



Learning and Teaching Policy

1. Introduction

At Norland the learning and teaching processes are designed to ensure that its students are given an experience which allows them to achieve and demonstrate their learning in a sector-leading environment. This policy has been written with reference to the UK Quality Code Core Practice for Quality: The provider designs and/or delivers high-quality courses.

2. POLICY

Curriculum Alignment

A key feature of Norland's internal academic infrastructure is the concept of Curriculum Alignment.

In order to ensure overall coherence in the planning, design and delivery of higher education programmes, it is necessary to be cognisant of the learning and other objectives of our provision at all times.

Those designing and delivering programmes should ensure that learning outcomes at all levels within the programme are in line with sector-recognised standards such as the Framework for Higher Education Qualifications, Subject and Qualification Benchmark Statements and other professional standards.

All provision should align with the overall aims, objectives and mission of Norland as described in the strategic plans. There should be congruence between the themes of the strategic plans and Departmental aims and objectives.

Module learning outcomes should clearly link to programme learning outcomes and ensure complete coverage of them.

Learning and teaching strategies and planning of individual delivery sessions (lectures, seminars, tutorials, workshops etc.) must clearly reflect the module learning outcomes. Assessment, marking and feedback should also be linked to module learning outcomes.

Learning and teaching strategies are enhanced through student feedback at the end of teaching sessions and modules and on the VLE platform (Moodle).

In this manner Norland can assure itself of the appropriateness of all aspects of the provision in relation to its mission, and that all provision is designed and delivered to meet the required academic standards.

Learning & Teaching

In particular the teaching will encourage the students to become reflective professionals with an emphasis on:

- independent and collaborative learning,
- learning for life and employment,
- research and practice informed learning and teaching
- promotion of a supportive and inclusive learning experience,
- actively encouraging student engagement and participation in the design, delivery and quality enhancement of their courses,
- enhancing students' experiences,
- teaching that is informed by pedagogy.

A wide variety of learning and teaching strategies and methods are used to enable learning outcomes to be achieved and demonstrated. During the induction period for the higher education courses, the learning, teaching and assessment strategies and policies will be highlighted, access to learning resources explained and the possible progression routes and career pathways made clear.

Teaching will be by means of lectures, tutor-led and student-led seminars, tutorials, demonstration and instruction, supported by directed research of texts and journals, practical workshops, video analysis, virtual learning environment (VLE), tutor directed study and self-directed study, learning centre research and tutorials. Technology enhanced learning is an integral feature of the delivery of the course. Learning activities are recorded and made available for review by students via the VLE. Learning and teaching takes place in small groups where individual learning styles can be reflected in teaching methods and emphasis is placed on active learning and competence in practice.

For every module students study, support and guidance is provided by the module team, personal tutor, library staff and student support team. Comprehensive formative and summative feedback will highlight strengths and areas for development. The tutor will also be a first point of contact for help with any module-related or study issues.

Learning and teaching Strategies to be used include:

- Face to face teaching, both online and in person
- Work based experience, mentoring, supervision and reflection
- Tutor-led and student led seminars, supported by directed research of texts and journals
- VLEs for gathering material and debating knowledge with peers and tutors
- Review of recorded lectures and workshops
- DVD/video analysis
- Online and in person discussion
- Problem-based learning
- A systematic range of professional self-evaluation, reflection, target setting and action planning



- Presentations through various electronic media
- Active learning
- Exploration of resources
- Online tutorials
- Guided independent study/Focused activities
- Independent study

The integration of the degree and Norland Diploma courses enhance skills such as analysis, synthesis, evaluation and problem solving which are practised and demonstrated through more active student-centred learning methods such as independent research, group activities, seminars, workshops or placement-based/work-based activity.

Neurodivergence

Where neurodivergence has been identified, formally or informally, and it may have an impact on the student's ability to access the learning teaching and/or assessment, Norland will make reasonable adjustments or provide alternative assessment to ensure that all students can demonstrate achievement of their learning outcomes.

Academic Misconduct

To ensure rigour in assessment, Norland uses Turnitin software at all levels of study. Norland's Academic Regulations for Taught Provision and Academic Misconduct policy outline the procedures for assessment offences, details of which are to be found in the programme handbook and included in the induction programme for students.

Summary

The learning and teaching methods adopted enable the student to develop into an independent and autonomous learner over the course of the programme. The strategies employed will support the student in taking on the role of an academic and early years practitioner.

Students will be provided with opportunities to engage in debate and discussion about theoretical perspectives; directed study set by Module Leaders supports students in developing their knowledge through further and deeper reflection, reading and research.

Self-directed study allows students to extend their knowledge, understanding and skills in aspects of the course they select; and placements or experience at work will enable students to link theory with practice, and practice with theory.

3. ROLES AND RESPONSIBILITIES

As above

**4. RELATED POLICIES, PROCEDURES AND GUIDANCE**

UK Quality Code Core Practice for Quality: The provider designs and/or delivers high-quality courses.

Framework for Higher Education Qualifications.

Subject and Qualification Benchmark Statements.

Norland's Academic Regulations for Taught Provision and Academic Misconduct policy.

Departmental Strategic plans.

5. ANNEXES

None.

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