

Teaching and Learning Policy

Policy Review Date: 21/0/2025

Next Review Date: 21/03/2026

Introduction

This policy articulates the guiding principles and practices governing teaching and learning at FSOB, a private further/higher education institution within the United Kingdom. Our mission is to offer a high calibre, engaging, and inclusive learning environment that thoroughly prepares students for success in their chosen careers and broader life ambitions.

Philosophy

FSOB is steadfast in providing a student-centred education, deeply valuing diversity, creativity, and critical thinking. We are committed to the belief that every student possesses the potential to succeed, and we endeavour to cultivate an environment that encourages students to achieve their fullest potential.

Curriculum Design

Our curriculum is meticulously crafted to be both challenging and highly relevant to the needs of our students. We offer a diverse array of courses, each routinely reviewed and updated to reflect the latest industry standards and trends. Additionally, we seek to provide numerous opportunities for students to engage in practical, hands-on learning, including internships, work placements, and other experiential educational experiences.

- Curriculum Development:** At FSOB, curriculum development is a collaborative process, involving feedback from teachers, students, industry experts, and other key stakeholders. We ensure that our curriculum remains aligned with industry standards and trends, with regular updates to ensure its continued relevance.
- Curriculum Alignment:** We work to ensure that our curriculum is in line with current industry standards, meeting the evolving needs of our students. We also prioritise offering students hands-on learning opportunities, such as internships and work placements, to enhance their educational experience.
- Curriculum Content:** The content of our curriculum is both challenging and aligned with the needs of our students, ensuring that courses are regularly updated to reflect contemporary developments and trends in relevant industries.
- Curriculum Evaluation:** We implement a systematic process for evaluating the curriculum, which includes ongoing monitoring of student progress as well as periodic evaluations conducted by faculty members and other stakeholders.

Teaching and Learning Commitment

Our teaching staff are highly qualified and committed to delivering a stimulating, dynamic, and engaging learning environment. They employ a variety of pedagogical strategies to cater to the diverse needs of all students, including those with special educational needs and disabilities (SEND). Furthermore, we actively encourage the use of technology in the classroom to enhance the learning experience.

1. **Roles and Responsibilities for Teaching and Learning Practice:** The School will provide:

- An orientation programme for both students and staff involved in delivering learning.
- A well-maintained, clean, and conducive environment for learning.
- A safe environment in accordance with all health and safety regulations.
- Access to tools that assist in the delivery of high-quality instruction and the assessment of student progress.
- An engaging atmosphere where student work, research, and instructional materials are prominently displayed to foster optimal engagement.
- A culture in which all learners are treated with dignity and given equal opportunities to succeed.
- Opportunities for the use and exploration of digital tools by students and staff.
- Instructional methods that promote student participation and cater to diverse learning styles.
- Opportunities for the exchange of best practices and professional development.
- Comprehensive access to information concerning students with SEND and any necessary accommodations.
- Continuous support from Advanced Teaching Practitioners to assist faculty.

2. **Lesson Preparation and Delivery:** Tutors are expected to ensure that all lessons are thoroughly prepared and delivered to the highest standards. Each learning session should:

- Present clear, well-structured lesson plans with defined, level-appropriate learning outcomes.
- Integrate inclusive learning strategies to ensure the needs of all students are met.
- Align with the objectives and requirements of the respective course/programme.
- Use formative assessments to track student progress and adjust instruction accordingly.

- Emphasise the practical application of academic research, linking theory with real-world practices.
 - Foster independent study and a proactive approach to learning.
 - Stay current with the latest academic and industry developments.
 - Regularly conduct risk assessments and adhere to health and safety protocols.
 - Utilise lanyards for identification, in compliance with School policy.
 - Incorporate student feedback into future teaching strategies.
 - Encourage the development of British values and the use of technology in the classroom.
 - Promote inclusivity and diversity in all aspects of teaching.
 - Provide students with schedules in advance to prepare for classes.
 - Encourage the use of the Virtual Learning Environment (VLE) and other educational resources to broaden the learning experience.
 - Invite student participation in module/course evaluations (learner voice) for continual improvement.
3. **Management of the Learning Environment:** School staff are expected to manage the learning environment in accordance with the School's attendance, discipline, and quality policies, including:
- Completing attendance registers for each scheduled session.
 - Monitoring student attendance and taking appropriate actions as necessary.
 - Encouraging students to utilise their time effectively, both in and out of class.
 - Addressing any disciplinary concerns promptly, in line with established reporting procedures.

Observation of Teaching and Learning (OTL)

The lesson observation process is integral to supporting the ongoing professional development of teachers and the effective management of the learning environment.

Roles and Responsibilities:

- **Staff:** Teachers must adhere to performance standards, engage in CPD activities, and contribute to action plans generated from observations.
- **Observers:** Lesson observers must undergo training to standardise the observation process, ensuring impartiality and consistency in assessments.
- **Advanced Teaching Practitioners:** Support staff in implementing action plans after observations, offering guidance and professional development.

- **Heads of Area:** Ensure that observations are undertaken regularly and that action plans are effectively implemented.

Assessment and Recording of Progress

To track student progress, we maintain a consistent and transparent assessment system, providing continuous feedback that encourages active participation in goal-setting and development.

Student Support

We offer targeted support to students with SEND, alongside additional academic support for students experiencing personal or academic difficulties.

Complaints and Appeals

Our complaints and appeals process is transparent, fair, and accessible to both students and their families, ensuring impartiality and adaptability to meet the needs of all involved parties.

Review and Implementation

This policy will undergo regular reviews to ensure it remains aligned with best practices and regulatory standards, consistently meeting the needs of our students and the broader educational community.

Conclusion

FSOB is dedicated to fostering a supportive, inclusive, and engaging learning environment that enables every student to thrive. We are committed to continuously refining our policies and practices to ensure that all students have the opportunity to reach their full potential, both academically and professionally.