



**TEACHING, LEARNING & ASSESSMENT (TLA)
STRATEGY 2022-2025**

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Linked policies and procedures	Observation of Teaching, Learning and Assessment Framework and Procedure
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Overview

After extensive consultation with teaching teams, business partners, employers and learners in the 2020/2021 academic year and undergoing further refinement in 2021/2022 this 'defined by our communities' strategy is being implemented in September 2022 with the aim of the College self-assessing as Ofsted Grade 1/Outstanding by no later than August 2025.

The outcome of the 2020/2021 consultation produced a set of 10 TLA Standards based on practice that already existed in the College. The additional work done in 2021/2022 provides clear tools for teams and individuals to identify how near their current practice is to those expectations. Moreover, there is now a clear 3-year strategy to ensure that the existing best practice that was identified in specific areas can be developed and applied consistently across all the curriculum and all types of provision.

Progress against the TLA Standards will be central to quality improvement and developmental processes including observations, CPD and PDRs. Development against the TLA Standards will supersede the TDLP in teachers PDRs – a separate action plan following, and linked directly to, observations will be part of the lesson observation report contained in the TLA Review System (see below). The standards will provide a central reference point that the College will use to support the development of teaching and teaching support staff and drive further improvements in learner experience. Underpinning this strategy is firstly a philosophy that experience can always be improved, even when it is deemed 'outstanding,' and secondly a desire to continually seek for that improvement.

The 10 HRC TLA Standards are outlined overleaf.

Whilst it is appropriate that the Standards have been developed through consultation with staff, students and stakeholders across the institution and reflect the College's values and behaviours it is also crucial that they reflect current national teaching standards. With this in mind the HRC Standards have been fully mapped, see Appendix 1, to (a) the Level 5 Learning and Skills Teacher Apprenticeship Standard (2022), (b) the Professional Standards for Teachers and Trainers (England) and (c) the UK Professional Standards Framework for teaching and supporting learning in Higher Education.

HRC TLA STANDARDS

TS1 Inclusive

- Staff create resources to help learners understand how the world around them, and the industries they are studying, were shaped by a diverse range of people including those with disabilities, ethnic minorities, and others with protected characteristics
- Staff and learners engage with each other in an environment that promotes tolerance and respect. They have a high level of awareness of difference and diversity, are inclusive in their behaviours and challenge stereotyping
- Staff seize opportunities to celebrate and promote difference and foster the culture of inclusivity through curriculum content and delivery
- Key performance indicators are regularly monitored to identify underperforming groups of learners so that they can be appropriately supported

TS2 Destination focussed

- Learners have a clear line of sight as to how their programme of study supports their route to employment and/or next steps
- Teaching is creatively and continuously linked to enterprise and employment through varied methods including simulations, employer visits, work placements, projects, involvement of alumni, live briefs, exhibitions, and competitions
- Assessment is reflective of industry and wherever possible includes employer briefs
- Employers are central to the design, delivery and assessment of delivery – shaping who we are

TS3 Contextualised

- Each curriculum area and programme of study undertakes careful review and evaluation to identify which elements of the programme are best suited to which delivery mode encompassing synchronous and asynchronous modes.
- Where appropriate online and live classes are recorded, and screen shots saved to enable access to learning outside class times
- Learning is contextualised for each programme of study – learners understand the purpose and intent of the learning content and how this will support their progression
- Content is pitched to ensure relevancy to learners' lives, interests and future destinations

TS4 Enhanced by digital technologies

- Learners and staff are inducted in and supported to access and use a range of technologies effectively
- Curriculum and IT support staff work creatively together to adeptly select and utilise a variety of platforms (e.g. Teams, Nearpod, Padlet, Moodle, Prowise, YouTube, Instagram, Facebook, quizzes, industry specific and online collaborative tools, e-portfolios, graphics tablets etc.) depending on context and content
- Learners develop digital skills reflective of those expected in employment
- Learners are provided with the option to access services such as additional learning support, counselling, careers guidance, in person, online and via intermediaries

TS5 Scaffolded

- Learning is introduced in 'chunks' and reviewed and revisited to support retention of information enabling learners to make links to previous knowledge/learning
- Extensive and effective feedback is given to address learner misconceptions or errors in a timely way and to challenge learners to aim higher

- Formative assessment is used to continuously ‘take the pulse’ of learner progress and adapt teaching accordingly. Teachers provide model responses and encourage students to analyse these to raise awareness of expectations
- Frequent testing and timed challenges enable learners to identify progress made

TS6 Motivating with a sense of play

- Taking part in skills competitions is a key part of learning at HRC. Learners develop their work readiness by being taken out of their comfort zones and achieve work of a high standard
- The gamification of learning is a central theme when planning face to face and online lessons. Learners should be eager to complete tasks to a high standard to progress to higher, more complex, tasks
- Dynamic and varied techniques, strategies and activities maximise engagement and ignite curiosity, e.g. work simulations, competitions, learner-led delivery, competitions and quizzes, collaborative projects, employer engagement
- Theory is delivered in innovative ways with clear links to practice and employment and powerful questioning drives high skills development and achievement

TS7 Collaborative

- Peer learning is actively promoted to support collaboration and teamwork – including learner-led delivery, peer assessment and online learner only forums
- Teachers, additional learning support and service staff collaborate to enable learners to access appropriate resources, information and receive the support they need
- Projects are used to bring theory to life and allow learners to develop skills that will help them succeed in life and employment
- Communication with parents and guardians, work-place supervisors and employers is timely and supports learner achievement and progression

TS8 Promotion of independence and autonomy

- Teachers are skilful in identifying learner strengths and raising their awareness of what they are capable of, targeting carefully crafted questions to help learners navigate their learning and empower them to challenge themselves and others
- Research activity is encouraged to develop critical thinking and learners are actively encouraged to ‘think outside the box’ and solve problems
- Learners receive extensive feedback on work and teaching is adjusted to align and address differing needs
- Teachers encourage learners where appropriate to engage in research-based activity. Learners evaluate findings effectively and synthesise well to produce coherent, evidence-based opinions
- Learners self-assess and evaluate their own performance identifying what they need to achieve higher grades or to develop their skills

TS9 Skills building

- High quality group tutorials are created centrally from the Student Services team and are consumed by learners as part of their independent study or through structured departmental programmes
- Students essential skills are enhanced and developed through participation in enrichment and are tracked as part of a Skills Builder portfolio
- Learners are provided with comprehensive induction and study preparation which includes understanding subject, level and assessment requirements, developing study

skills and understanding how to maximise use of relevant digital platforms and software

- Powerful 1-1 tutorials and progress reviews are planned to provide appropriate support and address individual needs and challenges
- The development of independent learning skills and good study habits and routines are integrated alongside subject content to promote autonomy and high skills development

TS10 Aspirational

- Staff and learners are not afraid of making mistakes, experimenting and asking for help to unlock potential and drive high achievement
- Teachers have high expectations at all times for their learners and help them to achieve their target grades
- Learners work towards stretch targets that challenge them and take them out of their comfort zones
- Alongside development of subject-based skills and knowledge and work-ready skills learners are equipped with an awareness of their societal responsibilities and the key challenges of the 21st century –e.g. themes of inclusion, climate change awareness, health, well-being and resilience
- Success is not just about the achievement of a qualification but about exceeding expectations for each learner into their next steps – employment, entrepreneurship, higher study, self-fulfilment

Self-assessing against the TLA Standards

The table below provides a framework for teachers, curriculum teams and curriculum managers to self-assess against our TLA standards and to help identify areas of practice that might need further improvement, and how that improvement might be secured.

A self-assessment tool (see Appendix 2) has been devised and development against the Standards should inform individual, team and whole-College teaching CPD, Performance Development Reviews, post-observation action planning (see Observation of TLA Framework and Procedure). Curriculum Area Managers should also use the self-assessment tool to inform Self-Assessment Reports (SARs) and Quality Improvement Plans (QIPs).

TS1 Inclusive			
PRIORITY (4)	DEVELOPMENT (3)	PROFICIENT (2)	EXPERT (1)
<ul style="list-style-type: none"> - Some areas of practice do not consider the diverse needs of learners. Supportive interventions are necessary to add rapid and sustained improvement to learners' development. - Sometimes teachers and trainers miss opportunities to promote cultural diversity in practice. 	<ul style="list-style-type: none"> - Teachers and trainers need some support to identify personal development opportunities that will add value to learners to learners' development. - Staff value cultural diversity and are developing ways in which to promote this within learning. 	<ul style="list-style-type: none"> - Teachers and trainers reflect consistently and effectively on the diverse needs of their learners and adapt resources, practice, and assessments appropriately. - Staff value cultural diversity and effectively include opportunities to promote this throughout their planning leading to learners developing their understanding and appreciation of diversity. 	<ul style="list-style-type: none"> - Learners consistently acquire the knowledge and skills they need and achieve highly whatever their needs. - Staff value cultural diversity and are adept at taking every opportunity to promote this throughout learning.
TS2 Destination focussed			
PRIORITY (4)	DEVELOPMENT (3)	PROFICIENT (2)	EXPERT (1)
<ul style="list-style-type: none"> - Opportunities to promote career skills, or involve employers, within learning programmes are missed. - Regular and consistent staff updating is not yet in place 	<ul style="list-style-type: none"> - Teachers and trainers need some support to promote career skills or, involve employers, more effectively within learning programmes. - Staff knowledge may be in place because of having recently been in industry or may be out of date if staff have been teaching for a long time. 	<ul style="list-style-type: none"> - Teachers and trainers plan learning where students can develop career skills and gain valuable exposure to the world of work. - Teachers and trainers update their subject knowledge through desktop research and industry placements for at least 2 days each year. This has a positive impact on learner progress. 	<ul style="list-style-type: none"> - Teachers and trainers plan learning programmes which are fully informed by employer needs, and they proactively research and promote key industry career skills. - Teachers and trainers are constantly seeking new ways to update their subject knowledge and industry experience; the impact of which is clearly seen within their delivery.
TS3 Contextualised			
PRIORITY (4)	DEVELOPMENT (3)	PROFICIENT (2)	EXPERT (1)
<ul style="list-style-type: none"> - Planning does not always build knowledge, skills, and behaviours that learners need logically and/or consider individual learners needs, goals or aspirations. 	<ul style="list-style-type: none"> - Schemes of learning are in place in advance of all teaching and cover all required elements. There is a logical sequencing of learners' development of the knowledge, skills, and behaviours that learners need. 	<ul style="list-style-type: none"> - Learning programmes are planned to effectively meet group and individual needs and make best use of resources available. 	<ul style="list-style-type: none"> - Learning programmes are planned astutely and meet fully group and individual needs. Plans make creative use of resources and include inspirational learning activities.

	Learners needs, goals and aspirations are considered when planning learning.		
TS4 Enhanced by digital technologies			
PRIORITY (4)	DEVELOPMENT (3)	PROFICIENT (2)	EXPERT (1)
<ul style="list-style-type: none"> Teachers and trainers sometimes lack the confidence to implement digital learning strategies and promote digital skills 	<ul style="list-style-type: none"> Planning indicates where technology can support learning, but teachers and trainers need some support to develop to develop further skills within learning technology. (Staff may benefit from working towards MIE status) 	<ul style="list-style-type: none"> Teachers and trainers actively use technology at appropriate times and introduce ways that students can use learning technology both within and outside of class. (Staff are likely to have achieved MIE status and are working towards MIEE) 	<ul style="list-style-type: none"> Teachers and trainers actively promote the use of digital technology for learning and can support others to use technology with their students to enhance their learning and digital literacies. (Staff are likely to have gained MIEE status)
TS5 Scaffolded			
PRIORITY (4)	DEVELOPMENT (3)	PROFICIENT (2)	EXPERT (1)
<ul style="list-style-type: none"> Assessment is sometimes limited in its scope and/or feedback does not always help learners to improve further. Weak assessment practice results in teaching that fails to meet learners needs. 	<ul style="list-style-type: none"> Teachers and trainers set fair and appropriate assessments and mark work within agree timescales. Feedback will be clear, will correct spelling and grammatical errors, and enable learners to improve. Teachers use assessment to check learners' understanding to inform teaching. 	<ul style="list-style-type: none"> Teachers and trainers set interesting formative and summative assessments and provide comprehensive feedback within agreed timescales. Feedback always corrects spelling and grammar errors. Teachers and trainers use assessment to help learners to embed and use knowledge fluently, to develop their understanding, and to gain, extend and improve their skills and not simply memorise disconnected facts. 	<ul style="list-style-type: none"> Teachers and trainers set engaging formative and summative assessments and provide comprehensive feedback within agreed timescales. Feedback always corrects spelling and grammatical errors and is informed by prior feedback. Teachers and trainers use assessment regularly and continually well to help learners embed and use knowledge fluently and flexibly, and to evaluate the application of skills.
TS6 Motivating with a sense of play			
PRIORITY (4)	DEVELOPMENT (3)	PROFICIENT (2)	EXPERT (1)
<ul style="list-style-type: none"> Teachers and trainers sometimes lack confidence to implement creative and innovative strategies. Teachers and trainers have limited awareness of the latest educational research and how it relates to their teaching practice. 	<ul style="list-style-type: none"> Teachers and trainers are secure in their use of traditional teaching strategies and are developing ways to be more innovative and creative. Teachers and trainers need to further develop their educational research knowledge perhaps because they are new to teaching or have been teaching for a long time. 	<ul style="list-style-type: none"> Teachers and trainers often introduce innovative strategies and use these effectively. Teachers and trainers have up to date educational knowledge and use this to good effect in the learning environment. 	<ul style="list-style-type: none"> Teachers and trainers frequently try something new in the learning environment and are researching and embedding expertly effective techniques. Teachers and trainers have developed a keen interest in a particular area of educational research and are using this to constantly improve their teaching skills and share with peers.
TS7 Collaborative			
PRIORITY (4)	DEVELOPMENT (3)	PROFICIENT (2)	EXPERT (1)
<ul style="list-style-type: none"> Cooperative learning strategies are under-developed. Collaborative relationships between 	<ul style="list-style-type: none"> Teachers and trainers are developing ways to allow their learners to work more cooperatively with each other and more 	<ul style="list-style-type: none"> Learners are developing essential and deeper thinking skills through taking part in regular and effective cooperative 	<ul style="list-style-type: none"> Learners are developing a range of essential and deeper thinking skills through taking part in regular and highly effective

<ul style="list-style-type: none"> staff are under-developed. Only limited opportunities are taken by staff to engage in professional dialogue around what works well. 	<ul style="list-style-type: none"> collaboratively with other learners. Teachers and trainers are developing collaborative relationships within their team and with their students and are starting to develop relationships with the wider College and stakeholders. Teachers and trainers attend CPD events and course team meetings and share their own experiences. 	<ul style="list-style-type: none"> learning opportunities in class and collaborative learning opportunities cross-College. Teachers and trainers have developed positive and collaborative relationships throughout the College both with staff, learners, and other stakeholders. Teachers and trainers contribute to teaching and learning networks and share their own examples of best practice. 	<ul style="list-style-type: none"> cooperative learning opportunities in class and collaborative learning opportunities cross-College. Teachers and trainers actively seek out positive and collaborative relationships both within and outside the college. Staff actively seek out opportunities to share best practice and regularly 'deliver' sessions at development events and curriculum area meetings.
TS8 Promotion of independence and autonomy			
PRIORITY (4)	DEVELOPMENT (3)	PROFICIENT (2)	EXPERT (1)
<ul style="list-style-type: none"> Learners are not always empowered to develop independent learning skills 	<ul style="list-style-type: none"> Teachers and trainers set independent learning tasks to be completed outside of the classroom developing learners use of independent learning skills. 	<ul style="list-style-type: none"> Teachers and trainers set independent learning tasks to be completed outside of the classroom, which are then effectively reviewed in session, developing learners use of independent learning, analytical and evaluative skills. 	<ul style="list-style-type: none"> Teachers and trainers inspire learners to actively seek out independent learning opportunities and to review these independently of the teacher/trainer.
TS9 Skill building			
PRIORITY (4)	DEVELOPMENT (3)	PROFICIENT (2)	EXPERT (1)
<ul style="list-style-type: none"> Opportunities to model positive behaviours are not always taken. Opportunities to promote and develop essential and basic (English, maths, digital) skills are missed 	<ul style="list-style-type: none"> Teachers and trainers are developing ways to maintain and promote positive behaviour. Teachers and trainers are developing ways in which to promote and develop essential and basic skills in their delivery. 	<ul style="list-style-type: none"> Teachers and trainers maintain positive behaviour within all their sessions and utilise appropriate support as required. Teachers and trainers routinely and effectively include opportunities for learners to develop essential and basic skills throughout their learning programmes. 	<ul style="list-style-type: none"> Teachers and trainers regularly share their best practice skills and support others in promoting positive learner behaviour. Teachers and trainers actively seek out every opportunity to develop their learners essential and basic skills to help them achieve their career aims.
TS10 Aspirational			
PRIORITY (4)	DEVELOPMENT (3)	PROFICIENT (2)	EXPERT (1)
<ul style="list-style-type: none"> Activities do not always encourage learners to aspire. Expectations are not always as high or as consistent as they could be. Target setting is not as aspirational as it could be, and sessions tend to be pitched towards the 'middle'. 	<ul style="list-style-type: none"> Teachers and trainers are inspirational about their subject and are developing ways to reflect this within their teaching practice. Expectations are high and consistent. Teachers and trainers develop short and longer- term goals with their learners and deliver activities to provide challenge for most of them. 	<ul style="list-style-type: none"> Most sessions include inspirational activities which motivate students to achieve. Expectations are high and consistent. Teachers and trainers consistently develop effective short and longer- term goals with their learners and deliver activities to provide challenge for most of them. 	<ul style="list-style-type: none"> Lessons are consistently inspirational ensuring that learners are highly motivated to attend and achieve. Expectations are high and consistent. Teachers and trainers extend learning for all students by constantly setting challenging tasks based upon starting points. Learning goals are set and reviewed regularly and inform session planning.

TLA Development Strategy

Supported Experiments Cycle

Fundamentally supported experiments are an approach to professional development and one that has been shown (e.g. by Joyce and Showers) to have a genuine impact on its participants, unlike more traditional CPD. The approach provides an opportunity for teachers to try out new strategies with the support of a colleague/colleagues, who take on a coaching role, aiding reflection and providing feedback. During the cycle of a supported experiment a teacher tries a teaching strategy that is new to them (or under-utilised by them) – preferably, a strategy that research has shown to work highly effectively in given situations with given results. The initial experiment is then reviewed, adapted and repeated until the teacher is used to the new strategy. Repetition is at the heart of Supported Experiments; this is because by engaging in deliberate practice – which is not just ‘doing it again’, but deliberately doing things differently and better – teachers learn about what works and improve limitations in their practice. Peer support is an ongoing component throughout the experiment, and it consists of the teacher having supportive discussions with other teachers about the experiment and receiving feedback and coaching. Eventually, the teacher decides whether their experiment has worked in their context, or not, and reports back to other teachers so they can also learn from the experiment.

Based on a range of intelligence (external reviews, IQRs, observation reports, etc.) the Director of Quality and Learning Innovation will identify (each year) the themes that can be covered during the supported experiments cycle and the Quality Team will identify a range of evidence-based teaching strategies that teachers can use against each theme, as well as training as necessary.

Selection of themes and strategies will be carefully managed (see below) but whilst the emphasis is on the development of teaching practice the most effective starting point for teachers and their managers in terms of what themes and strategies to select is what do learners need?, what will benefit learners the most? rather than identifying a flaw in teaching practice per se.

The expectation is that all full-time, together with substantive part-time and HRG teachers and trainers will take part in the scheme. The only exceptions are teachers and trainers that join after the start of the new academic year, those undertaking teacher training and non-substantive posts – see Observation of TLA Framework and Procedure for details about how the development of these staff will be supported.

June 2022

Teaching staff attend supported experiments CPD, run by the Quality Team, which outlines the supported experiments scheme and the expectations within. This will be coupled by looking at evidence-based teaching methods (ideas to experiment with) linked to the themes which will be identified for the scheme.

July/August 2022

Observers, who will be Curriculum Area Managers (CAMs) Advanced Support Teaching and Learning Practitioners (ASTLPs) and Quality Improvement Coaches (QICs), attend coaching training. Coaching skills will be invaluable to pre-observation and feedback meetings that observers hold with teaching staff, as well as also benefitting our PDR processes through the coaching skills that CAMs develop.

There will also be 'observation training' for the observation team.

Late August/early September (2022-2024)

Teachers and trainers meet with CAMs to agree the focus of individual experiments (based on the theme/s agreed before June's initial briefing and training). As above, it is critical that learners starting points, including their goals and aspirations form part of the discussion as does the expected impact (including against the 10 HRC TLA Standards) of the strategies being employed. A form has been devised to help this part of the process and guide teachers during the scheme – see Appendix 3. This information (who is doing what) is then sent to the Quality Team by the CAMs no later than mid-September – See Appendix 4. The Quality Team will then allocate staff to same/similar themed groups (Communities of Practice - CoPs) and will also allocate observers (CAMs will be observing out of area, with the exception of any probationary staff taking part in the scheme) to teachers. This must be completed and distributed by no later than the end of September.

During this period ASTLPs and QICs will engage with any teachers or trainers who joined the organisation for the start of the academic year and prepare them to take part fully in the scheme.

Teachers will start to plan and implement their strategies.

Mid-September to October half term (2022-2024)

Teachers will continue to implement and develop further their strategies. They will take part in an initial Community of Practice (CoP) meeting. As these will be cross-curriculum groups this will be done via Microsoft Teams. As group members will be exploring the same, or similar, themes this is an opportunity to share approaches and discuss any initial successes or difficulties. These will be facilitated by an ASTLP or QIC. Groups should not exceed 12 members of staff. Meetings will ordinarily take place on a Wednesday afternoon, but it may be necessary to convene some CoPs, most likely mixed theme, on different days of the week. Using the form in Appendix 4 CAMs will have clearly identified teacher/trainer availability to attend CoPs.

Before the October half-term observers must have met individually with their allocated case load (Teams being the most obvious vehicle for this) to find out about the scope of experiments, the anticipated impact (including in relation to the 10 HRC TLA Standards), and agree a mutually convenient time to undertake an observation.

End October to December (2022-2024)

Teachers continue to develop their strategies in class and observations commence. Teachers use the feedback from their observations to help refine further their strategies. This reflection and further refinement should also be based on feedback from learners. Post-observation actions, and the timeframe for completion, will be guided by an assessment of 'priority' (similar to against the HRC teaching standards) – see Observation of TLA Framework and Procedure.

During this half-term teacher and trainers should attend a second CoP meeting and CAMs should ensure that one team meeting in their area has supported experiments on the agenda to allow staff to share the various strategies they are working on and how they are developing.

ASTLPs and QICs will be responsible for supporting, cross-college, teachers and trainers as appropriate with actions arising from observations. Experienced practitioners, through Communities of Practice, and CAMs through PDRs and 1-1 meetings will also be utilised.

January to mid-February (2023-2025)

Teachers continue to develop their strategies in class and work on actions from their observations.

There will a CoP meeting that will focus on supporting each other to meet actions and to start to formalise some peer observations which can take place at any time up to the May half-term.

CAMs should ensure that one team meeting in their area has supported experiments on the agenda and staff, this should be an update on progress and particularly for those who have not been able to formalise a peer observation in their CoP an opportunity to organise some curriculum peer observations.

In February observers contact members of their case load to agree second observations dates and times and discuss any updates to teaching strategies, etc.

Mid-February to end March (2023-2025)

Second observations commence. Teachers use the feedback from their observations to help refine further their strategies and reflect on 'distance travelled' since the start of the scheme. Further self-assessment against the HRC TLA Standards should form part of this process.

A CoP meeting takes place and will focus on further feedback received, next steps and start to consider ways of sharing more widely what has been done in relation to the theme.

CAMs should ensure that one team meeting in their area has supported experiments on the agenda.

April to end May (2023-2025)

Teachers should be concluding their experiments, working on any actions agreed from their last observation, and undertaking any further peer observation opportunities that result from the scheme.

Teachers should attend a penultimate CoP meeting which will support members with final and concluding reflections on their experiments and formalising further arrangements to share practice developed around the theme.

June (2023-2025)

Following a final CoP meeting, supported experiments sharing events will be held towards the end of the month. These will be organised into themed carousels and staff (plus Governors/SLT) will have the opportunity to listen and talk to staff who have been working on other themes through presentations, videos, display/exhibition of resources and findings, etc. Thought will have to be given to how this is organised but it is likely to be run over 2 half-days with Ware staff exhibiting to Broxbourne staff on one day and then vice-versa on the other day. Or themes could be divided with one set of themes being exhibited at one campus on one day and the other themes exhibited at the other campus on the other day.

Ideally there will be a 'celebration' following the last event.

Staff will use information gathered at these events to identify either a different theme to experiment with or different strategies to use within the theme they have been following. This focus will be agreed with their CAM and the process outlined above will start again.

June - September (2023-2024)

Any steps outlined in 2022 above will need to be repeated for all staff involved new to the College and any new themes identified.

Shelf life and currency

Supported experiment cycles tend to peak in terms of impact at the end of their second year. At this stage, all things being equal, it is useful to think about changing the themes rather than the process per se. Some colleges have taken the work of educational thinkers and experimented with those ideas e.g. Tom Sherrington's 'WalkThrus' whilst other colleges have invested in teacher learning set platforms such as HOW2 which not only provide a range of strategies for teachers to work with but also a time and resource saving digital vehicle for sharing development and best practice widely across the teaching community.

Throughout this strategy cycle the Quality Team will be responsible for monitoring and assessing the latest pedagogical developments in the sector as well as any implications from changes to national standards and inspection judgements.

Impact of supported experiments

Precise impact will depend, to an extent, on what experiments are being undertaken and why? Teachers and trainers (with support where necessary) will be required to use a number of KPIs, including development against the 10 HRC TLA Standards to reflect on the success of the strategies they are developing. These could, and invariably will, include improved attendance, retention, achievement, achievement of high grades, better behaviour, learners achieving targets, learners developing essential skills, greater learner satisfaction and better employer feedback. With the expectation that all teaching staff, as outlined above, participate fully in the scheme it is not unreasonable to assume that supported experiments can contribute to the College improving against a number of those KPIs all of which are monitored at management and corporation level. However, it would be hard to 'prove' a direct correlation between the scheme and any improvements reported.

Ultimately supported experiments should demonstrate development against the 10 HRC TLA Standards, and from the scheme's observation window 1 to observation window 2 distance travelled in relation to the 30 TLA observation judgements (see Observation of TLA Framework and Procedure)

Other benefits of supported experiments are often less quantifiable, but no less significant in terms of impact. They put teachers in the driving seat of their professional development, and provide opportunities for more personalised, differentiated and relevant CPD.

Observations start to be seen as beneficial and therefore welcomed, unlike traditional procedures that are often viewed as something that is 'done to' teachers and 'put to bed' usually until the next observation the following year. Supported experiments create a dialogue around teaching and learning between individual teachers, teaching teams and managers. Supported experiments encourage teachers to be innovative and take risks, but risks that are based on an analysis of learners needs and learner views. Ultimately, they encourage all teachers, whatever their ability or experience, to put reflection and continuous improvement (the cornerstones of national teaching standards) at the heart of their practice. These benefits also link directly to a number of Ofsted's Leadership and Management criteria.

Promoting and referencing the TLA Standards

It is important that relevant TLA standards are referenced on all teaching, learning and assessment practice guides and at all CPD sessions.

Resourcing the strategy

Growing the size of the QIC team, upskilling observers with coaching practice and investing in and updating bespoke software (a TLA Review System) to plan and monitor teacher and trainer development are a critical part of this strategy.

APPENDIX 1 – HRC TLA STANDARDS MAPPED TO NATIONAL TEACHING STANDARDS

A. HRC TEACHING STRATEGY STANDARDS MAPPED TO LEVEL 5 LEARNING AND SKILLS TEACHER APPRENTICESHIP STANDARD (2022)

HRC TEACHING STANDARDS	APPRENTICESHIP STANDARD
<p>TS1 Inclusive</p> <ul style="list-style-type: none"> Staff create resources to help learners understand how the world around them, and the industries they are studying, were shaped by a diverse range of people including those with disabilities, ethnic minorities, and others with protected characteristics Staff and learners engage with each other in an environment that promotes tolerance and respect. They have a high level of awareness of difference and diversity, are inclusive in their behaviours and challenge stereotyping Staff seize opportunities to celebrate and promote difference and foster the culture of inclusivity through curriculum content and delivery Key performance indicators are regularly monitored to identify underperforming groups of learners so that they can be appropriately supported 	<p><i>K4: Methods for creating and adapting inclusive learning resources</i> <i>K5: Evidence-informed inclusive teaching, learning and assessment strategies</i> <i>K11: Barriers to learning, and ways to overcome them and adapt teaching, learning and assessment</i> <i>S2: Identify, consider and take steps to minimise the impact of barriers to learning</i> <i>S6: Promote understanding of equality and diversity and sustainable development</i> <i>S8: Design and use resources that are inclusive and add value to learners' development</i> <i>S14: Use assessment data to regularly review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners</i> <i>S15: Support the implementation and execution of safeguarding procedures and promote the welfare of children, young people and/or adults in accordance with statutory provisions</i> <i>B5: Act in a manner that is ethical, fair, consistent and impartial, valuing equality, diversity and champion British values within professional boundaries</i></p>
<p>TS2 Destination focussed</p> <ul style="list-style-type: none"> Learners have a clear line of sight as to how their programme of study supports their route to employment and/or next steps Teaching is creatively and continuously linked to enterprise and employment through varied methods including simulations, employer visits, work placements, projects, involvement of alumni, live briefs, exhibitions, and competitions Assessment is reflective of industry and wherever possible includes employer briefs Employers are central to the design, delivery and assessment of delivery – shaping who we are 	<p><i>K13: Sources of current information, advice, and guidance to support progression opportunities for learners</i> <i>K19: Ways to access personal and professional development, and to maintain sector and/or subject specific currency</i> <i>S16: Prepare learners for their transition through education, further training, and into employment</i> <i>S21: Continually update and maintain their own knowledge and skills as a teaching professional and a subject specialist as part of managing their own continual professional development (CPD)</i> <i>B3: Committed to continuous professional development</i></p>
<p>TS3 Contextualised</p> <ul style="list-style-type: none"> Each curriculum area and programme of study undertakes careful review and evaluation to identify which elements of the programme are best suited to which delivery mode encompassing synchronous and asynchronous modes. Where appropriate online and live classes are recorded, and screen shots saved to enable access to learning outside class times Learning is contextualised for each programme of study – learners understand the purpose and intent of the learning content and how this will support their progression Content is pitched to ensure relevancy to learners' lives, interests and future destinations 	<p><i>K3: The principles of designing, planning, and organising curriculum</i> <i>S7: Demonstrate through their teaching the wider context (policy, economic, societal, technological, legal, cultural and environmental) of the subject, recognising the implications for professional practice</i></p>
<p>TS4 Enhanced by digital technologies</p> <ul style="list-style-type: none"> Learners and staff are inducted in and supported to access and use a range of technologies effectively Curriculum and IT support staff work creatively together to adeptly select and utilise a variety of platforms (e.g. Teams, Nearpod, Padlet, Moodle, Prowise, YouTube, Instagram, Facebook, quizzes, industry specific and online collaborative tools, e-portfolios, graphics tablets etc.) depending on context and content Learners develop digital skills reflective of those expected in employment Learners are provided with the option to access services such as additional learning support, counselling, careers guidance, in person, online and via intermediaries 	<p><i>K19: Ways to access personal and professional development, and to maintain sector and/or subject specific currency</i> <i>K20: Advances in digital, online, and emerging technologies and their application in the teaching environment and principles of digital and online safety</i> <i>S25: Use innovative and up to date digital and online technologies in a way that is safe to improve teaching, learning and assessment</i> <i>B3: Committed to continuous professional development</i></p>

<p>TS5 Scaffolded</p> <ul style="list-style-type: none"> • Learning is introduced in 'chunks' and reviewed and revisited to support retention of information enabling learners to make links to previous knowledge/learning • Extensive and effective feedback is given to address learner misconceptions or errors in a timely way and to challenge learners to aim higher • Formative assessment is used to continuously 'take the pulse' of learner progress and adapt teaching accordingly. Teachers provide model responses and encourage students to analyse these to raise awareness of expectations • Frequent testing and timed challenges enable learners to identify progress made 	<p><i>K7: How to implement ongoing initial and diagnostic assessment to inform planning and progression</i> <i>K9: Principles and practices of assessment and feedback</i> <i>S11: Provide ongoing learner feedback</i> <i>S12: Use the results of initial and diagnostic assessment to plan learning and differentiated support at the start of and throughout the learners' journey</i></p>
<p>TS6 Motivating with a sense of play</p> <ul style="list-style-type: none"> • Taking part in skills competitions is a key part of learning at HRC. Learners develop their work readiness by being taken out of their comfort zones and achieve work of a high standard • The gamification of learning is a central theme when planning face to face and online lessons. Learners should be eager to complete tasks to a high standard to progress to higher, more complex, tasks • Dynamic and varied techniques, strategies and activities maximise engagement and ignite curiosity, e.g. work simulations, competitions, learner-led delivery, competitions and quizzes, collaborative projects, employer engagement • Theory is delivered in innovative ways with clear links to practice and employment and powerful questioning drives high skills development and achievement 	<p><i>K1: The pedagogical theory and how to apply this theory to practice</i> <i>K5: Evidence-informed inclusive teaching, learning and assessment strategies</i> <i>K19: Ways to access personal and professional development, and to maintain sector and/or subject specific currency</i> <i>S1: Integrate subject and pedagogic research into teaching activity to enhance teaching and support changes of practice</i> <i>S4: Use a variety of teaching and assessment methods depending on the learning environment and learners' needs</i> <i>S9: Engage and inspire all learners</i> <i>S21: Continually update and maintain their own knowledge and skills as a teaching professional and a subject specialist as part of managing their own continual professional development (CPD)</i> <i>B2: Underpin their practice by reference to professional standards and evidence-based teaching and learning</i> <i>B3: Committed to continuous professional development</i></p>
<p>TS7 Collaborative</p> <ul style="list-style-type: none"> • Peer learning is actively promoted to support collaboration and teamwork – including learner-led delivery, peer assessment and online learner only forums • Teachers, additional learning support and service staff collaborate to enable learners to access appropriate resources, information and receive the support they need • Projects are used to bring theory to life and allow learners to develop skills that will help them succeed in life and employment • Communication with parents and guardians, work-place supervisors and employers is timely and supports learner achievement and progression 	<p><i>K14: The requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks</i> <i>K15: Techniques to develop collaborative relationships</i> <i>K16: Communication techniques and how to adapt these for different audiences, including leading difficult conversations</i> <i>K17: Coaching and mentoring principles and techniques</i> <i>S17: Comply with internal and external regulations, legislation and guidance, such as: teaching, learning and assessment, recording, storing and sharing information relating to learners</i> <i>S18: Adapt communication style, method, and terminology to reflect the needs of the audience including individual learners, colleagues, stakeholders</i> <i>S22: Be proactive in seeking and responding to feedback from varied sources including learner voice, peers, colleagues, employers and stakeholders to improve own practice</i> <i>S24: Act within, the statutory frameworks which set out their professional duties and responsibilities</i> <i>B4: Act in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders</i></p>
<p>TS8 Promotion of independence and autonomy</p> <ul style="list-style-type: none"> • Teachers are skilful in identifying learner strengths and raising their awareness of what they are capable of, targeting carefully crafted questions to help learners navigate their learning and empower them to challenge themselves and others • Research activity is encouraged to develop critical thinking and learners are actively encouraged to 'think outside the box' and solve problems 	<p><i>K8: Techniques to involve learners in taking ownership of their own progress</i> <i>S13: Encourage learners to develop autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential employability skills, a solutions mindset, and the ability to create change</i></p>

<ul style="list-style-type: none"> Learners receive extensive feedback on work and teaching is adjusted to align and address differing needs Teachers encourage learners where appropriate to engage in research-based activity. Learners evaluate findings effectively and synthesise well to produce coherent, evidence-based opinions Learners self-assess and evaluate their own performance identifying what they need to achieve higher grades or to develop their skills 	
<p>TS9 Skills building</p> <ul style="list-style-type: none"> High quality group tutorials are created centrally from the Student Services team and are consumed by learners as part of their independent study or through structured departmental programmes Students essential skills are enhanced and developed through participation in enrichment and are tracked as part of a Skills Builder portfolio Learners are provided with comprehensive induction and study preparation which includes understanding subject, level and assessment requirements, developing study skills and understanding how to maximise use of relevant digital platforms and software Powerful 1-1 tutorials and progress reviews are planned to provide appropriate support and address individual needs and challenges The development of independent learning skills and good study habits and routines are integrated alongside subject content to promote autonomy and high skills development 	<p><i>K2: How to support contextualized opportunities to develop English and Maths</i> <i>K10: How to promote and foster a safe and supportive learning environment</i> <i>K12: The range of support available for learners related to health, wellbeing and safeguarding</i> S3: Contextualise English and mathematics in a way that promotes understanding of key topics S6: Promote understanding of equality and diversity and sustainable development S13: Encourage learners to develop autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential employability skills, a solutions mindset, and the ability to create change S19: Engage learners to establish standards of behaviour, mutual respect and safe working S20: Challenge learners to address inappropriate behaviour or viewpoints S23: Manage workload through preparation and prioritisation, time management, and responsiveness to change B1: Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control B6: Model sustainable practices and promote sustainable development principles, values and goals in relation to their subject specialism</p>
<p>TS10 Aspirational</p> <ul style="list-style-type: none"> Staff and learners are not afraid of making mistakes, experimenting and asking for help to unlock potential and drive high achievement Teachers have high expectations at all times for their learners and help them to achieve their target grades Learners work towards stretch targets that challenge them and take them out of their comfort zones Alongside development of subject-based skills and knowledge and work-ready skills learners are equipped with an awareness of their societal responsibilities and the key challenges of the 21st century –e.g. themes of inclusion, climate change awareness, health, well-being and resilience Success is not just about the achievement of a qualification but about exceeding expectations for each learner into their next steps – employment, entrepreneurship, higher study, self-fulfilment 	<p>K6: Strategies to engage and challenge all learners K18: Strategies for quality improvement S5: Encourage learners to set challenging goals S10: Identify and set outcomes to enable each learner to achieve or exceed targets</p>

DETAILS OF APPRENTICESHIP STANDARD

Occupation summary

This occupation is found in all parts of the Further Education and Skills Sector (FES), usually in settings where students are aged 16 and above (a small number of teachers may teach 14–16 year olds in alternative provision). The majority of Further Education, Learning and Skills Teachers will work in FE colleges (whether general or specialist), independent training providers (ITPs), Adult Community Learning (ACL) providers or offender learning. A small number may work as trainers in large organisations. Teaching can be delivered at a range of levels including essential skills generally up to Level 3 including, academic, vocational and technical education, some teachers may deliver subjects up to post-graduate level; it will also cover a broad range of both academic and technical subject/sector areas. Many Learning and Skills Teachers are dual professionals drawing on their technical and vocational as well as academic experience and qualifications to provide a high-quality learning experience.

Duty 1 Promote a passion for learning and set high expectations of all students and support their personal and skills development	K5 K9 S10
Duty 2 Maintain a focus on outcomes, for all students, so that they recognise the value of their learning and the future opportunities available to them	K5 K6 K8 K9 S1 S3 S10 S11
Duty 3 Demonstrate, maintain and evidence excellent pedagogy, subject, curriculum and industry knowledge and practice	K2 K5 K6 K9 K14 K15 K16 K19 K20 S2 S3 S4 S7 S9 S15 S25 B2 B3
Duty 4 Plan, deliver and evaluate effective evidence-informed teaching using assessment, relevant systems and safe use of technology to support learning	K3 K5 K6 K7 K9 K17 K18 K20 S1 S3 S4 S7 S11 S15 S17 S18 S19 S20 S22 S25
Duty 5 Work in a manner that values diversity, and actively promote equality of opportunity and inclusion by responding to the needs of all students	K4 K7 K10 K15 K16 S6 S8 S13 S18 S19 S22 B5
Duty 6 Model professional relationships with students, colleagues and stakeholders that support the highest quality education and training	K11 K12 K15 K16 S14 S18 S19 S20 B4
Duty 7 Work within professional boundaries, legal and ethical standards to set clear expectations for engaging in learning for all students	K10 S13 S17 S18 S19 S24
Duty 8 Undertake relevant roles and duties and model sustainable practices, having regard to professional standards, demonstrating resilience and adaptability when dealing with challenge and change	K1 K2 K4 K19 S23 B1 B2 B3 B6
Duty 9 Support students with their next steps for progression and learning by providing appropriate information, advice, and guidance	K7 K8 K13 S1 S5 S12 S14 S16 S21

B. HRC TEACHING STRATEGY STANDARDS MAPPED TO ETF PROFESSIONAL STANDARDS FOR TEACHERS & TRAINERS (ENGLAND) UPDATED 2022

HRC TEACHING STANDARDS	PROFESSIONAL STANDARDS
<p>TS1 Inclusive</p> <ul style="list-style-type: none"> Staff create resources to help learners understand how the world around them, and the industries they are studying, were shaped by a diverse range of people including those with disabilities, ethnic minorities, and others with protected characteristics Staff and learners engage with each other in an environment that promotes tolerance and respect. They have a high level of awareness of difference and diversity, are inclusive in their behaviours and challenge stereotyping Staff seize opportunities to celebrate and promote difference and foster the culture of inclusivity through curriculum content and delivery Key performance indicators are regularly monitored to identify underperforming groups of learners so that they can be appropriately supported 	<p>Value and champion diversity, equality of opportunity, inclusion and social equity (5) Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences (11)</p>
<p>TS2 Destination focussed</p> <ul style="list-style-type: none"> Learners have a clear line of sight as to how their programme of study supports their route to employment and/or next steps Teaching is creatively and continuously linked to enterprise and employment through varied methods including simulations, employer visits, work placements, projects, involvement of alumni, live briefs, exhibitions, and competitions Assessment is reflective of industry and wherever possible includes employer briefs Employers are central to the design, delivery and assessment of delivery – shaping who we are 	<p>Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices (18) Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups (20)</p>
<p>TS3 Contextualised</p> <ul style="list-style-type: none"> Each curriculum area and programme of study undertakes careful review and evaluation to identify which elements of the programme are best suited to which delivery mode encompassing synchronous and asynchronous modes. Where appropriate online and live classes are recorded, and screen shots saved to enable access to learning outside class times Learning is contextualised for each programme of study – learners understand the purpose and intent of the learning content and how this will support their progression Content is pitched to ensure relevancy to learners’ lives, interests and future destinations 	<p>Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements (8)</p>
<p>TS4 Enhanced by digital technologies</p> <ul style="list-style-type: none"> Learners and staff are inducted in and supported to access and use a range of technologies effectively Curriculum and IT support staff work creatively together to adeptly select and utilise a variety of platforms (e.g. Teams, Nearpod, Padlet, Moodle, Prowise, YouTube, Instagram, Facebook, quizzes, industry specific and online collaborative tools, e-portfolios, graphics tablets etc.) depending on context and content Learners develop digital skills reflective of those expected in employment Learners are provided with the option to access services such as additional learning support, counselling, careers guidance, in person, online and via intermediaries 	<p>Select and use digital technologies safely and effectively to promote learning (16)</p>
<p>TS5 Scaffolded</p> <ul style="list-style-type: none"> Learning is introduced in ‘chunks’ and reviewed and revisited to support retention of information enabling learners to make links to previous knowledge/learning Extensive and effective feedback is given to address learner misconceptions or errors in a timely way and to challenge learners to aim higher Formative assessment is used to continuously ‘take the pulse’ of learner progress and adapt teaching accordingly. Teachers provide model responses and encourage students to analyse these to raise awareness of expectations Frequent testing and timed challenges enable learners to identify progress made 	<p>Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners’ needs (15) Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement (19)</p>
<p>TS6 Motivating with a sense of play</p> <ul style="list-style-type: none"> Taking part in skills competitions is a key part of learning at HRC. Learners develop their work readiness by being taken out of their comfort zones and achieve work of a high standard 	<p>Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes (1)</p>

<ul style="list-style-type: none"> • The gamification of learning is a central theme when planning face to face and online lessons. Learners should be eager to complete tasks to a high standard to progress to higher, more complex, tasks • Dynamic and varied techniques, strategies and activities maximise engagement and ignite curiosity, e.g. work simulations, competitions, learner-led delivery, competitions and quizzes, collaborative projects, employer engagement • Theory is delivered in innovative ways with clear links to practice and employment and powerful questioning drives high skills development and achievement 	<p>Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice (9)</p>
<p>TS7 Collaborative</p> <ul style="list-style-type: none"> • Peer learning is actively promoted to support collaboration and teamwork – including learner-led delivery, peer assessment and online learner only forums • Teachers, additional learning support and service staff collaborate to enable learners to access appropriate resources, information and receive the support they need • Projects are used to bring theory to life and allow learners to develop skills that will help them succeed in life and employment • Communication with parents and guardians, work-place supervisors and employers is timely and supports learner achievement and progression 	<p>Develop collaborative and respectful relationships with learners, colleagues and external stakeholders (6) Engage with and promote a culture of continuous learning and quality improvement (7) Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement (10)</p>
<p>TS8 Promotion of independence and autonomy</p> <ul style="list-style-type: none"> • Teachers are skilful in identifying learner strengths and raising their awareness of what they are capable of, targeting carefully crafted questions to help learners navigate their learning and empower them to challenge themselves and others • Research activity is encouraged to develop critical thinking and learners are actively encouraged to ‘think outside the box’ and solve problems • Learners receive extensive feedback on work and teaching is adjusted to align and address differing needs • Teachers encourage learners where appropriate to engage in research-based activity. Learners evaluate findings effectively and synthesise well to produce coherent, evidence-based opinions • Learners self-assess and evaluate their own performance identifying what they need to achieve higher grades or to develop their skills 	<p>Support and develop learners’ confidence, autonomy and thinking skills, taking account of their needs and starting points (4)</p>
<p>TS9 Skills building</p> <ul style="list-style-type: none"> • High quality group tutorials are created centrally from the Student Services team and are consumed by learners as part of their independent study or through structured departmental programmes • Students essential skills are enhanced and developed through participation in enrichment and are tracked as part of a Skills Builder portfolio • Learners are provided with comprehensive induction and study preparation which includes understanding subject, level and assessment requirements, developing study skills and understanding how to maximise use of relevant digital platforms and software • Powerful 1-1 tutorials and progress reviews are planned to provide appropriate support and address individual needs and challenges • The development of independent learning skills and good study habits and routines are integrated alongside subject content to promote autonomy and high skills development 	<p>Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts (12) Promote and support positive learner behaviour, attitudes and wellbeing (13) Develop learners’ mathematics, English, digital and wider employability skills (17)</p>
<p>TS10 Aspirational</p> <ul style="list-style-type: none"> • Staff and learners are not afraid of making mistakes, experimenting and asking for help to unlock potential and drive high achievement • Teachers have high expectations at all times for their learners and help them to achieve their target grades • Learners work towards stretch targets that challenge them and take them out of their comfort zones • Alongside development of subject-based skills and knowledge and work-ready skills learners are equipped with an awareness of their societal responsibilities and the key challenges of the 21st century –e.g. themes of inclusion, climate change awareness, health, well-being and resilience • Success is not just about the achievement of a qualification but about exceeding expectations for each learner into their next steps – employment, entrepreneurship, higher study, self-fulfilment 	<p>Promote and embed education for sustainable development (ESD) across learning and working practices (2) Apply motivational, coaching and skill development strategies to help learners progress and achieve (14)</p>

The Professional Standards (updated by the ETF for 2022) were developed in consultation with practitioners and providers from across the sector and define common expectations of teachers and trainers in FE. Based on three core professional pillars (values & attributes, knowledge & understanding and skills) the Standards enable teachers and trainers to identify areas for their own professional development and provide a national reference point that organisations can use to support the development of staff.

C. HRC Teaching Strategy Standards mapped to the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (2011)

HRC TEACHING STANDARDS	UKPSF
<p>TS1 Inclusive</p> <ul style="list-style-type: none"> • Staff create resources to help learners understand how the world around them, and the industries they are studying, were shaped by a diverse range of people including those with disabilities, ethnic minorities, and others with protected characteristics • Staff and learners engage with each other in an environment that promotes tolerance and respect. They have a high level of awareness of difference and diversity, are inclusive in their behaviours and challenge stereotyping • Staff seize opportunities to celebrate and promote difference and foster the culture of inclusivity through curriculum content and delivery • Key performance indicators are regularly monitored to identify underperforming groups of learners so that they can be appropriately supported 	<p><i>V1 Respect individual learners and diverse learning communities</i> <i>V2 Promote participation in higher education and equality of opportunity for learners</i></p>
<p>TS2 Destination focussed</p> <ul style="list-style-type: none"> • Learners have a clear line of sight as to how their programme of study supports their route to employment and/or next steps • Teaching is creatively and continuously linked to enterprise and employment through varied methods including simulations, employer visits, work placements, projects, involvement of alumni, live briefs, exhibitions, and competitions • Assessment is reflective of industry and wherever possible includes employer briefs • Employers are central to the design, delivery and assessment of delivery – shaping who we are 	<p><i>K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</i></p>
<p>TS3 Contextualised</p> <ul style="list-style-type: none"> • Each curriculum area and programme of study undertakes careful review and evaluation to identify which elements of the programme are best suited to which delivery mode encompassing synchronous and asynchronous modes. • Where appropriate online and live classes are recorded, and screen shots saved to enable access to learning outside class times • Learning is contextualised for each programme of study – learners understand the purpose and intent of the learning content and how this will support their progression • Content is pitched to ensure relevancy to learners’ lives, interests and future destinations 	<p><i>A4 Develop effective learning environments and approaches to student support and guidance</i></p>
<p>TS4 Enhanced by digital technologies</p> <ul style="list-style-type: none"> • Learners and staff are inducted in and supported to access and use a range of technologies effectively • Curriculum and IT support staff work creatively together to adeptly select and utilise a variety of platforms (e.g. Teams, Nearpod, Padlet, Moodle, Prowise, YouTube, Instagram, Facebook, quizzes, industry specific and online collaborative tools, e-portfolios, graphics tablets etc.) depending on context and content • Learners develop digital skills reflective of those expected in employment • Learners are provided with the option to access services such as additional learning support, counselling, careers guidance, in person, online and via intermediaries 	<p><i>K4 The use and value of appropriate learning technologies</i></p>
<p>TS5 Scaffolded</p> <ul style="list-style-type: none"> • Learning is introduced in ‘chunks’ and reviewed and revisited to support retention of information enabling learners to make links to previous knowledge/learning • Extensive and effective feedback is given to address learner misconceptions or errors in a timely way and to challenge learners to aim higher • Formative assessment is used to continuously ‘take the pulse’ of learner progress and adapt teaching accordingly. Teachers provide model responses and encourage students to analyse these to raise awareness of expectations • Frequent testing and timed challenges enable learners to identify progress made 	<p><i>A2 Teach and/or support learning</i> <i>A3 Assess and give feedback to learners</i></p>
<p>TS6 Motivating with a sense of play</p> <ul style="list-style-type: none"> • Taking part in skills competitions is a key part of learning at HRC. Learners develop their work readiness by being taken out of their comfort zones and achieve work of a high standard 	<p><i>A1 Design and plan learning activities and/or programmes of study</i></p>

<ul style="list-style-type: none"> • The gamification of learning is a central theme when planning face to face and online lessons. Learners should be eager to complete tasks to a high standard to progress to higher, more complex, tasks • Dynamic and varied techniques, strategies and activities maximise engagement and ignite curiosity, e.g. work simulations, competitions, learner-led delivery, competitions and quizzes, collaborative projects, employer engagement • Theory is delivered in innovative ways with clear links to practice and employment and powerful questioning drives high skills development and achievement 	
<p>TS7 Collaborative</p> <ul style="list-style-type: none"> • Peer learning is actively promoted to support collaboration and teamwork – including learner-led delivery, peer assessment and online learner only forums • Teachers, additional learning support and service staff collaborate to enable learners to access appropriate resources, information and receive the support they need • Projects are used to bring theory to life and allow learners to develop skills that will help them succeed in life and employment • Communication with parents and guardians, work-place supervisors and employers is timely and supports learner achievement and progression 	<p><i>A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</i> <i>K3 How students learn, both generally and within their subject/disciplinary area(s)</i></p>
<p>TS8 Promotion of independence and autonomy</p> <ul style="list-style-type: none"> • Teachers are skilful in identifying learner strengths and raising their awareness of what they are capable of, targeting carefully crafted questions to help learners navigate their learning and empower them to challenge themselves and others • Research activity is encouraged to develop critical thinking and learners are actively encouraged to ‘think outside the box’ and solve problems • Learners receive extensive feedback on work and teaching is adjusted to align and address differing needs • Teachers encourage learners where appropriate to engage in research-based activity. Learners evaluate findings effectively and synthesise well to produce coherent, evidence-based opinions • Learners self-assess and evaluate their own performance identifying what they need to achieve higher grades or to develop their skills 	<p><i>V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</i></p>
<p>TS9 Skills building</p> <ul style="list-style-type: none"> • High quality group tutorials are created centrally from the Student Services team and are consumed by learners as part of their independent study or through structured departmental programmes • Students essential skills are enhanced and developed through participation in enrichment and are tracked as part of a Skills for Success portfolio • Learners are provided with comprehensive induction and study preparation which includes understanding subject, level and assessment requirements, developing study skills and understanding how to maximise use of relevant digital platforms and software • Powerful 1-1 tutorials and progress reviews are planned to provide appropriate support and address individual needs and challenges • The development of independent learning skills and good study habits and routines are integrated alongside subject content to promote autonomy and high skills development 	<p><i>K5 Methods for evaluating the effectiveness of teaching</i> <i>K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</i></p>
<p>TS10 Aspirational</p> <ul style="list-style-type: none"> • Staff and learners are not afraid of making mistakes, experimenting and asking for help to unlock potential and drive high achievement • Teachers have high expectations at all times for their learners and help them to achieve their target grades • Learners work towards stretch targets that challenge them and take them out of their comfort zones • Alongside development of subject-based skills and knowledge and work-ready skills learners are equipped with an awareness of their societal responsibilities and the key challenges of the 21st century –e.g. themes of inclusion, climate change awareness, health, well-being and resilience • Success is not just about the achievement of a qualification but about exceeding expectations for each learner into their next steps – employment, entrepreneurship, higher study, self-fulfilment 	<p><i>K1 The subject material</i> <i>V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice</i></p>

(AKVs = Activities, Knowledge and Values)

AIMS OF THE UKPSF - Supports the initial and continuing professional development of staff engaged in teaching and supporting learning, fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings and demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning.

APPENDIX 2:

SELF-ASSESSMENT AGAINST HRC TLA STANDARDS

HRC TEACHING STANDARDS	PRIORITY (4)	DEVELOPMENT (3)	PROFICIENT (2)	EXPERT (1)	SELF-ASSESSMENT Score (1-4) & evidence notes
TS1 Inclusive <ul style="list-style-type: none"> • Staff create resources to help learners understand how the world around them, and the industries they are studying, were shaped by a diverse range of people including those with disabilities, ethnic minorities, and others with protected characteristics • Staff and learners engage with each other in an environment that promotes tolerance and respect. They have a high level of awareness of difference and diversity, are inclusive in their behaviours and challenge stereotyping • Staff seize opportunities to celebrate and promote difference and foster the culture of inclusivity through curriculum content and delivery • Key performance indicators are regularly monitored to identify underperforming groups of learners so that they can be appropriately supported 	<ul style="list-style-type: none"> - Some areas of practice do not consider the diverse needs of learners. Supportive interventions are necessary to add rapid and sustained improvement to learners' development. - Sometimes teachers and trainers miss opportunities to promote cultural diversity in practice. 	<ul style="list-style-type: none"> - Teachers and trainers need some support to identify personal development opportunities that will add value to learners to learners' development. - Staff value cultural diversity and are developing ways in which to promote this within learning. 	<ul style="list-style-type: none"> - Teachers and trainers reflect consistently and effectively on the diverse needs of their learners and adapt resources, practice, and assessments appropriately. - Staff value cultural diversity and effectively include opportunities to promote this throughout their planning leading to learners developing their understanding and appreciation of diversity. 	<ul style="list-style-type: none"> - Learners consistently acquire the knowledge and skills they need and achieve highly whatever their needs. - Staff value cultural diversity and are adept at taking every opportunity to promote this throughout learning. 	
TS2 Destination focussed <ul style="list-style-type: none"> • Learners have a clear line of sight as to how their programme of study supports their route to employment and/or next steps • Teaching is creatively and continuously linked to enterprise and employment through varied methods including simulations, employer visits, work placements, projects, involvement of alumni, live briefs, exhibitions, and competitions • Assessment is reflective of industry and wherever possible includes employer briefs • Employers are central to the design, delivery, and assessment of delivery – shaping who we are 	<ul style="list-style-type: none"> - Opportunities to promote career skills, or involve employers, within learning programmes are missed. - Regular and consistent staff updating is not yet in place 	<ul style="list-style-type: none"> - Teachers and trainers need some support to promote career skills or, involve employers, more effectively within learning programmes. - Staff knowledge may be in place because of having recently been in industry or may be out of date if staff have been teaching for a long time. 	<ul style="list-style-type: none"> - Teachers and trainers plan learning where students can develop career skills and gain valuable exposure to the world of work. - Teachers and trainers update their subject knowledge through desktop research and industry placements for at least 2 days each year. This has a positive impact on learner progress. 	<ul style="list-style-type: none"> - Teachers and trainers plan learning programmes which are fully informed by employer needs, and they proactively research and promote key industry career skills. - Teachers and trainers are constantly seeking new ways to update their subject knowledge and industry experience; the impact of which is clearly seen within their delivery. 	
TS3 Contextualised	<ul style="list-style-type: none"> - Planning does not always build knowledge, skills, 	<ul style="list-style-type: none"> - Schemes of learning are in place in advance of all 	<ul style="list-style-type: none"> - Learning programmes are planned to effectively 	<ul style="list-style-type: none"> - Learning programmes are planned astutely and 	


<ul style="list-style-type: none"> Each curriculum area and programme of study undertakes careful review and evaluation to identify which elements of the programme are best suited to which delivery mode encompassing synchronous and asynchronous modes. Where appropriate online and live classes are recorded, and screen shots saved to enable access to learning outside class times Learning is contextualised for each programme of study – learners understand the purpose and intent of the learning content and how this will support their progression Content is pitched to ensure relevancy to learners' lives, interests, and future destinations 	<p>and behaviours that learners need logically and/or consider individual learners needs, goals or aspirations.</p>	<p>teaching and cover all required elements. There is a logical sequencing of learners' development of the knowledge, skills, and behaviours that learners need. Learners needs, goals and aspirations are considered when planning learning.</p>	<p>meet group and individual needs and make best use of resources available.</p>	<p>meet fully group and individual needs. Plans make creative use of resources and include inspirational learning activities.</p>	
<p>TS4 Enhanced by digital technologies</p> <ul style="list-style-type: none"> Learners and staff are inducted in and supported to access and use a range of technologies effectively Curriculum and IT support staff work creatively together to adeptly select and utilise a variety of platforms (e.g. Teams, Nearpod, Padlet, Moodle, Prowise, YouTube, Instagram, Facebook, quizzes, industry specific and online collaborative tools, e-portfolios, graphics tablets etc.) depending on context and content Learners develop digital skills reflective of those expected in employment Learners are provided with the option to access services such as additional learning support, counselling, careers guidance, in person, online and via intermediaries 	<p>Teachers and trainers sometimes lack the confidence to implement digital learning strategies and promote digital skills</p>	<p>Planning indicates where technology can support learning, but teachers and trainers need some support to develop further skills within learning technology. (Staff may benefit from working towards MIE status)</p>	<p>Teachers and trainers actively use technology at appropriate times and introduce ways that students can use learning technology both within and outside of class. (Staff are likely to have achieved MIE status and are working towards MIEE)</p>	<p>Teachers and trainers actively promote the use of digital technology for learning and can support others to use technology with their students to enhance their learning and digital literacies. (Staff are likely to have gained MIEE status)</p>	
<p>TS5 Scaffolded</p> <ul style="list-style-type: none"> Learning is introduced in 'chunks' and reviewed and revisited to support retention of information enabling learners to make links to previous knowledge/learning Extensive and effective feedback is given to address learner misconceptions or errors in a timely way and to challenge learners to aim higher Formative assessment is used to continuously 'take the pulse' of learner progress and adapt teaching 	<ul style="list-style-type: none"> - Assessment is sometimes limited in its scope and/or feedback does not always help learners to improve further. - Weak assessment practice results in teaching that fails to meet learners needs. 	<ul style="list-style-type: none"> - Teachers and trainers set fair and appropriate assessments and mark work within agreed timescales. Feedback will be clear, will correct spelling and grammatical errors, and enable learners to improve. - Teachers use assessment to check learners' understanding to inform teaching. 	<ul style="list-style-type: none"> - Teachers and trainers set interesting formative and summative assessments and provide comprehensive feedback within agreed timescales. Feedback always corrects spelling and grammar errors. - Teachers and trainers use assessment to help learners to embed and use knowledge fluently, to develop their 	<ul style="list-style-type: none"> - Teachers and trainers set engaging formative and summative assessments and provide comprehensive feedback within agreed timescales. Feedback always corrects spelling and grammatical errors and is informed by prior feedback. - Teachers and trainers use assessment regularly and continually well to 	

<p>accordingly. Teachers provide model responses and encourage students to analyse these to raise awareness of expectations</p> <ul style="list-style-type: none"> • Frequent testing and timed challenges enable learners to identify progress made 			<p>understanding, and to gain, extend and improve their skills and not simply memorise disconnected facts.</p>	<p>help learners embed and use knowledge fluently and flexibly, and to evaluate the application of skills.</p>	
<p>TS6 Motivating with a sense of play</p> <ul style="list-style-type: none"> • Taking part in skills competitions is a key part of learning at HRC. Learners develop their work readiness by being taken out of their comfort zones and achieve work of a high standard • The gamification of learning is a central theme when planning face to face and online lessons. Learners should be eager to complete tasks to a high standard to progress to higher, more complex, tasks • Dynamic and varied techniques, strategies and activities maximise engagement and ignite curiosity, e.g. work simulations, competitions, learner-led delivery, competitions and quizzes, collaborative projects, employer engagement • Theory is delivered in innovative ways with clear links to practice and employment and powerful questioning drives high skills development and achievement 	<ul style="list-style-type: none"> - Teachers and trainers sometimes lack confidence to implement creative and innovative strategies. - Teachers and trainers have limited awareness of the latest educational research and how it relates to their teaching practice. 	<ul style="list-style-type: none"> - Teachers and trainers are secure in their use of traditional teaching strategies and are developing ways to be more innovative and creative. - Teachers and trainers need to further develop their educational research knowledge perhaps because they are new to teaching or have been teaching for a long time. 	<ul style="list-style-type: none"> - Teachers and trainers often introduce innovative strategies and use these effectively. - Teachers and trainers have up to date educational knowledge and use this to good effect in the learning environment. 	<ul style="list-style-type: none"> - Teachers and trainers frequently try something new in the learning environment and are researching and embedding expertly effective techniques. - Teachers and trainers have developed a keen interest in a particular area of educational research and are using this to constantly improve their teaching skills and share with peers. 	
<p>TS7 Collaborative</p> <ul style="list-style-type: none"> • Peer learning is actively promoted to support collaboration and teamwork – including learner-led delivery, peer assessment and online learner only forums • Teachers, additional learning support and service staff collaborate to enable learners to access appropriate resources, information and receive the support they need • Projects are used to bring theory to life and allow learners to develop skills that will help them succeed in life and employment 	<ul style="list-style-type: none"> - Cooperative learning strategies are under-developed. - Collaborative relationships between staff are under-developed. - Only limited opportunities are taken by staff to engage in professional dialogue around what works well. 	<ul style="list-style-type: none"> - Teachers and trainers are developing ways to allow their learners to work more cooperatively with each other and more collaboratively with other learners. - Teachers and trainers are developing collaborative relationships within their team and with their students and are starting to develop relationships with the wider College and stakeholders. - Teachers and trainers attend CPD events and course team meetings and share their own experiences. 	<ul style="list-style-type: none"> - Learners are developing essential and deeper thinking skills through taking part in regular and effective cooperative learning opportunities in class and collaborative learning opportunities cross-College. - Teachers and trainers have developed positive and collaborative relationships throughout the College both with staff, learners, and other stakeholders. - Teachers and trainers contribute to teaching and learning networks and share their own 	<ul style="list-style-type: none"> - Learners are developing a range of essential and deeper thinking skills through taking part in regular and highly effective cooperative learning opportunities in class and collaborative learning opportunities cross-College. - Teachers and trainers actively seek out positive and collaborative relationships both within and outside the college. - Staff actively seek out opportunities to share best practice and regularly 'deliver' sessions at development 	

<ul style="list-style-type: none"> Communication with parents and guardians, work-place supervisors and employers is timely and supports learner achievement and progression 			examples of best practice.	events and curriculum area meetings.	
<p>TS8 Promotion of independence and autonomy</p> <ul style="list-style-type: none"> Teachers are skilful in identifying learner strengths and raising their awareness of what they are capable of, targeting carefully crafted questions to help learners navigate their learning and empower them to challenge themselves and others Research activity is encouraged to develop critical thinking and learners are actively encouraged to 'think outside the box' and solve problems Learners receive extensive feedback on work and teaching is adjusted to align and address differing needs Teachers encourage learners where appropriate to engage in research-based activity. Learners evaluate findings effectively and synthesise well to produce coherent, evidence-based opinions Learners self-assess and evaluate their own performance identifying what they need to achieve higher grades or to develop their skills 	<ul style="list-style-type: none"> Learners are not always empowered to develop independent learning skills 	<ul style="list-style-type: none"> Teachers and trainers set independent learning tasks to be completed outside of the classroom developing learners use of independent learning skills. 	<ul style="list-style-type: none"> Teachers and trainers set independent learning tasks to be completed outside of the classroom, which are then effectively reviewed in session, developing learners use of independent learning, analytical and evaluative skills. 	<ul style="list-style-type: none"> Teachers and trainers inspire learners to actively seek out independent learning opportunities and to review these independently of the teacher/trainer. 	
<p>TS9 Skills building</p> <ul style="list-style-type: none"> High quality group tutorials are created centrally from the Student Services team and are consumed by learners as part of their independent study or through structured departmental programmes Students essential skills are enhanced and developed through participation in enrichment and are tracked as part of a Skills Builder portfolio Learners are provided with comprehensive induction and study preparation which includes understanding subject, level, and assessment requirements, developing study skills and understanding how to maximise use of relevant digital platforms and software Powerful 1-1 tutorials and progress reviews are planned to provide 	<ul style="list-style-type: none"> Opportunities to model positive behaviours are not always taken. Opportunities to promote and develop essential and basic (English, maths, digital) skills are missed 	<ul style="list-style-type: none"> Teachers and trainers are developing ways to maintain and promote positive behaviour. Teachers and trainers are developing ways in which to promote and develop essential and basic skills in their delivery. 	<ul style="list-style-type: none"> Teachers and trainers maintain positive behaviour within all their sessions and utilise appropriate support as required. Teachers and trainers routinely and effectively include opportunities for learners to develop essential and basic skills throughout their learning programmes. 	<ul style="list-style-type: none"> Teachers and trainers regularly share their best practice skills and support others in promoting positive learner behaviour. Teachers and trainers actively seek out every opportunity to develop their learners essential and basic skills to help them achieve their career aims. 	

<p>appropriate support and address individual needs and challenges</p> <ul style="list-style-type: none"> The development of independent learning skills and good study habits and routines are integrated alongside subject content to promote autonomy and high skills development 					
<p>TS10 Aspirational</p> <ul style="list-style-type: none"> Staff and learners are not afraid of making mistakes, experimenting, and asking for help to unlock potential and drive high achievement Teachers have high expectations at all times for their learners and help them to achieve their target grades Learners work towards stretch targets that challenge them and take them out of their comfort zones Alongside development of subject-based skills and knowledge and work-ready skills learners are equipped with an awareness of their societal responsibilities and the key challenges of the 21st century –e.g. themes of inclusion, climate change awareness, health, well-being, and resilience Success is not just about the achievement of a qualification but about exceeding expectations for each learner into their next steps – employment, entrepreneurship, higher study, self-fulfilment 	<ul style="list-style-type: none"> Activities do not always encourage learners to aspire. Expectations are not always as high or as consistent as they could be. Target setting is not as aspirational as it could be, and sessions tend to be pitched towards the 'middle'. 	<ul style="list-style-type: none"> Teachers and trainers are inspirational about their subject and are developing ways to reflect this within their teaching practice. Expectations are high and consistent. Teachers and trainers develop short and longer-term goals with their learners and deliver activities to provide challenge for most of them. 	<ul style="list-style-type: none"> Most sessions include inspirational activities which motivate students to achieve. Expectations are high and consistent. Teachers and trainers consistently develop effective short and longer-term goals with their learners and deliver activities to provide challenge for most of them. 	<ul style="list-style-type: none"> Lessons are consistently inspirational ensuring that learners are highly motivated to attend and achieve. Expectations are high and consistent. Teachers and trainers extend learning for all students by constantly setting challenging tasks based upon starting points. Learning goals are set and reviewed regularly and inform session planning. 	

APPENDIX 3 SUPPORTED EXPERIMENTS CYCLE LOG

 Supported experiments log The purpose of this document is to provide an aide memoire for teachers and trainers engaged in supported experiments and to help provide a structure to key conversations, reflections and practice sharing. There is no expectation that this document is completed in its entirety, or even at all. Similarly, although clearly it would be beneficial to use it throughout the supported experiments cycle the depth of information included is down to the individual practitioner and what benefits them.
What TLA theme are you covering through your experiment?
Why have you chosen this, what are you trying to improve for your learners, what are their starting points, what do they need to get better at?
What strategy, or strategies, are you going to employ and develop to bring about this improvement?
How does your strategy, or strategies, related to the 10 HRC TLA Standards?
How will you know that your strategy, or strategies, is having an impact? Is it possible to quantify this impact?
How will you involve your learners in evaluating the success of your strategy, or strategies?
What changes have you made to your strategy, or strategies, following learner feedback and initial observation feedback?
What impact have these changes had?
How have Communities of Practice meetings, peer observations and other interactions with colleagues helped you develop your strategy, or strategies?
What changes have you made to your strategy, or strategies, after further learner and follow-up observation feedback?
What impact have these changes had?
How would you assess the success overall of your strategy, or strategies?
How will you share your findings with other teachers and trainers?

