

Towards a New Horizon



Strategic Plan 2007-10

Appendix (ix)

Learning and Teaching Strategy



LEARNING AND TEACHING STRATEGY

MAY 2007

CONTENTS

A. CONTEXT

1. vision
2. *a Curriculum for Excellence*
3. what this means for Langside
4. Strategic Plan 2007/10
5. purpose
6. learner centred

B. COMPONENTS OF THE LEARNING AND TEACHING STRATEGY

1. assessment
2. core skills and soft skills
3. continuous professional development
4. design and delivery of the curriculum
5. equal opportunities
6. learner support
7. learning and teaching methods
8. learning and teaching methods - ICT approaches
9. quality assurance, improvement and enhancements
10. social/economic/financial context
11. sustainability

C. APPENDIX

- further reading

CONTEXT

1. VISION

Langside College's Learning and Teaching Strategy is designed to deliver the vision of the College.

'Langside College will endeavour to be an excellent and harmonious seat of learning and working which operates to the highest standard in Scottish tertiary education'.

2. A CURRICULUM FOR EXCELLENCE

A Curriculum for Excellence sets out the aspiration for all children and young people to become:

- successful learners;
- confident individuals;
- responsible citizens; and
- effective contributors to society and at work.

These four capacities apply to all children and young people and they apply equally to learners in the college sector.

A Curriculum for Excellence also sets out seven principles which should apply at any one stage in the learning journey.

- challenges and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance.

3. WHAT THIS MEANS FOR LANGSIDE

challenges and enjoyment

for Langside College this means that the College is a place where learners are fulfilled, encouraged to have high ambitions, enjoy learning and have achievement recognised;

breadth

for Langside College this means that the College offers a range of positive experiences including social, academic and pleasure and aims to satisfy the needs of the individual, the community and the economy;

progression

for Langside College this means that the College endorses the Scottish Credit and Qualifications Framework and works towards the development of guaranteed progression within and outwith the College;

depth

for Langside College this means that Langside students are facilitated to develop their capacities for different types of thinking and learning including the development of expertise in specialist areas;

personalisation and choice

for Langside College this means that the College responds to individual needs and supports particular aptitudes and talents. For example, programmes such as *Skills for Work* meet the learning needs of young people. Students are creators of their learning in partnership with staff;

coherence

for Langside College this means that the College provides a learning experience which taken as a whole is natural, logical and comprehensible; and

relevance

for Langside College this means that the College facilitates learning which learners value as having a purpose and direct bearing on their lives.

These principles are reflected throughout the continuum of learning opportunities offered by the College from basic learning through to degree-level learning.

4. STRATEGIC PLAN 2007/10

The Strategic Plan contains a theme of 'Enhancing learning and teaching' and sets out a number of related strategic aims actions and targets. These are set out in Strategic Implementation. Plans of Assistant Principals and these are monitored on a quarterly basis by the Development Committee of the Board of Management. These targets will be defined in the operational plans of all College faculties and units and support staff sections.

5. PURPOSE

The purpose of the learning and teaching strategy is to set out a coherent and systematic approach to achieving further improvements in learning and teaching.

6. LEARNER CENTRED

Within the main components of the learning and teaching strategy the College is committed to an increased focus on the learner in order to achieve consistently high-quality learning experiences. This will be achieved by continuing to focus on the role of the lecturer as a facilitator of learning which encourages active and independent learning.

COMPONENTS OF THE LEARNING AND TEACHING STRATEGY

1. ASSESSMENT

- the College will continue to develop assessment approaches which are responsive to learners' needs, rigorous, transparent, appropriate, fair and consistent and open to appeal;
- the College will continue to collaborate with national agencies to promote greater integration of ICT within the assessment process;
- the College will continue to take cognisance of prior learning in meeting the assessment needs of learners;
- the College will continue to develop assessment approaches which meet the needs of learners with additional support needs and the needs of those learners for whom personalisation is required due to distance, illness or work commitments;
- the College will continue to develop approaches which are diagnostic, formative and summative and when used with skill and imagination will encourage deeper learning; and
- the College recognises that assessment is central to learning and teaching and defines what is taught and how it is learnt.

2. CORE SKILLS AND 'SOFT' SKILLS

- the College will continue to develop core skills as integral to the curriculum provision. Core skills will be incorporated in all course design and the College will ensure all staff have an understanding of the importance of core skills and will promote their use. The College will encourage learners to understand and value core skills. The College will encourage and support the integration of core skills as a key approach to delivery;
- the College will continue to develop and ensure that 'soft skills' such as employability, confidence, reliability, integrity, the ability to interact with others, including their lecturers, are embedded in the delivery of all vocational programmes; and
- the College will encourage learners to extend the range of their activity, chosen area of study and interests and will support them to proceed to levels of study that they had previously felt were outwith their reach.

3. CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

- the College will continue to ensure that the focus of CPD is improving the learners' experience;
- the College will continue to develop learning and teaching approaches and methods and to support the use of ICT and, in particular, the use of the virtual learning environment as a key aspect of the new technologies for learning;
- the College will continue to develop CPD which supports the diverse needs of learners including young people, those neither in education, employment or training, those with mental health needs, people with physical disability, international students, asylum seekers and refugees, people with literacy and numeracy needs;
- the College will continue to keep staff up-to-date with all legislative requirements which impact on teaching and supporting learners;

- the College will continue to provide CPD to advance core skills strategies; and
- the College will develop CPD which increases awareness of all aspects of the learning process.

4. DESIGN AND DELIVERY OF THE CURRICULUM

- the College will continue to ensure that all programmes are matched to learners' abilities and prior learning;
- the College will continue to ensure that all programmes are relevant to learner, community, economy and employer needs;
- the College will continue to ensure that completion of a programme allows learners progression within the College or to other programmes outwith the College or to employment;
- the College will ensure that learners can choose from a wide variety of modes of access to learning according to their circumstances;
- the College will ensure that individual learners are able to choose a programme which meets their learning needs;
- the College will ensure that the sequence of units of learning within a programme is planned to best develop learners' knowledge and skills; and
- the College will continue to structure faculty, unit and support sections to support and deliver the curriculum to learners in the most effective, efficient and successful manner.

5. EQUAL OPPORTUNITIES

- the College will continue to integrate equality of opportunity in every aspect of the student experience; and
- the College will continue to expand the use of *Quality and Equality of Learning & Teaching* materials.

6. LEARNER SUPPORT

- the College will continue to develop all aspects of learner guidance including pre entry, entry and induction, ongoing guidance and pre-exit guidance and progression to employment or other education;
- the College will continue to identify and support learners who have additional learning support needs, including extended learner support and alternative assessment support as required;
- the College will continue to provide learner support in terms of learning and study skills at all levels including *ICT lite* (an online course to help the learner improve their ICT skills), *TASK* particularly for 'H' learners, *learning bytes* from Learn Direct and the full range of services provided by the Lighthouse including access to online and physical resources;
- the College will facilitate learners to develop independent learning by focusing on a greater awareness on the part of learners of their own capacity for learning, the options available and a greater awareness of what helps them learn most effectively; and
- the College will continue to develop 'distance travelled' approaches for all learners.

7. LEARNING AND TEACHING METHODS

- the College will continue to develop a range of learning approaches which stimulate active learning, including project work, work placements and learning from the experience of others;
- the College will continue to recognise and take cognisance of a variety of learning styles and learning methods and encourage innovative approaches to delivery of the curriculum;
- the College will continue to develop learning plans which provide clarity of purpose;
- the College will continue to require the production of high quality learning materials/resources and encourage the use of resources developed by national agencies such as SQA, Coleg, JISC, etc; and

- the College will continue to encourage staff to develop an ethos which encourages good relationships between learners and staff and with other learners and emphasises personal development. This creates a greater understanding of how people learn and enhances the capacity of the staff to provide support.

8. LEARNING AND TEACHING METHODS – ICT APPROACHES

- the College will continue to develop the appropriate blend of traditional and ICT based approaches to enhance the learning and teaching process - BlendEd learning;
- the College will ensure that the use of the VLE is fully exploited and resourced;
- the College will respond to learner choice in ICT approaches and recognise the benefits to learners of greater flexibility, easier access, greater independence and instant response which ICT brings; and
- the College will continue to recognise and to take steps to develop different styles of 'classroom' management to take account of the different needs of learners.

9. QUALITY ASSURANCE, IMPROVEMENT AND ENHANCEMENT

- the College will continue to strive to achieve excellence in all aspects of its learning and teaching provision;
- the College will continue to develop its commitment to client/learner care, to respond to learner feedback and to the ethos of continuous quality improvement;
- the College will continue to assure quality of course delivery through rigorous approval procedures, learning and teaching schedules, assessment, course organisation, use of curriculum packs, course team meetings, assessment and high standards of service from support sections;
- the College will continue to seek quality improvement and enhancement by a rigorous review and evaluation process. This includes learner and stakeholder feedback, performance indicator data, unit, course, subject

and lecturer self evaluation, internal verification, sampling, etc. The College will encourage mature reflection and analysis based on accurate information and action will be required when weaknesses are identified;

- the College will continue to develop monitoring, auditing and reporting systems and procedures for quality assurance and improvement, and will continue to meet the requirement of certificating bodies, of HMIE, and standards agencies/awarding bodies such as *Investors in People*;
- the College will ensure that audit feedback is fair, consistent and supportive of those involved in the learning and teaching process;
- the College will continue to develop approaches for sharing good/innovative practice and for the removal of potential barriers to learning and teaching; and
- the College will seek to increase the involvement of the learner in the quality assurance, quality improvement and enhancement processes in the College.

10. SOCIAL/ECONOMIC/FINANCIAL CONTEXT

- the College will increase the awareness of staff of the changing social context for learners. This includes the changing profile of learners, an increasing number of school pupils, asylum seekers and refugees and learners with additional learning support needs;
- the College will continue to embed the inclusive agenda within the delivery of the curriculum and an awareness of the legislative duties imposed by equalities legislation; and
- the College will increase the awareness of staff of the economic context for learners. Learners may have potential barriers of fees, student loans, part time job, child care arrangements, etc., all of which may impact on the learners' experience.

11. SUSTAINABILITY

- the College will continue to raise awareness of the sustainability agenda in every aspect of the learners' experience

APPENDIX

- Faculty/Unit examples of good practice.