

# Learning, Teaching and Assessment Strategy

December 2010

Also available in large print (16pt) and electronic format.

Ask Student Services for details.

[www.perth.ac.uk](http://www.perth.ac.uk)

Perth College is a registered Scottish charity, number SC021209



UNCONTROLLED WHEN PRINTED

# Learning, Teaching and Assessment Strategy 2010-13

## Context

Providing the systems, structures, processes and environments to support the enhancement and ongoing development of a high quality learning culture is at the core of the College activity. The College offers learning and qualification opportunities to a wide range of students, over a full range of SCQF levels 1 – 12, in a wide range of locations and using a range of delivery approaches.

As a partner in UHI, we are fully engaged in developing and delivering higher education and degree level provision to students across a wide geographic area. As a College serving the needs of our local students and stakeholders, we work in partnership to ensure learning opportunities are available effectively and efficiently. A common thread of all of our activity is the success of our students, and the support of our staff to achieve this.

In a complex environment, the Learning, Teaching and Assessment Strategy seeks to provide a common framework and focus for all of our curriculum activity, encouraging enhancement and forward thinking in all areas, and flexibility to meet individual student needs.

There are a number of cross cutting themes which form key areas for development activity and opportunities. Curriculum for Excellence, and the implementation of the Senior Phase, provides clear direction in curriculum design and student experience. The 4 capacities of Successful Learners; Confident Individuals; Responsible Citizens; and Effective Contributors will be developed within the Strategy, and shared CPD opportunities for college and school staff will build good practice.

The importance of ensuring the learning environment promotes Equality is developed through a systematic cross college approach. This includes the Single Equality Scheme, and specifically QELTA (Quality and Equality of Learning and Teaching Approaches) which takes Equality duties beyond teaching materials content and format.

College and Government priorities regarding promoting employability, sustainability and health and wellbeing are taken forward through a whole college approach, with appropriate promotion and application in curriculum design and learning opportunities.

As the UHI moves forward with the Curriculum for the 21st Century, networking and curriculum design principles provide sustainability of curriculum and enhancement of student experience. The main aims of the College Learning, Teaching and Assessment (LTA) Strategy also provides for the key themes of Staff for the 21<sup>st</sup> Century and Students for the 21<sup>st</sup> Century to be addressed. The move to a more blended learning experience is being supported through infrastructure, CPD, student support and learning and teaching approaches. Curriculum for the 21<sup>st</sup> Century is a key strategy for our HE student experience, but the Take 5 principles and aims the college LTA Strategy also encourage consideration of appropriate use of technology to support and enhance learning within the FE student experience, both within and out with the classroom.

The engagement of staff and students in partnership to create a positive, participative and achievement oriented environment is key to a successful and forward looking learning culture. Through a range of fora and development activities, this partnership will be nurtured to share a common vision of high quality learning and student experience.

---

**Status:** Final, Version 2  
**Effective Date:** October 2010  
**Owner:** Learning and Teaching Director

**Approved By:** Quality Enhancement Committee  
**Review Date:** January 2013  
**Impact Assessment Status:** December 2010

## Key Principles

- 1 Perth College UHI is committed to creating and maintaining an inclusive environment for all, striving for excellence in enabling a student centred focus on achieving their goals and potential.
- 2 We work with students to enable them to be progressively self-directed and confident learners, who learn from and use a wide range of resources effectively.
- 3 We focus on developing continuous enhancement of retention, attainment, achievement and progression opportunities with our partners.
- 4 We engage with students in ongoing review of their learning experience, and provide opportunities to enhance their own learning, and the work and life of the college.
- 5 Our quality culture sustains improvement and enhancement, with a developing capacity for research and evaluation to share practice and innovation for excellence.
- 6 Continuing Professional Development Plans provide structured support for staff to develop skills, qualifications and professional updates as required.

## Strategic Aims

The Learning, Teaching and Assessment Strategy 2010-13 maintains a focus on 6 Aims and further development of the Take 5 Principles which were the basis of the Learning, Teaching and Assessment Strategy 2008-10.

Following the development of the cross cutting themes within the Strategic Plan 2010-13, the 6 aims are enabled by specific Targets within that Plan. Relevant departmental Business Plans will enable implementation and review on an operational basis.

### Aim 1

**To continue to improve our retention, attainment and progression across all levels of course, and to seek ways of enhancing this year on year.**

#### Strategy 1: Student Experience

- To review and revise arrangements for student advice through the Student Advising service, to ensure support for success and effective monitoring and planning for progress and achievement planning.

#### Strategy 3: Curriculum and Research

- To improve transition and access by developing flexible articulation routes.
- To focus on raising retention and achievement in every course and ensure that at least 60% of the students starting each course obtain a positive outcome.
- To use our internal and external reviews to ensure that our staff and students work together to help students be more successful.

#### Strategy 5: Developing our Organisation

- To have a suite of management information reporting procedures to help us improve the decisions we make.
- To evaluate how making equality and diversity and inclusion a central part of our learning and teaching affects the number of our students who come to college and how well they perform.

---

**Status:** Final, Version 2  
**Effective Date:** October 2010  
**Owner:** Learning and Teaching Director

**Approved By:** Quality Enhancement Committee  
**Review Date:** January 2013  
**Impact Assessment Status:** December 2010

## Aim 2

**To develop student knowledge, skills, understanding and confidence in their learning to become more empowered and self-directed learners, contributors and citizens**

### Strategy 1: Student Experience

- To ensure the development within learning experiences of relevant core and employability skills.
- To develop and introduce measures and tools to proactively support and track wider achievement.
- To continue to improve support and additional support services to assist all students.

### Strategy 2: Engagement

- To further develop a positive culture where students are involved in decisions which affect them and the quality of their learning.
- To help students to develop the skills needed to become confident and independent individual, and to support them to review their learning.

### Strategy 3: Curriculum and Research

- To develop a Positive Futures programme which gives all students opportunities to develop confidence, persistence and resilience.
- To ensure that all programmes provide opportunities for student to develop and demonstrate wider skills, achievements, and to celebrate their success.

### Strategy 4: Financial and Environmental Sustainability

- To develop a Centre for Sustainability which will embed environmental sustainability into our curriculum; build research capability; develop links with industry and become a centre of excellence.

## Aim 3

**To develop learning, teaching and assessment approaches using Take 5 principles which make effective and informed use of ICT, and which build on active learning and assessment is for learning principles.**

### Strategy 3: Curriculum and Research

- To enhance access to learning, with every student using an appropriate blend of learning technology within the next 3 years.

### Strategy 5: Developing our Organisation

- To develop and introduce a CPD programme which provides ongoing development after initial qualification, and industry updating for staff.

## Aim 4

**To continue to develop high quality physical and virtual learning environments to support structured and social learning to take place effectively and efficiently.**

Strategy 1: Student Experience

- To ensure access to learning resources and support, on and off campus.
- To agree and introduce ways for students to access facilities in times and ways which support needs.
- To continue to develop a range of communication tools which support social learning.

## Aim 5

**To develop an enquiring culture, which harnesses inclusive approaches to analysis, evaluation and research to inform, transform and share knowledge, learning and next practice.**

Strategy 1: Student Experience

- To support student led conferences and events.

Strategy 3: Curriculum and Research

- To support a programme of research and evaluation to improve our understanding of effective pedagogy and the student experience.
- To systematically evaluate learning and teaching, and use our reflections to improve each students' experience.
- To explore and expand on our existing research, and use it to develop our curriculum, learning and teaching, the wider college and UHI.

## Aim 6

**To appropriately alignment with the UHI Learning, Teaching and Assessment Strategy to enable effective and efficient support for all staff and students.**

Strategy 3: Curriculum and Research

- To play a leading role in the shared delivery of courses across UHI, increasing the number of shared delivery units and modules.
- To establish a baseline staff student ratio for further and higher education and improve this at programme level.
- To explore and expand on our existing research, and use it to develop our curriculum, learning and teaching, the wider college and UHI.

## Take 5

The Take 5 principles<sup>1</sup> have been developed to form a simple but powerful framework for staff and students to reflect on and plan a shared view of effective learning, teaching and assessment. This is used across all SCQF levels, and is embedded in learning and teaching design considerations, Quality Processes, student engagement and CPD opportunities.

### Take 5

- 1 Active Learning
- 2 Assessment for Learning
- 3 Peer Support
- 4 Making it Personal
- 5 Using ICT effectively

A Take 5 Unpacked model with versions for staff and for students will be used to support shared understanding of considerations and possible approaches.

## Monitoring and Review

Each SMT member, College Manager and Curriculum Manager has a responsibility for the overview of contribution to appropriate targets and balanced scorecard measures.

The Quality Enhancement Committee will consider ongoing progress and development. The Curriculum, Research and Student Experience Committee will monitor and review associated balanced scorecard measures.

The Assistant Principal Curriculum and Planning will have an overview of implementation of the Strategy, and The Learning and Teaching Director will review the Strategy in conjunction with a range of stakeholders.

## Linked Strategies, Policies and Documents

Perth College UHI Strategic Plan 2010-13  
Perth College UHI Operational Plans  
Perth College UHI Single Equality Scheme  
UHI Strategic Plan  
UHI Learning, Teaching and Assessment Strategy  
Continuous Professional Development (CPD) Strategy  
Student Engagement Strategy  
Perth College UHI Quality Processes  
UHI Academic Standards and Quality Procedures  
Extended Learning Support Policy  
Research and Scholarship Strategy  
Core Skills Policy  
Guidance Policy

---

<sup>1</sup> SFC E Transformation TESEP Project and Curriculum for Excellence Principles

## External

Curriculum for Excellence, Scottish Government  
Policy and legislation from UK and Scottish Government, and other emerging sector considerations will be incorporated as appropriate on a continuous basis.

## Review

The Learning, Teaching and Assessment Strategy will be reviewed for implementation in academic session 2013-14.

UNCONTROLLED WHEN PRINTED