



# TEACHING, LEARNING AND ASSESSMENT STRATEGY

SCCU LIMITED  
VERSION 3.0

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## Version Control

<b>VERSION</b>	<b>REVIEWER NAME</b>	<b>DATE</b>	<b>NEXT REVIEW</b>	<b>COMMENTS</b>
<b>3.0</b>	Liam Morrissey	August 2021	01/08/2022	Update to previous.

## Introduction - Mission for Learning

1. We have a strong vision for a collaborative, engaging, learning community that enables each and every learner to maximise and achieve their full potential.
2. We firmly believe that to achieve this, we as an organisation need to develop meaningful strategies, policies and procedures that underpin our excellent standards for teaching and learning.
3. Our provision is delivered in a needs-led way that engages learners, so they are inspired, confident and equipped to achieve and make a positive contribution.

## Scope

4. This policy applies to all SCCU venues, offices, operations, activities, and services, without exception, and all SCCU staff at all levels of the organisational structure and includes self-employed contractors.

## Encouraging Learners and Teachers

### **We encourage learners to:**

- Adopt an enthusiastic and creative approach to learning.
- Be committed and dedicated to their learning journey.
- Fully utilise the opportunities and support available to them.
- Be aspirational and innovative in their approach.
- Let us know what we do well and what we could improve.

### **We encourage teaching staff to:**

- Demonstrate an open, caring, and inclusive culture for learning.
- Act a positive role model for all learners, adopting an energetic and motivational approach.
- Have high expectations of learners, setting challenging and aspirational targets that help learners to be enthusiastic and engaged in their learning journey.
- Promote learners' independence.

- Develop a personalised approach to learning that identifies individual needs and provides bespoke support where needed.
  - Consistently evaluate and reflect on their practice in order to adapt to the changing needs of each learner.
  - Engage with ongoing CPD opportunities provided.
  - Work collaboratively with services and partners that benefit the outcomes for learners.
  - Adopt a safe and equitable approach.
  - Accept feedback and use it to improve and grow.
5. SCCU will:
- Promote a responsive, educational experience that inspires and engages learners.
  - Adopt a consistent and collaborative approach to teaching, learning and assessment.
  - Be committed to inclusive and anti-discriminatory practice.
  - Recruit and develop a workforce that has the skills, knowledge, and expertise to cater for the needs of learners.
  - Develop and implement robust systems and procedures underpinned by meaningful strategy.
  - Embrace new and emerging technologies for teaching, learning and assessment.
  - Provide a platform for learner voice and staff feedback to enable positive service development.
  - Provide qualifications and learning opportunities that are current and relevant to industry needs.

## Teaching, Learning and Assessment Objectives

- To be the education provider of choice for learners both locally and regionally.
- Maintain excellent standards of teaching, learning and assessment at all times to enable high levels of achievement for our learners.
- Recruitment of well-qualified staff and provide them with ongoing professional development opportunities.

- Continually monitor and respond to the ever-changing landscape of education and industry with creative and dynamic delivery styles that enthuse and inspire learners to engage and participate fully.
- Investment and utilisation of emerging learning technologies that enhance the teaching, learning and assessment experience.
- To deliver a responsive and needs-led learner-centred approach.
- Role model a positive and supportive approach that encourages learners to engage in a two-way dialogue regarding their learning journey.
- Provide an inclusive approach that identifies individual needs and offers relevant packages of support for learners (Additional Learning Needs Policy).
- Identification and incorporation of preferred learning styles.
- Develop mechanisms for learner voice that enable learners to actively participate in service development and decision making.
- Adopt a personalised learning model, continuously agreeing and reviewing individual targets and learning goals.
- Implementation of the Learner Intervention Policy to ensure aspects such as early leavers, terminations, behaviour management, relationship management, safeguarding and progression routes are addressed where appropriate.
- Support and encourage learners to show initiative and be independent in their learning process, developing the skills and attitudes for life.
- Ensure effective systems for marking, feedback, and assessment.
- To ensure equality and diversity are fully integrated.
- Promote a learning culture that embeds equality and diversity.
- Enable all learners to have access to equality and diversity policies.
- An expectation is that all employees and partners adopt the anti-discriminatory practice.
- To continue to develop services to meet the needs of the industry.
- Maintain positive relationships with key stakeholders and partners, using consultation and market research as a tool for business development.

- Provide a bespoke approach to service needs identified within the industry and workplace.
- Endeavour to exit learners who are work-ready following completion of their area of study.
- To embed robust quality assurance mechanisms to ensure high standards in teaching, learning assessment.
- Teaching, learning and assessment for all learners are of an outstanding standard.
- A standardised approach to policy implementation, delivery, and assessment.
- Our ethos and values are embedded within all aspects of teaching, learning and assessment, in alignment with the Quality Assurance Strategy.
- Effective use of legislation and inspection frameworks.
- Adopt a self-reflective practice that analyses strengths and areas for development, via self-assessment and self-evaluation.
- Use data effectively to analyse learner and organisational performance. This is underpinned by effective systems for data management.
- Embed good practice from other institutions, including engagement with the requirements of the Ofsted Common Inspection Framework.
- The Performance Management system is overseen and monitored by the Senior Management Team (SMT) and implemented to ensure all Key Performance Indicators are being achieved.