Chichester College Group
Learning and Teaching Strategy
2017-2020

Quality Code Part A Setting and Maintaining Academic Standards (A1, A2.1, A3) and Part B Assuring and Enhancing Academic Quality (B3, B4, B5, B6, B8), ESG Standards (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9) as at June 2017.
Chichester College Group

Higher Education

Learning and Teaching Strategy 2017-2020

Chichester College Group is committed to providing an outstanding learning experience for all students.

The teaching model adopted by the College promotes learning at its core. Lesson observations adopt criteria from the UK Professional Standards and firmly support the team’s passion for teaching and learning; promoting high-level learning outcomes, skills and behaviours.

Subject-specific delivery is informed by and referenced to the Framework for Higher Education Qualifications (FHEQ) and mapped to the appropriate subject benchmark statements. In addition, academic staff are able to use the Higher Education Academy website to access research findings, participate in web conferencing and access appropriate learning materials.

Teaching and learning on each course is divided into two semesters mirroring HE practice. Each semester operates a standard 15 week teaching model with a week in between for the completion of assessment. The College Curriculum Planning process programmes final assessment validation and Exam Boards the final week of May to support graduation the last week of June. Courses, in partnerships with Higher Education Institutions, may need to bring forward final designated weeks to work to University Exam Boards.

All courses are allocated a Course Leader to oversee the quality assurance, management and recruitment onto the course. For this work an hour per week is remitted from teaching commitments. Unit lecturers will then be allocated to teach as subject experts and oversee the input, setting of assessments and marking for these units. Lecturers may also be required to undertake associated work to support the course success and added value at the discretion of the Course Leader and Head of Learning.

Course Leaders produce an annual course review and evaluation document to maximise opportunities for course development and learning enhancement. A quality improvement plan monitors any identified actions to improve and encompasses opportunities for growth and development. A panel involving academic staff and stakeholders challenges and approves each plan.

A self- assessment report captures the actions from each subject course review and evaluation and makes judgements and sets actions to improve against Teaching Excellence Framework metrics, Annual Provider Review metrics, DLHE benchmarking data, National Student Survey and End of Year survey results. The quality improvement plan is monitored in regular periods as highlighted in the HE
Quality Cycle and reported to the Higher Education Board and Governors through the Quality and Curriculum Committee.

Handbooks, produced in line with College requirements by the Course Leader, are made available online for all courses outlining; lecturer profiles and contacts, course structure, assessment timetables and strategies for assessed outcome achievement as well as signposting links for college policies and procedures. Course handbooks are reviewed by the DHE at the start of the academic year to ensure consistency and high expectations from practitioners and learners.

Chionline will be accessible for all courses with all course timetables, copy of the handbook, reading lists, EE reports etc. All materials will be available on a timely basis. Forums and notifications will be opened to ensure all of the group are kept up to date with amendments to timetables, meetings etc.

Vision

The Learning and Teaching Strategy will ensure that graduates from Chichester College Group Higher Education programmes will be:

- Confident in their application of their understanding gained within their discipline
- Able to progress their learning and professional development
- Enterprising and employable in a changing global environment
- Resilient, independent and intellectually curious
- Digitally literate

Strategic Priority 1

Key Performance Indicator: To improve teaching satisfaction on my course from 86.2% to 87% against a national benchmark of 84% (2016). To improve assessment and feedback satisfaction on my course from 76.5% to 77.5% against a national benchmark of 71.7% (2016). To improve non-continuation rates from 11.1% to 10.5% against a national benchmark of 14.8 (2016). To improve progression into employment or further study from 89.4% to 92% which is the national benchmark (2016). To improve progression to highly skilled employment from 63.8% to 64% which is the national benchmark (2016).

To work in partnership with our students to inform policy and practice and enhance the HE student experience.

<table>
<thead>
<tr>
<th>Goal</th>
<th>To support these goals the college will</th>
<th>Reference Point</th>
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<tbody>
<tr>
<td>Academic staff provide a varied and stimulating learning experience</td>
<td>Support the development of student-centred, inclusive, challenging and flexible approaches to learning</td>
<td>NSS, TEF, QAA, ESG</td>
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Critical engagement and dialogue between students and academic staff working collaboratively to develop knowledge, skills and behaviours

Work in partnership with students enabling them to become resilient, curious and independent learners

Facilitate timely and effective feedback promoting critical thinking and deep learning at appropriate levels of engagement

Support the development of flexible methods of assessment and feedback that enhance student motivation, engagement and progression

Supporting the development of learner independence and resilience

Ensure all students have sufficient access to College facilities including academic and pastoral guidance

Strategic Priority 2

Key Performance Indicator: To improve academic support satisfaction from 82.1% to 83% against a national benchmark of 81.4% (2016). To improve non-continuation rates from 11.1% to 10.5% against a national benchmark of 14.8 (2016). To improve progression into employment or further study from 89.4% to 92% which is the national benchmark (2016). To improve progression to highly skilled employment from 63.8% to 64% which is the national benchmark (2016).

To provide a high-quality experience for all HE students, underpinned by staff scholarship and industry-relevant professional development

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<tr>
<td>All academic staff are effective and inspirational practitioners in teaching, learning and assessment</td>
<td>Develop and maintain a commitment to the application and dissemination of good pedagogic practice in teaching, learning and assessment</td>
<td>NSS TEF ESG UK Professional Standards QAA</td>
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<tr>
<td>All teaching is informed by current research</td>
<td>Require all teaching staff to complete the Licence to Teach HE programme</td>
<td>NSS TEF ESG</td>
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and/or professional practice | Enable all delivery staff to engage in scholarly activity and update their knowledge of professional practice | UK Professional Standards QAA DLHE
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| Conduct periodic and thematic reviews ensuring employability future proofing | QAA DLHE

Maximise opportunities to participate through the use of emerging technologies | Maintain and develop investment in resources that facilitate innovation in teaching and learning | QAA ESG TEF UK Professional Standards CMA

Ensure all academic staff have appropriate qualifications and/or experience to deliver at the level of learning required | Require all academic staff to be qualified to one level above that which they are teaching and/or hold relevant professional qualifications to meet specific skills requirements. | DLHE TEF QAA ESG CMA

**Strategic Priority 3**

Key performance indicator: To improve *non-continuation rates* from 11.1% to 10.5% against a national benchmark of 14.8 (2016). To improve *progression into employment or further study* from 89.4% to 92% which is the national benchmark (2016). To improve *progression to highly skilled employment* from 63.8% to 64% which is the national benchmark (2016).

Develop an employment-focused curriculum leading to a positive impact on progression

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<td>Students develop the attributes required by employers as well as the required knowledge, skills and behaviours</td>
<td>All courses to have working partnerships with employers who jointly develop assignments and review the curriculum. Design assignments so that students get feedback on their knowledge, skills and behaviours.</td>
<td>NSS DLHE TEF ESG UK Professional Standards QAA</td>
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<tr>
<td>Enterprise and employability skills are integrated in to all</td>
<td>Review and revise the development and delivery of</td>
<td>QAA ESG</td>
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| Chichester College Group HE courses | enterprise and employability skills  
Incorporate a thematic review of all courses to review enterprise and employability skills  
Conduct a periodic review of all courses. | UK Professional Standards  
NSS  
DLHE  
TEF |
|---|---|---|
| Provide opportunities for all students to engage with employers through curricular and extra-curricular activities | Continue to offer experiences across college where HE students can meet and work with employers | QAA  
ESG  
UK Professional Standards  
NSS  
DLHE  
TEF |
| Encourage innovation in the development of enterprise and employability skills | Channel funding for the Enterprise Society to encourage HE students to develop employability skills | QAA  
ESG  
UK Professional Standards  
NSS  
DLHE  
TEF |
| Ensure students develop social, global and environmental awareness | Provide support for delivery staff to embed social, global and environmental awareness in student learning opportunities | QAA  
ESG  
UK Professional Standards  
NSS  
DLHE  
TEF |

**Strategic Priority 4**

Key performance indicator: To improve *progression into employment* or further study from 89.4% to 92% which is the national benchmark (2016). To improve *progression to highly skilled employment* from 63.8% to 64% which is the national benchmark (2016).

To deliver outcomes for students which are consistent with best practice in HE delivered by FECs

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| Provide high quality learning environments that are flexible and adaptable | Continue to invest in the teaching, learning and assessment infrastructure and resources. | TEF  
DLHE  
NSS |
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<tr>
<th>to meet student learning needs</th>
<th>Provide appropriate resources to support learning outcomes and to give students flexibility of access</th>
<th>UK Professional Standards ESG QAA</th>
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<tr>
<td></td>
<td>Create spaces for collaborative working among students and delivery staff</td>
<td>TEF DLHE NSS UK Professional Standards ESG QAA</td>
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<td>Provide sufficient high quality resources for students</td>
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<td></td>
<td>Develop the infrastructure, services and processes to ensure support for flexible learning</td>
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Appendix A - TEF Metrics

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<tr>
<th>Course Name</th>
<th>TEF Rating</th>
<th>Student Experience</th>
<th>Teaching Quality</th>
<th>Learning Outcomes</th>
<th>Overall Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>2</td>
<td>3.5</td>
<td>4.2</td>
<td>3.8</td>
<td>3.9</td>
</tr>
<tr>
<td>Course 2</td>
<td>3</td>
<td>4.0</td>
<td>4.5</td>
<td>4.1</td>
<td>4.3</td>
</tr>
<tr>
<td>Course 3</td>
<td>4</td>
<td>4.5</td>
<td>4.8</td>
<td>4.4</td>
<td>4.6</td>
</tr>
</tbody>
</table>

Note: The TEF ratings range from 1 (worst) to 5 (best).