

Moorlands College

Learning, Teaching and Assessment Framework

This document specifies the principles that guide Moorlands College's activity in learning, teaching and assessment.¹ It builds on the shared wisdom of learning, teaching and assessment strategies in the British Higher Education sector, and emphasises what is distinctive for the College.

1. Learning

The College's role is to provide opportunities for learning in areas that support the mission of the church, particularly Applied Theology, primarily at Higher Education level. Reflecting its own identity as a faith-based institution, it designs programmes principally to serve a broad evangelical constituency, but any student who would benefit from study within such a framework is welcomed. The key principles regarding the College's approach to learning are described here.

- 1.1 The College aims to make its programmes relevant to those developing in various forms of Christian ministry/service and comparable activities outside the Christian sector.
- 1.2 The College conceives of learning as a holistic process of personal development, covering inter-relating aspects of human personality, the intellectual, spiritual, practical and relational. The degree of focus on these aspects varies between modules, levels and programmes.
- 1.3 The College's programmes are academically rigorous, upholding national threshold academic standards and appropriately quality assured.
- 1.4 The College fosters a safe, but challenging environment of learning within each programme, so that students learn as part of a supportive and diverse community.²
- 1.5 The College encourages independent, analytical, critical and creative thinking³ and self-motivated learning.⁴ The College expects to challenge and encourage students' theological, ethical and social commitments, and to prepare them for life-long learning.
- 1.6 The College recognises that significant learning takes place both through and in reflection on professional practice.⁵ The College honours the providers of placements to students.

¹ QAA Quality Code, B3 Indicator 1.

² The College emphasises the communal aspects of learning referred to as its "social environment" in QAA Quality Code, B3 Indicator 6.

³ Cf. the goal of QAA Quality Code, B3 Expectation.

⁴ QAA Quality Code, B3 Indicator 8.

⁵ Cf. QAA Quality Code, B3 Indicator 3's concern for evaluation of professional practice.

- 1.7 The College provides appropriate academic support for all students to enable them to fulfil their potential.⁶ The College values its reputation for facilitating students with Specific Learning Difficulties to find and adopt strategies to maximise their learning.⁷

2. Teaching

The College's teachers are a team of highly able and experienced communicators, committed to implementing the above principles of learning.⁸ The key pedagogical means by which learning is facilitated are described here.

- 2.1 The College motivates and involves students in their own learning.⁹
- 2.2 The College recognises different educational backgrounds and abilities. The College is committed to facilitating the learning of students without standard academic qualifications where and as appropriate.
- 2.3 The College uses a wide range of means to accommodate a variety of learning styles. These include technology, active and experiential learning techniques, one-to-one tutorials, field-trips, lectures, discussions and seminars, as well as placements and feedback from placement supervisors and others.
- 2.4 The College provides resources for personal learning, including an excellent library, stocking a wide range of current and classic items in print and other media.¹⁰
- 2.5 The College incorporates learning from practice into its teaching programmes. In part, this is achieved by utilising a wide range of practitioners and leaders in the teaching programmes.
- 2.6 The College provides excellent Learning Support to students with Specific Learning Difficulties.¹¹
- 2.7 The College invests appropriate resources to induct students and facilitate successful progression to higher levels of study.¹²
- 2.8 The College benefits from student feedback on teaching and continually seeks to improve the learning opportunities it provides.¹³
- 2.9 The College is committed to the on-going professional (pedagogical and scholarly) development of its teachers, holding regular Teacher Training days and facilitating professional development projects.¹⁴

⁶ QAA Quality Code, B4 Expectation.

⁷ QAA Quality Code, B3 Indicator 2.

⁸ QAA Quality Code, B4 Indicator 7; B3 Indicator 4; cf. B3 Indicator 1.

⁹ QAA Quality Code, B3 Indicators 8 and 9.

¹⁰ QAA Quality Code, B4 Indicator 8; cf. QAA Quality Code, B3 Indicator 2's concern for effectiveness.

¹¹ Cf. QAA Quality Code, B3 Indicator 2's concern for equality.

¹² QAA Quality Code, B4, Indicator 5.

¹³ QAA Quality Code, B3 Indicator 5, cf. Indicator 3.

¹⁴ QAA Quality Code, B3 Indicator 4.

3. Assessment

Assessment is an important part of the College's educational process. The key principles relating to assessment are described here.

- 3.1 The College recognises the pedagogical significance of assessment.
- 3.2 The College formulates assessment tasks that are aligned with programme and modular learning outcomes and teaching activities, relevant to the programme and needs of students, fair as opportunities to demonstrate learning achievements, and appropriate to module ratings.¹⁵
- 3.3 The College maintains an excellent system of Quality Assurance in marking and moderation, which is understandable and explained to students, transparent to validating bodies, and produces results that are accurate and trustworthy.¹⁶
- 3.4 The College is committed to giving feedback to assessments that includes both summative and formative elements, and to giving it in a reasonable timeframe.¹⁷
- 3.5 The College values a diversity of assessment tasks within programmes.¹⁸ Given the nature of the provision, the appropriate methods of assessment include verbal presentations, seminars, exams, professional practice, and reflection on practice (the student's or others'), as well as essays. Self-understanding and the linking of theory and practice are often elements of marking criteria. The College recognises the value of written examinations for assessing more declarative, decontextualised knowledge, though such knowledge is not the staple of learning in Applied Theology. The College also recognises the challenge of written examinations for some students with Specific Learning Difficulties.
- 3.6 The College timetables assessment submission dates bearing educational perspectives in mind.¹⁹

¹⁵ QAA Quality Code, B6 Expectation, Indicators 1, 5, 7, 8, 10, 11, 13.

¹⁶ QAA Quality Code, B6 Indicators 2, 6, 11, 13.

¹⁷ QAA Quality Code, B3 Indicator 9; B6 Indicator 9

¹⁸ QAA Quality Code, B6 Indicator 5.

¹⁹ Cf. QAA Quality Code, B6 Indicator 8's concern for appropriate timing of assessment.

Document history

Adoption following discussions of draft.	Faculty Meeting	January 2011
Minor revisions following review in the light of the Quality Code and discussions at two Teacher Training days in 2013-14 and 2014-15.	Academic Board	April 2015
Minor revisions to encompass provision outside of a strict definition of the academic discipline of Applied Theology, without alteration to the original intention of the scope of the provision.	Academic Board	September 2018

The following sources contributed to the formation of this document.

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