



Further Education Teaching, Learning and Assessment Strategy

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1. Introduction/Background

The Further Education Teaching, Learning and Assessment Strategy supports GIGs mission and strategic objectives as presented in the strategic plan 2011-2015. This strategy outlines the GIGs commitment to teaching that promotes learning and improves outcomes for learners. Emerging as a response to policy changes in the further education landscape, the strategy outlines GIGs expectations for its academic staff with regards to the extent to which teaching, training and coaching encourages and develops independent learning. Further it makes clear the processes through which the GIG can assure itself and the public, of the quality of Teaching, Learning and Assessment provided across the GIG.

2. Scope of the Strategy

- 2.1 The move to the implementation of Study Programs and Wolf's (2013) assertion that vocational qualifications should be designed with Curriculum mixes that emphasise employability skills, leaves little doubt that now and in the future, further education providers must be committed to enhancing choices and fulfilling the expectations of its stakeholders through the provision of high standards in Teaching, Learning and Assessment.
- 2.2 With changes to the further education funding system, learners will also expect that those teaching them have an appropriate level of skill in teaching. Inspiring, innovative and outstanding teaching strategies that improve outcomes for learners should therefore be a significant focus within FE Teaching, Learning and Assessment.
- 2.3 As the interests of learners will increasingly be protected by minimum levels of quality enforced through regulation (Ofsted Common Inspection Framework, 2012), outstanding Teaching, Learning and Assessment must hold greater prominence and thus remain at the forefront of an institution's strategy and mission.
- 2.4 The GIG's commitment to developing its FE Teaching, Learning and Assessment strategy is both timely and central to a changing policy context and its desire to align teaching development to nationally recognised standards within a local context and thus promote increased levels of Learner satisfaction, achievement, and value-added.

3. Strategic Drivers

- 3.1 The GIGs strategic plan 2011 -2015 sets out clearly how the GIG intends to deliver its vision, in setting the following strategic objectives:
- To enable learners to achieve their full potential by delivering accessible and outstanding education and training.
 - To increase and widen participation in learning of young people, adults and employers and their workforce.
 - To meet the changing needs of learners/ our community through the delivery of a dynamic, flexible, innovative and relevant portfolio of learning programmes.
 - To engage in a range of strategic partnerships to facilitate and enhance the development of our provision and services
 - To encourage and support our workforce
 - To ensure our processes and operations are efficient, effective and focused to deliver our mission.
 - To maintain the long-term financial viability and reputation of the GIG.
- 3.2 The FE Teaching, Learning and Scholarship Strategy is one subsidiary strategy which forms a component of the GIGs overall strategic aims and priorities
- 3.3 Over the last academic year the GIG has made considerable progress in improving the quality of teaching and learning and in meeting the demands of its students. In 2012, the GIG approved its updated Observation of Teaching, Learning and Assessment Policy.
- 3.4 The Policy and its observation criteria being mapped to the Common Inspection Framework (Ofsted, 2012) has permitted the GIG to make considerable progress in judging the quality of teaching and learning provided by its academic staff.
- 3.5 Support for learning has been further enhanced through the development of the Learner Resources team, the development of wider study skills resources and improved published information to support learner employability
- 3.6 The development of this FE Teaching, Learning and Assessment strategy is thus a purposeful activity designed to build on the good progress made to date; respond to policy changes impacting upon further education and its future sustainability and better align a plethora of activities to the GIG's core business of Teaching, Learning and Assessment.

4. Strategy Objectives

- 4.1 To provide a supportive environment, where Teaching, Learning and Assessment is recognised, valued and rewarded.
- 4.2 To enhance the Teaching, Learning and Assessment skills of newly appointed and experienced academic staff through continuous professional development and supportive coaching, so that all staff aspire to outstanding.
- 4.3 To promote and disseminate effective innovations in the pedagogy of Teaching, Learning and Assessment that embraces e-learning techniques, differentiation, equality and diversity, employability, Maths, English and Safeguarding.
- 4.4 To achieve outstanding Teaching, Learning and Assessment, as judged by key indicative performance indicators
- 4.5 To ensure that staff are equipped with the knowledge and skills to promote a student centered approach through full and equitable participation in Teaching, Learning and Assessment opportunities
- 4.6 To promote high expectations and aspirations for learners through the setting and realizing of challenging targets for learner achievement and progress
- 4.7 To ensure that all staff are properly equipped to support the delivery of this strategy

5. Measuring Success

Successful achievement of the Strategy objectives will be judged by assessing a range of internal or external key performance indicators at Institutional, Curriculum, Course or Learner level. The KPI's for the effectiveness of Teaching, Learning and Assessment are outlined below achievement and projected targets will be agreed through SMT then disseminated in the FE Teaching, Learning and Assessment Group:

- Student satisfaction ratings/surveys
- Student complaints (academic and student experience)
- OTL profile (percentage of grade 1 and 2 observations)
- Retention]
- Attendance
- Achievement
- GIG SAR evaluation of Teaching, Learning and Assessment

Assessment of the effectiveness of Teaching, Learning and Assessment will also derive from the following qualitative sources:

- The achievement or non-achievement of staff targets set in annual appraisal, coaching and Observation of Teaching, Learning and Assessment
- External Verifier reports
- Ofsted review
- Institute and Curriculum Self-analysis reporting (SAR) and consistent review of Quality improvement

planning (QIP)

6. Enablers

6.1. Implementation of the strategy will be enabled by the successful Institutional approval of the following reports/strategies:

- GIG 'Teaching, Learning and Assessment Unit' implementation plan
- GIG E-Learning Strategy
- GIG 'Fair Assessment Policy'
- GIG 'Embedding Maths and English' implementation plan

6.2. Implementation of the strategy will be enabled by the following individuals/committees/partnerships:

- Successful implementation of the FE Teaching, Learning and Assessment Coach role
- The Group Head of E-Learning leading implementation of the E-Learning Strategy
- The 'Embedding Maths and English' working group
- The Equality and Diversity Coordinator
- Heads of School driving forward the FE Teaching, Learning and Assessment strategy
- Senior Management team driving forward the FE Teaching, Learning and Assessment strategy
- The Group Teaching, Learning and Assessment manager driving forward the FE Teaching, Learning and Assessment strategy
- IT Department support
- ProMonitor working group successfully implementing effective use of ProMonitor

7. Governance

- 7.1 The Quality Hub will have responsibility for the review and an analysis of the FE Teaching, Learning and Assessment strategy and will report to internal committees i.e. Quality Improvement Committee, Teaching, Learning and Assessment Group and SMT.
- 7.2 The Teaching Learning and Assessment strategy will be reviewed annually following consultation with the Teaching, Learning and Assessment Group.
- 7.3 The Grimsby Institute Group will report the overall grade of its Learning, Teaching and Assessment to Ofsted and within the Self Assessment Process. A report will be produced to show the impact of the KPIs as outlined within the FE Teaching, Learning and Assessment strategy.

8. Implementation Plan

Strategy Objective	The GIG will achieve this objective by:	Completed by	Evidenced by
To provide a supportive environment, where the Teaching, Learning and Assessment undertaken by staff is recognised, valued and rewarded.	Continued implementation and consistent annual review of the GIG Teaching, Learning and Assessment Observation Policy	All academic staff	Teaching, Learning and Assessment reports to institutional committees Curriculum QIPs, FUSE, SMT reports on project output
	Promoting and supporting an integrated approach to quality enhancement initiatives across the GIG through implementation of annual action research projects undertaken and supported by the FE Teaching, Learning and Assessment coaches	Group Teaching, Learning and Assessment Manager – Sept 2013	Coach impact assessments reported in Institutional committees Gateway wiki analysis reported in Institutional committees; Gateway journal
	Development of a Teaching, Learning and Assessment unit: a space for staff support for Teaching, Learning and Assessment practice staffed by the FE Teaching, Learning and Assessment Coaches and Group Head of E-Learning	Senior Management Team – Oct 2013	Teaching, Learning and Assessment reports to institutional committees Curriculum QIPs, FUSE, SMT reports on project output
	The dissemination of best practice through the annual publication of a teaching, learning and scholarship journal; that is derivative of consistent submissions to the Gateway wiki.	Teaching, Learning and Assessment Committee – Oct 2013	FUSE, Gateway wiki
	Internal publication of articles on the Gateway wiki and FUSE that celebrate outstanding practice in Teaching, Learning and Assessment across the GIG	Teaching, Learning and Assessment Coaches – Sept 2013	FUSE, Gateway wiki
	Continued undertaking of the Annual STAR awards to celebrate Outstanding practice in Teaching, Learning and	Senior management team – July 2013	Teaching, Learning and Assessment reports to institutional committees

	Assessment		Curriculum QIPs, FUSE, SMT reports on project output
	Implementation of an FE Student-led Teaching and Learning awards supported by the HE Student president	FE Student Governor and HE Student President – June 2014	Teaching, Learning and Assessment reports to institutional committees Curriculum QIPs, FUSE, SMT reports on project output
	To continue to develop relationships with other providers to share good practice in reward and recognition of Outstanding teaching, learning and assessment	Group Teaching, Learning and Assessment Manager – Sept 2013	Teaching, Learning and Assessment reports to institutional committees Curriculum QIPs, FUSE, SMT reports on project output
	To pilot an observation of FE Teaching, Learning and Assessment process, that is more holistic in its review, in two Curriculum areas in 13/14. The process will be focused upon development alongside judgments of Teaching, Learning and Assessment against the CIF.	Group Teaching, Learning and Assessment Manager – September 2014	Teaching, Learning and Assessment reports to institutional committees Curriculum QIPs, FUSE, SMT reports on project output
To enhance the Teaching, Learning and Assessment skills of newly appointed and experienced academic staff through continuous professional development and supportive coaching, so that all staff aspire to outstanding	Continued implementation and consistent annual review of the GIG Teaching, Learning and Assessment Observation Policy Ensuring that all new teaching staff appointed by the GIG successfully completes the GIG CPD induction programme for new FE tutors (aligned with Descriptor 1 of the GIG Professional Standards framework for teaching and supporting learning. See Appendix 2.)	All academic staff	Teaching, Learning and Assessment reports to institutional committees
	Stepped development and implementation of e-learning training (as per GIG E-Learning strategy 2013)	Group Teaching, Learning and Assessment Manager – Aug 2013	Teaching, Learning and Assessment reports to institutional committees
	For 50% of academic staff to have attended the ‘Basic Teaching, Learning and Assessment’ bite size training sessions	Group Head of E-Learning – 2013 to 2015	Teaching, Learning and Assessment reports to institutional committees

	For academic staff from each Curriculum area across the GIG to have attended the GIG 'Outstanding Teaching, Learning and Assessment' programme for developing academic staff to Grade 1 Outstanding. (Aligned with Descriptor 2 of the GIG Professional Standards framework for teaching and supporting learning. See Appendix 2.)	Group Teaching, Learning and Assessment manager - Sept 2014	Teaching, Learning and Assessment reports to institutional committees
	To promote opportunities for shadowing Outstanding Teaching, Learning and Assessment across and within Curriculum areas through the implementation of an Action Learning set programme	Group Teaching, Learning and Assessment manager - Sept 2014	Teaching, Learning and Assessment reports to institutional committees
To promote and disseminate effective innovations in the pedagogy of Teaching, Learning and Assessment that embraces e-learning techniques, differentiation, equality and diversity, employability, Maths and English.	Implementation of the GIG E-Learning strategy	Group Head of E-Learning – 2013 to 2014	Teaching, Learning and Assessment reports to institutional committees
	The team of FE Teaching, Learning and Assessment coaches to be dedicated to promote outstanding Teaching, Learning and Assessment practice, drive forward and embed consistent, creative, and high quality approaches Teaching, Learning and Assessment. This will be enabled through the following actions: <ul style="list-style-type: none"> • To provide structured support to new and existing staff • To contribute to the design and delivery of the 'Outstanding Teaching, Learning and Assessment' programme and 'Basic Teaching, Learning and Assessment' bite size programme • To promote and advance the use of e-learning resources and approaches within teaching and learning practice so that it is embedded within classroom delivery across the GIG 	Group Teaching, Learning and Assessment manager - September 2014	Teaching, Learning and Assessment reports to institutional committees

	<ul style="list-style-type: none"> • To coordinate projects that seek to embed learner engagement, and learners as agents for change • To attend and proactively contribute to the FE Teaching, Learning and Assessment Committee • To promote and advance tutor engagement with scholarship that informs teaching and learning • To contribute to the publication of an annual teaching and learning journal that disseminates effective innovation in the pedagogy of teaching 		
	Implementation and sustained development of the embedding Maths and English action plan (May, 2013)	Head of School Functional Skills – Sept 2013 to 2014	Acceptable standards audit, success rates for Maths and English QIP reviews
	Implementation and sustained development of the Equality and Diversity Quality Improvement plan (2013-2014)	Equality and Diversity Coordinator – Sept 2014	Study program audit, learner outcomes and destination data
	Curriculum mix development to align with Study Program implementation and emphasis on employability skills development of learners	Heads of School/ Studies Sept – 2013	Study program audit, learner outcomes and destination data
	Support for staff in recognizing where Teaching, Learning and Assessment is promoting the generation of employability, enterprise and entrepreneurship through poster displays and promotional material (see appendix 1. For example poster design and CMI 7 core competencies for work related activity)	Group Teaching, Learning and Assessment manager - September 2014	Study program audit, learner outcomes and destination data
To achieve outstanding Teaching, Learning and Assessment, as judged by key indicative performance indicators	Continued implementation and consistent annual review of the GIG Teaching, Learning and Assessment Observation Policy	All academic staff	Teaching, Learning and Assessment reports to institutional committees/ OTL/QIP/SAR

	For 100% of academic staff to have attended the 'Basic Teaching, Learning and Assessment' bite size training sessions (aligned with Descriptor 1 of the GIG Professional Standards framework for teaching and supporting learning. See Appendix 2.)	Group Teaching, Learning and Assessment manager - September 2015	Teaching, Learning and Assessment reports to institutional committees/ OTL/QIP/SAR
	For 20 % of academic staff from each Curriculum area across the GIG to have attended the GIG 'Outstanding Teaching, Learning and Assessment' programme for developing academic staff to Grade 1 Outstanding (aligned with Descriptor 2 of the GIG Professional Standards framework for teaching and supporting learning. See Appendix 2.)	Group Teaching, Learning and Assessment manager - September 2015	Teaching, Learning and Assessment reports to institutional committees/ OTL/QIP/SAR
	Thorough, successful Implementation of the GIG E-Learning strategy	Group Head of E-Learning – September 2016	Teaching, Learning and Assessment reports to institutional committees/ OTL/QIP/SAR
	To support and sustain Aspirational target setting (informed by ALPs minimum target grades) to increase the level of achievement of learners and produce a positive Level 3 Value Added score for all SSAs; by successful implementation of the Value-added action plan (January, 2013)	Group Teaching, Learning and Assessment Manager – September 2014	L3VA report and Teaching, Learning and Assessment reporting
	Design, implementation and sustained review of the GIG 2013/14 Assessment Policy and Procedures	Group Teaching, Learning and Assessment Manager – September 2014	External verification reports and learner outcomes Teaching, Learning and Assessment reports to institutional committees/ OTL/QIP/SAR
	Implementation of Acceptable standards visits that focus specifically on the Areas for Improvement as outlined within analysis of Observation of Teaching, Learning and Assessment from the previous year.	Group Teaching, Learning and Assessment Manager – September 2014	External verification reports and learner outcomes Teaching, Learning and Assessment reports to institutional committees/ OTL/QIP/SAR

To ensure that staff are equipped with the knowledge and skills to promote a student centered approach through full and equitable participation in Teaching, Learning and Assessment opportunities	For 100% of academic staff to have attended the 'Basic Teaching, Learning and Assessment' bite size training sessions (aligned with Descriptor 1 of the GIG Professional Standards framework for teaching and supporting learning. See Appendix 2.)	Group Teaching, Learning and Assessment manager - September 2015	Teaching, Learning and Assessment reports to institutional committees/OTL/QIP/SAR
	Design and implementation of the GIG 'Outstanding Teaching, Learning and Assessment' programme for developing academic staff to Grade 1 Outstanding (aligned with Descriptor 2 of the GIG Professional Standards framework for teaching and supporting learning. See Appendix 2.)	Group Teaching, Learning and Assessment manager - September 2015	Teaching, Learning and Assessment reports to institutional committees/OTL/QIP/SAR
	Thorough, successful Implementation of the GIG E-Learning strategy	Group Head of E-Learning – September 2016	Teaching, Learning and Assessment reports to institutional committees/OTL/QIP/SAR
	Implementation of communal staff rooms to increase dissemination of good practice within Curriculum areas	GIG Principal	Teaching, Learning and Assessment reports to institutional committees/OTL/QIP/SAR
To promote high expectations and aspirations for learners through the setting and realizing of challenging targets for learner achievement and progress	To support and sustain Aspirational target setting (informed by ALPs minimum target grades) to increase the level of achievement of learners and produce a positive Level 3 Value Added score for all SSAs; by successful implementation of the Value-added action plan (January, 2013)	Group Teaching, Learning and Assessment Manager – September 2014	L3VA report and Teaching, Learning and Assessment reporting, learner outcomes ProMonitor audit
	Implementation of Pro-monitor and effective use of Aspirational target setting through the Pro-monitor e-ILP	Pro-monitor task group – Sep 2014	L3VA report and Teaching, Learning and Assessment reporting, learner outcomes ProMonitor audit L3VA report and Teaching, Learning and Assessment reporting, learner outcomes ProMonitor audit

To ensure that all staff are properly equipped to support the delivery of this strategy	Utilising the FE Teaching, Learning and Assessment Coaches to cascade and promote the objectives highlighted within the strategy through support of new and existing tutors teaching in FE.	Group Teaching, Learning and Assessment Manager – Sept 2013	Teaching, Learning and Assessment reporting
	For the Group Teaching, Learning and Assessment Manager to support delivery of training on the intricacies of the strategy; to highlight key areas and promote the focus upon moving towards inspiring, innovative and outstanding Teaching, Learning and Assessment	Group Teaching, Learning and Assessment Manager – Sept 2013	Teaching, Learning and Assessment reporting
	Development of the Teaching, Learning and Assessment unit: a space for staff support for Teaching, Learning and Assessment practice manned by the FE Teaching, Learning and Assessment Coaches and Group Head of E-Learning	Senior Management team – October 2013	Teaching, Learning and Assessment reporting
	Moodle based electronic system for logging Teaching, Learning and Assessment coaching with staff	IT Department – September 2013	Teaching, Learning and Assessment reporting

9. References

Ofsted (2012). Handbook for the inspection of further education and skills. Manchester: Crown Copyright

Wolf (2013). Review of vocational education: Wolf Report. UK: Department for Education and Department for Business Innovation and Skills

GIG (2013). Higher Education Teaching, Learning and Scholarship Strategy.

GIG (2013). E-Learning strategy

GIG (2013). Observation of Teaching, Learning and Assessment Policy

GIG (2013). Fair Assessment Policy

CMI 7 Core Competencies for Work –related activity

Self-management: clocking in/out, keeping timesheets, achieving tasks on time, understanding accountabilities and expectations, keeping a log of activities

Team working: attending internal meetings and team briefings, contributing to discussions, working closely with a 'buddy', sharing basic tasks such as getting teas/coffees

Business and customer awareness: learning about the organisation's business strategy and performance, observing or assisting with answering customer queries face-to-face, over the telephone or by email, drafting letters of response

Problem solving: investigating and responding to customer queries, assisting an IT helpdesk, setting up spreadsheets, interpreting diagrams

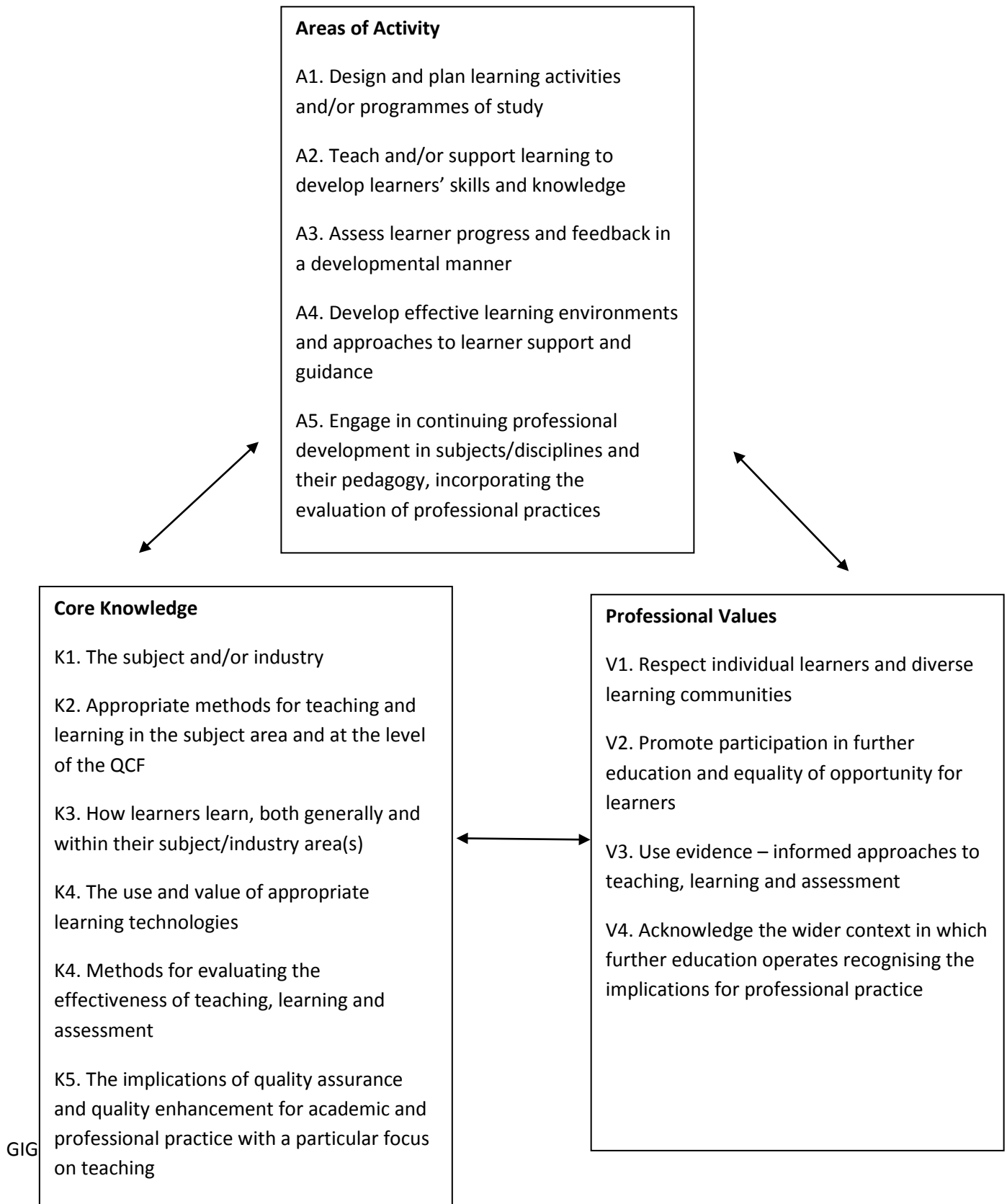
Communication and literacy: completing an application form before the placement, drafting and proofing documents, drafting letters, faxes and emails, observing and making phone calls, attending presentations and briefings, writing a report on the placement

Application of numeracy: analysing receipts and calculating expenses, working with spreadsheets, measuring and taking readings, conducting stock-counts and completing stock sheets, checking orders received against delivery notes, weighing goods

Application of IT: updating databases, preparing a presentation using PowerPoint, conducting internet-based research, preparing a report on the placement itself.

The Grimsby Institute Group (GIG) Professional standards framework for teaching and supporting learning in FE (adapted from the UKPSF, HEA 2011)

The Dimensions of the Framework:



Descriptor	Grimsby Institute Group categorisation against descriptor	The typical individual role of the individual	The ways in which the individual must engage with the dimensions of the framework
Descriptor 1	All staff categorised in descriptor 1 will have no more than 2 years teaching, learning and assessment as an FTE calculation (new teaching staff in FE, specific learning support roles)	<ul style="list-style-type: none"> • Individuals able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically those at Descriptor 1 include: • Staff new to teaching • Specific learning support roles • Staff who take technician roles with some teaching responsibility • Experienced staff in professional areas who are new to teaching 	<ul style="list-style-type: none"> • Successfully engage with at least two of the five Areas of Activity • Successfully engage in appropriate teaching and learning practices related to these Areas of Activity • Demonstrate appropriate core knowledge and understanding of at least K1 and K2 • Have a commitment to appropriate Professional Values in facilitating others' learning • Undertake relevant professional practices, subject and pedagogic within the above activities • Successfully engage, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities
Descriptor 2	All staff categorised in descriptor 2 must be established members of an academic teaching team for more than 2 years as an FTE (teaching only roles, expectation that the majority of staff will hold)	<ul style="list-style-type: none"> • Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning roles(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically those at Descriptor 2 include: • Early career academics • Academic and/or support staff holding substantive teaching and learning responsibilities • Staff with teaching-only responsibilities 	<ul style="list-style-type: none"> • Successfully engage will all five Areas of Activity • Demonstrate appropriate knowledge and understanding across all aspects of Core Knowledge • Have a commitment to all Professional Values • Successfully engage in appropriate teaching practices related to the Areas of Activity • Successfully engage in CPD in relation to teaching, learning , assessment and related professional practice