

Provider's name: Newham College of Further Education

Provider's UKPRN: 10004607

Learning, Teaching Strategy

Academic Year 2022/2024

1.0 Section 1 – Learning and Teaching

1.1 Introduction

This strategy seeks to set out the College's intentions with regard to its responsibilities and aspirations for the pedagogical experiences of its HE students. The College recognises the potential economic and social impact of Higher Education (HE) and sees itself as a key part of driving economic stability and social equality. Moreover, we seek to ensure that potential students who are vulnerable to non-participation and/or differential outcomes are given choices in progression and advancement of their studies. The motivation behind this framework is that:

- a. students, as the primary users of the course, experience an excellent learning and teaching experience;
- b. students are secure in the knowledge that their learning experience is informed through their feedback and learning needs and that this is in keeping with the expectations of learning in HE which has set out by the UK Quality Code;
- c. through discussion and debate of learning and teaching, its purposes, principles and practices we can support colleagues in greater understandings of pedagogy and consequently contribute to students achieving higher standards.

1.2 Scope of the Strategy

The policy applies to all students on college courses that can be described as meeting the level descriptor, 4 and above, of the Framework for Higher Education Qualifications (FHEQ), that is prescribed and non-prescribed HE courses at the College.

1.3 External reference points

- a) Competitions and Markets Authority (CMA)
- b) [Advance HE](#)
- c) UK Quality Code for [Higher Education Learning and Teaching](#)

1.4 Aim Learning and Teaching

The aim of the strategy is to set out the expectations of students' learning experiences and to outline the pedagogical approach that the College takes to enhancing this experience. We seek to enhance learning activities within the College by bringing staff and students together to create a sense of belonging and of common purpose, enabling greater staff/student contact, more peer support and mentoring, and a greater sense of ownership of academic agendas.

The ultimate aim of Newham College is to produce graduates who will attain the knowledge, understanding, qualifications, professional recognition and skills for a successful career in their chosen field. Specifically this will include:

- a. highly employable, exhibiting economically valuable graduate skills and the attributes of autonomy, criticality, creativity, resilience and who are excellent communicators;
- b. ambitious yet idealistic and committed to ethical behaviours;
- c. respectful of and value cultural differences;
- d. able to access a wider range of employment and professional opportunities;
- e. confident and competent to take on management roles in the workplace;
- f. able to compete for senior and specialist roles within their vocational area;
- g. entrepreneurs who are able and willing to innovate seeking ever more effective ways of working within the sector.

1.4.1 Students

The diversity of the student body makes an important contribution to the unique student experience; all students and their experiences are valued and are seen to make a positive and unique contribution to the course. The College strives to recognise the students' likely learning needs and seeks their perspectives as a cornerstone of its pedagogical approach. Engagement from students is a fundamental aspect of Newham College. Students will learn in a variety of ways and through problem and project-based learning where appropriate. This is key to ensuring that the knowledge and skills our graduates develop align with the current and future needs of industry and society.

1.4.2 Strategic Partners

Partners will be involved in the co-creation and development of the Newham College curriculum offer to ensure the knowledge and skills our graduates develop align with the current and future needs of industry. They will form the role of guest speakers and mentors to support the contextualisation of theory and ensure learning is grounded in an understanding current practice.

1.4.3 Staff

Our educators are dual professionals - knowledgeable subject specialists, and experienced educators who develop and share best pedagogic practices through ongoing continuing professional development. Staff are strongly encouraged to develop teaching strategies which actively set out to challenge the orthodoxies in their subject or discipline; to go beyond traditional modes of teaching and course content with a view to reconceptualising disciplines and develop students' ownership of their subject, their learning and their development.

2.0 The Learning Environment

We will provide accessible, inspirational, physical and digital learning environments that allow students to collaborate and be active in their learning. We will create a 'work-like' learning environment which values professional attitudes and behaviours. Learning and teaching in the physical environment will be augmented by extensive use of the digital learning environment.

3.0 Pedagogical Approach

The College's work in relation to learning and teaching is based on developing the four key underpinning skill sets; academic literacy, employability and professionalism, learning literacy and digital literacy.

3.1 Academic Literacy

The College recognises the learning needs of its potential students in relation to their development of academic literacy we see this as a critical skill in enabling students to engage with, and articulate, their knowledge and understanding of their subject. Central to this is the role of the lecturer in facilitating students' capacity to find their own voice within the discourse of their subjects. This will include developing the students' capacity to understand the use and value of engaging with the wider material that forms the discourse of their subject and how this can be utilised to develop and inform critical thinking and praxis. Equally, students will be enabled to understand the iterative nature of representing and communicating their thinking whether this is through writing, oral presentation or work-based products. Central to these delivery paradigms is the tutor's role is promoting creativity and problem-solving together with tenacity and divergent thinking skills.

3.2 Employability and Professionalism

This learning and teaching strategy sees all student employability as far more than the acquisition of a particular job. It aims to empower our students to reflect on their own individuality within their chosen career, to behave ethically and to strive for excellence and praxis in their profession. Employability and professionalism are based upon the Advance HE's broad definition of employability as: *'a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.'* The College will ensure that our graduates stand the very best chance of securing the type of employment they want, and that they are in very high demand by employers. In order to achieve this, the College will provide students with holistic educational experience that develops in our students a range of knowledge, practical skills and attributes that will equip them for the future in whatever field they choose. The College will seek to develop opportunities for leadership and management through its curriculum design as well as by developing research skills and communication skills together with the ability to manage their own intellectual, personal and professional development.

3.3 Learning Literacy

The academic success and personal development of our students is dependent on their taking personal responsibility for their learning and optimising the opportunities offered by the environment in which they work and study. A key consideration is to foster independence of thought together with the capacity to challenge their own thinking and that of others in order to develop confidence as co-creators of knowledge. Through our teaching we will seek to enable students to reflect on and understand their own learning processes as an autonomous undergraduate who strives for excellence. Specifically, we will develop strategies to enable students, who may be educationally vulnerable, to develop self-assessment and self-regulation skills, to become meta-cognitive learners.

4.0 Assessment

Assessment is an integral part of the learning process and must be fair and transparent. It must also encourage learning, by engaging students appropriately in the assessment process and by offering them feedback that enables them to improve their work further. The College

Assessment Guidance for Staff sets out clear parameters for the provision of feedback, and the expectations that teaching staff have of students in this regard. The College will encourage students to use tools such as Turnitin to facilitate an understanding of the nature of plagiarism and to provide them with an opportunity to self-police in advance of the submission of assessed work and other assessed material.

5.0 Use of Data Related to this Strategy

Anonymised data from the observation of learning and teaching will be used in staff development, course reviews and the sharing of good practice.