

Learning and Teaching Policy

Learning and Teaching Policy & Strategy

Context

This policy sets out the City College approach to teaching and learning and is designed to align with Chapter B5 of the Quality Code for Higher Education (QAA 2015). The policy should be used to inform the work of all staff, not only those who directly deliver teaching and learning and to underpin all programmes delivered within the College premises.

Use of the framework provided by the policy will allow teaching staff to make sure that teaching and learning activities are matched to the needs and abilities of students as well as to the expectations and standards of awarding bodies. Additionally, it will be possible to establish, and keep in place, the support and guidance needed by students to enable them to be successful in their chosen vocational area.

Statement of policy

- At The City College 'Students come first' which means that teaching effectiveness and academic success have been enshrined as core values since the College first opened its doors in 1979
- The City College believes that all its students have the potential to succeed in their chosen vocational area and aims to empower them to make success become their reality
- As a long-standing provider of higher education, the College has high expectations and, to meet these, offers high levels of academic and pastoral support
- Higher education at the City College is viewed as a partnership between students and staff and students are expected to accept responsibility as active members of that partnership

Other key policies linked to teaching and learning

- Assessment Policy
- Internal Verification Policy
- The Observation of Teaching and Learning Policy
- Attendance and Punctuality Policy
- Staff Development Policy
- Equality and Diversity Policy
- Student Engagement Policy
- Marking notes for tutors.

The policy framework

- Schemes of work will be produced for each course unit at the start of each semester and will be linked clearly to learning outcomes, assessment criteria and assignment tasks.
- Schemes of work should be planned to take account of equality and diversity issues and, where practicable, to incorporate elements of digital learning.
- Lectures/ sessions must be planned in a sequence which clearly follows the scheme of work and the sequence of assignment tasks.
- Theoretical input should follow the sequence of the assignment tasks, should be clearly linked to the task and should include practical examples to show how the theory can be used in deal with the task.
- Late arrival is dealt with in a way which does not interrupt the flow of the lecture/ session.
- All lectures/ sessions should include an introduction to explain its purpose, make links with the previous lecture/ session and with the appropriate assignment task.
- The aim should always be to use more than one teaching and learning method within every class and to alternate teaching styles in order to accommodate differences in students' preferred learning styles.
- Efforts should always be made to ensure that every student understands the new concepts introduced in each lecture/ session.
- Each lecture/ session should end with a 'draw together' conclusion when the main points covered are repeated and understanding is checked.
- Students are expected to do at least 10 hours of private study every week in addition to the time spent in class.
- Students must be encouraged to become independent learners who understand the benefits of their activities
- The development of skills that are not subject specific should also be developed for students, for example English, IT and communication skills
- Assessment criteria should always be explained clearly and students should be helped to understand exactly what they need to do to meet each one.
- Students should be helped to understand exactly what they need to do to achieve higher grades – Merit and Distinction.
- If a student misses a lecture/ session then it is up to that student to find a means of catching up with what has been missed; it is not up to lecturers to have to repeat sessions or supply missed handouts.
- All formative work must be returned to students with an acceptable level of written feedback within one week of it being given over for comment
- Students' own files and records should be: well organised / divided clearly by course unit / show evidence of independent learning / brought to every

lecture/ session together with students' own copies of their assignments briefs.

- Marking must be consistent / encouraging / applaud work done well / designed to feed forward into the next round of assessment and improved grades.
- Quality assurance mechanisms operated by the College for regular feedback from students to form part of the quality cycle.
- Classroom discipline should be clear / fair / consistent with behaviour and disciplinary issues dealt with according to the City College Student Disciplinary Policy
- The development of teaching skills underpins activities through, for example, advice, guidance, observations, and CPD.