

Higher Level Skills Teaching and Learning Strategy

This strategy sets out the college's priorities for teaching, learning and assessment in its higher level skills provision. The strategy contains the principles which will inform course design and the expectations for the student experience for all students undertaking a higher level skills course at Barnet and Southgate College.

Key Principles

1. Teaching and learning as a partnership between lecturers and students

The college is committed to the concept that students are our partners in teaching and learning and that they should play a full role in the development, monitoring and evaluation of programmes and associated pedagogy. They will be encouraged to do this by active participation in learning activities in and outside the classroom, participation in regular Boards of Study in which their views will be heard and through offering their views through other methods of learner feedback. The college will seek the views of students in the design, development and monitoring of all programmes. We will also encourage the participation of students in annual peer/college observation of higher level skills teaching and learning activities.

2. Embedding HEA Fellowship and UK Professional Standards criteria in HE teaching, learning and assessment

All teachers on Barnet and Southgate College higher level skills programmes will perform their roles according to the UK Professional Standards Framework and be active participants in gaining and maintaining accreditation of the HE Academy Fellowship.

3. Employment and Progression focused curriculum

All programmes will be designed to enable all students to progress onto other higher level programmes or into employment and this will be explicitly described in programme information.

All programmes within the provision will be designed and delivered to enable students to develop higher level employability skills by combining their subject discipline with technical, analytical, personal and social skills to enable them to compete in the global market. An employability focus will be part of the assessment strategies for all programmes.

The college will engage with employers to ensure that its programmes continue to meet local and national needs. Employers will be actively involved in the design, development, delivery and evaluation of programmes.

Staff will be required to undertake scholarly activities which require engagement with updating their industrial, commercial and employment-related knowledge and skills.

4. Action Research and Practice

Action research by students will be a key part of the preferred assessment strategies employed in the Higher Level Skills programmes at Barnet and Southgate College. This will be predicated on the principle of developing lifelong learning and skills updating habits in all our students and staff. Learning will be a process of interaction between subject knowledge and skills disciplines, a spirit of enquiry and the necessity to impact on practice.

5. Independent, Personalised Learning

The student - their prior experience, their individual learning needs, their aspirations and ambitions – will be at the heart of carefully planned teaching and learning on all programmes. Programme delivery and assessment will give students the opportunities to develop independent learning skills which will be of lifelong benefit to them. Delivery models will mainly focus on the development of higher order skills in class based on independently accessed content and resources. (Flipped Learning).

6. Inclusive Assessment

A variety of assessment methods will be used on all programmes to enable students to overcome social and personal barriers to learning and accreditation, utilising multi-media formats, online and offline modes, peer and self-assessment methods as well as more traditional teacher-centred assessment models. All assessments (other than unseen examination formats) will be published in module guides prior to the delivery of the module. All assessments will be subject to internal verification and, where required, external validation to ensure that assessment is fair, valid and reliable. All feedback will be “forward feeding” and exhibit the good practice of “assessment for learning”.

7. Digital Teaching, Learning and Assessment

The college will integrate appropriate digital and mobile technology into the design, development and delivery of all programmes. All programmes will have an online presence and virtual learning platforms which will be used to encourage independent access to learning and assessment, collaboration between students and staff and synchronous communication and feedback where possible. Online submission, feedback and marking will be the norm. The college infrastructure will support seamless participation in learning by students. The development of the digital capabilities of staff and students will be supported by the college.

Appendix 1. Teaching and Learning Standards

1. All programmes should have a Programme Handbook, available online, composed in accordance with the requirements of the relevant awarding body
2. All teachers will maintain a Record of Work Book which shows the objectives of each session and the manner in which they will be achieved by students and assessed by teachers.
3. Lesson plan formats are available from the college intranet but are not prescriptive. All learning activities should demonstrate in themselves evidence of planning.
4. Schemes of work will be made available for other staff and students in electronic format. A scheme of work template is available from the college intranet.
5. Topic lists and assessment schedules will be available for students in online module guides or in the overall Programme Handbook
6. All grades/marks will be recorded at appropriate level of detail on Markbook and be available to students and staff via ProMonitor to enable student progress to be clearly evidenced.