3.0 Academic Regulations

3.2 Teaching and Learning Strategy

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Version Control Statement

Version	Date	Changes	Reason	Author	Next review
1	03/08/2021	New Policy	N/A	Deputy Principal	Aug 2022
2	Aug 2022	Minor Adjustments	Annual Review	Deputy Principal Academic	Aug 2023
3	April 2024	Minor Adjustments	Update	Deputy Principal	April 2025

External Reference Points

This Strategy is the core document that provides practical guidelines on how EDA College will ensure that the four primary regulatory objectives of OFS are fulfilled, particularly condition B2 and B3 of the Regulatory Framework (2017)

It is developed based on the QAA Quality Code, Advice and Guidance on Learning and Teaching, and references:

- Course Design and Development
- Admissions
- Assessment
- Learning and Teaching
- External Expertise
- Enabling student achievement
- Monitoring and Evaluation
- Student Engagement
- Work-based Learning

Internal References

- Programme Approval Policy
- Admissions Policy
- Monitoring and Evaluation Policy
- Learning and Teaching Strategy
- Retention, Attendance and Student Support Policy
- Quality Assurance Policy

Contents

Introduction

In addition to delivering courses that are well designed, provide a high-quality academic experience for its diverse student population and enable the achievement of each student to be reliably assessed, EDA College is committed to providing the support, resources and environment necessary for each of its students to succeed in and benefit from higher education, regardless of where, when and how it is delivered.

This strategy translates the key governance documents into strategies and approaches that direct all EDA's Academic Regulations, the strategic approach to learning and teaching. It translates the EDA Strategic Plan, into specific strategies for building and expanding the College's programmes, curriculum delivery, and external links to create a dynamic community of lecturers, learners, employers, industry, and local community stakeholders.

The effectiveness of learning and teaching strategies included in this policy document is monitored by the Academic Board, reporting to the Board of Directors.

Guiding Principles and Strategies

Recruitment and Selection

Each student must be enrolled on a course most appropriate for their current and future needs and students must be given all information before, during and after selecting a course of study to enable them to make informed decisions on whether or not they would like to take up their chosen course. The following strategies will be applied:

- Programme Leaders and other Academic staff participate at all promotional functions to answer practical questions potential applicants might have before they make up their minds on whether to enrol onto any programme
- Programme Leaders and other Academic staff present Taster Lessons to potential applicants before they make up their minds on whether to enrol onto a specific programme. Students may choose any number of lessons to attend.
- During the interview and selection process of all learners, Programme Leaders and other Academic staff participate and support Admissions Staff in reaching admissions decisions
- Programme Leaders and other academic staff provide further information and guidance during the induction process
- Students are given a settling down period of 14 days to obtain further information and experience on the programme during which they can withdraw without being charged
- All members of staff are encouraged to ensure that communication to students is clear and consistent
- Where number controls are in place, the Principal, who should confirm that admissions do not exceed the college's quota before admissions letters are sent out or confirmation of numbers
- All offers are approved by the Principal following confirmation from the Deputy Principal Academic that the admissions procedures have been followed consistently, after checking a sample of the admissions for EDA students. Offers are made by the partners when recruiting for partner institution.

Registration with Awarding Partners

Each enrolled student must be registered with the relevant awarding partner, on the correct programme of study. This must take place as soon after enrolment as possible.

Minimum Expected Standards: Registration
- A primary measure of the success of the registration process is its completion well in advance of any funded learners under the Learner Loans Company being confirmed for attendance.
- All learners should therefore be registered within the prescribed timescale for the funding body and the requirements of each awarding partner.
- The registration process should minimise the number of errors on learner details.
- All errors in learner details, including any changes to learner circumstances should be reported to the awarding partner within five working days of their identification.

Timetables that encourage maximum contact

Students must be given different timetables from which to choose the schedule of lessons that best suits their lifestyle and work and home commitments. The College does however reserve the right to:

- cancel time slots with cohorts chosen by less than 10 students and reassign students to other timetables, in the interest of viability and because students benefit more from interacting with other students

- reassign students from timetables chosen by peers predominantly from one type of background such as one ethnic group or gender, to encourage diversity and to enrich the student experience

Timetables should be supported by a detailed calendar of events for each academic year including when each learning outcome will be completed, when formative and summative assessments are due, dates for any resits, and when assessment boards are convened and when results are published. This will be available at the start of each academic year, in the form of a detailed Programme Handbook and/or brief information sheet.

Programme handbooks explicitly publish submission and return dates for assessed work. They give students explicit guidance on the purpose of feedback, whether formal or informal, and how to utilise it. Teaching staff ensure that student work is returned within these defined parameters.

The structure and content of timetables promote the fulfilment of Guided Learning Hours and the range, level of tasks for students to complete to meet the requirements at the appropriate FHEQ level and the attainment of appropriate credit values for each module and each programme. This information should also be made available in the Programme Handbooks and/or information sheets.

Assessment instruments are available to students at the start of each module, and form part of the mandatory content of the Programme Handbooks.

Effective learning and teaching

Use of Qualified and Experienced Staff

Staff teaching on all programmes should be appropriately qualified to teach at the level of the programme. This means that staff teaching up to Level 6 are required to have a minimum of a master's degree in their specialist field and sufficient industry and teaching experience to encourage extensive use of practical examples in their teaching.

Teaching and support staff maintain a continuous personal development (CPD) plan and up to date CPD records. CPD plans are monitored and discussed during staff appraisals.

Teaching at EDA includes input from externals through master classes and visits and excursions to practical work settings. In courses which require work placement, well qualified placement mentors are required to provide support to students or assess student work. Detailed information is made available to them through placement handbooks and standardisation exercises for all processes.

Collaboration of Teaching Staff

Staff collaboratively plan their teaching and assessment through scheduled standardisation meetings which are recorded Assessment briefs should support the students' learning: they should be designed to enable students to learn through preparing for and undertaking the assessment and from feedback on their performance in the assessment. All assessment instruments and outcomes are internally verified before they are published to students. Internal verification of assessment instrument should confirm that the student can indeed learn through preparation for and undertaking assessment and from feedback from their performance in the assessment.

Active Learning

Students are expected to take an active role in their own learning. Staff are therefore required to take an inclusive approach to learning where all students, regardless of their background and level of ability, participate in the learning process. Students take responsibility for their own achievement, engaging in active discussion with peers and staff and following a practical learning approach.

Staff are required to encourage learning experiences that promote teamwork, critical analysis, reflection, and collaboration.

Teaching staff are required to apply learning and teaching activities aligned with knowledge and skills-based outcomes and the activities which assess these skills. These should be clearly documented within schemes of work, lesson plans and assessment briefs.

Student Support

EDA seeks to provide a stimulating learning environment which enables students from diverse backgrounds and experiences to maximise their full potential. There is great value in providing students a range of high-quality learning experiences in addition to the necessary resources and support to enhance their academic and personal development.

This policy underscores the Retention, Attendance and Student Support Policy, the student support system, and the functions of the Student Progression Committee. This is because the College believes student attendance and timely engagement with the assessment processes contribute to their ability to stay on and successfully complete their programme. Yet issues unrelated to their studies may have a major contributory role to the chance of students staying on their course and completing successfully.

The following are strategies to ensure students receive all the support they need to stay on their course, submit work and succeed:

- Continuous monitoring of attendance, and engaging students in the management of their percentage assessment rate is one of the key learning and teaching strategies. The Student Support Manager, the Academic Support Officer and senior members of the academic team offer pastoral and academic guidance to students through additional personal tutorials, mentoring and individual support where necessary

- Attendance trends are continuously compared with submission and achievement rates to identify at-risk students earlier in the process and ensure they receive the appropriate support to improve their risk status.

- The College promotes a variety of teaching and learning methods to reflect the various types of students. It provides appropriate resources to support specific learning needs.

- The College seeks to increase independence and autonomy as students' progress through the stages of their programme

- Personal Tutors are assigned to each student. Each student is required to meet their personal tutor within the first month of study and receives a minimum of three scheduled tutorial sessions within an academic year.

- The College operates a positive reinforcement process to encourage attendance, submission of work and achievement. It showcases student achievement throughout the student's learning journey. All students with 100% attendance and high pass rates are given unlimited material prizes including electronic equipment

- Scheduled and published opportunities for students to receive formative feedback on their work supports learning improvement

- The College encourages learning methods amongst tutors and students that promote life-long learning, and gives students skills to set short, medium, and long-term goals

Provision of adequate Teaching and Learning Resources

Access to appropriate teaching and learning resources provides a foundation for delivery of high-quality education. The College is committed to providing students and tutors adequate support, resources, technology, and access to information to create meaningful educational experiences in the classroom. The College aims to enhance teaching practice through the continuous development of resources that take advantage of new technologies and information-sharing paradigms.

All teaching and learning spaces are kept in good condition, appropriately furnished, and equipped to support student learning.

All students have access to information, research, and study skills training during induction, at the start of their course and during their studies. Wherever possible and subject to the numbers being achieved for viability, students can attend pre-enrolment classes which cover study skills, referencing and use of IT resources.

The College ensures that library resources (print and electronic) are appropriately stocked and accessible to students and staff. Students are also encouraged to make use of local libraries which are well stocked with academic references across a range of disciplines.

The College implements strategies to expand the network of electronic/online resources to support learning and the exchange of information for students and staff.

The suitability and utilisation of the virtual learning environment to facilitate the submission and assessment of student work, and the availability of learning resources and teaching materials are constantly being reviewed and resources upgraded, as necessary.

The College facilitates easy access and sharing of information about current practices, relevant research, and teaching strategies to all academic and support staff. The College provides these members of staff with opportunities to develop their technological skills and abilities.

Student Career Advancement and Employability

The College aims to assist all students to develop skills and attributes that contribute to the attainment of successful career outcomes.

Right from the onset, at the interview stage, students are required to articulate their career progression aspirations. Teaching and support staff are required to encourage students to work continuously towards their career goals. Teaching and assessment include a range of examples and questions relating to practical industry scenarios.

Staff are required to encourage learning experiences that also promote creativity and risk-taking.

The Student Progression Committee works closely with students to provide additional opportunities for them to engage in continuous career development planning. It raises awareness about the graduate opportunities available on the market, and assists students in networking with potential employers and employment agencies.

The College works with local authorities and industry partners to expand the opportunities for students to progress into employment or business start-ups.

Quality Assurance of Teaching and Learning

Observation of Teaching

EDA College operates a staff performance review process. Central to this process are the opportunities it gives its academic staff for observed teaching and peer review of teaching. The performance review process helps to identify areas for individual or group development within programme teams. Observed teaching is also part of the induction and mentoring activities applied to support the development of staff new to teaching or supporting student learning.

Observation of Teaching and Peer Observations (Observations) serve to review the quality of teaching and learning at EDA College and drive the achievement of teaching excellence as stated in the College Strategic Plan, the current Quality Improvement Plan and the Enhancement and Value for Money Policy. They inform the College's Monitoring and Review and Quality Assurance processes, as well as prepare the College for external reviews. Peer Observations are part of the process of peer reviews.

Observation facilitates the best possible learning experience, performance, and satisfaction of students. Formal observation is conducted by a senior member of the Academic Team (normally the Programme Leader). All observations must be conducted by an observer with understanding of the context of the lesson being observed and, where possible, with appropriate subject knowledge. Joint formal and peer observations may be undertaken subject to availability and staffing, to increase the validity and reliability of the observations.

Observation provides formative feedback to staff or among staff (peer observations). They are developmental rather than a judgemental, with outcomes that are not linked to rewards and penalties. Observations are therefore not graded. The lesson observation proforma provides extensive prompts to the observer on various aspects to observe and comment on, from elements of planning to components of delivery. Detailed feedback must be given to the observed member of staff, highlighting good, practice and developmental needs. An action plan must be agreed at the end of the observation. Observed staff are responsible for the implementation of their plans, which they will review during the Staff Appraisal process.
Observations must be conducted in an open, supportive, and transparent manner and staff must receive any pre-observation support requested. Observations must respect the pedagogical differences between disciplines, levels of programme and diversity of approach due to varying cohort characteristics. Staff should receive sufficient notice to prepare for observations. All staff should have access to the College's lesson plan Proforma.
Observations must be arranged well in advance, preferably at the start of the academic year. Before a member of staff is scheduled for a formal observation, every effort will be made to schedule and undertake a peer observation. This will normally be at least two weeks before the observation of teaching. The Staff and Students Skills Development Lead coordinate formal observations and staff should identify a coordinator among themselves in consultation with the Deputy Principal Academic or the Academic Lead.

The Staff and Students Skills Development Lead prepares reports on the formal observations, whilst a designated member of the teaching staff prepares peer review reports. Reports should identify trends that constitute good practice and improvements. These will be submitted to the Academic Board for the Board to disseminate good practice and identify staff development opportunities. Individual training needs must be discussed with individual members of staff during the appraisal process.

Each member of staff must be formally observed at least once per year, number of staff observations to be conducted could depend on various factors, such as, new staff would have more

observations, or these could be arranged by mutual agreement for developmental purposes, or due to performance issues.

The priority for lesson observations in each cycle of observations will be given to new programmes, where programmes are under-performing and/or are a cause for concern'.
Observed staff may appeal against the comments made during observations. These appeals will be addressed to the Deputy Principal Academic. While a right of appeal exists, the College prefers to offer staff a second observation at a mutually agreed date.

Different partners might have different policies, protocols for Teaching Observation and this will take precedence when teaching observation is being carried out on the partner's programme.

Student Engagement

The College commits to encourage dialogue between staff and students and among students, based on mutual dignity and respect and a safe environment for exploring new ideas and for providing and receiving feedback.

Student Feedback is collected throughout the student learning journey, through student attendance at board and committee meetings including planning (for example at Programme Boards) and review (for example Admission review) meetings, surveys at the end of each stage such as after admission, induction, at the end of each module and at the end of the course. Students can feed back on the content of the module/course, the resources available for learning, staff approaches and general satisfaction with all aspects of their learning.

Once received and analysed, student feedback is summarised into key areas: good practice, areas of improvement and lessons learnt. Reports containing these analysis are discussed at meetings attended by student representatives where action plans are drafted. Students also participate at meetings where action plans are discussed.

During observation of teaching, observers are encouraged to interview a sample of at least two students from the observed class during the review process, one of whom should be the most engaged and the other, the least engaged. The purpose of the discussion is to hear the students' views on their experience during the lesson.
They receive feedback on the students' learning experience during that class. This feedback should form part of the review session at the end of the observation.

Students are encouraged to engage in peer-to-peer support, including formalized peer reviews and a buddy system for academic support. Student Representatives are also encouraged to support peers with attendance issues, using Social Media and VLE platforms for communication.

Wherever possible and subject to students agreeing to do so, they should be encouraged to observe lessons. Such observations can be both developmental and formal. Student generated observation reports will not form part of performance appraisal, but instead contribute to a better understanding of the student experience and student engagement with quality assurance processes. The student observation can be on their own programme or the same programme area, but at a different level. The Academic Lead will provide initial training to the student observer and debrief accordingly following the observation.

Regular Review of the Provision and Curriculum Development

Student feedback and action plans at the end of the module and course also form part of the periodic review of the provision, under the Student Satisfaction Survey part of the review.

Student achievement and progression on each of the courses also form part of the periodic reviews. These are evaluated, with student input, to determine the viability and relevance of the provision for the learners.

The outcomes of reviews on the provision are also considered during policy reviews, curriculum development and introduction of new courses.

Use of External Expertise

External Advisor to the Academic Board

The Academic Board will, from time to time involve External Expertise in teaching and Learning to ensure that:
- the College is maintaining the threshold standards of its programmes on behalf of its awarding partners
- threshold standards are enforced (particularly where PSRB's are available)

These can be subject specialists or staff members from partner organisations who may provide peer reviews for staff.

Other External Expertise

Where possible, specialists from awarding partners and PSRB's may be invited to offer training and guidance and share good practice on teaching.

The College has an External Advisor to the Academic Board, who is responsible for Quality Assurance. The External Advisor advises the Academic Board on various issues including quality assurance of teaching practices. The external Advisor may at any time, participate in observation of teaching in an area where they have some experience. The External advisor may also recommend another external with relevant subject knowledge to conduct observation on their behalf to check that teaching standards are maintained.

Guest speakers and visiting academics, and subject specialists will be invited to conduct teaching duties as well as run masterclasses to ensure students receive the most up-to-date and relevant teaching within their programmes and to enhance the overall student experience.

External experts will also be invited to provide training to academic and support staff to ensure their knowledge remains relevant.

The College will invite external teaching staff, especially those from partner organisations to observe teaching and to exchange good practice with College staff.