

The background features a large, stylized 'TEC' logo in blue and purple. The 'T' is a large blue shape with a white cutout, and the 'E' is a blue shape with a white cutout. The 'C' is a purple shape with a white cutout. There are also faint, light blue outlines of the 'TEC' logo and other geometric shapes scattered across the page.

# TEC Partnership Higher Education Teaching, Learning & Assessment Strategy

## **1. Introduction**

The purpose of the teaching, learning and assessment strategy is to outline the TEC Partnership's commitment to developing and maintaining outstanding Higher Education teaching, learning and assessment so that we design and deliver courses and qualifications that provide a high-quality academic experience to all students from all backgrounds, irrespective of their location, mode of study, academic subject, protected characteristics, previous educational background or nationality.

The aim is to exceed the expectations for quality and standards of the UK Quality Code, meet the criteria for Degree Awarding Powers and achieve Gold in the Teaching Excellence and Student Outcomes Framework (TEF). This strategy determines the key priorities and critical success factors to secure this aim.

It is the TEC Partnership's aim to ensure that all students have an excellent learning experience with staff and students having high expectations and aspirations to be successful. The principles of inclusion and fairness underpin our work on teaching, learning and assessment and the learner involvement strategy is a key component in developing our approach. The vision for learning supports the TEC Partnership's mission, vision, values and strategic priorities and reflected in each college's KPIs.

### **The TEC Partnership aims to:**

- Be the high levels technical and professional skills provider of choice across Lincolnshire, North Yorkshire the Humber.
- Ensure that all HE students have an excellent learning experience with staff and students having high expectations and aspirations for success
- Develop and implement an approach to curriculum, teaching, learning and assessment that enables every generation of students to develop the skills to become a producer of knowledge and be ready for their chosen workplace.
- Support students to grow as individuals and create a collaborative and thriving community of practice which is rich with external expertise.
- Enable students to be ready for the next phase of their educational or career journey.

## **2. Context:**

The TEC Partnership is one of England's largest and most successful providers of Further and Higher Education. The TEC Partnership teaches over 1,200 full and part-time HE students, the majority of whom are non-traditional entrants. The Partnership comprises of the primary components:

- Grimsby Institute of Further and Higher Education, which incorporates the University Centre Grimsby and includes Skegness TEC
- Scarborough TEC

- Modal Training Centre, which incorporates, Transafe Training and Humber Maritime College.

East Riding College, with bases in Beverley, Bridlington and Hull is expected to join the Partnership from 1<sup>st</sup> August 2020 adding approximately 400 HE students to the Partnership.

### 3. TEC Partnership Overarching Strategic Objectives.

This strategy embeds, where applicable, the TEC Partnership’s Vision, Mission and Strategic Objectives:

**The Vision:** To be inspiring, innovative and outstanding.

**The Mission:** To enrich the lives of all by providing high-quality education and training.

#### The Strategic Objectives:

- To ensure outstanding learner success is our number one priority
- To develop a high performing organisational culture which embraces accountability and ownership
- To ensure the Partnership is financially strong and able to invest in enhancing the group infrastructure and student resources
- To ensure the offer meets the needs of the local and regional economy

### 4. TEC Partnership Graduate Attributes

By September 2022 we are committed to aligning all courses, teaching, learning and assessment so that all graduates have developed the attributes expected of a ‘TEC Partnership Graduate’, namely:

<p><b>Fortitude and Criticality</b></p> <ul style="list-style-type: none"> <li>• Adaptability to changing situations</li> <li>• Being productively disruptive</li> <li>• Preparing for unknown futures</li> <li>• Resilience</li> <li>• Finding alternative solutions to problems</li> </ul>	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• Confidence in communication</li> <li>• Digital skills and adaptability</li> <li>• Time Keeping</li> <li>• Self-Presentation</li> </ul>
<p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>• Human interaction skills</li> <li>• Leadership and followership skills</li> <li>• Project development and/or management</li> </ul>	<p><b>Personal Values</b></p> <ul style="list-style-type: none"> <li>• Professional attitudes and values</li> <li>• Ethics and morals</li> <li>• Self-Care and care of others</li> </ul>

## 5. Core Priorities of Higher Education Teaching, Learning and Assessment

This section identifies the main priorities underpinning Higher Education teaching, learning and assessment across the partnership.

- The HE Curriculum will be dynamic, innovative, well rounded and provide a rich learning experience which embraces contemporary pedagogy, values inclusion and increases opportunities for academic success and employment.
- Learning and teaching will combine robust pedagogical approaches with relevant discipline knowledge, subject-specific and transferrable skills, aligned to the 'TEC Partnership Graduate' attributes, and appropriate to the FHEQ academic level of study.
- We will work in partnership with students, employers and other stakeholders to enhance Teaching, Learning and Assessment and co-create economically and socially relevant HE programmes and research
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- We will recruit, retain and support excellent and scholarly teaching staff who reflect on the effectiveness of their own teaching, learning and assessment practices, and provide support to apply for Fellowship of the HEA.

### Partnership HE Targets\* for 2020-23

Target Areas	20/21	21/22	22/23
Every subject area has a termly meeting (Industry Board) with stakeholders and students to discuss the portfolio and propose new courses or modifications	60%	80%	100%
TEC Partnership Graduate Attributes are embedded across all areas of curriculum design, teaching and learning and assessment.	60%	80%	100%
Students are part of the evaluation and impact measures assessments for the Access and Participation Plan	2 Projects	3 Projects	5 Projects
Within 2 years of teaching, every permanent member of HE staff will be Fellows of the HE Academy	50%	75%	100%
Eligible Support Staff are Associate Fellows of the HE Academy	50%	75%	100%
Senior support staff and managers are members of regional and national practice/policy groups	30%	40%	50%
Staff share their approaches to digital teaching and learning which are regarded as essential capabilities in Community and Practice and other good practice forums.	8 staff	12 staff	15 staff
The proportion of staff who are external examiners or who deliver / publish scholarly articles / conferences	30%	35%	40%
NSS student satisfaction with the 'learning community' will exceed benchmark NB: 84.25% in 2019	86%	88%	90%
Continuation rates are improved across the provision.	87%	89%	91%

The percentage of HE lessons which are innovative, dynamic and provide a high-quality learning experience will increase	85%	90%	95%
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\* Targets will be reviewed annually based on performance, to ensure target is always sufficiently challenging.

## 6. Implementation

The Partnership will ensure that these priorities for HE are at the forefront of the drive to achieve TEF Gold in 2023 and execute its awarding powers with excellence and integrity by undertaking the following:

**The HE Curriculum will be dynamic, innovative, well rounded and provide a rich learning experience which embraces contemporary pedagogy, values inclusion and increases opportunities for academic success and employment.**

- The curriculum will be well researched, annually reviewed and linked to labour market intelligence, have employer support and be attractive to students who are ambitious for their future careers.
- The curriculum is planned so that it aligns to all relevant quality, professional body and curriculum benchmarks and reference points.
- The curriculum is inclusive, free from bias, is accessible to all, promotes social mobility and supports all students to achieve and be ready for the next phase of their educational or career journey.
- Digital innovation and the development of high levels of employability will be at the core of our curriculum
- Teaching will be well designed, research informed and highly engaging
- Curriculum design and pedagogy will enable learners to meet the challenges of the 4<sup>th</sup> industrial revolution

**Learning and teaching will combine robust pedagogical approaches with relevant discipline knowledge, subject-specific and transferrable skills, aligned to the ‘TEC Partnership Graduate’ attributes, and appropriate to the FHEQ academic level of study.**

- Teaching staff are trained to deliver an excellent teaching and learning experience which is aligned to the FHEQ, the expectations of the subject areas and to QAA best practice including the development of digital skills.
- Staff will be supported to achieve fellowship of the HEA or senior fellowship as appropriate
- HE practitioners will ensure they maintain industry credibility and are engaged in horizon scanning future research opportunities and industry developments and

maintain a scholarship /research profile which is used to ensure currency of pedagogical approaches and subject knowledge

- Providing our students with prompt meaningful feedback which explains the grade achieved and provides constructive advice and support on future development.
- Develop the 'TEC Partnership graduate' attributes in all students preparing them for future employment
- The quality of teaching and learning is regularly reviewed through multiple methods and action taken to improve the quality where required.
- Teaching and learning approaches are explicitly underpinned by a focus on student achievement and outcomes.
- Teacher and learning is organised so that students are engaged as partners in planning, managing and enhancing teaching and learning experiences with a continual focus on the development of skills so that, by Level 6, the pedagogy used can be defined as a co-production of knowledge.
- The Support to Improve and Notice to Improve processes are applied fairly and are a result of evidence-based evaluation.

**We will work in partnership with students, employers and other stakeholders to enhance Teaching, Learning and Assessment and co-create economically and socially relevant HE programmes and research**

- Students, employers and other stakeholders must be consulted and, where possible, actively participate in any new programme developments
- Students will be fully involved during the validation process ensuring their voice is heard
- Where possible, students have the opportunity become 'co-creators' by negotiating assessment methods and essay titles.
- Students will be consulted through the student voice mechanisms and their suggestions, where accepted, acted upon to enhance teaching, learning and assessment
- Students have opportunities to engage with collaborative scholarship or research projects as co-producers with other students, academics and support staff.

**All students and staff will engage in building, developing and enhancing a learning community that supports students throughout their journey and actively seeks to improve its practice and standing.**

- The Student Senate will take a key role in building sustainable learning community
- Students and staff will be encouraged to work across HE programmes to develop a learning community
- Students will be supported in accessing the wider HE community of students outside the college
- Student representation on committees will be purposeful and focus on how their input can lead to improvement in the student experience
- 'Meet SMT' will be sufficiently flexible to enable all students to attend, in person or

online.

- Students are viewed as partners in reviews of teaching and learning, the curriculum and the wider students experience.

**We will recruit, retain and support excellent and scholarly teaching staff who reflect on the effectiveness of their own teaching, learning and assessment practices, and provide support to apply for Fellowship of the HEA.**

- Teachers and higher education support staff are qualified, experienced or undergoing training and support and acquire or maintain Fellowship of the Higher Education Academy or for support staff are members relevant external professional body or practice group.
- Teaching staff will be provided with excellent leadership and management to thrive in the environment
- Staff will be provided with the opportunity access excellent professional development programmes, with within the college or outside
- Teachers maintain a scholarship and/or research profile, working with students as full partners where possible, which is used to ensure currency of pedagogical approaches and subject knowledge.
- Experienced Higher Education teachers are members of external communities through external examining, through conference attendance and presenting or other external activities related to subject area or pedagogy.
- Teachers and support staff constantly develop their individual digital capabilities and cutting-edge subject level practice to enhance delivery and knowledge transfer.

### **Evaluating the success of the strategy and monitoring the impact of actions**

We will evaluate the success of this strategy in the following ways:

- Meeting the targets detailed in this strategy and reporting on progress throughout the year.
- Improved ratings by students surveyed in relation to teaching, learning and assessment.
- Improvement to continuation rates
- Improvements to destination rates
- All staff will have undertaken relevant CPD, including RSA, in response to the PDR process and other relevant in-year triggers.
- Service areas to have annual self-assessments validated as good or better
- Curriculum areas to have HE SEEDS outcomes of silver or better
- Excellent Quality Improvement Plans (QIPs) in place which are monitored on an ongoing basis, taking immediate quality improvement actions as required.
- Excellent results from any external assessment, including that of external examiners

In addition, a detailed implementation plan will underpin this strategy and be regularly evaluated.

## **Responsibilities**

### **TEC Partnership Corporation**

- To review and approve the overall strategy.
- To receive reports on the quality and progress of this strategy from the HE Oversight Committee and the Local Governance Boards and provide necessary challenge and support to enhance HE provision.
- To challenge and support the Executive Team and local Senior Teams to enhance HE provision

### **The HE Oversight Committee**

- To approve recommend approval of the overall strategy to Corporation.
- To receive reports on the quality and progress of this strategy and provide necessary challenge.
- To ensure the Partnership Corporation receives regular updates on progress towards completion of this strategy

### **Local Boards**

- To approve each college's contribution to strategy.
- To receive report on the quality and progress of this strategy locally and provide necessary challenge.

### **The CEO, Deputy CEO and Partnership EMT**

- To ensure this strategy is resourced appropriately to achieve success
- Hold Local Colleges accountable for their contribution to this strategy
- Regularly review the performance of HE to ensure the strategy is being met.
- Create (in conjunction with local SMTs, Governors and staff) the annual HE strategic Plan and monitor its delivery

### **Principal's and Local SMTs**

- Providing an overall vision of teaching, learning and assessment in the College, and developing a culture of excellence.
- Championing the vision for teaching, learning and assessment and how it is to be achieved.
- Applying appropriate resources to ensure the availability of effective staffing and appropriate physical resources.
- To report on the quality and progress of this strategy to the local Board
- To translate the Partnership Annual HE Strategic Plan to local level.



### **Higher Education Quality Improvement Committee (HEQIC)**

- A report on the implementation of the strategy is produced and agreed at each HEQIC meeting.
- Provide an update report to Local SMT boards
- Provide challenge to local colleges and individual faculties if performance is less than excellent.

### **Executive Director of Quality and Learner Success (working in conjunction with each college)**

- Drive the strategy and ensure KPIs are met
- Monitor, review and implement the strategy
- Challenge delivery and management of teaching, learning and assessment which is not excellent and ambitious for our learners
- Monitor national policy developments, including the HE Quality Code and TEF

### **Group Academic Registrar and HE Quality Team (working in conjunction with each college)**

- To lead on the development of the TEC Partnership HE Academic Regulations and Codes of Practice to support the success of this strategy.
- To identify any hot spots which may suggest an issue with the quality of teaching, learning and assessment, and any potential threat to academic quality and standards.
- To manage the validation processes to contribute to achieving the ambitions of this strategy.

### **Quality Team (or equivalent in each college)**

- Implement the strategy taking actions to bring about quality improvements in teaching, learning and assessment as required
- Provide CPD to teachers and trainers ensuring excellence in teaching, learning and assessment
- Observe and report on the quality of teaching, learning and assessment with the objective of improving it
- Identify good practice in the sector and consider its applicability

### **Vice Principal and Associate Principals, and other managers involved in the delivery (or equivalent in each college)**

- Drive the implementation of this strategy in their respective areas
- Embed a culture of ambition and high expectations throughout their areas
- Prioritise the quality of teaching, learning and assessment

### **Curriculum Teams, including teachers**

- Design and deliver courses, which are ambitious and meet the needs of all learners
- Ensure sessions inspire students and meet their individual needs
- Ensure scholarly activity is complete and teaching is excellent

**Group Director of Digital Learning Technologies & Learning Technologists (working in conjunction with each college)**

- Promote, train and monitor the use of digital technology in the delivery of teaching, learning, and assessment

**Group Director of Learner Services and Team (working in conjunction with each college)**

- Provide excellent support services to all our learners
- Ensure support services to students exceed the expectations articulated in the HE Quality Code

**Staff Development Manager(s) in each college**

- Provide a programme of staff development and CPD to meet the ambitions of this strategy

**Related Documents**

Observation of Teaching, Learning and Assessment Policy

Safeguarding Policy

Learner Services Strategy

Higher Education Strategy

Digital Learning Strategy

Staff Development Strategy

HE Academic Regulations (HE01) and Codes of Practice (HE03, HE04, HE05, HE09, HE14, HE15)



# TEC Partnership

Training • Education • Careers

