NCL
Nelson College London

TEACHING & LEARNING STRATEGY AND POLICY

Title:	Teaching and Learning Strategy and Policy
Policy Number:	P001
Approval Date & Version:	March 2022, Ver. 6.0
Approved by:	Academic Board (AB)
Next Review Date:	January 2024

External Reference Points:

External Source	Reference Points
UKQC- Core Practices	• The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience • The provider supports all students to achieve successful academic and professional outcomes.
UKQC- Advice and Guidance	• Learning and Teaching • Course Design and Development • Enabling Student Achievement • Student Engagement • Work- Based Learning • Assessment
Awarding Body Reference	• Programme Specifications • London Met Academic Regulations • London Met Quality Manual • Pearson BTEC Recognition of Prior Learning Policy
Other reference Points	• NCL: Strategic Plan 2020-2025 • NCL: Quality Assurance Manuals • NCL: Student Handbooks/ Course Handbooks • Performance Appraisal Policy • NCL: Teaching and Learning Policy • NCL: Assessment Policy • NCL: Personal tutoring and Student Support Policy and Procedures • NCL: Employment and Work Placement Policy • NCL: Student Engagement Policy • NCL: Programme Design and Approval Policy • NCL: Policy on funding and acquisition of learning resources

1.0.	**Aims**

1.1. The 'NCL: Teaching and Learning Policy and Strategy' has following aims:

1.1.1. To ensure that Nelson College London has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience to support all students in achieving successful academic and professional outcomes.

1.1.2. To support the College's strategic objective of becoming an exemplar for adult learning by making use of audio-visual and highly interactive academic materials, offering intra and extra-curricular career-boosting training programmes.

1.1.3. To support the College's strategic objective of promoting and resourcing an academic culture amongst the teaching staff, enabling teachers to expand their pedagogic and content knowledge and skills.

1.1.4. To provide equal learning opportunities for all students.

1.1.5. To support student achievement by delivering an individual learning experience and personalised teaching support.

2.0.	**NCL-Teaching and Learning Policy**

2.1. To offer an outstanding student learning experience, the College will ensure that:

2.1.1. All students are provided with clear and current information that specifies programme aims, learning opportunities and support available to them.

2.1.2. The physical, virtual and social learning environment is safe, accessible and reliable for all students.

2.1.3. The learning activities are promoted through equality, diversity and equal opportunity.

2.2. To make the teaching and learning content relevant, the College will ensure that:

2.2.1. Teaching and learning activities are effectively designed, delivered, monitored and evaluated at regular intervals.

2.2.2. The teaching activities are directed towards attainment of learning outcomes and assessment criteria. The progress of students is calibrated against the assessment criteria and learning outcomes of the unit.

2.3. To support and develop the teaching staff, the College will ensure that:

2.3.1. The College has a staff development policy which ensures all academic staff are encouraged to take part in the training and development opportunities to obtain and enhance their expertise through appropriate professional qualifications, continuing professional development and obtain a professional accreditation through Higher Education Academy (HEA) fellowship.

2.3.2. The staff involved in teaching or supporting student learning are appropriately qualified, supported and developed.

2.3.3. A variety of evidence is used to assess student achievements and outcomes.

2.3.4. A routine evaluation of learning and teaching activities (including peer observation) is undertaken to manage the achievement of qualifications and

award outcomes.

2.4. To strengthen the quality of teaching, the College will ensure that:

2.4.1. The learning and teaching practices are critically reviewed in appropriate committees and reports are produced.

2.4.2. A systematic mechanism is in place to gather student feedback on learning and teaching (e.g. the College survey) and the survey results are analysed for appropriate actions.

2.5. To bring about innovation in learning and teaching, the College will endeavour:

2.5.1. To promote Technology Enhanced Learning (TEL) to exploit digital opportunities.

2.5.2. To make use of audio-visual and highly interactive academic materials so that more than one sensory faculty can be used by the students to augment the learning process.

2.5.3. To make use of supplementary delivery platform such as video-based lecture materials which can be accessed via YouTube, online digital libraries such as BibliU (for London Met programmes), HN Global (for HND programmes) and Emerald Insight.

3.0. NCL-Teaching and Learning Policy: Monitoring and Evaluation

3.1. The College uses a diverse range sources of internal and external information and feedback, along with examples of sound practice and innovation, to review their strategic approach to learning and teaching.

3.2. The strategy will be reviewed annually to ensure the continuing currency of its objectives and the relevance of its approach to meet the strategic 'Teaching and Learning' aims of the College.

3.3. Regular and systematic course monitoring evaluates the effectiveness of learning and teaching based on analysis of course (cohort) performance, including data on retention, progression, completion and graduate employment.

3.4. The College reviews student feedback on their learning opportunities, collected through a variety of internal means that may include:

3.4.1. Module and Programme/Course evaluations

3.4.2. Academic appeals and complaints

3.4.3. Formal/Informal Staff/Student meetings.

3.5. The College operates staff performance review processes that include opportunities for observed teaching and/or peer review of teaching. Areas of individual or group development within the course teams and academic departments are identified to provide staff development opportunities.

3.6. The College monitors, reviews and evaluates the availability and quality of learning and teaching spaces and resources.

4.0. NCL-Teaching and Learning Strategy

4.1. Nelson College London will concentrate on the following key priorities to realise the

above stated aims:

4.1.1. Promote innovation, imagination and creativity in the design, content and delivery of inclusive 'Teaching, Learning and Assessment' activities by providing a 'Supportive Learning Environment'.

4.1.2. Support Technology Enhanced Learning (TEL) and share good practice to support enhancement of learning opportunities for both staff and students.

4.1.3. Use cutting edge audio visual equipment and conference tools such as BenQ Touch Screens, Microsoft Teams and Microsoft 365.

4.1.4. Promote the employability skills and progression rates of the students by making available all relevant learning opportunities such as Career Hub, Career Advisory Service and support for work placements under the auspices of the Knowledge Exchange Centre (KEC).

4.1.5. To ensure staff are appropriately qualified and supported, the College provides a comprehensive teaching practices framework and organises assessed teaching observation, including peer review.

4.1.6. To train and fund our staff so that they gain professional recognition with the Higher Education Academy (HEA).

5.0. Operating: NCL-Teaching and Learning Strategy

5.1. The College will continue to ensure a supportive environment in the provision of teaching and learning by creating suitable structures and frameworks as detailed below:

5.1.1. The College ensures that the learning environment supports students to develop their skills and knowledge. Student engagement with the subject matter is promoted through individual and group interactions, welfare network and extra-curricular opportunities.

5.1.2. The Personal Tutor Support System at Nelson College London works in partnership with academics to enable students to achieve their full academic potential.

5.2. Operating Strategies for Assessment and Feedback

5.2.1. Nelson College London is committed to developing robust assessment and effective feedback practices allowing students to continually improve their learning skills.

5.2.2. Assessment and feedback are designed to actively engage students by fostering learning and supporting their attainment of knowledge, critical understanding and skills.

5.2.3. The learning strategies are influenced by pedagogic principles, professional standards and from student feedback on methods and practices that promote independence in learning.

5.2.4. A wide range of assessments is employed to promote student learning and to measure achievements against a set of intended learning outcomes.

5.3. Operating strategies to support Technology Enhanced Learning (TEL):

5.3.1. The College will continue to evolve approaches to teaching and learning by incorporating the wider use of new 'Technology Enhanced Learning Models' which include practices such as e-learning, distance learning, blended learning, flexible learning and the use of web-based materials to supplement class-room based learning.

5.3.2. The College encourages wide use of digital resources to facilitate and support learning and teaching.

5.3.3. Students attend one-to-one tutorials, group tutorials and meetings in physical and virtual spaces, which are equipped with digital tools and resources.

5.3.4. Students and staff make use of web-based materials to supplement learning and teaching.

5.3.5. The College recognises the potential benefits of blended learning and has introduced them in all taught programmes, as deemed appropriate. Blended learning provides students with the flexibility to engage with learning materials at their own pace.

5.3.6. The College allows programme teams to consider offering blended learning to students who are disabled or have mobility issues or whose social/personal circumstances do not allow them to attend classes on a regular basis.

(Further details are available in 'Blended Learning Procedures')

5.4. Operating strategies for sharing good practice to support enhancement of learning opportunities for staff and students:

5.4.1. The College will continue to organise the annual Learning, Teaching, Engagement and Enhancement (LTEE) conference which provides a cross-college mechanism for staff and students to come together to identify and share good practice to support enhancement of learning opportunities.

5.4.2. The NCL: Enhancement Strategy allows the College to reflect on the practices and procedures put in place to improve the quality of students' learning opportunities. The model has four categories of enhancement activities listed as follows:

Model of NCL: Enhancement Strategy:
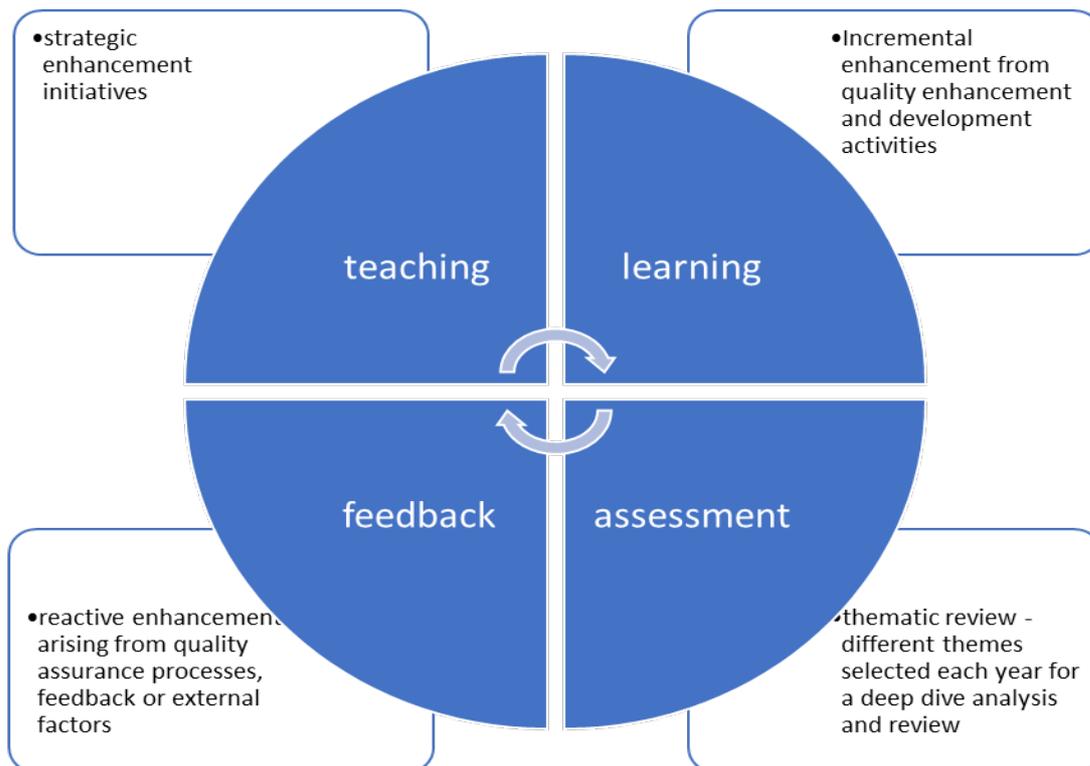
a) <u>Incremental enhancement:</u> Incremental enhancement within the College arises both from routine quality assurance processes and from specific quality enhancement and development activity.

b) <u>Reactive enhancement</u>: Reactive enhancements within the College are carried out in response to some unanticipated event only after it occurs (such as unexpected adverse findings in an external report) or changes made by the regulatory / external / regulatory authorities.

c) <u>Strategic enhancement initiatives:</u> Strategic enhancement involves planned and deliberate changes to facilitate the College to achieve its mission, long terms goals and objectives. Deliberate strategic enhancement may also derive from opportunities and links with external funding sources or technological changes.

d) <u>Thematic enhancement</u>: Every year the College will identify one thematic area and will undertake a root and branch review of that theme.

6.0. Continuous Improvement and Implementation of NCL-Teaching and Learning Strategy

6.1. The College will continue to:

6.1.1. Ensure that 'Teaching and Learning' priorities are aligned with other strategic and planning processes, to enable the College to make the best use of available resources.

6.1.2. Monitor progress against targets and milestones relating to specific activities and

projects with relevant 'Teaching and Learning' key performance indicators.

6.1.3. Ensure that the action plans are realised and feedback into the continuous improvement cycle.