

Tameside College

HE Teaching, Learning & Assessment Strategy

2023/24

“Tameside college will transform lives by offering first class education and training in order to improve employability and generate economic prosperity.” – College Mission



Version Control			
Author:	<i>HE Quality Officer</i>	Approved by:	<i>SLT</i>
Date Approved:	June 2024	Next Review Date:	June 2025
Responsible for review:	<i>Deputy Principal - Curriculum</i>	Version Number:	1.1
Version Amendments			
Date of Amendment:		Amendments:	

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Table of Contents

Introduction	3
Scope	3
Strategic Aims	3
Teaching, Learning and Assessment Framework.....	4
Environment for Learning	5
Planning for Learning	5
Facilitation of Learning.....	6
Assessment of Learning.....	7
Evaluating Teaching, Learning and Assessment	8
Curriculum Delivery.....	8
Curriculum Evaluation (Deep Dives)	9
Staff Professional Development	10
Roles & Responsibilities	11
Equality, Diversity, and Inclusion Statement	13
Data Protection	13
Related documents	13

Introduction

- 1.1. The purpose of the HE Teaching, Learning and Assessment (TLA) strategy is to set out Tameside College's (our) enduring commitment to developing and maintaining the quality of our Higher Education (HE) provision and outline our key priorities and critical success factors to achieve this.
- 1.2. Our fundamental aim is to ensure continuous improvement in the quality of teaching, learning and assessment and to attain high quality outcomes across all HE provisions in terms of achievement, retention, progression, and student satisfaction.
- 1.3. This document sets out our intent to evaluate the quality of HE teaching, learning and assessment, share good practice and maintain high standards. It recognises our reflective and evaluative approach to self-assessment and that the evaluation of teaching and learning is a key activity to drive improvements.

Scope

- 2.1. This strategy explains how the HE teaching, learning and assessment of our HE programmes will be developed, delivered, and evaluated, regardless of delivery venue or staff involved. It addresses, but is not limited to:
 - Classroom based provision.
 - Blended/Online provision.
 - Tutorial and seminar activities
 - Workshops
 - Induction activities
 - Additional Learning Support
 - Full cost provision
- 2.2. All teaching staff (full time, part time, hourly paid, agency, professional services, or partner) are included within the scope.

Strategic Aims

- 3.1. The College's mission and HE strategy for growth aim to grow HE provision to meet the needs of regional student, business, and industry demand. In doing so it intends

to transform lives by offering first class higher education and training to improve employability and generate economic prosperity, and to develop students to become mature and confident adults through high quality provision, enhancing personal growth, enterprise, and employability of individuals.

- 3.2. We recognise that our graduates will be working in an era of significant change and will face complex challenges from local to international, and from known to unknown. To address the challenge of change we will support and enable students to access a rich and creative educational experience which will motivate and empower them to achieve their full potential and contribute in the fullest way possible to society and the economy throughout their careers. We will do that in a supportive and inclusive setting underpinned by partnership, dialogue and mutual respect.
- 3.3. We aim to deliver *Excellence through Learning* and our HE TLA strategy aims to promote and develop our [4 key values](#) in students, staff and other stakeholders:
 - It's my responsibility
 - Work Together
 - Value and respect each other
 - Act with integrity

Teaching, Learning and Assessment Framework

- 4.1. Programme and module specifications are used to establish clear expectations and outcomes of teaching and learning.
- 4.2. Our TLA framework is designed to provide opportunities for students to develop graduate attributes in addition to their subject-specific module and programme learning outcomes. Including Employability, Social responsibility, reflective and resilient students, digitally capability, problem solving, teamwork and effective communication.
- 4.3. At the heart of our HE TLA strategy lie our 4 principles of Teaching and Learning for supporting the development, delivery and assessment and continuously improving the quality of our provision:
 - Environment for Learning

- Planning for Learning
- Facilitation of Learning
- Assessment for Learning

4.4. Listening to the student voice and student partnership is a fundamental element of each of these areas Full details of this can be found in our [HE Student Engagement Policy](#).

Environment for Learning

4.5. The inspiring learning environment in which learning takes place plays a valuable role in supporting students' development and learning journey.

Therefore, we will

- Demonstrate model 'professional standards' and develop these in students, creating an environment that allows them to focus on learning.
- Provide mechanisms to make reasonable adjustments to accommodate the learning needs of individual students.
- Cultivate a learning environment which is sustainable, stimulating, accessible, welcoming and conducive to productive learning.
- Provide discipline-specific learning resources that are fit for purpose, accessible to all, and expose students to technology that is found in the workplace.
- Provide appropriate learning resources and infrastructure, accessible to all, including library, IT and virtual learning facilities.
- Seek student and staff feedback on the appropriateness of the learning environment both at college and programme level.

Planning for Learning

4.6. We plan and deliver a curriculum which is well sequenced and enables students to develop the skills, knowledge and behaviours needed to thrive and achieve.

Therefore, we will

- We promote sustainability, equality, diversity and inclusivity both in the curriculum and within our approach to teaching, learning and assessment.

- In programme and curriculum design stakeholders will consider flexibility of delivery to open education to those with varied working patterns and lifestyles.
- Use staff expertise, subject knowledge, external employer advice, student feedback and nationally recognised standards to plan effectively and ensure that students develop skills and knowledge at every learning opportunity.
- Produce curriculum which is defined by learning outcomes which describe what the students will know or be able to do on completion of their chosen programme.
- Ensure that the curriculum content is based on the learning outcomes and will include instructional strategies, activities, and assessments that will help all students achieve their potential.
- Inspire, support and motivate students to acquire and develop high-quality skills and produce work of a consistently high standard.

Facilitation of Learning

4.7. Teachers will facilitate students to understand key concepts to support them to know more and do more.

Therefore, we will:

- Ensure that staff are appropriately qualified in both subject discipline and pedagogy¹
- Ensure that teaching staff maintain currency in their subject discipline.
- Promote excellence in learning and teaching through evidence-based approaches that shape our teaching and assessment practices, learning design, and partnership development.
- Promote and welcome innovation in teaching and learning.
- Emphasise that learning will not always be confined to classroom-based lectures, tutorials and seminars. Students will experience a variety of other activities which may include individual and group-based learning activities, role-

¹ Typically qualified at least to one academic level above that at which they are teaching, and hold an appropriate teaching qualification (Level 3 Award in Education and Training; Level 5 CertEd; Professional Graduate CertEd; PGCE; PGDipE).

playing exercises, case studies, problem- and practice-based learning, practical exercises, directed and independent research, self-reflection, trips, visits, speakers from industry and business, work placement, online learning, virtual reality and other e-learning opportunities, and community work which integrates and supports classroom experiences.

- Take student feedback and performance data to ensure that learning takes place at the appropriate pace and level so that students make and sustain progress.
- Provide additional learning support for all students to develop their academic skills. This is provided by the [Learning Hub](#) Team.
- Provide stretch and challenge to ensure every student progresses to achieve their full potential.
- Use questioning techniques creatively to check progress and enable students to build knowledge and acquire skills, improving on what they already know and can do.
- Routinely and formally listen to students, staff and other stakeholders in order to improve the curriculum, the learning environment and student achievement.
- Run periodic development activities² to share practice in learning and teaching.

Assessment of Learning

4.8. Effective assessment of learning ensures that students are competent in applying their skills, assists teachers in planning next steps ensures that students are making measurable progress over time.

Therefore, we will:

- Maintain and promote academic integrity and respect in terms of our behaviours and the approach we take to academic standards and quality.
- Encourage the development and use of authentic assessment to minimise opportunities for academic malpractice.
- Encourage the use of a variety of assessment instruments, both formative and summative. These may include but are not limited to open- and closed-book

² for example, an annual T&L conference.

time-constrained examinations, multiple-choice tests, data interpretation, laboratory reports, learning logs and reflective diaries/reports, portfolios, case studies, posters, essays, computer-based assignments, project work, group-based activity, problem- and practice-based experiential activity, role-playing exercises, vivas, critiquing published information, independent research, and peer and self-assessment.

- Use differentiation approaches innovatively to enable all students to make sustained progress.
- Ensure that well planned summative and formative assessment enables progress reporting and supports timely intervention.
- Ensure that academic credit will only be awarded when learning outcomes have been demonstrably achieved.
- Ensure that feedback is timely, honest, and meaningful. The impact is students know what they are doing well and what they need to improve.

Evaluating Teaching, Learning and Assessment

5.1. Our monitoring and evaluating of teaching, learning and assessment is primarily to enhancing the student learning experience.

- We evaluate curriculum delivery, drawing on consideration of student achievement and feedback from students, staff, and managers.
- We regularly evaluate the curriculum to accommodate changes in learning outcomes and content, societal change, and changes in both the educational and economic landscape.
- These form part of our wider approach to the quality assurance of teaching, learning and assessment and are also an important developmental tool within the quality improvement processes of the College.

5.2. Full details of the procedure for evaluating teaching and Learning can be found in the Teaching and Learning Procedure document.

Curriculum Delivery

5.3. Monitoring of curriculum delivery aims to:

- Assess and continually improve the quality of teaching, learning and assessment.
- Recognise areas of strength and aspects of good practice to be shared.
- Monitor that effective learning takes place and students needs are being met.
- Ensure students' progress and achieve to their full potential.
- Assess how well students are achieving their learning goals over time and continually improve attainment.
- Identify individual, team and cross-college staff development and support needs.
- Encourage and promote professional dialogue about teaching, learning and assessment.
- Inform individuals' personal development plans and performance management.
- Underpin and inform a rigorous annual monitoring process leading to continual quality improvement.
- Support the strategic goals of the College.

5.4. For Further details of the monitoring procedure of the HE curriculum deliver refer to the HE Evaluating HE Teaching and Learning Procedure.

5.5. New teaching staff are supported and managed through the induction and probationary processes. They will be assigned a mentor and be offered additional support and development from the Induction and Development Lead.

5.6. Experienced staff are encouraged to engage in peer observation to teaching for both developmental and enhancement purposes. They will be additionally monitored by line managers using a range of approaches, including learning walks, extended observations of teaching and learning practice, and work scrutiny activity. In addition, monitoring will be informed by feedback from students, partner employers, and managers.

Curriculum Evaluation (Deep Dives)

5.7. Evaluation of the curriculum and its various components aims to:

- Ensure the appropriateness and currency of learning outcomes and associated module content.
- Confirm and refine the programme and module teaching and learning strategies.

- Confirm and refine the programme and module assessment strategies.
 - Review student achievement to identify aspects of the curriculum that would benefit from scrutiny and change.
 - Consider feedback from students, staff, and employers in order to assure a vibrant, current and effective curriculum offer.
- 5.8. Curriculum will be reviewed on both an annual and less frequent periodic basis. Student surveys and performance are both essential elements of the annual monitoring process conducted by the programme team.
- 5.9. Specific concerns emerging from regular monitoring may trigger a deep dive in a specific curriculum area to monitor the learner journey and to ensure all students are making progress to their full potential. This may include (but not be limited to) learning walks, work scrutiny, 1:1s with students, student focus groups, discussions with Heads of Department, staff and employers, and engagement with specific student support activities.
- 5.10. A thorough and detailed curriculum review will be conducted on a longer-term periodic basis. These might be triggered by sustained concerns regarding student success, or more typically by an awarding body requiring reapproval or review of the curriculum. Such activities would focus on the specific purpose of the review but would generally include a quality audit which explores the student journey in detail, and might include planning, differentiation, longitudinal consideration of assessment, grading and feedback, assessment practices, quality assurance and student achievement.

Staff Professional Development

- 6.1. The Senior Leadership Team will provide ongoing professional development opportunities for staff to enhance their skills and stay up to date with the latest teaching, learning and work-related practices. Opportunities will include, but are not restricted to:
- Industry related upskilling, through work with employers sponsoring our students, and through return to industry days each year.

- The College's annual Teaching and Learning Conference.
- Support for all teaching staff to take responsibility for their own professional development using competency self-assessment in College IP³
- Evaluation through peer observations to provide an opportunity for staff to engage with collaborative learning and professional growth.
- An annually refreshed professional development schedule, process and offer to further support teachers, and which reflects and is responsive to the strengths and areas for development from curriculum area evaluations.
- Engage in wider collaborative CPD events with external providers such as HE Providers, Professional, Statutory and Regulatory Body events, Awarding body training, policy reform updates, Department for Education strategy updates, events with the Greater Manchester Colleges Group, the GM Institute of Technology and the Greater Manchester Combined Authority, local healthcare providers and other specialist/ peer networks.

Roles & Responsibilities

Role	Responsibilities
Deputy Principal Quality and People	<ul style="list-style-type: none"> • Lead on the College-wide quality framework and processes. • Assess the effectiveness of the College monitoring processes and their impact on improvement in teaching, learning and assessment. • Monitor and review the College profile for Teaching, Learning and Assessment and make recommendations appropriate to drive improvement at course and department level. • Report on the Teaching, Learning and Assessment profile at course, department, and headline.

³ College IP is the online staff portfolio, which encompasses in year 121's/ CPD activity and TLA evaluations; this all-forms part of their IMR (Appraisal)

	<ul style="list-style-type: none"> • Lead on the training and refresher training of all observers on an annual basis. • Ensure that all observers are fully trained and that their practice is moderated. • Lead on the College moderation process. • Lead on the monitoring of tutorials and additional learning support
Deputy Principal Curriculum	<ul style="list-style-type: none"> • Defines the expectations and standards for teaching and learning for all learning activity SLT, Corporation Documents to support Policy. • Target Outstanding Teaching and Learning Framework • HE Assessment and Examination Policy • HE Teaching and Learning Policy • Staff Development Policy • Develop the Target Outstanding teaching and learning framework. • Action and implement interventions to develop Teaching, Learning and Assessment to achieve outstanding practice across all curriculum areas. • Lead on Teaching, Learning and Assessment staff development activity
Head of Quality	<ul style="list-style-type: none"> • Liaise with the Senior Leadership Team to organise and monitor the College monitoring process in collaboration with Heads of Department • Report on the Teaching, Learning and Assessment profile at course, department and headline level to relevant bodies including the Senior Leadership Team and Curriculum • Ensure Action Plans and Development Plans are. • IV / EV oversight and advice and guidance on implementing and monitoring standards

Monitoring Team	<ul style="list-style-type: none"> • Complete refresher training annually • Develop a monitoring schedule and conduct a caseload of activity as determined by curriculum area. • Ensure that all members of staff receive verbal feedback and written feedback in line with this policy. • Ensure appraisals and performance management processes are undertaken in conjunction with formal evaluations. • Utilise findings and feedback to inform quality improvement processes within areas. • Manage the action plan of each member of staff within the curriculum area. • Communicate with the relevant Head of Department to ensure information circulation
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Equality, Diversity, and Inclusion Statement

7.1. This Strategy is inclusive of all Tameside College Learners, Enquirers and Alumni, regardless of age, civil status, dependency or caring status, care experience, disability, family status, gender, gender identity, gender reassignment, marital status, marriage and civil partnerships, membership of the Traveller community, political opinion, pregnancy and maternity, race, religion or belief, socio-economic background, sex, sexual orientation, or trades union membership status.

Data Protection

8.1. We recognise the importance of protecting the privacy and confidentiality of personal data collected during the implementation of our TLA strategy. All data collected will be managed and stored in accordance with the [Data Protection Act 2018](#) and our [Data protection Policy](#) and [Data retention policy](#)

Related documents

The below documents can be found on our [Policies](#) page.

- HE Assessment Policy
- HE Teaching and Learning Policy
- Data protection Policy and Data retention policy
- Student Engagement Policy
- Learner Voice
- Staff Development Policy