NUS has a vision of excellent teaching and learning in further education. All students in further education, regardless of how, where or why they study, should feel that their college or provider is delivering on the objectives in this charter.

Teaching which broadens horizons and helps create a drive for success should exist across all academic and vocational courses. At its best, vocational education not only passes on skills and expertise, but passion for a subject.

Many different types of organisations provide further education and many different types of people participate in it. In this charter, where “college” is used, it should be read as including all providers and “student” should be read as including all those learning in further education.

All students should have the right to access excellent teaching no matter what type of education they are engaged with.

Colleges and providers should make sure teaching and learning activity is appropriately resourced. Where services or facilities are provided by third-parties, colleges should take responsibility for helping to develop the relationship between them and students.

Colleges and providers should have systems in place to celebrate excellent teaching and address poor teaching.

Whatever the type of study, students and staff should feel respected. Colleges and providers should make sure all students have the right to access feedback on both formal and non-formal assessment.

Providing feedback to students on both formal and informal assessment is essential to improving and developing teaching and learning. All students should have the right to access feedback on both formal and non-formal assessment.

Colleges and providers should make sure all teaching and learning issues are at the heart of the student representation and decision-making processes.

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Information on education and career progression should be integrated with teaching and learning.

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National Union of Students
4th Floor
184 – 192 Drummond Street
London NW1 3HP

t. 0845 5210 262
w. www.nus.org.uk
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1. All students should have the right to access excellent teaching no matter what type of education they are engaged with.
2. Colleges and providers should make sure teaching and learning activity is appropriately resourced.
3. Where services or facilities are provided by third-parties, colleges should take responsibility for helping to develop the relationship between them and students.
4. Colleges and providers should have systems in place to celebrate excellent teaching and address poor teaching.
5. Whatever the type of study, teaching should be stimulating, invigorating and inspiring.
6. Providing feedback to students on both formal and non-formal assessment should be recognised as a high priority.
7. Students and staff should be respected.
8. Colleges and providers should be flexible and work to meet the needs of students as individuals.
9. Information on education and career progression should be integrated with teaching and learning.
10. Teaching and learning issues should be at the heart of the student representation and decision making process.
Providing feedback to students on both formal and non-formal assessment should be recognised as a high priority.

For students to best learn through assessment, feedback should be precise, useful and timely. Colleges should commit to students receiving feedback on a piece of work before the next related assessment is due in.

Students and staff should feel respected

The whole college community should feel respected and safe. When a student feels this has not been the case, there should be clear guidelines as to what they can do and students should be supported through this process. Similarly, if a student’s behaviour is called into question, the procedures should be clearly explained to them and they should be supported when going through them.

Colleges and providers should be flexible and work to meet the needs of students as individuals.

Students are in further education for different reasons. They may want to re-skill, improve job prospects, gain more specific skills for work, develop a personal interest, access higher education or simply join a learning community. Further education providers should recognise this. Additionally, providers should have systems in place to ensure student progress is not unduly affected by illness, caring responsibilities, or job commitments.

Information on education and career progression should be integrated with teaching and learning.

Work in the classroom or workshop should not exist in isolation. Students should be supported in understanding how what they learn on their course can help them develop in their career and as an individual. Staff should feel comfortable with students asking questions on how different aspects of a course are relevant to their working life.

Teaching and learning issues should be at the heart of the student representation and decision making process.

Colleges should expect to engage with students on learning and teaching and other issues core to further education. Student representatives should be supported in facilitating student feedback on learning and teaching and colleges should be listening to the learner voice at all levels.

All students should have the right to access excellent teaching no matter what type of education they are engaged with.

Further education is a diverse sector. Students study a variety of courses, in a variety of ways, for a variety reasons. In the classroom, the workshop, the community centre and wherever else further education takes place, all students have the right to experience excellent teaching. Providers should outline their definition of excellent teaching to students and explain how concerns can be raised if teaching does not meet that standard.

Colleges and providers should make sure teaching and learning activity is appropriately resourced.

Students should have access to materials which will help them succeed; if work depends on a resource then that resource should be made available to all students. As resources can be limited there should be appropriate planning to minimise waste of resources that are out of date, not needed or not valued; students should be involved in this planning process.

There should be intelligent organisation to make the best use of physical space. Where there are capacity issues these should be clearly explained, and students should be part of the decision making process when allocating limited resources.

Where services or facilities are provided by third-parties, colleges should take responsibility for helping to develop the relationship between them and students.

From software to assessment criteria, a great deal of what students experience in further education is provided by external organisations. Colleges should explain these relationships openly and involve students in decision making when choosing which third parties to work with. There should be a process in place for reporting students’ opinion to external organisations.

Colleges and providers should have systems in place to celebrate excellent teaching and address poor teaching.

Excellent teaching should be celebrated wherever it takes place and staff should be supported in trying to achieve excellence. Colleges should also recognise that poor teaching lets students down and needs to be dealt with. Students should know what to do and who to talk to if they experience poor teaching.

Whatever the type of study, teaching should be stimulating, invigorating and inspiring.

Outstanding teaching is not restricted to the classroom; it takes place in a variety of settings. Teaching which broadens horizons and helps create a drive for success should exist across both academic and vocational courses. At its best, vocational education not only passes on skills and expertise, but passion for a subject.
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Colleges and providers should be flexible and work to meet the needs of students and employers. Students and staff should feel respected and valued. Staff who provide teaching and learning should be encouraged to develop their own expertise, skills and knowledge. Teaching and learning issues should be at the heart of the student representation and decision making process. Providing feedback to students on both formal and non-formal assessment should be recognised as good teaching. Feedback received by students on both formal and non-formal assessment should be recognised as good teaching.