



TEACHING AND LEARNING POLICY

INTRODUCTION

Purposes of a Teaching and Learning Policy:

- to share a common vision of what our teaching and learning strategies are trying to achieve.
- to be explicit about what we are doing in teaching and learning activities, so that we can evaluate new developments and changes against our aims.
- to provide a set of guidelines in a rapidly changing environment.
- to provide a framework within which subjects, schools and services can develop their own explicit teaching and learning policies.

This policy has been formed through a process of discussion within the Edge Hill's Teaching, Learning and Assessment Committee and through open consultation with staff and students engaged in the processes of teaching and learning at Edge Hill.

THE AIMS OF TEACHING AND LEARNING AT EDGE HILL

The primary aim of teaching and learning at Edge Hill is to develop and support learners. These learners will be autonomous learners, capable of both independent and interdependent learning.

We are committed:

- to support critical and reflective learners.
- to encourage creativity.
- to welcome diversity in approaches to learning.
- to promote active learning.
- to encourage working in an independent and interdependent manner.

- to support the development of learners as conscious individuals and social beings.
- to equip the learner with the knowledge and skills they need to enhance their employability, and enrich the wider contribution they will make to society.
- to produce lifelong learners.

In pursuing these broad aims we will provide all students with the opportunities to:

- acquire an extensive knowledge base of their subject areas, together with the associated skills involved in applying that knowledge either within a profession or an academic discipline.
- develop a range of core intellectual skills such as conceptual understanding, critical analysis, reasoning, enquiry, primary research skills and research application skills.
- understand how to learn effectively, develop a deep approach to learning and produce flexibility in learning approaches.
- acquire a range of skills which are transferable between academic and employment situations, such as communication skills (oral, written, computer skills), problem-solving skills, interpersonal skills (groupwork, team work), information - retrieval skills.

THE ACHIEVEMENT OF THESE AIMS

Edge Hill will support learners by:

- providing a range and variety of learning opportunities; and
- having guidance and support structures that enables students to take maximum advantage of these learning opportunities.

This range of learning opportunities and guidance and support strategies, and their interrelationships are pictorially represented in the accompanying diagram.

The learning opportunities include:

- teaching and learning delivered experiences on the institution's campuses eg lectures, workshops, seminars, laboratory work, individual projects.

- teaching & learning experiences provided off the institution's campuses eg professional placements, work based learning, fieldwork, voluntary work, life experience.
- learning materials eg books/journals, audio-visual material, IT software programmes, flexible learning packs.

The learning opportunities take place within:

- an Edge Hill curriculum eg range & choice of course/modules, a variety of modes of delivery, an ethos of equal opportunity.
- an Edge Hill infrastructure eg teaching and learning space, individual study areas, IT network, mediatech facilities, laboratory facilities.
- a Community network eg partner schools & Colleges, partner NHS Trust, partner employers.

The learning opportunities are supported by:

- academic facilitators eg lecturers, course/subject teams, visiting lecturers/researchers.
- learning resource facilitators eg ASSIST staff.
- academic guidance services eg academic registry, personal tutor.
- personal support & guidance systems eg student services, careers, counselling.
- external facilitators and professionals who are specifically prepared for their role eg school mentors, nurse/midwifery mentors.
- peer support and networks.

In developing learning opportunities, guidance and support systems, Edge Hill will:

- recognise individual differences in learning styles and support students in developing their preferred style.
- value people's prior learning by supporting both the accreditation of prior learning (certificated learning) and the accreditation of prior experiential learning.

- support the development of close relationships between teaching/service staff and students based on mutual trust and respect.
- endeavour to facilitate support services for the development of students assessed as experiencing specific difficulty with their learning.
- support the development of alternative/flexible ways of course delivery to support widening access for a broader range of students.
- encourage reflective learning by supporting profiling, action planning and records of achievement.
- support initiatives which make learning explicit eg linkages between outcomes, teaching and learning methods and assessment, clearly specified assessment criteria, student charters, learning agreements or learning contracts.
- evaluate teaching and learning, and organise the exchange of ideas and examples of good/effective practice throughout the Edge Hill.
- develop institutionally-based research into teaching and learning, and organise institution-wide dissemination of the findings of such research conducted in other higher education institutions.
- provide programmes of staff development in teaching and learning.
- support the development of new approaches to teaching and learning, eg multimedia programmes, distance learning etc.

Approved by Academic Board
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