

# Learning, Teaching and Assessment Strategy

December 2016

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

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## Version Control History

Version Number	Date of Change	Summary of Revisions Made
4	June 2013	<p>New Context section; Learning and Teaching Director title changes to Student Experience and Curriculum Director throughout; Key principle 2 focus on improvement rather than enhancement; new key principle 3 to work with employers; new strategic aims in line with College and UHI Strategic Plans and Regional Outcome agreements; Aim 1 core skills replaced with essential skills, and reference made to the Skills Development Framework; Aim 2,3,4 and 5 all new detail; Aim 6 new; Take 5 Student Reflection Model added; learning and Teaching Leader and Subject Leader added to those responsible for monitoring; CR&amp;LE replaced with Academic Affairs Committee; new section added on review; fully revised linked policies section.</p>
4.1	July 2016	<p>Footer updated to reflect new template model.            Role Titles Changed: Vice Principal, Academic; Addition of Sector Manager.</p>
5	December 2016	<p>Perth College Vision 2021: Strategic Plan 2016-2021 has a revised vision and mission which is updated in this LTA Strategy to ensure alignment.</p> <p>Context of the LTA Strategy has been expanded to align it to deliver the principles embedded in the Curriculum Strategy.</p> <p>Key Principles of the LTA Strategy are realigned to the relevant strategic aims from the Strategic Plan 2016-21 where these are specifically relevant to learning teaching and assessment ie Strategic Plan aims 1.2, 2.1, 2.3, 2.4, 3.1, 3.4, 3.5, 4.1 and 4.6.</p> <p>The Strategic aims of the LTA Strategy have been updated to reflect the current priorities from the Strategic Plan 2016-21 ie adding meeting Regional needs; the needs of wider stakeholders; and making the best use of resources.</p> <p>All 6 Aims of the LTA Strategy have been reworded and revised to take into account the relevant sector-wide documents, as shown in the footnotes.</p>

# Learning, Teaching and Assessment Strategy 2016-21

## Context

This Strategy is developed in the context of the Perth College Vision 2021: Strategic Plan 2016-21.

Vision:

To be an inspirational partner in economic and social transformation.

Mission:

To change lives through excellence in education, research and innovation, developing knowledge and skills and the experience to succeed.

Values: Ambition, Integrity and Respect.

The Learning, Teaching and Assessment Strategy is aligned to deliver the principles embedded in the Curriculum Strategy outlined below:

## Curriculum Strategy

The curriculum strategy supports the following aims and principles of the overall Vision 2021: Strategic Plan 2016-2021. Individual sector curriculum strategies are developed from these principles, and build on the specific needs of the relevant businesses, stakeholders, sector skills plans, and regional skills assessments. The college curriculum strategy operates in conjunction with the wider curriculum strategies, mapping and funding for the Highlands and Islands Region.

## Key Principles

- 1 To maintain and where necessary improve upon access to our courses and support individuals to make informed choices which enhance transitions to positive destinations.
- 2 To ensure that our courses underpin the development of a skilled and highly qualified workforce with opportunities for up-skilling and re-skilling as informed by economic need.
- 3 To identify and act on opportunities to increase research and development activity that adds value and supports a high skills economy.
- 4 To utilise and enhance our engagement with businesses for the benefit of learners through curriculum design, the development of apprenticeships, the exchange of knowledge and opportunities for life-long learning.
- 5 To provide a high quality, relevant curriculum which promotes and embeds skills for life, learning and work for a proficient and adaptable workforce in regional, general and niche specialisms.
- 6 To ensure that students gain career management and employability skills that are sought after by employers and have the skills to be successful in their career choices.

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- 7 To enhance the process of curriculum design through innovation and increased stakeholder co-creation.
- 8 To work effectively and efficiently to ensure the College and University thrives and prospers in environmentally, socially and financially sustainable ways.
- 9 To use our resources effectively when planning the curriculum to balance niche, specialist and regional provision.

## Strategic Aims

The Learning, Teaching and Assessment Strategy 2016-21 has a focus on 6 Aims as noted below and further development of the supporting strategies and Take 5 Principles. This provides continuity of focus, with targeted developments to move us forward with our current priorities: to give each students the best possible learning experience; to meet regional need; the needs of our wider stakeholders and to make the best use of resources.

The development of the College and UHI Strategic Plans and Regional Outcome Agreements together with our broad curriculum strategy have formed the basis of planned strategies and activities within this Learning, Teaching and Assessment Strategy. An overarching Enabling Plan, supported by departmental Operational Plans will enable implementation on an annual basis. Review against progress will be measured across a range of performance indicators, quality monitoring and student feedback.

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## Aim 1

To inspire and empower our learners to develop knowledge, skills and resilience to make informed and positive choices to achieve their potential.<sup>1</sup>

- To ensure the development within learning experiences of relevant essential and employability skills, using the college Skills Development Framework, employer engagement and work placement opportunities to enable our learners to complete vocational qualifications and progress to higher levels of study and employment.<sup>2</sup>
- To develop measures and tools to proactively support and track wider achievement.
- To enhance connections between support and additional support services, and their academic experience to produce accessible learning materials to assist all students.
- To further develop a positive partnership culture where students are actively engaged in decisions which affect them and the content and delivery of their learning.<sup>3</sup>
- To embed a project-based learning approach to the provision of personalised and flexible work placements.<sup>4</sup>
- To engage our learners in learning activities and experiences that reflect and replicate how they will work and collaborate in the vocation, profession or field they are studying for.<sup>5</sup>
- To work with the Students Association to provide opportunities for shared outcomes to enhance partnership in taking forward developments to improve the student experience.

## Aim 2

**To continue to improve our retention, attainment, achievement and transition<sup>6</sup> across all levels of course, and to seek ways of enhancing this year on year.**

- To enhance arrangements for integrated student advice through Personal Academic Tutor support, development of career management skills, the Student Services Guidance Team, and associated UHI and external services, to ensure personalised advice for success and effective monitoring and planning for achievement and transition.

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<sup>1</sup> UHI Draft LTA – precept 10

<sup>2</sup> Developing Scotland's Workforce – year 7 target (2020/21)

<sup>3</sup> CDN Summary paper + UHI Draft LTA precept 2 'Learner Choice and Autonomy'

<sup>4</sup> Education Scotland 'Preparing Young People of the Future' - Work Placement Standard

<sup>5</sup> UHI Draft LTA – precept 1

<sup>6</sup> QAA Enhancement Theme

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- To focus on raising retention and attainment in every course, ensuring effective actions are in place to improve continually towards agreed targets at college and regional levels.
- To ensure that learning, teaching, assessment and support strategies are continually reviewed and evaluated to meet the needs of learner groups.
- To ensure that we maximise the benefit of our review processes and to adopt any updates to professional standards<sup>7</sup> to inform an on-going review of actions to improve student outcomes.
- To use a suite of management information reports to help us improve the decisions we make, making appropriate use of data sharing agreements to access relevant information on transitions in and out of college.
- To continue to make equality and diversity and inclusion a central part of our learning and teaching and review relevant performance indicators to plan for necessary actions across equality indicators.

### Aim 3

**To develop learning, teaching and assessment approaches using Take 5 principles which make effective and informed use of digital resources and skills, and which build on active learning to provide a connected learning experience.<sup>8</sup>**

- To raise the profile of best practice in the use of the Take 5 principles to support student success, and to share across disciplines and levels.
- To create opportunities for students to engage and learn with peers and to engage with the wider professional and scholarly communities to which they belong or will come to join.
- To deliver the curriculum creatively by, where possible, developing and enhancing the use of digital resources and skills, integrating units to promote project-based learning and by using a whole course rather than a unit by unit approach.
- To focus on rich and varied assessment approaches and the enhanced use of assessment feedback to support students to develop and progress with their studies<sup>9</sup>.
- To engage with shared development of, and access to high quality learning resources, across the region, open educational approaches<sup>10</sup> and with associated sector agencies.

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<sup>7</sup> Professional Standards for Lecturers in Scotland's Colleges is due a 'refresh' in session 2016/17. Teacher Training Institutions all agreed not to revise content of TQFE programmes until after new standards.

<sup>8</sup> UHI Draft LTA – precept 3

<sup>9</sup> UHI Draft LTA – precept 6

<sup>10</sup> UHI Draft LTA – precept 9

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- To work with Perth and Kinross Council Education Services to develop curriculum pathways, learning and teaching approaches and wider achievement opportunities which support improved vocational skills development and successful progression to higher levels of study<sup>11</sup>, employment or training.

#### Aim 4

**To continue to develop high quality physical and virtual learning environments and make active and creative use of technology <sup>12</sup>to support structured, social and collaborative learning to take place.**

- To ensure access to learning resources and support, on and off campus, participating in the development of shared learning environments appropriate to the nature and level of provision.
- To use educational and other digital technologies to support active individual and collaborative engagement in learning regardless of the mode of study or location.
- To plan to work towards flexibly available and responsive access to physical and virtual learning resources, which assists in structuring and facilitating active learning.

#### Aim 5

**To develop an enquiring culture, which encompasses inclusive approaches to analysis, evaluation and research to inform, transform and share knowledge, learning and inform evidence-based educational<sup>13</sup> practice.**

- To further plan career long professional learning in current and emerging tertiary sector pedagogic practice, particularly digital resources and skills, taking advantage of emerging opportunities within the college, the UHI Learning and Teaching Academy, Perth and Kinross Council and other relevant organisations and sectoral groups.
- To provide a range of opportunities to network and share good practice, including further development approaches to evaluation of learning and teaching, including the current Peer Review of Teaching process.
- To support a programme of research and evaluation relating to effective educational practice to inform our learning, teaching and assessment approaches across and between all levels of the curriculum.
- To develop student skills by engaging our learners in investigative and research-based activities appropriate to their subject and level of study. To increasingly focus on research projects that have value for groups, communities and contexts beyond the university.<sup>14</sup>

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<sup>11</sup> Restates footnote 4

<sup>12</sup> UHI Draft LTA – precept 7

<sup>13</sup> UHI Draft LTA – precept 4

<sup>14</sup> UHI Draft LTA – precept 5

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- To support student led discussions and participation in research projects which inform improved understanding of the student experience.

## Aim 6

**To actively engage with quality enhancement activities across the tertiary education sectors to inform and promote shared practice across and between sectors, and with employers to enable integrated and sustainable teaching practice<sup>15</sup>.**

- To participate in relevant enhancement theme projects, research activities, conferences and projects across all sectors including QAA, Education Scotland and Colleges Scotland to inform and publish on themes which take forward developments in tertiary education and improved student outcomes.
- To develop a programme of shared CPD between college staff and Perth and Kinross Council teaching staff, focusing on the Senior Phase of Developing the Young Workforce and associated learning, teaching and assessment strategies for enhanced transition and achievement.
- To embed employer engagement strategies in learning, teaching and assessment to promote shared developments, vocational relevance and knowledge exchange.

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<sup>15</sup> UHI Draft LTA – precept 8

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## Take 5

The Take 5 principles<sup>16</sup> have been developed to form a simple but powerful framework for staff and students to reflect on and plan a shared view of learning, teaching and assessment strategies. This is used across all Scottish Credit and Qualifications framework (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 and feedback for learning.
- 3 Peer support.
- 4 Making it personal and relevant.
- 5 Using digital resources and skills effectively.

What	How
1 Active learning	<ul style="list-style-type: none"> <li>▪ Active use of resources and activities.</li> <li>▪ Generation of own resources by students.</li> <li>▪ Learner responsibility and scope for development of ideas.</li> <li>▪ Working with peers and groups to learn together.</li> <li>▪ Generation of questions, debate, next steps.</li> <li>▪ Problem solving, analysis, reflection and evaluation.</li> <li>▪ Simulation and practicals to develop relevant employability skills.</li> </ul>
2 Assessment and feedback for learning	<ul style="list-style-type: none"> <li>▪ Clear learning intentions and targets.</li> <li>▪ Shared success criteria.</li> <li>▪ Frequent formative feedback.</li> <li>▪ Feedback and feed forward for improvement.</li> <li>▪ Use of peer and self-assessment.</li> <li>▪ Learner reflection on development.</li> </ul>
3 Peer support	<ul style="list-style-type: none"> <li>▪ Group activity and pairings.</li> <li>▪ Mix levels of ability, skills and learning styles.</li> <li>▪ Peer teaching and feedback.</li> <li>▪ Peer feedback on formative (and summative) assessment.</li> <li>▪ Respect for learning environment and team rules.</li> <li>▪ Buddying systems.</li> </ul>
4 Making it personal and relevant	<ul style="list-style-type: none"> <li>▪ Engage students in influencing teaching and learning.</li> <li>▪ Contribute to planning.</li> <li>▪ Prior learning, experiences and interests.</li> <li>▪ Goal setting and progression plans.</li> <li>▪ Student representation and involvement.</li> <li>▪ Wider citizenship and entrepreneurial activities.</li> <li>▪ Influence over pace and choice.</li> </ul>

<sup>16</sup> SFC E Transformation TESEP Project and Curriculum for Excellence Principles

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<p>5 Using digital resources and skills effectively</p>	<ul style="list-style-type: none"> <li>▪ Access for pace, choice, preview and review.</li> <li>▪ Access to student developed resources.</li> <li>▪ Formative and summative assessment and feedback.</li> <li>▪ Currency, activity and choice.</li> <li>▪ Meet personal accessibility needs.</li> <li>▪ Multiple sensory development – auditory, visual etc.</li> <li>▪ Access to discussion, group answers, personal answers.</li> <li>▪ Online safety and acceptable use.</li> </ul>
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### Linked Strategies, Policies and Documents

Access and Inclusion Strategy  
 Annual Professional Review Procedure  
 Continuous Professional Development (CPD) Strategy  
 Core Skills Policy  
 Curriculum Strategy  
 Employer Engagement Strategy  
 Extended Learning Support Policy  
 Guidance Policy  
 Perth College Peer Review Policy  
 Perth College UHI Strategic Plan 2016-21  
 Perth College UHI Equality Report and Mainstreaming Plan 2013-2017  
 Perth College UHI Quality Manual  
 Probationary Procedure  
 Research and Scholarship and Knowledge Exchange Strategy  
 Skills for Life, Learning and Employment Policy  
 Student Engagement Strategy 2016-19  
 UHI Academic Standards and Quality Procedure  
 UHI Learning and Teaching Strategy  
 UHI Regional Outcome Agreement  
 UHI Strategic Plan 2015-20

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