



## Teaching, Learning and Assessment Strategy

# PRIORITIES 2024-2027

### Priority 1

Programme approach to embedding relevant knowledge, skills and competencies and upholding academic integrity

### Priority 2

Enhanced physical and blended learning environment ensuring commitment to student participation, access, diversity and inclusion

### Priority 3

Cultivating leading edge transversal skills, including a commitment to life-long learning

### Priority 4

Students as partners across all aspects of their learning journey

### Priority 5

Professional development and evidence based Scholarship of Teaching and Learning (SoTL)

## Priority 1

Programme approach to embedding relevant knowledge, skills and competencies and upholding academic integrity

### Actions:

- » Remain vigilant and agile to design programmes that meet current and emerging needs of students, society and the economy;
- » Continue to design programmes that are student-centric (for all learners including blended and online learners), constructively aligned and informed by relevant awards standards;
- » Maintain use of a sustainability lens, research and stakeholder engagement/feedback to inform programmes design;
- » Use best practice models and research to design programmes such as ABC Learning Design (and informed by CCT College Module Design/ Review Handbook);
- » Remain forward thinking in terms of embedding leading edge transversal skills guided by best practice (Priority 3);
- » Use a programme approach to assessment design that is authentic, inclusive, engaging and promotes academic integrity, and consistency across all modules on a programme;
- » Involve students as partners in programme design and review to enhance engagement and integrity (Priority 4); and
- » Allow feedback mechanisms (including learning analytics where appropriate) to inform programme design and review.

### Expected Outcome:

CCT College has relevant physical and blended programmes that are flexible, inclusive and accessible, and are recognised by the HE sector, industry and potential students as leading edge.

## Priority 2

Enhanced physical and blended learning environment ensuring commitment to student participation, access, diversity and inclusion.

### Actions:

- » Advance the current good work in creating a flexible, inclusive and accessible learning environment for all students, including blended learners by implementing best practice for inclusive learning design such as UDL and ABC Learning Design models;
- » Continue to leverage technology to enhance learning when there is a pedagogical rationale for same;
- » Ensure Moodle is laid out and used in an engaging, accessible and easy to navigate way;
- » Continuously review and update both the physical and virtual learning environments to enable student success; and
- » Allow feedback mechanisms (particularly student feedback and including the CTL Working Group) to tailor our learning environment to meet the needs of our students.

### Expected Outcome:

CCT College is recognised by students and the HE sector for having a flexible, inclusive and accessible learning environment.

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## Priority 3

### Cultivating leading edge transversal skills, including a commitment to life-long learning

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#### Actions:

- » Review CCT graduate attributes to ensure leading edge transversal skills are clearly identified;
  - » Develop and ensure valuable transversal skills are embedded in all programmes;
  - » Develop transversal skills through a sustainability lens;
  - » Facilitate development of graduates that are agile, reflexive and responsive for the dynamic and fast moving digital world they will enter;
  - » Continue commitment to ongoing student and graduate upskilling and professional development;
  - » Commitment to create a shared culture of integrity and ethical behaviour; and
  - » Use evidence (research into best practice and industry requirements) and student input to embed leading edge transversal skills in programmes.
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#### Expected Outcome:

Graduates that are valued in the workplace and society as a result of their advanced and maintained transversal skills.

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## Priority 4

### Students as partners across all aspects of their learning journey

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#### Actions:

- » Continue our active participation with the National Student Engagement Programme (NStEP);
  - » Maintain and enhance good staff / student relationships;
  - » Ensure there are mechanisms for student partnerships across all four domains - governance and management, teaching and learning, quality assurance and enhancement, and student representation and organisation;
  - » Nurture student's active participation in the different partnerships;
  - » Engage students as partners in teaching, learning and assessment; and
  - » Allow evidence and student partnership to further enhance student partnerships in the college.
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#### Expected Outcome:

Student partnership is clearly evident in all aspects of CCT College's activities.

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## Priority 5

### Professional development and evidence based Scholarship of Teaching and Learning (SoTL)

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#### Actions:

- » Continue our active association and membership with the National Forum for the Enhancement of Teaching and Learning, National Academic Integrity Network and National Student Engagement Programme (NStEP);
  - » Enhance our relationship with national and international researchers and conferences;
  - » Use Scholarship of Teaching and Learning (SoTL) to enhance our TLA practice;
  - » Use the CTL Working Group to inform professional development activities and initiatives (incl. Peer Observation of Teaching), with a particular focus on digital advancement such as GenAI; and
  - » Allow CCT College Research Strategy to underpin ethical SoTL research and practice.
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#### Expected Outcome:

An academic community that is engaged in professional development, and using evidence to inform advanced TLA practice to ensure a flexible, inclusive and accessible learning experience for students.

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