learning;
- 5.10 learning environments which encourage questioning, nurture independent thinking and, where appropriate, develop higher order thinking skills which enable students to distinguish facts from values, develop and sustain arguments and make informed judgements.

All of the above entitlement statements presuppose:

- 5.11 differentiated teaching approaches that recognise and build upon individual students' needs, interests and previous learning experience;
- 5.12 well designed teaching and learning programmes which structure and sequence learning in a meaningful way;
- 5.13 teaching which is provided by qualified and experienced staff who set and achieve high standards;
- 5.14 lessons start promptly and only in exceptional circumstances are cancelled or rescheduled.

6 Students' Responsibilities

Successful teaching and learning is a two-way process which also places responsibilities on the students. Student entitlements are most likely to be met fully when all students:

- 6.1 make a positive commitment and contribution to their own development and learning;
- 6.2 attend all lessons and timetabled activities as required and punctually;
- 6.3 contribute fully and make best use of their time inside and outside the classroom, including timely completion of homework, guided self-study, working to achieve their Individual Learning Plan and providing feedback to course teams through formal and informal routes;

- 6.4 complete and submit course work on time;
- 6.5 act upon the advice and feedback from the teaching staff on their progress and what they need to do to improve;
- 6.6 make a positive contribution in class;
- 6.7 co-operate with the teaching staff, PPCs and fellow students;
- 6.8 show courtesy and respect to others at all times and uphold the College's commitment to the principles underlying equality and diversity;
- 6.9 abide by the rules governing the use of ICT and e-learning.

7 Teaching Staff's Responsibilities

The teaching staff should ensure that:

- 7.1 there are clearly articulated teaching and learning strategies agreed and understood by all those teaching on the course/programme;
- 7.2 such teaching and learning strategies should address how students will be helped and supported in their endeavours to meet all the learning objectives/outcomes prescribed by the course/programme. For courses subject to QAA the strategy is an integral requirement of the Programme Specification;
- 7.3 each member of the course team is clear about his/her contribution to the teaching strategy;
- 7.4 students' entitlements are fully met and not left to chance or to be determined by the response of individual teaching staff. This is particularly important in respect of such entitlements as initial diagnostic assessment, personalising students' learning, learning plans with challenging targets set and met, opportunities and support in ILT and e-learning and functional/key skills, listening to the student voice, differentiated teaching, opportunities to develop awareness of equality and diversity issues and all students have prompt starts to lessons or practical sessions;
- 7.5 their continuing professional development, needed to meet students' entitlements, is identified and brought to the attention of their line managers in line with CPD policy and IPA procedures;

8 College Management's Responsibilities

College Management should ensure that:

- 8.1 all teaching staff are fully conversant with this policy and the demands it places on them;
- 8.2 all staff are competent to undertake their roles and responsibilities;

- 8.3 all staff actively embed the principles of equality and diversity in their teaching;
- 8.4 all newly appointed staff have, as part of their induction, training and development opportunities to meet the requirements of this policy;
- 8.5 all other teaching staff receive training and development which enhances competence and skill in teaching and promotes and shares best practice in learning and teaching.

9. Responsibility for implementing this policy

Responsibility resides at all levels across the College:

- 9.1 The Principal has overall responsibility for the implementation of this policy.
- 9.2 The Assistant Principal, Heads of School, Heads of Learning and Curriculum Areas are responsible for overseeing the implementation of Sections 5 and 7.
- 9.3 Heads of School, Heads of Learning, Quality Co-ordinators, Deputy Heads, Curriculum Areas, and Course Leaders are responsible for ensuring that course teams collaboratively address the requirements of this policy.
- 9.4 The teaching and support staff are responsible for meeting Students' Entitlements as described in Section 5.
- 9.5 The Director of Human Resources is responsible for producing and presenting to SEG and Corporation a detailed staff training programme each year in order to enhance the principles outlined in Section 7.5 of this policy statement.

10. Monitoring & Evaluation

The Senior Management Team is responsible for the periodic review of this policy. The success of this policy can be evaluated by:

- 10.1 student voice, including questionnaire responses, showing high levels of satisfaction with the quality of teaching they receive
- 10.2 external reports on the quality of teaching and learning
- 10.3 profiles of grades awarded for the observation and assessment of teaching and learning
- 10.4 staff feedback on the quality of support provided by the College to enhance competence and skill in teaching and sharing best practice in teaching and learning.

11 Related Policies

- Assessment Policy

- Internal Assessment Appeals Policy
- E learning and ICT Policy