

University Centre Colchester Teaching and Learning Strategy

2021-2024

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Introduction

This strategy has been developed following the publication of Colchester Institute's Strategic Plan 2021-2024. It also connects to UCC's annual action plans and its Strategic Plan 2021-2024.

The present document retains the previous strategy's underpinning values:

'Colchester Institute is a long established, and highly regarded, provider of vocational training in the region. University Centre Colchester was formed in 2016 to bring together the degree level training, which has been available at the CI for many years.

The organisation's ethos permeates everything it does by placing emphasis on a student-centred approach to Learning & Teaching.

CI's engagement with employers and its strong commitment to providing opportunities for social mobility define the essence of what underpins the 'UCC experience' for students and staff: smaller class sizes, a personalized approach to study, a committed support team for student learning, and an increasingly research-active staff community'.

1. Background

- 1.1. UCC delivers programmes validated by four different organizations: the University of East Anglia, the University of Essex, Pearson and the University of Huddersfield.
- 1.2. Most lecturing staff have fractional core posts.
- 1.3. Over 60% of our students are over the age of 24.
- 1.4. Most students combine part-time work with full-time study, or vice versa.
- 1.5. Typical class sizes at UCC are between 6 and 12. Only a few larger groups may have around 13-22 students.
- 1.6. Teaching staff are specialists who tend to teach subjects within their professional/academic area of experience; if a session cannot take place due to unforeseen circumstances it is likely to be postponed until specialist staff are available again.
- 1.7. The delivery of teaching at UCC follows its annually updated *Flexible Teaching & Learning Plan*, first introduced in September 2020. It advocates hybrid learning and places emphasis on synchronous delivery. (K4)¹

¹ All letters and numbers in brackets refers to the corresponding criteria in the *UK's Professional Standards Framework for Teaching and Supporting Learning in Higher Education* (2011): areas of activity (A), core knowledge (K) and professional values (V).

2. Teaching resources

- 2.1. Our approach to generating teaching resources takes account of three different factors: the nature of the discipline itself, the levels of study and the quality assurance/inspection frame works applicable to a qualification. (A1, K1-3)
- 2.2. The content of taught sessions is guided by the module/unit specification concerned and the relevant module guide, as well as recent sector research. (A1, K1-2, V3)
- 2.3. Most staff teaching a module are the authors of the content of their teaching resources.
- 2.4. All existing teaching resources are updated once a year, usually before the module commences.
- 2.5. Students are given access to session resources on a week-by-week basis.
- 2.6. For all lecture-room based sessions we expect staff to have prepared session resources, and made these available to students 24 hours in advance of delivery, where appropriate. A session resource may be a Powerpoint presentation, linked to a session plan or scheme of work, or documents accessible to the students which contain an equivalent level of detail.² (A4, K5)
- 2.7. All workshop-based sessions are likely to require students to demonstrate being able to apply knowledge and understanding, but in a practical context including, for example, drawing or dance. In such cases teaching resources might include links to examples of good practice to promote knowledge, but it is accepted that absence from such sessions would not enable the student to demonstrate the application of a skill.

3. Pedagogical approach

- 3.1. Teaching at UCC is a collaborative professional partnership between staff and students. (V1-2)
- 3.2. We value the range of knowledge and expertise students bring to their academic studies and actively encourage staff to make connections between students' professional experience and further study. (V1-2,4)
- 3.3. We expect staff to be aware of different student profiles, both in terms of professional knowledge and specific learning needs, and to work creatively in taught sessions by personalizing the learning experience as far as reasonably possible within a group setting. (A4, K5, V2)
- 3.4. Teaching at UCC uses differentiation to ensure that the implementation of pedagogical intent has a positive impact on individual students, both within the context of a session and as a wider developmental experience. (A4, K5)

² For a sample scheme of work, taken from a UCC module guide, please see Appendix 1.

4. Evaluating teaching

- 4.1 Whether an observer of teaching or the observed, we apply the same criteria to evaluating our work. (K3,5)
- 4.2. In a lesson observation or lesson reflection we measure the success of a session by
 - (i) considering the relevance of the academic content, in light of the subject area and the students' prior knowledge and level of study;
 - (ii) reflecting on student engagement on the basis of their lesson contributions;
 - (iii) recalling the nature and extent of diverse teaching strategies employed;
 - (iv) placing a lesson's events in the students' wider development throughout a module/unit of study.
(A1, K3, A3, V4)

5. Students' learning

- 5.1 The collaborative professional partnership between staff and students is at its most effective when students are active participants in their lessons, thereby co-creating some of the detailed narrative that contextualizes any lesson planning. (V1)
- 5.2 We understand learning to be a gradual, linear process, the outcome of which is examined in developmental steps (levels 4-7) according to agreed learning outcomes. (A3)
- 5.3 Students' learning should lead to a progressively more sophisticated application of reflection, evaluation, analysis and independence of thought. (K4)
- 5.4 Demonstrating the process of learning is part of formative experiences in taught sessions, the outcome of which is captured in formative assessments in a variety of formats. (A3)

6. Quality assuring teaching resources

- 6.1. Session resources are developed by the module tutor concerned, and approved by the Head of School or course leader of the programme. (K6)
- 6.2. Heads of Schools are expected to sample session resources of modules in their respective Schools, to ensure academic appropriateness and consistency of the student experience. (K2,6)
- 6.3 Any documents that are part of the institutional quality assurance process will be issued as templates by UCC Academic Services.

Nils Franke, XII/2021, I/2022

Appendix 1. Sample session plan

Programme: BA (Hons) Health and Social Care

Module: Supervision: Models, Process and Practice

Academic Year: 2021/22

Week	Date	Topic
1	24/09/2021	Introduction to the Module. What is Supervision? A Very Short Introduction to the History of Supervision. Models: Developmental, Integrated & Orientation-Specific. Process. Practice. Learning Outcomes (L.O.s): 1, 2, 5.
2	01/10/2021	Definitions and Functions of Supervision including basic features. Supervision in Context and Application: Social Care, Health Care & Counselling. L.O.s: 1, 2.
3	08/10/2021	The Cyclical Model: Steve Page and Val Wosket (1994) – Contract, Focus, Space, Bridge, Review. The Seven-Eyed Model of Supervision: Peter Hawkins and Robin Shohet (1985) & the Double Helix Model (1989). L.O.s: 1, 2.
4	15/10/2021	Kadushin Model: Alfred Kadushin (1992) – Education, Support and Administration. Person-Centred Supervision: Carl Rogers (1957) & Frankland. L.O.s: 1, 2. Task 1: Create a chart that will eventually contain 6 models of supervision and 2 models of reflective practice. Select two models to add to the chart, the columns should include: Who devised the model? When was it devised? Which professional settings is it most applied to? Themes and Commonalities. Draw up a list of references for each model, be critical in your awareness for where your research is derived.
5	22/10/2021	Part 1, Seminar (1): Each student is to present their devised chart, explaining why they selected the specific supervision models. L.O.s: 3, 4, 6. Part 2, Integrating criticality into the written and spoken word: Critically Appraise, Critically Explore, Critically Examine, Critically Analyse and Critically Evaluate. Exploring the language and terminology of supervision.
25/10/2021 – 29/10/2021 Reading Week		
6	05/11/2021	Exploring Supervision: The work of Els van Ooijen. Observing themes and commonalities in further models of supervision: Systems Model, Matrix & Double Matrix, Basic Process, Solution Focussed Model, Systems Approach, Orientation Specific Models, Developmental Model, Eclectic Model, mentoring and coaching. L.O.s: 1, 2, 4, 5. Task 2: Add an additional 4 models of supervision to your chart. Add carefully selected academic resources to all 4 models in your chart. Reference carefully.
7	12/11/2021	Supervision: the requirements of professional organizations, ground rules, contract, confidentiality, ethics, roles & power. What drives supervision? Observing advantages and disadvantages in the supervisory process. L.O.s: 1-6.

8	19/11/2021	Learning styles and supervision as a growth promoting relationship, power and dynamics, tensions and dilemmas. Reflection and Reflective Practice. L.O.s: 2, 3, 4, 6. Task 3: Write an <i>Introduction</i> on the topic of <i>Supervision: Models, Process and Practice</i> (500 words).
9	26/11/2021	Seminar (2): Presentation by students of their 500-word <i>Introductions</i> . Group discussion with tutor and peer feedback and feedforward. L.O.s: 1-6.
10	03/12/2021	Critical Thinking Skills: What? Why? Who? How & Where? As applied to <i>Supervision: Models, Process & Practice</i> . L.O.s: 3-6.
11	10/12/2021	Consolidation: Re-read through your lecture material, notes, and your written texts. This session is designed to consolidate knowledge gleaned in the module so far, and, pave the way for greater depth of knowledge and understanding. Focussing on coherence, expanding subject specific knowledge, applying critical thinking and written skills as applied to your assignment. L.O.s: 1-6. Task 4: Add 2 Reflective Practice models to your chart. Include references.
12	17/12/2021	Aspects of supervision – administrative, legislative, educational, supportive, ethics and power. L.O.s: 3, 4, 6.
20/12/2021 – 03/01/2022 Student Holiday		
13	07/01/2022	Tutorials (Individual): Each student to discuss their written work to date with the tutor. The <i>Chart and Introduction</i> need to be sent to the tutor prior to the tutorial. L.O.s: 1-6.
14	14/01/2022	Tutorials (Individual): Each student to discuss the amendments that they have made to their written work following the previous tutorial. L.O.s: 1-6.
17/01/2022 – 28/01/2022 Student Inter-Semester Holiday		
15	04/02/2022	Supervision: Models, Process and Practice. Looking at individual models and focussing on themes and commonalities, contemporary research, application in practice. L.O.s: 1-6. Written Task 5: Describe the basic features of one of your chosen supervision models, explain its' relationship to reflective practice, appraise the potential role for individual development and examine how the process can support micro and macro advancement (c.500 words).
16	11/02/2022	Focussing on themes and commonalities, contemporary research, application, and experiences gained in clinical practice and settings. L.O.s: 1-6, with emphasis on 3, 4, & 6.
14/02/2022 – 18/02/2022 Reading Week		
17	25/02/2022	Developing competencies in supervision skills, theoretical skill transfer, practical skill transfer, the learning curve, and the reflective practice process. L.O.s: 1-6. Written Task 6: Describe the basic features of your 2 nd chosen model, explain its' relationship to reflective practice, appraise the potential role for individual development and examine how the process can support micro and macro advancement.

18	04/03/2022	Dialogue, potential conflict, resolution, informed choices in relation to supervision. L.O.s: 1-6.
19	11/03/2022	Supervision: Models, Process and Practice. Looking at individual models and focussing on themes and commonalities, potential, application in practice. L.O.s: 1-6. Written Task 7: Describe the basic features of your 3 rd chosen model, explain its' relationship to reflective practice, appraise the potential role for individual development and examine how the process can support micro and macro advancement.
20	18/03/2022	Consolidation of module knowledge. Using appropriate academic language to critically appraise, explore, analyse, and evaluate. What does it mean? L.O.s: 1-6, with emphasis on 3-6. Written Task 8: Describe the basic features of your 4 th chosen model, explain its' relationship to reflective practice, appraise the potential role for individual development and examine how the process can support micro and macro advancement.
21	25/03/2022	Supervision: Models, Process and Practice. Looking at individual models and applying critical language to themes and commonalities, contemporary research, application in practice. L.O.s: 1-6, with emphasis on 3-6. Written Task 9: Describe the basic features of your 5 th chosen model, explain its' relationship to reflective practice, appraise the potential role for individual development and examine how the process can support micro and macro advancement.
22	01/04/2022	A critical approach to concluding your assignment. Enveloping theory with practical skills to develop the self and the organization. Observations and reflection in action. L.O.s: 1-6, with emphasis on 3-6. Written Task 10: Describe the basic features of your 6 th chosen model, explain its' relationship to reflective practice, appraise the potential role for individual development and examine how the process can support micro and macro advancement.
04/04/2022 – 18/04/2022 Student Holiday		
23	22/04/2022	Assignment Tutorial (Group): Checking criticality of written material, reference accuracy. L.O.s: 1-6.
24	29/04/2022	Assignment Tutorials (Individual): Editing & Proofreading. L.O. 6.
25	06/05/2022	Assignment Tutorials (Individual): Proofreading. L.O. 6.
26	13/05/2022: Submission of Written Assignment @ 12 Noon via ATS2.	
27	20/05/2022	Module Feedback & Discussion
28	27/05/2022	Module Feedback & Discussion